



North Campus

Registered Teacher Programme Early Years and Primary Education

COURSE HANDBOOK

2011 - 2012

RTP website: www.londonmet.ac.uk/rtp/

CONTENTS

Key staff	1
Introduction	1
The course	2
The standards	3
The RTP Course aims.....	4
The School Experience Module	5
The teaching experience module	5
Taught course modules.....	7
<hr style="border-top: 3px double #000;"/>	
WebLearn.....	12
Award results and transcripts	12
Feedback from students on modules and courses	13
Complaints	13
Guidelines for students in the event of racist incidents.....	13
1. Dealing with racist incidents in the Department of Education	14
2. Dealing with racist incidents on school placement	14
In the event of discontinuation:	15
Taught Courses Modules 2010/12 and 2011/13	
Timetables	18
Assessment of the taught course.....	20
<hr style="border-top: 3px double #000;"/>	
Attendance	20
Assessment of taught elements	20
Module assessment requirements.....	24
Special circumstances	24
<hr style="border-top: 3px double #000;"/>	
Style exceptions	24
Writing the assignments.....	25
<hr style="border-top: 3px double #000;"/>	
Presentation style.....	25
Writing style.....	25
Proof reading.....	27
Referencing.....	28
Plagiarism.....	30
Assignment front sheets.....	30
Assignment marking criteria.....	21
Awards on completion of the RTP Course	32
<hr style="border-top: 3px double #000;"/>	
BA Hons with recommendation for QTS.....	32
BA Hons without recommendation for QTS.....	32
Classification of the award.....	32
Time limits for achievement of the awards	32
Sources of evidence	33
How the new standards are covered in taught modules	34
Module Session Evaluation.....	34
Mitigating circumstances.....	42
Pattern of Supervision.....	43
University Services	45
<hr style="border-top: 3px double #000;"/>	
a. Student Services	45
Student Services Contact details.....	45
Chaplaincy.....	45
Childcare Service	Error! Bookmark not defined.
Counselling Services.....	45
Disabilities and Dyslexia Service	46
Financial Support	46
b. Career Development Service	46
Learning Resources /Study Resources and Facilities	47
<hr style="border-top: 3px double #000;"/>	
Regulations	52
Assessment	52
Requirements for QTS	53

KEY STAFF

Responsibility	Name	Ext.	E-mail	Room
Dean of Faculty	Professor John Gabriel	2578	j.gabriel	TM1-27
Assistant Dean of Faculty	Cecilé Tschirhart	2117	c.tschirhart	BEUG-08
Academic Leader Teacher Education And Professional learning	Suzanne Burley	2637	s.burley	BEU2 - 07
Primary Programme Director	Alayne Öztürk	2638	a.ozturk	BEU1 - 07

Key RTP Staff

RTP Course Leader	Janet Douglas Gardner	2633	j.douglasgardner	BEUG-07
Course Tutors	Suresh Jethwa	2623	s.jethwa	BEUG-09
	Ian Barrett	4363	ian.barrett	BEUG-04
RTP Administrator	Carlos Coke	2613	C.Coke	BEUB-05

Email Name@londonmet

Postal Address:

London Metropolitan University
Faculty of Social Sciences and Humanities
166-220 Holloway Road
London N7 8DB

**Fax: 020 7133 2628
7133 0000**

Switch board 020

Postal Address:

London Metropolitan University
Faculty of Social Sciences and Humanities
166-220 Holloway Road
London N7 8DB

INTRODUCTION

This handbook is intended to give a generic overview of the RTP course.

This booklet focuses on the following:-

- The School Experience Modules
- The Taught Course Modules

Students, mentors and Supervising Tutors involved in the RTP Course need to read this handbook in conjunction with the relevant Handbook.

We recommend that students read this Course Handbook carefully. Please keep it safe, as you will need to refer to it through the course.

THE COURSE

The RTP Early Years and Primary Course takes place over two years. The 2011 cohort starts in September and finishes in July 2013. The 2010 cohort, now in their second year, will finish in 2012. **Cohort 2010/12 will attend on Thursdays, Cohort 2011/13 will attend on Tuesdays.**

During the RTP Course, students will follow a developmental path. With the agreement of Headteachers and University Supervising Tutors and taking account of individual experience and circumstances, students are expected to move from working with small groups to taking increasing responsibility for planning, teaching and managing large groups or the whole class. Planning becomes increasingly more detailed and evaluations more analytical, reflective and critical.

Students are employed in schools throughout their training programme. You will work four days per week in school and spend one day per week studying at the university.

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 their taught 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. Students will be required to become increasingly analytical and reflective practitioners.

By the end of the course students should be able to demonstrate that they have met the Professional Standards for Qualified Teacher Status, have considerable potential as a Newly Qualified Teacher and are committed to implementing principles of equality in their teaching.

THE STANDARDS

To achieve recommendation for Qualified Teacher Status (QTS) Students are required to meet the *Framework of Professional Standards for Teachers in England* (TDA, 2007).

Students are assessed both formatively and summatively against these Standards. They are given a booklet where they cross reference evidence that they have achieved/met each Standard.

Evidence is recorded in Standard Evidence Booklet/s. Mentors and Supervising Tutors are asked to ensure that Students record evidence on a regular basis. Standards Evidence Booklets are checked throughout their school experience module and a review of Standards is carried out at the end of each year. This is in order to monitor the quality of their evidence and for moderation purposes. It is expected that every student will be meeting most/all the Standards by the beginning of the Year 2 Spring Semester.

Prior experience and existing skills may mean that students are already working at a level that shows they have achieved certain Standards. However, students must be able to prove this via new, ongoing evidence.

All students, whatever their eventual chosen age range, 3 to 7 years (Foundation Stage and Key Stage 1) or 5 to 11 (Key Stage 1 and Key Stage 2) must be familiar with the requirements of the whole primary age-range, and know about the Early Years Foundation Stage. Students must meet the Standards in two consecutive stages.

THE RTP 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 010, 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 010, 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 014, 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
- [OTS 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.
- [OTS Standards Q7a, 7b]

COURSES

You will be taught in combined and separate 3-7 and 5-11 age range groups

THE SCHOOL EXPERIENCE MODULE

School experience is a vital part of the course bringing together students' own knowledge of children and their learning, of schools and different educational settings, and the knowledge they will gain during the taught course.

The department works in partnership with a range of schools and educational settings. Schools enter into a partnership with the University, and before they take a RTP Student will have agreed the terms of support for the student and the respective roles and responsibilities.

Whatever setting students are in they will have a University Supervising Tutor and a School Mentor to support and advise them. All tutors and Mentors receive training in order to provide students with appropriate advice and guidance during their RTP course.

The School Experience Module gives students the opportunity to work closely with class teachers and other staff members to gain experience and understanding of the curriculum and children's development and learning within the school setting. Students follow a developmental path, working towