



Faculty of Humanities Arts Languages and Education

PGCE in Early Years and Primary Education (Professional and Postgraduate)

COURSE HANDBOOK

Primary Programme Director ITE:
PGCE Course Leader:

Alayne Öztürk
Patrick Eve

2010/2011

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Key Staff

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PGCE Group Tutors

Early Years 1- Jon Daveney	Primary 1- Alastair Daniel
Early Years 2- Cedra Dyer	Primary 2- Ranjana McLean

PGCE Teaching Staff

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Important Dates

Term Dates 2010-2011 PGCE Early Years and Primary (Professional and Postgraduate)

Term 1

Monday 13th September – Friday 17th December 2010
(Study Week 25th – 30th October, please note some attendance requirements)

Term 2

Tuesday 4th January – Friday 4th April 2011
(Study Week 21st-25th February)

Term 3

Tuesday 26th April – Wednesday 6th July 2011
(Study Week 25th – 29th May)

PGCE Early Years & Primary Placement Dates 2010/11

Autumn Term: 13th September 2010 – 17th December 2010 (Schools half-term 25th – 29th October)

Week beginning	13/9	20/9	27/9	4/10	11/10	18/10	25/10	1/11	8/11	15/11	22/11	29/11	6/12	13/12
PGCE							Schools half-term		School Experience 1*					

*Students will be back in the University on Fridays 12/11/10 and 17/12/10

Spring Term: 3rd January 2011 – 1st April 2011 (Schools half-term 21st – 25th February)

Week beginning	3/1	10/1	17/1	24/1	31/1	7/2	14/2	21/2	28/2	7/3	14/3	21/3	28/3	4/4
PGCE						Additional School Experience		Schools half-term	ASE (cont.)					

Summer Term: 25th April 2011 – 25th June 2011 (Schools half-term 30th May – 3rd June)

Week beginning	25/4	2/5	9/5	16/5	23/5	30/5	6/6	13/6	20/6	27/6	4/7	
PGCE	School Experience 2*					Schools half-term	School Experience 2 (continued)					

*Students will be back in the University on Friday 29/4/11

This handbook should be read in conjunction with the University Student Handbook, <http://www.londonmet.ac.uk/student-handbook/>, which contains important information about the Department of Education and University regulations.

1. Introduction

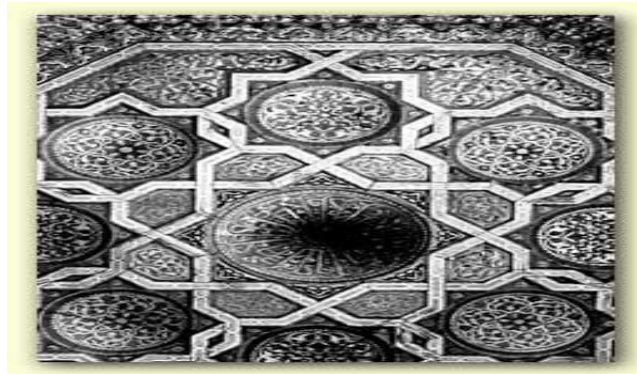
This is the Course Handbook for Early Years and Primary PGCE (Professional and Postgraduate routes). The staff in the Department of Education look forward to working with you at London Metropolitan University.

a) The Course

The PGCE Early Years and Primary course takes place over 38 weeks starting 13th September 2010 and finishing on the 6th July 2011. The course will start with an induction week that will set the context for the course. By the end of the course you will have studied the range of primary subject areas and a range of generic issues related to professional practice, planning, teaching, and assessment in schools that will prepare you for your role as a teacher. You will also have worked in two schools for substantial and assessed placements, and visited a range of other educational settings during the three 'additional school experience' weeks. In total you will spend approximately 18 weeks in school. The course is very intensive and there is a range of support and resources to help your passage through the course. There are also a range of regulations and procedures that you need to be aware of so please make sure you read the handbooks carefully.

b) Using This Handbook

- i) There is a considerable amount of information contained in this handbook, some of which will be of greater relevance to you as you work through your professional/ postgraduate studies than it is at the start of your course. Please keep it safe, as you will need to refer to it through your course.
- ii) We recommend that you read this Course Handbook through carefully.
- iii) You should note that, occasionally, in order to improve the course, the details in this handbook might be amended or revised.



2. About the PGCE Early Years and Primary Course 2010-11

Aims of the Course

The course provides students with opportunities to develop an understanding of the importance of the social, emotional, cognitive and linguistic development of children, and the ways in which they can be supported as active learners, whose knowledge and skills develop through play and exploration. One of the main aims is to produce teachers of the highest quality who are reflective, creative, imaginative and responsive to all children's needs. We expect our students to become skilful practitioners able to establish a stimulating and challenging learning environment using a range of teaching and management strategies. Our pedagogical belief is that children are active learners, learning through experience and interaction, and developing a sense of self through the explicit recognition and celebration of their home languages and cultures. This belief supports an interactive approach to the wider society and takes into account parental and community aspirations.

The course is demanding, challenging and rigorous. Students are expected to attend 100% of sessions, to be punctual and not leave before the session ends. Students will have to be prepared to work independently, read copiously, and demonstrate good time management skills throughout the course. Throughout the course, students will be required to become increasingly analytical and reflective practitioners.

Please note, most students who did not attend sessions regularly last year had great difficulty completing their assignments and school placements successfully, and in some cases were ultimately unable to pass.

Missing sessions jeopardises your chances of success of the course.

The PGCE course aims to:

- Provide students with knowledge and understanding of the statutory curricula for the early years and primary schools and the skills to plan and teach, so that they can meet the relevant Standards for Qualified Teacher Status

- [QTS Standards Q3a, 3b, 14, 15, 21a]

- Enable students to develop the knowledge, understanding and competencies necessary to teach successfully in multi-ethnic, multi-lingual, multi-faith, inner-city primary and nursery schools

- [QTS Standards Q1, 2,5,6, 10,18, 19, 20, 21a, 21b, 25d, 29]

- Provide students with the necessary knowledge, understanding and pedagogic skills across either 3-7 years (Foundation Stage and Key Stage 1) or 5-11 years (Key Stage 1 and Key Stage 2) to teach the appropriate curricula (Foundation Stage and National Curriculum).

- [QTS Standards Q10, 11, 12, 13, 14, 15, 16, 17, 24]

- Introduce students to a range of successful learning and teaching styles appropriate to the nursery and/or primary school

- [QTS Standards Q10, 18, 19, 21b, 22, 25a, 25b, 25c, 25d, 29, 30]

- Develop students' ability to plan for and resource a stimulating and challenging curriculum

- [QTS Standards Q14, 15, 22, 23, 24, 25a, 25b, 25c, 25d]

- Ensure that students develop confident classroom and behaviour management strategies and establish a purposeful working environment

- [QTS Standards Q1, 2, 5, 6, 10, 30, 31, 32, 33]

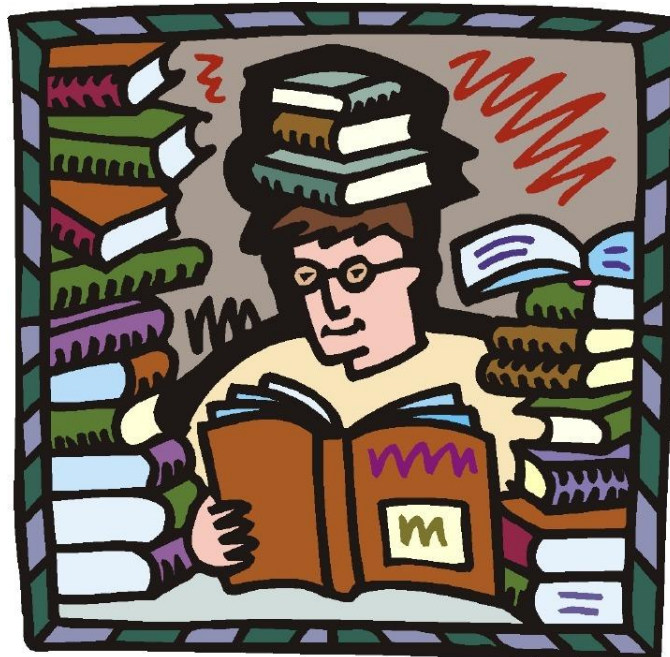
- Develop students' understanding of the importance of educational and social inclusion through planning for diversity and introduce and develop practical strategies through which this can be achieved.

- [QTS Standards Q1, 2, 18, 19, 21a, 21b, 25c]

- Develop students' ability to identify and provide for a range of special educational needs, specific learning difficulties and the diversity of talent and experience to be found in the inner city nursery/primary classroom

- [QTS Standards Q10, 20]

- Enable students to develop a variety of manageable techniques for Monitoring & Assessing, and know how to use assessment to ensure effective planning and teaching
 - [QTS Standards Q11, 12, 13, 22, 26a, 26b, 27, 28, 29]
- Equip students with the ability to think independently and reflect critically on their practice drawing on theory, research and inspection findings
 - [QTS Standards Q8, 9, 29]
- Understand the role played in children's learning by parents and carers, communities, support staff and other professionals
 - [QTS Standards Q4, 5, 6, 20, 32, 33]
- Develop students' competence to a level as high as possible and encourage enthusiastic interest in continuing professional development after qualification
 - [QTS Standards Q7a, 7b]



3. QTS Skills Tests in Numeracy, Literacy and ICT

During the year all trainees will need to make their own arrangements to take these nationally set tests at a convenient test centre. **Qualified Teacher Status cannot be awarded until the tests have been passed.** The tests are taken on-line at a computer and can be taken at any point during the year. Each test lasts up to 45 minutes. Trainees will be given a registration number, which they can use to book convenient dates and times for the tests.

Tests cannot be booked during times of university sessions or during school placements. The tests have to be passed by **August 31st 2011** at the latest, in order to gain Qualified Teacher Status and be ready to take up your first teaching post in September. It is recommended that you pass these tests as early as possible during the PGCE year in order to be recommended for QTS at the July assessment board.

Trainees who have a statement for SPLD are entitled to apply for extra time. Further information and support material is available on the Training and Development Agency (TDA) website: <http://www.tda.gov.uk/>

Please note that on 1st September 2007 the regulations which allowed newly qualified teachers to teach for up to five years (the five-year grace period) without achieving QTS changed. Now teachers without QTS (e.g. with unqualified teacher status) *cannot* work as a qualified teacher. But they can work as support staff or as an instructor carrying out specified work – this includes working as a teaching assistant or a higher-level teaching assistant. **Trainees should be aware that having instructor status prevents them from starting their newly qualified teacher (NQT) year.** It may also limit their responsibilities and rights, including the teachers' pay and performance management arrangements that qualified teachers can expect. They will almost certainly be paid on the unqualified teachers' pay scale.

Current trainees who fail one or more of the skills tests will be deemed to have not met the QTS standards and must not be recommended for QTS. They will not be able to take on qualified teacher employment, but they can work as support staff (including as a teaching assistant or higher level teaching assistant) or be employed as an instructor, subject to conditions and if there are no qualified teachers available. Trainees should be aware that having instructor status prevents them from beginning their NQT year, and may limit their autonomy, responsibilities and rights, including the teachers' pay and performance management arrangements that qualified teachers can expect. The Department for Children, Schools and Families has provided guidance on the amended regulations at: www.teachernet.gov.uk/docbank/index.cfm?id=11729

4. Professional and Post Graduate PGCEs

From September 2007 government regulations required all PGCE course providers to specify whether their PGCE programmes include substantial elements of study at postgraduate level, i.e. at Masters degree level. Courses which follow the traditional structure and which require Honours degree academic standards are to be called Professional Graduate Certificate in Education, whereas those including work at Masters degree level will be called Post Graduate Certificate in Education. Both will be referred to by the abbreviation PGCE.

All trainees will register in September for the Professional Graduate Certificate of Education qualification. This is the same course we have traditionally run at London Metropolitan University but, in response to new government regulations, we have altered the name. This course leads to recommendation for Qualified Teacher Status (QTS) and to the award of a PGCE. This qualification is at the same academic level as the third year of an Honours degree.

Trainees may apply to join the Post Graduate Certificate of Education programme during semester 1. To help you make the right choice we have a rigorous briefing and application procedure in place:

- Monday 20th September -briefing workshop will be arranged for trainees who want to know more about the Post Graduate PGCE and the additional requirements.
- Tuesday 12th October deadline for application form to be submitted with M level writing task.
- The assignment will be marked to inform the academic decision about applicants' suitability for the Post Graduate route.
- Additional workshops will be arranged through the year for those trainees on the Post Graduate route, these will normally be held during twilight sessions or study weeks.

Criteria for transfer to the Post Graduate programme are:

- Attendance at the briefing.
- Successful completion of application form.
- Success in meeting Masters level criteria in the M level writing tasks (short tasks in Professional Studies, Language and Literacy, Mathematics and Science, plus a longer written critique.)
- Evidence of engagement with university sessions e.g. attendance, participation, preparation – course tutors will monitor and report on this.

If trainees transfer to the Post Graduate route in semester 1, they will be expected to continue at this level. It is unlikely that trainees will be allowed to negotiate a return to the Professional Graduate route. This has some serious implications if trainees fail to meet the required standards for Masters level work.

The following outcomes are possible:

Registered on course	Maths	English	Science	Prof Studies (Double module)	SE1	SE2	Outcome
Professional (Prof)	Prof 15 credits H level	Prof 15 credits H level	Prof 15 credits H level	Prof 30 credits H level	Prof 15 credits H level	Prof 30 credits H level	Professional PGCE
Post Graduate	One of Maths, English, Science at Post Graduate (20 credits M Level), 2 at Professional (30 credits H level).			Post Graduate 40 credits M level	Prof 15 credits H level	Prof 30 credits H level	Post Graduate PGCE
Post Graduate	Fail one module (on resubmission)				Prof 15 credits H level	Prof 30 credits H level	Fail PGCE* QTS may be recommended

**This means that a trainee could be recommended for QTS while being unsuccessful at the PGCE but this option only exists for those who have re-registered for the Post Graduate PGCE. In this case work which had failed to meet the academic standards for Masters level would be re-marked, looking for evidence against the Standards for QTS.*

Different requirements

Trainees will undertake the same basic pattern of study and school experience but the three formal assignments will have different requirements. The details are outlined on WebLearn. There will also be an expectation that trainees on the Post Graduate route will attend additional workshops, and this commitment will be clarified in the application pack, which will be available at the briefing workshops in September.

5. Early Years & Primary Courses

There follows a brief overview of each curriculum area taught during the course. More details are to be found in the individual subject booklets. Please note that you will be taught in either 3-7 or 5-11 age range groups.

i. 3-7 Route

You will be taught in two tutor groups for all the curriculum areas including professional studies. Subject and professional studies tutors will primarily address both Foundation Stage and Key Stage 1 provision and ensure that you have an understanding of the requirements of 0-3 provision and Key Stage 2.

ii. 5-11 Route

You will be taught in two tutor groups for all curriculum areas including professional studies. Subject and professional studies tutors will primarily address provision for Key Stages 1 and 2 and ensure that you have an understanding of the requirements of the key stages before and after KS1 and 2 (i.e. Foundation Stage and KS3).

a. School Experience

An integral component of the course is school experience. School experience is a vital part of the course bringing together your own knowledge of children and their learning, of urban schools and different educational settings, and the knowledge you will gain during the taught course. The department works in partnership with a range of schools and educational settings. All supervising tutors and mentors receive training in order to provide you with appropriate advice and guidance during the placements. During the year there are two major school experiences during which you will be assessed both formatively and summatively against the *Framework of Professional Standards for Teachers in England* (TDA, Revised 2009). For these practices you will be placed in at least two different Early Years settings/nurseries/schools within the Key Stages for which you are training. In addition, you will get the opportunity to top up your experience in the appropriate age phase in mainstream schools in a multilingual urban setting in the UK during 'additional school experience' (ASE) weeks. If it has been decided by the Partnership Team that you have had a satisfactory range of experience, you may get the opportunity to visit a range of other educational provision e.g. a museum, special school, faith school etc. Please refer to the School Experience Handbook for more detailed information.

Please note that although the Partnership will arrange your first and second school experience (SE1 and SE2), it is *your* responsibility to arrange a placement for additional school experience (ASE).

b. Professional Studies Course

The course is the central spine of the taught course and sets the context for a wide range of generic professional, pedagogical, and curriculum issues, which are further developed within the core and foundation subjects.

This course provides students with a firm foundation from which to develop as confident and creative practitioners in early years and primary education. It

extends and develops the themes of equality, social justice and inclusion addressed in the Induction Course (13.9.10 – 17.9.10). The thrust of the course is on the key generic issues of educational theory, pedagogy and classroom practice to prepare you for the realities of teaching in Early Years settings, nurseries and primary schools in England. These key issues include cultural and linguistic diversity, the total development of the child and ways in which children can be supported as active learners whose knowledge and skills develop through play and investigation. The course will draw on students' own experiences and develop ways in which practice can be successfully implemented in the context outlined. Students are encouraged to develop a skilled and analytical approach to planning, teaching, monitoring and assessment, and to become increasingly critical and reflective practitioners who take responsibility for their own professional development.

c. Core Curriculum Courses

The statutory requirements of the *National Curriculum* (DfES, 1999) core subjects of Language and Literacy, Mathematics and Science are covered throughout the course, and the requirements of the *Statutory Framework for the Early Years Foundation Stage* (DCSF, 2008). They build on the Professional Studies course and link with ICT and foundation subject courses. For each subject area students develop their own subject knowledge and their ability to plan, teach, monitor, assess and evaluate.

In addition, our courses will address the recommendations of the non-statutory *Revised Primary Framework for Literacy and Mathematics* (DfES, 2006), underpinned by *Excellence and Enjoyment* (DfES, 2003), *Every Child Matters: Change for Children* (DfES, 2004), and *The Children's Plan* (DCSF, 2007).

Other recent curriculum development documents include:

Independent Review of the Primary Curriculum (DCSF 2009), The Primary Review (2009), Your child, your schools, our future: building a 21st century schools system DCSF (June 2009), DCSF (2009) Lamb Inquiry Special Educational Needs and Parental Confidence, Williams Review 2008 (Mathematics) and the Byron Review 2008 (ICT).

There follows an outline of each subject. A detailed programme and recommended reading for each course is available in the subject handbooks, and on WebLearn.

i. Language and Literacy

This course will enable students to develop an understanding of learning and teaching language and literacy in multilingual, inner-city classrooms and Early Years settings and to effectively implement the *Statutory Framework for the Early Years Foundation Stage* (DCSF, 2008), *National Curriculum* (DfES, 1999) and the *Revised Primary Framework for literacy [and mathematics]* (DfES, 2006). Regard will be given to the recommendations of the Rose Review (2006) and the teaching of high quality, systematic phonics, and the implications for the teaching of early reading. The course explores the contexts in which children learn and develop language and literacy. It also draws on students' experiences and understanding of bilingualism and how these relate to teaching children in inner

city, linguistically diverse Early Years settings, nurseries and primary schools. It will prepare students to provide an appropriate literacy curriculum for children in their chosen age range in inner city, linguistically diverse Early Years settings, nurseries and primary schools.

ii. Mathematics

This course builds on students' previous learning of mathematics and their experiences in school. It will enable students to develop an understanding of the subject and to effectively implement the problem solving, Reasoning and Numeracy requirements of the *Statutory Framework for the Early Years Foundation Stage* (DCSF, 2008), the *National Curriculum* (DfES, 1999) and the *Revised Primary Framework for [literacy and] mathematics* (DfES, 2006), drawing on recent theory and research into mathematical learning and practice. It will take into consideration the implications of the Williams Review (2008) and prepare students to provide an appropriate mathematics curriculum for children in their chosen age range in inner city, linguistically diverse Early Years settings, nurseries and primary schools.

iii. Science

This course develops students' scientific ideas in a range of topics and extends their experimental and investigative skills through a range of challenging activities. It relates the educational theories and practice taught in the Professional Studies course to the learning and teaching of science in the multilingual classroom. It will enable students to develop an understanding of the subject in this context in relation to the *Statutory Framework for the Early Years Foundation Stage* (DCSF, 2008) and the *National Curriculum* (DfES, 1999) at Key Stages 1 and 2. It will prepare students to provide an appropriate science curriculum for children in their chosen age range in inner city, linguistically diverse Early Years settings, nurseries and primary schools.

iv. Subject Knowledge Sessions

- It is very important that you develop your subject knowledge at your own academic level and at a level appropriate to teach children in your chosen age range.
- To assist you in this there will be tasks to help you identify your subject knowledge strengths and the areas for further development. Support for extending your subject knowledge will be provided through the taught course, a programme of subject knowledge sessions, tutor support and guidance and advice for self-study
- Subject knowledge is assessed both through the portfolio and school experience. For further details refer to the assessment booklet.

Tutors for the Core Subjects

1. Language and Literacy – Alastair Daniel (Convenor), Louise Dryden, Alayne Öztürk.
2. Mathematics – Patrick Eve (Convenor), Cedra Dyer.
3. Science – Jen Smyth (Convenor), Jon Daveney

d. The Foundation Subjects

In the National Curriculum the non-core foundation subjects are Art, Design and Technology, Geography, History, ICT, Music and Physical Education. Religious Education is an additional part of the curriculum.

We consider that each of these subjects plays a vital role in children's development and a substantial block of the course will be devoted to these areas. We ensure you are introduced to the foundation subjects in university training, and more fully in school-based training. The taught course is organised so that all students will have some experience of all of the foundation subjects. This will give you sufficient understanding of a range of work across these subjects (Standards Q14, 15: TDA, 2007).

Since the introduction of the *National Curriculum* (DfES, 1999) ICT has been classified as a non-core foundation subject. We have kept a substantial ICT component in the course in order to enable you to use ICT fully and effectively in your teaching. In line with the *Revised Primary Framework for literacy and mathematics* (DfES, 2006) and the *Primary National Strategy* (Excellence and Enjoyment, DfES 2003) the course enables students to develop ICT skills and knowledge and to explore cross-curricular ways of working with ICT. This will enable students to develop an understanding of the subject in relation to the Foundation Stage Curriculum Guidance and the National Curriculum at Key Stages 1 and 2.

(i) Early Years Foundation Subject Course

This will integrate the Foundation Stage areas of learning and the National Curriculum Foundation subjects.

Music / Creative development.
Art / Creative development.
Geography/ Knowledge and understanding of the world
Drama/ Creative Development and Lang and Literacy
PSHE/ Knowledge and understanding of the world
Design & Technology/ Knowledge and understanding of the world (Integrated with the science module)

(ii) Primary Foundation Subject Course

The Primary groups will also be taught the following National Curriculum foundation subjects:

Music
Art
Geography
Drama
History
Design & Technology (Integrated with the science module)

There will also be some cross-curricular sessions (CMIS wk 21) where these subjects will be further explored.

For further details of these courses refer to the Foundation Subject handbook.

(iii) There will also be 4 PE and 4 RE sessions for each group. These subjects also have their own handbook.

(iv) Tutors for the Non-Core Foundation Subjects

Art - Louise Owen
Drama - Alastair Daniel
Geography – Ian Barrett
History – David Rosenberg and Marion Try
PSHE – Vyvian Shaw
ICT - Ranjana McLean and Suresh Jethwa
Music – Ros Savournin (Camden Music Centre).
PE – David Lefevre (Hackney Learning Trust)
RE - Ian Barrett

e. English for Academic Purposes

There is provision on the course for supporting individuals and /or small groups who require extra advice for study skills and academic writing. Students may self-identify or attend the university workshops at any time in the course as a result of pre-course information (e.g. the essay at interview), school experience, or tutor recommendation. For a detailed outline of provision, including times & locations of courses, workshops and one-to-one support, visit the LDU website:

www.londonmet.ac.uk/ldu/

f. The Group Tutor

You will be allocated a member of staff as a personal and academic tutor, who should be your first port of call should you need to talk to someone confidentially about personal or academic matters. You will be given the opportunity to sign up for tutorials throughout the course, to discuss a variety of issues. It is strongly recommended that you take advantage of these opportunities.

The role of the group tutor is to:

1. Teach their group for the Professional Studies and School Experience parts of the course.
2. Be available for individual, personal, or academic tutorials.
3. Be available for you to discuss issues relating to your school experience.
4. Write references for your future employers.

You should notify both your group tutor and the appropriate course tutor or supervising tutor if you are absent from the course or school experience (SE)

i. The Primary Programme Director

The Primary Programme Director (PPD) has overall responsibility for the operational management of the course. Course tutors or the Course Leader will refer you to the PPD where appropriate.

ii. The Course Leader

The course leader has overall responsibility for the day to day running of the course. He will be available to:

- Respond to queries concerning aspects of the course and its assessment including rooms and timetabling,
- Advise you on the management of your plans to best complete the course, including temporary withdrawal from the course and advising or recommending mitigating circumstances due to illness and other problems
- Explain the implications of assessment results and associated feedback on your academic performance
- Discuss specific personal circumstances and direct you to appropriate support agencies including Student Services for support in areas such as personal problems, housing, health and finance, citizenship and visa status (for overseas students).
- Monitor the course including organisation of staff–student committees, evaluations and dealing with student concerns.

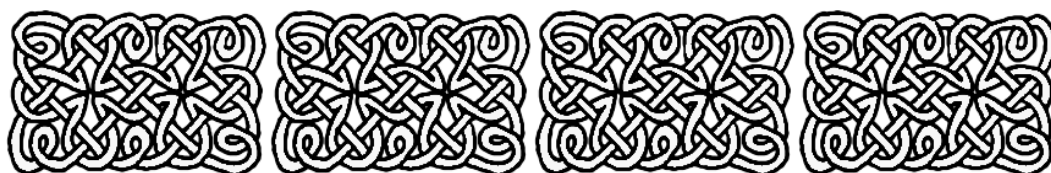
g. Assessment Requirements

The PGCE is an extremely exacting and intensive course and the assignments set reflect its demanding nature as well as the expectations of schools as your future employers. In accordance with the DCSF and TDA requirements the PGCE course combines the taught course with school-based training, therefore some aspects of the taught course will be assessed through your school experience, which will be reflected in your files. Mathematics, Language and Literacy, Science and ICT will be assessed through portfolios of tasks developed throughout the year.

Because you have a number of assignments and required tasks to complete, submission dates are phased across the course to make the assessment workload manageable. **It is important that you manage your time effectively**

to accommodate submission dates, as you will be expected to attend *all* sessions, irrespective of the pressures of hand-in dates.

All assessments at Professional level are pass/fail based on criteria that will be fully outlined in the Assessment Handbook. Please see the Assessment Handbook for further details. Assessments at Postgraduate level are graded numerically using masters level grade criteria. A very useful university web reference <http://www.londonmet.ac.uk/evasion/>. This site allows access to your personal enrolment and assessment information.



6. Being a PGCE Student

The following highlight some general features and expectations associated with being a student on a PGCE course.

Attendance and Punctuality

Your attendance and your punctuality in relation to university and school will form part of your assessment against the QTS Standards. Tutors are also always asked to comment on trainees' attendance and punctuality record in job references. University regulations state that trainees are required to attend regularly and punctually. A trainee is required under the regulations of the Academic Board of the University to attend regularly and submit work by specified dates. If a trainee does not attend any part of the course (both university and school-based) the Head of Department may require that trainee to withdraw from the course.

- University sessions run from 9.30-12.30 and 1.30-4.30 for all of the week unless otherwise stated.
- Postgraduate workshops are likely to run after these times, during twilight sessions, and during study weeks.
- Attendance and punctuality are all part of your professional commitment to teaching. Lateness disrupts teaching and offends those colleagues who are punctual. Tutors reserve the right to refuse admission to students who are more than 10 minutes late. While we keep registers for each course, you are responsible for your own attendance. You will be required to keep a record of your own attendance and submit this prior to SE1 and SE2. 100% attendance of the course is expected for all sessions covering all aspects of the curriculum and educational practice and preparing you for SE1 and SE2. Attendance of these sessions contributes to the evidence for meeting the Standards for QTS (This includes all

standards but especially Q3, Q6, Q7, Q10, Q11, Q12, Q13, Q14, Q17, Q18, Q22) Students who do not have a satisfactory attendance record will be asked to catch up for missed work or in extreme cases will not be allowed to start the school experience or be asked to withdraw from the course. This expectation for attendance applies even during the times of the course where assessment deadlines have to be met.

- The expectation for attendance on the course is 100%. Any unavoidable absences must be recorded with your Group Tutor and, if possible, with the tutor whose session/s you are missing. You can do this by phone or by email (tutor extension numbers and email addresses are on page 2). You are also expected to record this or late attendance on your attendance record.
- As part of your duties as a professional, when on school experience please note that the Early Years setting/ school/ nursery **must** be notified by you if you are unable to attend for any reason **before the teaching day begins** (see School Experience Handbook).
- **When in school you are expected to work the same hours as your teaching colleagues.**

Employment

To successfully complete the course you are expected to be totally committed to your studies and your school experience, which will both be very intensive and demanding. You are, therefore, advised not to take on paid employment. Past experience has shown that students who do undertake some part-time work find the course is then almost impossible to manage and they may have even failed it altogether.

Studying

As a postgraduate student, you have chosen to develop your learning at a more advanced level, and your course will provide you with many opportunities to acquire new knowledge and skills. To make the most of the opportunities available you need to reflect on your learning, identify areas for further development, develop a strategy for your studies, plan ahead and manage your time effectively.

You also need to study in your own time as well as working in study groups. Please make best use of the allocated study times on your timetable.

Please note: Weeks 8, 25 and 39 are designated study weeks, **not** holidays. The expectation is that you will use this time to read, research, attend workshops (where appropriate), and work on assignments. The structure of assignment hand-in dates has been organised on the basis that study weeks and holiday periods will be effectively used in this manner (see Assessment Handbook).

Please be prepared to complete the required tasks or pre-reading for your taught sessions. These will be identified in the relevant course handbooks. Note assignment deadlines in your diary and plan to begin assignments early. You will see that more than one assignment may be due in on a given date, so plan carefully for this. You will enjoy researching and planning your work if you allow yourself plenty of time. Make sure you understand what you need to do and plan how you are going to tackle it. Seek advice from your group tutor and /or subject tutors if there is anything that needs clarification.

Mobile Phones

Please switch off your mobile phone before entering all classes. Please attend to any messages you may receive during the mid point break.

Food and Drink

It is expected that you do not bring food and drink (except for bottled water) into the taught sessions and workshops unless there is a prior agreement with the tutor concerned.

Enrolment

Before the start of your course (13th September 2010) you enrol formally with the University. This year enrolment takes place on 9th September. We check that you have the qualifications on which your offer of a place was based, that you can prove who you are, establish what the year's tuition fees are and agree how, and who, is paying those fees. By signing the enrolment form you confirm that you accept and will follow the University's regulations.

Assessment

Assessment is, of course, an important feature of academic study at postgraduate level. Detailed assessment requirements are set out in the Assessment Handbook on WebLearn.

Completion of the various coursework assessments, including school experiences, is crucial to your achievement of your award at the end of the course. There are various types of assessment you will take as part of your course. It is important that you understand clearly the expectations and deadlines for the various forms of assessment. General issues related to assessment are included on page 47.

SENDA

This course has been designed with the anticipatory duty, as required by the Special Educational Needs Disability Act (2001) (SENDA), in mind. At implementation and at delivery, the need of individual students will be taken into account. Reasonable adjustments will be made where practicable and affordable, in the light of the assessment of student need by the University Disabilities Unit and a review of the student's programme of study by the course tutor in discussion with the relevant staff and departments.

The Disabilities and Dyslexia Services identifies students who are dyslexic, implements procedures for individual support, and notifies course tutors. Students identified as dyslexic attach a certificate/coversheet to their course work, which gives information to marking tutors. Please make an appointment with the service if you think you could benefit from this support (see page 36).

7. Communications

We aim to do our best to keep you informed of what you need to know at all times. You need to be aware of, and to check regularly, your notice boards (course details will be posted on the notice board on level LG; school experience details will be posted on the notice board on UG level), your University email account and the University website, including WebLearn (see page 22) for more details).

(i) Availability of Academic Staff

Academic staff publish 'office hours', usually in the form of a note, on their door or the notice board. When you do arrange an appointment for a tutorial or for other purposes it is most important that you attend. If for any unforeseen reason you need to postpone or cancel, you must let the tutor know in good time. You can do this by phoning or emailing the member of staff direct.

Remember that academic staff work with many students and have competing demands on their time. While appointments or queries can be pursued by phone, it can be difficult to make direct contact with tutors at the time you call and you may have to leave a message in their voicemail.

Alternatively, you can use email for appointments or queries. Email is a good way to ensure that your message gets through and can result in a rapid response; although please be aware that it is not always realistic to expect an immediate response, as many staff have to manage quite high volumes of email traffic, and often work outside the office. You will find the email addresses of tutors in this booklet (see 'Key Staff' on page 2).

Email is particularly useful for queries that are simple and straightforward. It is not a good medium for complex and detailed matters or for lengthy discussions, which are best pursued in a tutorial or personal advisory session.

(ii) Staff needing to contact you

There will be times when University staff may need to contact you, either by letter, phone, or email, perhaps to arrange a meeting, to provide you with information, or to respond to a query from you. It is therefore essential that your contact details are kept up to date on our records. **Please inform Student Records immediately of any change of address or telephone number. Alternatively, you can amend these details directly yourself on-line using Evision. You should also inform the ITT administrator, Kathy Corkett, who**

will check that student records have been informed and Senal Aiken the Partnership Administrator.

Increasingly we make use of email for most simple communications and to keep you informed. At enrolment you will be given a University email account, which we use to correspond with you. It is therefore your responsibility to check your email regularly. **If you also make use of your own personal email address(es), and therefore may not intend to use your university account as your main email address, it is essential to set up email forwarding.** This will ensure that any emails sent to your University email account will reach you.

We also use the Web to provide much of the information you need so you should familiarise yourself with the University website as soon as you can.

(iii) Weblearn and Webmail

(More information is available from the metranet website at <https://intranet.londonmet.ac.uk/iss/students/>)

You will need a user name and password to access all of the IT services including weblearn and webmail. This is a standard London Met user name, which is printed on the front of your ID card, as highlighted below in the blue circle:



Your default password is your date of birth (ddmmyy). If your date of birth is April 1st 1980 your default password will be 010480. If you have changed your London Met password the changes will be updated in WebLearn. If you need to reset your password please visit the IT Help Desk .

Webmail some guidelines for use of email in the university.

There are a few basic guidelines for the responsible use of email that can help you avoid common mistakes while you enjoy the full benefits of this technology.

Like the telephone and hard-copy mail services, the email service is provided by the University for use in relation to the work, or in the interest, of the University. All other use is forbidden.

Systems and Services only support LondonMet mail, Webmail (Squirrel) - mail generated by other mailers (e.g. Outlook), may not be as secure.

The privacy of an email message cannot be guaranteed. An email message may be forwarded, printed, or permanently stored by any recipient. Email can be misdirected, even when you are careful. Do not put something in an email message that you would not want read by everybody; the laws of libel apply. If you receive a message intended for someone else, let the sender know. Email should not be considered private. Confidential information should not be sent by email.

As you use email, keep the following in mind:

- Email does not show the subtleties of voice or body language. Avoid attempts at irony or sarcasm. The most effective email is short, clear, and relevant. If you receive a message that makes you upset, do not respond immediately, and in any case, avoid "flaming," that is, sending an angry or rude message. The normal rules of politeness apply just the same to email as to use of the telephone or to letters.
- Email is easily forwarded to someone else. Although this is convenient, it is not always appropriate. If you are unsure, ask the original sender before you forward a message.
- Email replies may go to more people than you realise. When replying to a message, be sure to look at the list of recipients. Only reply to those who need to know.
- Avoid unnecessary proliferation of messages.
- You should not use email for official record purposes e.g. formal communications to Personnel which will require your signature.
- Do not send an attachment when you could put the text within the mail message.
- If you have to send an attachment, you do not necessarily need to send the whole document, just the relevant section.
- Remember that recipients of attachments may be using an older version of the software your document was written in, so it is useful to save in an older version or in rich text format (RTF) if you think they may have trouble reading it.
- The integrity of an email message cannot be guaranteed. If a received message seems out of character for the sender, double-check before taking it seriously.
- If you receive an unsolicited message from an unknown source, do not bother to open it, delete. Computer viruses are often spread in this fashion.
- Email messages take up computer disc space, so delete messages you no longer need or move them to your home drive.
- Do not use email when personal communication is better. Do not send emails to people less than 25 yards away unless it is absolutely essential.
- Transmission of pornography and obscene materials is illegal. If you receive any such, do not forward to other people and delete immediately. If you are concerned about receiving it, report the incident to abuse@londonmet.ac.uk.
- The use of racist and sexist language is expressly against University Regulations and may be illegal.

- Misuse of email may lead to removal of access and to disciplinary proceedings.

Weblearn

We have a dedicated PGCE course website using the programme WebLearn. This site will enable you to view an electronic notice board where messages will be posted. The aim of the WebLearn is to provide a quick and easy method of communication between students and tutors that is easily available from outside the department. The website will only be available to current PGCE students and tutors.

You will need your university password and username which will enable you to enter this site. The site will have a range of course information including course booklets, session notes and additional resources, a calendar indicating important events and deadlines and a notice board to keep you informed of recent updates concerning the course and over time, and much more besides. More details will be provided during the course.

Discussion Board

In order to **professionally** communicate and share ideas with each other, you have access to the discussion board and a chat facility within weblearn. This will allow you to reflect on sessions, pose questions to each other and keep in touch with students and tutors during times when you are not in the university such as during school experience. ***THIS IS NOT TWITTER, FACEBOOK, MYSPACE OR BEBO.***

As trainers to a profession, you need to be aware that in all your messages you must remain professional and understand that you must not use it to criticise individuals.

Below are the professional standards covered through the standards for QTS. As you can see these show that you must be aware of the professional duties and have a commitment and respect of colleagues as well as children. These colleagues include your tutors and lecturers. You must remember that what you write on these discussion boards is open to everyone in the university and in some cases beyond e.g. OFSTED, outside university lecturers which may include head teachers in schools.

Anyone who is deemed to be unprofessional will be asked to come into the university and explain their actions. It might be that they will not have access to discussion board.

The best way to look at this is to think – would you say this out-loud to everyone on the course; if not, then do not post it.

(iv) Course Committee

Feedback from students is vital to the University. This is obtained in different ways to find out how well the teaching, guidance and other services are working. You will have the opportunity to elect a fellow student as your Student Academic Representative (StAR) or to stand yourself. Supported by the Student Union, StARs provide direct feedback from students on the course and raise any issues on their behalf at the course committee. **Please note, this committee offers the opportunity to voice the opinions or concerns of the cohort, but not to air individual issues.**

(v) Course Committee terms of reference and membership

A Course Committee is normally convened each semester to review the course and provide quality assurance. Key staff, including the primary programme director and course leader, attend the Course Committee. There are terms of reference governing course committees and it is a requirement that action taken is reported back to the students.

(vi) Feedback from students on modules and courses

Informal feedback from students is welcomed by staff, but each course leader produces a formal monitoring report, which covers areas like teaching and assessment. These are considered at the assessment board for the course. A variety of means are used towards the end of each course to obtain student feedback.

Formal reports and action points agreed are available from both module and course reviews.

(vii) Complaints

The University has a Students Complaints Procedure that is described in full in the London Metropolitan University Student Handbook which can be found at: <http://www.londonmet.ac.uk/student-handbook/>

The Department of Education is committed to all aspects of equality and will investigate any possible discriminatory behaviour.

(viii) Guidelines for students in the event of racist incidents

London Metropolitan University is committed to equality of opportunity and treatment both as a provider of education and as an employer and to the production, implementation, review and monitoring of policies that promote equality for all those who study and work within the institution. London Metropolitan University values the diversity of its students and staff. It recognises that people from diverse backgrounds can bring new ideas and perceptions that help increase organisational efficiency and improve services. The equality and diversity policy can be found in the Student Handbook on <http://www.londonmet.ac.uk/student-handbook/student-handbook-0607/regulations-and-policies/equality-and-diversity-policy.cfm>

To demonstrate the commitment of the Department of Education to this, a set of guidelines has been developed to encourage students to bring incidents of racism to the notice of staff, so that such problems can be addressed. There are two parts: one refers to racist incidents in the Department of Education, and other to racist incidents on school placement.

In some situations it will be appropriate for students to enact formal procedures. These are outlined in the University's Student Handbook.

These guidelines have been written with the purpose of providing support to students. However, in situations where it is school staff or University staff who wish to report racist incidents, similar steps should be taken in line with the established procedures of the school and/or University, as appropriate.

- (a) Dealing with racist incidents in the Department of Education
- Student reports the incident to the Course Leader, who will record the incident together with action to be taken to resolve the situation. The action should be taken by Course Leader or Group Tutor within two weeks (10 working days), student to be given a copy of the report of the incident, the proposed action and be informed of the outcome.
 - If the matter has not been resolved within the two-week period, then it should be reported by the Course Leader (or whoever was involved at the first stage) to the Primary Programme Director, the Academic Leader for Partnership and Resources or the Head of Department. Action to be taken by Primary Programme Director or Head of Department or Academic Leader for Partnership within two weeks. Student to be given a copy of proposed action and be informed of the outcome.

(b) Dealing with racist incidents on school placement.

Please note that where a school has entered into a formal partnership with the University and has signed a Collaborative Training Agreement, the following guidelines should be seen as complementary to that Memorandum.

- Student tells either the mentor (where appropriate) or the supervising tutor, who will record the incident together with the action to be taken to resolve the situation. The mentor or the supervising tutor should take the action within one week (five working days).
- If the student and tutor dealing with the situation feel that the school placement may become untenable, then a visit will be made to the school to discuss the situation with the

Headteacher and/or the mentor and/or the class teacher. This should take place within a week (5 working days) from when the incident was reported. The tutor will write a report on the action to be taken, student to be given a copy and to be informed of the outcome.

- If the situation is so severe that the student and the tutor feel that the placement cannot continue in the current circumstances (it is unlikely that this would happen without a visit to the school by a tutor) then the tutor will consult with the Primary Programme Director or Academic Leader for Partnership about discontinuing the placement.

In the event of discontinuation:

- An alternative placement will be found as soon as possible so that the student can complete placement requirements within the academic year if possible. **However, please note that this cannot be guaranteed.**
- The Primary Programme Director or Academic Leader for Partnership will write to the Headteacher informing her/him that the student will not be returning and explaining why this action was taken. The partnership arrangements between the University and the school will be reviewed in the light of the events which have occurred.

Students may be accompanied by a friend at any stage in the discussions outlined above.

(ix) Award results and transcripts

During the year there will be three Subject Standards Boards (SSB), which are the formal mechanism for processing and validating your progress on the course. Results are posted on Evision.

You receive a final transcript from the assessment unit some time after completing the whole course, once the decisions have been through the Awards Board, which takes place after the final SSB and Performance Review Board.

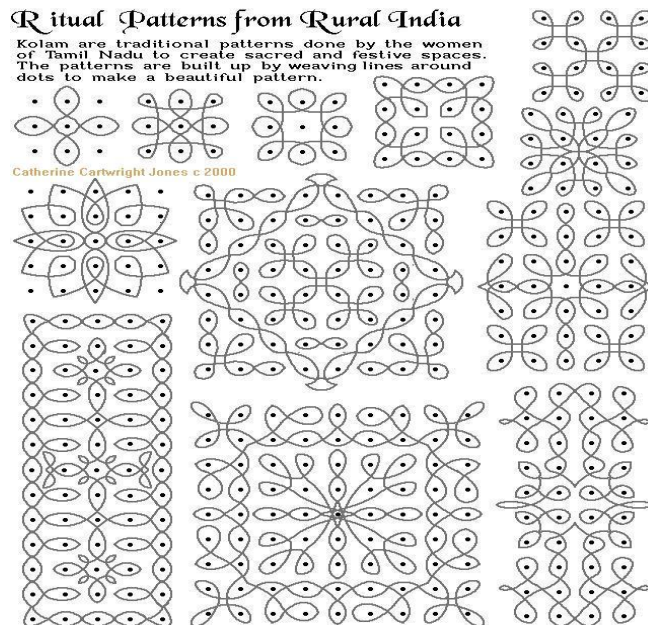
(x) Evision Student View

Evision is a facility that allows you, as a student of London Metropolitan University, to access your own personal student record via the web. You will be able to view your:

- Personal details
- Registered modules
- Module results information (available as soon as results are published)

- Assessment coversheets and download them.
- Enrolment and progression details
- Reassessment details
- Statement of results

For more information please check www.londonmet.ac.uk/evison/



8. PGCE Course Regulatory Schedule

Status

This schedule forms part of the Regulations for all PGCE courses and should be read alongside the University's Regulations, which govern courses and the responsibilities of students.

Preamble

1. The University's PGCE awards lead to a recommendation to the General Teaching Council for England for 'Qualified Teacher Status' (QTS), a professional award providing the first stage in the framework of professional standards for teachers set by the Training and Development Agency for Schools (TDA) (see Professional Standards for Teachers TDA 2007).
2. PGCE courses at the University are courses of Initial Teacher Education (ITE)¹.
3. The PGCE Course Regulatory Schedule incorporates recent changes to the relevant national frameworks as approved by the Training and Development Agency (TDA) and the Quality Assurance Agency (QAA). These developments offer the opportunity for the PGCE to be studied at Undergraduate level or at Undergraduate and Postgraduate level.

¹ ITE incorporates all TDA Initial Teacher Training (ITT) requirements.

In brief the changes are as follows: -

4. The former 'Post Graduate Certificate in Education' Initial Teacher Education (ITE) qualification studied at Undergraduate Honours level has now been renamed 'Professional Graduate Certificate in Education' (PGCE).
5. The new 'Post Graduate Certificate in Education' (PGCE) ITE qualification provides the opportunity of study at both Undergraduate Honours level **and** Postgraduate level.
6. For 2007/08 both the 'Professional Graduate Certificate in Education' and the 'Post Graduate Certificate in Education' awards will be offered in Secondary ITE.
7. For 2007/08 the 'Professional Graduate Certificate in Education' award **only** will be offered in Primary and Early Years ITE. The Post Graduate Certificate in Education in Primary and Early Years will be introduced in 2008/09.
8. Unless otherwise indicated 'PGCE' shall refer to both the Professional and Post Graduate routes.

Admissions

Knowledge, skills and qualifications required for admission to PGCE courses

9. Successful applicants to all PGCE courses shall:
 - have an interest in, a commitment to and experience of delivering education at an appropriate level.
 - hold a first degree or a qualification recognised to be equivalent to a UK or CNA degree (applicants for secondary ITE shall hold a degree in an relevant subject).
 - have the requisite skills levels as determined by the TDA
 - meet the DfES standard of 'fitness to teach'.

All applications shall be subject to appropriate checks and subsequent clearances by the Criminal Records Bureau (CRB).

10. All applicants to PGCE courses will be interviewed to ensure they have the requisite prior knowledge and skills for teaching in the appropriate Key Stages. (See ITT Requirements TDA 2007)

Primary and Early Years PGCE (one year)

11. Applicants to the one year Primary and Early Years PGCE course are required to demonstrate the following knowledge, skills and attributes at interview:
 - relevant experience in Primary or Early Years settings
 - an awareness of current educational issues and an ability to clearly articulate views on these issues

- suitable proficiency, confidence and enthusiasm to teach the range of subjects in the Primary curriculum and Foundation stage curriculum
- competence, clarity and accuracy in the use of written and spoken English, appropriate to the demands of the course and of a Primary or Early Years teacher
- personal and intellectual qualities suitable for teaching such as a commitment to the learning and development of children, good communication skills, an ability to reflect critically, an ability to analyse and evaluate effectively and good organisational skills
- awareness of equality of opportunity issues in education and an interest in the urban, multilingual and multicultural contexts

Secondary PGCE (one year or two year courses)

12. Applicants to the one year or two year Secondary PGCE courses are required to demonstrate the following knowledge, skills and attributes at interview:

- suitable proficiency, confidence and enthusiasm in their main teaching subject. For the one-year PGCE candidates need to demonstrate degree level understanding and skill in their main teaching subject. For the two year PGCE candidates need to demonstrate sufficient prior knowledge and skill in their subject area and the potential to develop these to a level suitable for Secondary school teaching
- an awareness of current educational issues and an ability to clearly articulate views on these issues
- competence, clarity and accuracy in using written and spoken English appropriate to the demands of the course and of a Secondary teacher
- personal and intellectual qualities suitable for teaching such as a commitment to the learning and development of young people, good communication skills, an ability to reflect critically an ability to analyse and evaluate effectively and good organisational skills
- an awareness of equality of opportunity issues in education and an interest in the urban, multilingual and multicultural context

Qualifications

13. In order to be admitted to a PGCE course leading to QTS, all applicants must comply with the University's overarching generic principles for admissions (Section 2.2 of the Academic Regulation) **and** have attained the standards determined, and periodically reviewed, by the TDA in Mathematics, English and in addition for Primary and Early Years courses, Science.
14. Applicants must hold a relevant first degree awarded by a University or a higher education institution of the United Kingdom, by the Council for National Academic Awards or a qualification recognised to be equivalent to a UK or CNAAB degree.
15. For the one-year Secondary courses, those who possess a degree in a subject other than the one they are training to teach (*such as native speakers*

of the language they are training to teach) must demonstrate extensive and at least degree level understanding, knowledge and skill in the main teaching subject.

17. Candidates for the two year PGCE courses must demonstrate that they have the equivalent of at least one year's higher education undergraduate study within the subject they are training to teach before entry to the course (*e.g. for entry to the two year PGCE Science, evidence of at least one year of undergraduate or equivalent study of a science related subject or equivalent professional qualifications/ experience*). Entry onto a Music route shall be subject to audition as well as the standard interview. For all two-year courses, documentary evidence in addition to written tests will be used to assess appropriate subject knowledge.

Admissions procedures for Secondary PGCE courses

Selection Procedures

18. Initial selection of applicants as candidates for interview is determined by the Course Leader or Admissions Tutor, using the criteria in the Admissions Section above. Details of the selection and interview process will be periodically reviewed by the department. Final selection will be by interview in group settings and/or individually with more than one tutor involved in the decision-making process.

Post Graduate Routes

19. Selection for the Post Graduate route on PGCE courses will take place during the first term. Those who transfer to the Post Graduate route shall not be allowed to return to the Professional route. The following criteria shall be used for selection to transfer to the Post Graduate route:
 - Success in meeting Masters level criteria in the selection assignment and application form; and,
 - Evidence of engagement with University sessions e.g. attendance, participation, preparation – Course Leaders will monitor and report on this

Course Structure and Assessment

General

20. All PGCE courses shall be based on a teaching year comprising an autumn, spring and summer term, each of 10 - 14 weeks. The total number of weeks for the Primary and Early Years course is 38 and 36, for Secondary courses.
21. PGCE courses are studied in full-time mode only.
22. Students shall be assessed in accordance with the Regulations on assessment (refer Section 3.2 of the Academic Regulations for

Undergraduate, Section 4.2 for Postgraduate and Section 8.1 for Regulations on assessment and Assessment Boards) **and** in accordance with the Professional Standards for Teachers (TDA 2007) which are periodically reviewed by the TDA.

Assessment

23. All modules are core modules and carry equal weight. The study and assessment for all modules must be undertaken.

Professional Graduate Certificates

24. All modules must be passed in order to obtain an award and Qualified Teacher Status.

Professional Graduate Certificate - Primary and Early Years

25. All module assessments, including Block Practices are marked with Pass/Fail grades.

Professional Graduate Certificate - Secondary subjects

26. Block Practice 1 is marked with Pass/Fail grades. All other modules, including Block Practice 2 shall be graded on the basis of: Distinction, Merit, Pass or Fail.

Post Graduate Certificate

27. Block Practice 1 and 2 are marked in accordance with the Professional Graduate criteria as detailed in 24 above.
28. The three M level modules will be marked according to the University's Postgraduate assessment regulations follows:
- 70%+ Distinction
 - 60-69% Merit
 - 50-59% Pass
 - 25-49% Fail, some further work required
 - 0-24% Fail, considerable further work required

Attendance

29. Full attendance is required for all modules in order to fulfil the TDA requirements for the award of QTS. Students who fail to attend fully will be counselled to intermit and defer completion of their course until the following year.
30. A student who is unable to attend a timetabled session must notify the course tutor, or an appropriate member of the staff, of the reason for absence. A student who, is unable to attend during a Block Practice or engage with any aspect of Block Practice, must notify the mentor or an appropriate member of the school, as well as the course tutor, of the reason for absence. If a student

does not attend any part of the course without due cause, the Head of Department of Education may require the student to withdraw from the course.

Reassessment

31. Students have the right to one reassessment for written items of assessed work, which has been failed in any module.
32. Due to the school-based nature of assessment tasks, reassessment shall normally mean reassessment in the item(s) which have been failed and shall involve the reworking of original tasks.
33. Resubmission dates for failed written items of assessed work will be the standard University resubmission dates except where, for good reason, (for example, to accommodate school placements or to meet deadlines for QTS requirements) the Subject Standards Board may, at its discretion, set an earlier or later resubmission date.
34. Where a student fails a Block Practice there is no automatic right to a reassessment. In exceptional circumstances, the Subject Standards Board, may at its discretion, allow a student to retake all or part of the Block Practice (refer to Regulations 44- 47 below).

Block Practices

35. On the Primary and Early Years course 18 weeks are spent in schools and Early Years settings and for the Secondary courses, 24 weeks are spent in schools.
36. According to the Requirements for ITT (TDA, 2007), student teachers must meet **all** the standards for Qualified Teacher Status by the end of their Initial Teacher Education course in order to enter the profession. According to the legislation, assessment of students' teaching competence has to reflect these standards.
37. At regular intervals, mentors and tutors profile each student's teaching competence as detailed below.

Block Practice One

38. In Block Practice One, students are expected to have begun work and made progress towards meeting all the QTS standards, and to have demonstrated most of the standards related to 'Professional Attributes'.
39. At the end of Block Practice One, mentors complete a BP1 Assessment Form to comment on strengths and development needs and make a Pass/Fail

recommendation. Tutors discuss the recommendation with mentors.

40. In order to continue with the remainder of the course, students must pass Block Practice One.

Block Practice Two

41. In Block Practice Two, students must demonstrate their competence in **all** the QTS standards.
42. At the end of Block Practice Two, mentors complete a BP2 Assessment Form to comment on strengths and development needs and make a Pass/Fail recommendation (Primary and Early Years course) or a Distinction/Merit/Pass/Fail recommendation (Secondary Courses). Tutors discuss the recommendation with mentors.
43. During Block Practice Two, students will be alerted to areas of particular concern that need to be addressed in order to meet the standards for QTS. Targets for meeting these areas will be recorded in the Professional Journal/feedback sheets or, in serious cases, a 'Cause for Concern' procedure is initiated.

Failure in a Block Practice

44. A failure in a Block Practice shall only be recommended where there is judged to be little or no progress during the Block Practice and there has been little response to advice, despite targets and/or the instigation of a 'Cause for Concern' process in areas of particular concern, or where a serious lack of professionalism has been demonstrated.
45. In such cases the reasons for the recommendation of failure in the Block Practice shall be detailed by the Tutor/Mentor on the Tutor/Mentor Consultation sheet. A copy of the Tutor/Mentor Consultation Sheet shall be provided to the student and also to the Chair of the Subject Standards Board, in advance of the meeting of the Subject Standards Board meeting. A student who disputes the basis upon which the failure has been recommended shall have the opportunity to make a written representation to the Chair of the Subject Standards Board (a copy also to be provided to the Course Leader) normally 5 working days in advance of the meeting.
46. If the Subject Standards Board confirms a failure, there is no automatic right to a reassessment. In exceptional circumstances (e.g. serious illness or severe personal problems), the Subject Standards Board may, at its discretion, allow the student to retake all or part of the Block Practice
47. There shall be no further reassessment if a student fails the retake of a Block Practice and the student shall be deemed to have failed the course.

Progression

48. The one-year PGCE is a continuous programme. On all courses students must pass Block Practice 1 before progressing to the rest of the course, unless a retake of Block Practice 1 has been agreed by the Subject Standards Board.
49. Progression from Year 1 to Year 2 on 2-year courses requires a student to pass all 8 modules of the subject year.

Criteria for Awards

Professional Graduate Certificate of Education

50. In order to be awarded the Professional Graduate Certificate of Education and recommended for Qualified Teacher Status on one-year courses, a student must:
 - attend and complete the professional year
 - pass Block Practice 1
 - pass all the module assessments, i.e. Project 1, Project 2 and the Portfolio (Secondary) or Professional Studies, Language & Literacy, Science, Mathematics and ICT portfolios (Primary and Early Years)
 - pass Block Practice 2
 - pass the QTS Skills tests in Literacy, Numeracy and ICT

Post Graduate Certificate of Education for Secondary subjects

51. In order to be awarded the Post Graduate Certificate of Education and recommended for Qualified Teacher Status a student must:
 - attend and complete the professional year
 - pass Block Practice 1
 - pass all the three M level module assessments, i.e. (Curriculum Practice Research, Reflective portfolio, Educational issues: theory and practice investigation)
 - pass Block Practice 2
 - pass the QTS Skills tests in Literacy, Numeracy and ICT
52. For either certificate, students on two-year PGCE courses must additionally pass all the requirements of Year 1 (the Subject Year).

Awards

53. The PGCE Primary and Early Years courses are Pass/Fail courses. Students who pass all the modules will be awarded a Professional Graduate Certificate of Education.
54. All Secondary Professional Graduate Certificates are awarded at Pass or Distinction level. Students who pass all the modules will be awarded a Professional Certificate of Education. The Professional Graduate Certificate with Distinction shall be awarded to students who gain a Distinction grade in Block Practice Two plus at least one other module at Distinction grade

55. All Secondary Post Graduate Certificates are awarded at Pass, Merit or Distinction level. This is calculated on an average mark for the three 'M' level modules as follows:
- 70%+ Distinction
 - 60%-69.99% Merit
 - 50%-59.99% Pass
56. Students on the Post Graduate route who fail an 'M' level module shall not be awarded the PGCE but may be recommended for QTS if they pass both Block Practices and meet all the standards for QTS.

9. Useful University Services

a. Student Services

The Department of Student Services provides high quality services to the University's students across both London Metropolitan campuses, to help you make your time at University a success.

1. Advice, information, support and guidance is offered across a range of areas including
 - a. finances and funding
 - b. personal and emotional issues
 - c. career choices
 - d. services for disabled and dyslexic students
 - e. employment opportunities while you are studying
 - f. volunteering and mentoring opportunities
 - g. visa renewals and immigration regulations
 - h. faith and spirituality
 - i. University nurseries and childcare information
2. For more information call in to one of the main Student Services receptions, email or visit our comprehensive website at www.londonmet.ac.uk/student-services

Student Services Contact details

Email: studentservices.north@londonmet.ac.uk

Tel. 020 7133 2094

North campus: Tower Building, Piazza

b. Chaplaincy

The Chaplaincy reflects the multi-cultural and multi-faith community of the University and is available to talk confidentially to people of any faiths or none. The Chaplaincy offers help, encouragement and support to individuals as they grow and develop and can also provide information about other resources

available in the University and in the local communities of both campuses. Throughout the year we organise a range of discussions, lectures, worship services, prayer groups and social events.

<https://intranet.londonmet.ac.uk/student-services/chaplaincy/>

Prayer rooms are available for Muslim students.

c. Childcare Service

The University no longer has childcare facilities for an update on this matter please contact students services or click on this web link.

<https://intranet.londonmet.ac.uk/student-services/childcare/>

d. Counselling Services

We all have to deal with difficult experiences at various points in our lives, be they of an emotional, physical, social or psychological nature. You may find that talking things through with a counsellor or talking to a GP may help. We can help you identify problems and to resolve them. Or we can help if you would like to be referred to other sources of help and information.

All counselling and health care advice is confidential to the Service. Information about you will not be shared with anyone outside the team, including whether or not you have attended the Service, without your permission.

<https://intranet.londonmet.ac.uk/student-services/counselling/>

e. Disabilities and Dyslexia Service

The University welcomes applications from disabled and dyslexic people and endeavours to put that welcome into practice. The University recognises that disabled and dyslexic students may have additional needs to ensure an equivalent quality of experience. It recognises an obligation to seek to develop appropriate support and facilities in order to meet these needs.

Our service provides individual needs assessments and helps with setting up appropriate special 'examination' arrangements. We assist you with applying for the Disabled Students Allowance or other sources of funding.

The Disabilities team helps you find Academic Support Workers and liaises with academic departments and professional service departments.

The Dyslexia team offers initial screening, if you suspect that you may be dyslexic, as well as formal diagnostic assessments. We offer tutorial support and suggest strategies appropriate to dyslexic students' learning style.

We provide specialist ICT equipment, resources and a quiet place to study on both campuses.

<https://intranet.londonmet.ac.uk/student-services/dyslexia-disabilities/>

f. Financial Support

Specialist advisers offer information and guidance to help you with a range of practical issues, providing advice and information on all student funding issues, grants, loans, access funds, state benefits, bursaries and budgeting, and on managing debt. For additional funding, we can help you explore charities and educational trusts.

We offer specialist advice for international and for EU students, including advice on opening a bank account or on visa and immigration regulations. In addition, we regularly run workshops covering topics of interest to international or EU students.

g. Career Development Service

The University offers a service to enhance your career management skills and your employability and help with a range of issues related to planning your future. You can come in for a careers guidance interview, a drop-in service, or you can book a longer appointment with a careers adviser. A service is also offered to students after graduation.

A comprehensive careers information library is available and a range of workshops is offered, covering topics such as self-assessment, writing effective CVs, attending interviews and doing creative job search. As part of the programme there is an opportunity to sit psychometric tests and receive feedback.

Prospects Planner, a computer aided Careers Guidance programmes enables you to find careers matching your preference on different work aspects and to look at individual careers in detail. These are helpful if you are looking for ideas or trying to evaluate a particular option. *Prospects Planner* is networked across the University.

10. Learning Resources

Facilities at the University include the Learning Centre (Library) where sources of information include a wide range of books and journals, audio and video material, electronic resources and access to the web. Further ICT resources are available in the Technology Tower (ICT Resource). There will also be times when there will be open access to the ICT resources within the Department of Education. Ranjana McLean (ICT tutor) will provide further information throughout your year of study.

a. Study Resources and Facilities

i. Libraries

The two campuses have extensive library resources, which give London Metropolitan students direct access to one of the largest university collections in the capital.

1. City Campus

The library service at City Campus maintains three libraries, located at Calcutta House, Commercial Road and Moorgate. Full details of the Library services are available on the web at <http://www.londonmet.ac.uk/libraries>.

2. North Campus

At the North Campus Library services for the Business subject areas, the Departments of Humanities, Art and Languages, Education, Health and Human Sciences, Computing, Communications Technology and Mathematics and Architecture and Spatial Design, and the Polymer Centre are provided in the Holloway Road Learning Centre. Those for the Departments of Applied Social Sciences and Law, Governance and International Relations are in Ladbrooke House Library. There is also some provision for the Department of Psychology in Ladbrooke House Library. Full information on the range of services and resources can be found on the library website at <http://www.londonmet.ac.uk/libraries>

3. Special Collections

In addition to the main stock, the university has a number of special collections, two of which are of national importance. The City Campus is home to the Women's Library a specialist research library on the history and role of women in society. The North Campus Trades Union Congress Library Collections hold approximately 200,000 items covering the trade union movement and working conditions and industrial relations. In addition the European Documentation Centre, currently at the North Campus, receives publications issued by the European Commission, the European Parliament and some other official European Union bodies. These can be located through the library services site map at <http://www.londonmet.ac.uk/services/sas/library-services/services/sitemap.cfm>

4. Librarians

The subject librarians at both campuses have extensive knowledge of available resources, both internal and external, in their subject areas. They provide enquiry sessions and enquiries can also be submitted by email or via forms on the Library Web pages. For major pieces of work, such as Masters dissertations or projects, subject librarians will make individual appointments. General enquiry services operate in City Campus libraries and the Holloway Road Learning Centre throughout published opening times and at Ladbrooke House Library from 11am to 6pm. The subject librarian for Education is Denise Adams (d.adams@londonmet.ac.uk).

5. Catalogues

The campus library catalogue is web-based and can be accessed from dedicated terminals within the libraries or from any workstation with Web access inside or outside the University. All types of stock are listed. Students can use the catalogue to check their loans and renew books and to reserve books that are on loan. Postgraduate students can borrow up to 12 books and 4 audio or videotapes.

Full, regularly updated listings of the services to which the University subscribes are available on the library services Web pages at:
<http://www.londonmet.ac.uk/services/sas/library-services/electsource.cfm>

Most resources are now accessible both from within the University or remotely. They include both abstracting and indexing services, e.g. Historical Abstracts, and full-text, e.g. newspapers. There is a database of journals to which we have access electronically, searchable by title or subject. The subject pages on the library website list the electronic resources for that subject area, with descriptions and links.

6. Photocopying and Binding

All libraries offer self-service photocopying, using cards available from dispensers. Enlarging/reducing facilities are available. Binding and laminating materials are available for purchase and binding equipment is provided for student use.

7. Access to other libraries

London Metropolitan University is a member of the UK Libraries Plus group of libraries. The scheme has over 100 libraries in higher education institutions. Students can be provided with a card that gives them access to any of the member libraries. Full details and listings of libraries in the scheme are at <http://www.uklibrariesplus.ac.uk/>.

For material that is not easily accessible we offer a full interlibrary loans service. The service is free, except for a 6p per sheet charge for photocopies, which are retained by the student. Postgraduate students have an allowance of 25 requests per year.

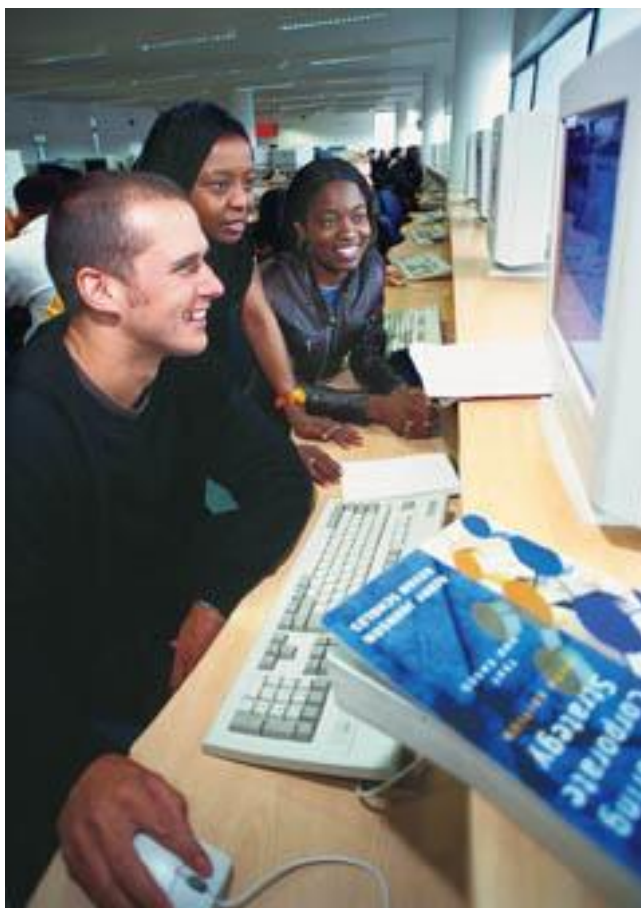
8. Media Resources

Media equipment and resources such as video, reprographics and cameras are available via media resources centres throughout the university. The media team of staff provides equipment, technical support and advice. Full details of the service are available at <http://www.londonmet.ac.uk/services/sas/media-services/>.

9. Computers and IT Facilities

IT studios and open access areas are available for student use at both campuses. All PC and Macintosh machines are connected to the University network, providing access to the Internet, as well as to the library catalogue. In addition to standard office applications, web browsers and e-mail, a range of general utilities and course specific software is available, including educational software.

During term, IT facilities are open in the evenings and on Saturdays. The Learning Centre on the London North campus is also open on Sundays. User support staff are available to help with students' computing requirements.



NORTH CAMPUS

(i) Computer suites

Provision of computers for teaching and learning across the North Campus is extensive with significant provision within each major building. A purpose-built Technology Tower housing 700 open-access PCs opened at the beginning of 2000. Nine purpose-built IT Teaching studios - each with between 20 and 30 PCs are provided on a bookable basis for tutors. Two of these studios are linked to the Graduate Centre, for use by postgraduate courses and students.

At Eden Grove over 300 PC workstations are distributed across 12 rooms (one of which is for postgraduates) for the use of the Computing Communications, Technology and Mathematics department.

At Stapleton House, kiosk type quick access terminals are provided for Business students - the majority of PC facilities for Business students are located within the Tower Building, and Technology Tower.

At Ladbroke House over 100 PCs are distributed across 10 rooms for the use of the Departments of Applied Social Sciences; Law, Governance and International Relations; and Psychology.

Since 2003 the North Campus has standardised on PCs running Windows XP for general use. A small number of Apple Mac computers are used by Architecture and Spatial Design students at Spring House.

(ii) Support staff

Support at the North Campus is provided through dedicated teams running help desks for each suite of ICT studios. A student Helpdesk at the foot of the Technology Tower is open for a total of 62 hours per week during term time. ICT Helpdesk Officers are supported by a team of ICT Student Support Assistants, for the most part second and third year students. The student support team is backed up by central units based in the Tower Building. These units keep the central servers and the network running smoothly, evaluate new computing equipment, provide hardware and second-line support, as well as developing and extending the University's computing services.

(iii) The university's central computers

The University has central servers providing email for all staff and students and web-based services including the university Intranet, course information, a news and discussion service and a WebLearn server for hosting courseware. All PCs in the student labs have full access to these services. The student PCs are part of a Novell NDS directory, allowing students to access the same networked resources, including their own personal data from any university IT suite.

(iv) Working from home
University students can use many university computing facilities from home or another workplace via the Internet.

(v) **Access**

All registered students can use the IT studios. Access is controlled by the university username and password.

Within the Benwell Road Extension, the IT studios on the **BELB** floor are reserved for teaching use only. These hold education software and will be available to students during their ICT sessions. However, during certain times, open access will be given before school experience to prepare. Please see weblearn for details for these times.

At other sites students have access to IT studios which have open access PCs. The details are below. Other floors in the Tower Building can be used when not book. When an IT studio has been booked for a class then other students may use spare workstations, subject to the consent of the lecturer responsible for the class.

Open access rooms

- | | |
|-----------------|---|
| Tower Building | <ul style="list-style-type: none">• 3rd Floor• 4th Floor• 5th Floor• 6th Floor |
| Learning Centre | <ul style="list-style-type: none">• Mezzanine Floor• 1st Floor• 2nd Floor |

Software Available Within All Student ICT Facilities (North Campus):

Access 2007	Database
Acrobat 8	PDF document reader software
Corel Draw 10	Graphics package
Excel 2007	Spreadsheet
HotMetal Pro 6	HTML
Minitab 12	Data analysis package
Mozilla 1.3	Web browser
Nud*ist 4	Qualitative analysis
PageMaker	Desktop publishing
Paradox	Relational database
Power Archiver 6	Windows unzip utility
PowerPoint 2007	Presentations
Quattro Pro 11	Spreadsheet
SPSS for Windows	Statistical package
Word 2007	Word processing

For educational purposes, the following software is available in the tech tower:

2 create	Children's presentation software
Smartboard	Smartboard Whiteboard Software
Activ Studio	Promethean Whiteboard Software
Activ Primary	Promethean Whiteboard Software

For licensing purposes certain software may be restricted to specific machines/areas within IT facilities. A wide variety of datasets are available from student machines either from networked CD-ROMS or web-based. Please note that this list is of software provided on all student equipment, and does not include a very large number (over 40 additional applications) of development, programming and multimedia tools, specialist software, and software running on non PC systems.

More information is available from the metranet website at <https://intranet.londonmet.ac.uk/iss/students/>



metNet | Wireless Communication

metNet provides students, when registered, with wireless access to the Internet via the university's high speed connection using their own equipment.

Provided you are an enrolled student at the university or member of staff and you meet the requirements to connect you just need to register in order to use the service.

Please go to https://intranet.londonmet.ac.uk/metnet/metnet_home.cfm for details of what services are accessible from the **metNet** service.

Plugging an electrical device that has not been PAT tested by the University into the University's electrical supply is a breach of Health and Safety regulations.

Please ensure that your device is charged before you wish to use it in the University.

(vi) Web-based resources

1. WebLearn – Online learning support and administration

The WebLearn learning environment provides online support for certain modules, enabling you to communicate with your tutor and other students. Where modules are supported in this way, course materials, information, assessments and administration are available online. There are also study programmes, such as “Writing and Communicating at university” available on WebLearn. Access requires a user name and password (<http://www.londonmet.ac.uk/tlhc/weblearn/>).

2. Evision – Look Up Your Student Record

Evision is a facility to let you view via the web your results and other important Information on your student record. As well as saving you time by getting your results online it means you can make sure that the details held about you are correct. Using Evision is very straightforward and you can find out how to do so by reading the guide at www.londonmet.ac.uk/evision.

Useful Links and Resources

Quick access to a wide range of online study resources is available via the library pages on the university website:
www.londonmet.ac.uk/services/sas/library-services.

There are dictionaries, encyclopaedias, newspapers etc. accessed via a “reference resources” link. An “Index to Theses” link is available, together with a comprehensive A to Z of academic “electronic databases”. A separate link is provided to the large stock of “electronic journals” to which the library subscribes. To take full advantage of this huge resource, students are advised to consult library staff (see section 11(a) Libraries).

10. Further Learning Opportunities

a. ECDL

The European Computer Driving Licence is becoming the standard certificate of competence in using IT and is gaining recognition internationally, especially by employers and universities. The full ECDL qualification has seven parts each of which is tested. These cover word processing, spreadsheets, databases etc. Opportunities to prepare for the ECDL test are available. Training courseware is available at <http://www.londonmet.ac.uk/ecdl>.

b. Open Language Programme

The University offers all postgraduate students the opportunity through the Open Language Programme to learn (or gain fluency in) one of a wide range of languages. An additional fee payment is charged should you wish to pursue this in addition to your main programme of study.

The Language Centre can assess the appropriate level for you to study your chosen language and advise which module to register for. Languages available are usually: Arabic, Dutch, English as a Foreign Language, French, German, Irish, Italian, Japanese, Mandarin Chinese, Russian and Spanish. Learning is achieved through taught sessions and independent study packs, use of which is essential to make real progress.

The Learning Development Unit (LDU)

Study & academic skills support is available free to all London Met students. The LDU offers a range of provision to help Undergraduate and Postgraduate students to develop their full academic potential while at London Met, including:

- ‘Essays, Reports and Other Written Assignments’ short course
- ‘Use of English for Academic Writing’ (English for academic purposes) short course
- Developing Study Skills & Academic Skills workshop series (including: personal effectiveness & time management, note-making, research & active reading, how to give an excellent presentation, writing with confidence, preparing for exams, making the most of LondonMet libraries)
- ‘Critical Reading & Writing’
- Drop-in 1-to-1 study advice
- Essential & Further IT workshops (Word, Excel, PowerPoint, etc.)
- Maths, statistics & quantitative methods support
- ‘Dissertations and Major Project Writing’ courses

All of the above run during term time, but the LDU also offers:

- On-line resources
- WebLearn courses (for example, ‘Preventing Plagiarism’ and ‘All About Writing/Studying’)
- Resit and Resubmission summer support
- September pre-sessional ‘Preparing for Study’/‘Return to Study’ programmes

For a detailed outline of provision, including times & locations of courses, workshops and one-to-one support, visit the LDU website:

www.londonmet.ac.uk/ldu/

and click on the ‘**times and locations**’ icon.

If you are serious about your studies, visit or contact the LDU today!

For further information, contact:

City campus: Pam Dorrington, CM2-19, Calcutta House, Old Castle Street, London, E1 7NT. Tel: 020 7320 1125

Email: ldu.city@londonmet.ac.uk

North campus: Amaechi Echedolu / Stephen Collins, LC2-12, 2nd floor, Learning Centre, Holloway Road, N7 6PP. Tel: 020 7133 2276 / 2971

Email: ldu.north@londonmet.ac.uk

‘The Learning Development Unit is committed to encouraging students to develop and enhance their academic skills and offers support to students of all levels of ability, at all stages of study’

11. Regulations

- a. University Academic Regulations
 - i. Full regulations are in the *Student Handbook* and at www.londonmet.ac.uk/student-handbook/regulations/.
 - ii. Cross references to Regulations on Student Conduct and Enrolment and Payment of Fees in *Student Handbook*
- b. You need to be aware of the regulations on student conduct, enrolment and fee payment. These are in the *Student Handbook* (or see <http://www.londonmet.ac.uk/student-handbook>)

12. Assessment

Your rights concerning Assessment

The assessment regulations are held on the University website at <http://www.londonmet.ac.uk/academic-regulations/>. Please remember that the PGCE course does not fit into the pattern of the modular courses undertaken in the rest of the university so submission dates and deadlines will vary. Please check the 'PGCE Assessment Handbook' for more detailed information.

Take particular note of the regulations regarding applying for mitigating circumstances

http://www.londonmet.ac.uk/fms/MRSite/psd/AR/Academic%20Regs/10_3.pdf and regulations for appealing against assessment decisions made at the assessment board.

http://www.londonmet.ac.uk/fms/MRSite/psd/AR/Academic%20Regs/10_4.pdf and for procedures in the event of an academic misconduct claim

http://www.londonmet.ac.uk/fms/MRSite/psd/AR/Academic%20Regs/10_5.pdf

Requirements for QTS

To be eligible for the University's recommendation of Qualified Teacher Status (QTS), students need to meet a number of requirements set by the DfES/TDA sets out the Standards for the Award of QTS that all students must achieve in order to both pass the PGCE and be recommended for QTS. QTS is awarded by the General Teaching Council for England (GTCE) on the successful completion of the Key Skills tests in Literacy, Numeracy and ICT. (See TDA website for more information.) <http://www.tda.gov.uk/>

12. Common Abbreviations and Acronyms used in Education

AfL	Assessment for Learning
AQA	Assessment and Quality Alliance (an examination alliance)
AS	Advanced Supplementary level – 2 or 3 units sat at the end of Year 12
A2	The 2 or 3 units of A Level sat at the end of Year 13
AT	Attainment Target
CEDP	Career Entry and Development Profile
CPD	Continuing Professional Development
CPS	Common Pay Spine
DCSF(Now DfE)	Department for Children Schools and Families (formerly the DfES, DfEE, DfE or Department of Education and Science)
DTP	Desk-top Publishing
EdExcel	Formerly University of London Examinations merged with BTEC
EMAG	Ethnic Minority Achievement Grant
EAL	(ESL/EAL) English as an Additional Language
FE	Further Education
G&T	Gifted and Talented
GCSE	General Certificate of Secondary Education
GNVQ	General National Vocational Qualification (NB Vocational GCSE's now replace Intermediate GNVQ)
HMI	Her Majesty's Inspectorate
HoD	Head of Department
HoY	Head of Year
ILP	Individual Learning Plan
INSET	In-Service Educational Training
ICT	Information and Communications Technology
ITE/T	Initial Teacher Education/Training
KS	Key Stage
LA	Local Authority (formerly LEA – Local Education Authority)
NC	National Curriculum
NCET	National Council for Educational Technology
NFER	National Foundation for Educational Research
NQT	Newly Qualified Teacher
OCR	Oxford, Cambridge and RSA Examinations
OFSTED	Office for Standards in Education
PoS	Programmes of Study
PSE/PSHE	Personal, Social (and Health) Education
QCA	Qualifications and Curriculum Authority (formerly SCAA)
QTS	Qualified Teacher Status
SEN	Special Educational Needs
SS	Secondary Strategy
TDA	Training and Development Agency (formerly TTA)
WJEC	Welsh Joint Examinations Council

Appendix 1

Glossary

When referring to the Early Years and Primary Programmes in Appendix 2 it will be useful to understand the following abbreviations. For many of the courses we have indicated the number of sessions. The abbreviations apply to both Early Years and Primary Courses unless stated otherwise.

Art	-Art and Design course
ASE	-Additional School Experience
SE1	-First Assessed School experience
SE2	-Second and final assessed School experience
CL	-Community Languages
Dr	-Drama Taught Course
EY-SE	-Early Years school experience
Geog	-Geography Course
Hist	-History Taught Course
PSHE	-Personal, Social and Health Education (& citizenship)
ICT	-Information and Communication Technology Taught Course
ISK	-Information and Communication Technology Subject Knowledge
Ind	-PGCE Induction Programme
MATH	-Mathematics Taught Course
MFL	-Modern Foreign Languages
MSK	-Mathematics Subject Knowledge
Mu	-Music Taught Course
NCETM-	-National Council for the Excellence in the Teaching of Mathematics
LANG	-Language & Literacy Taught Course
LSK	-Language & Literacy Subject Knowledge
PE	-Physical Education Taught Course
PS	-Professional Studies Course
RE	-Religious Education
RTI	-Read to Inspire
SCI	-Science Taught Course (Including Design & Technology)
SE1	-First Assessed School experience
SE2	-Second and final assessed School experience
SSK	-Science Subject Knowledge
Study	-Session allocated for individual study time.
Study Wk	-The study weeks take place during the school half terms. You will be given university or school based tasks to complete during these weeks, which take place in week 9, 25 and 39 (see p. 19)
X-C	-Cross-Curricular Activities as part of the cross curricular week in the week of 24th January.

Appendix 2

Group Timetables

See file in the Course Handbook folder. Please note the timetables are occasionally subject to some alteration during the year. Changes will be notified on the PGCE notice board and on WebLearn. See page 49 for Abbreviations

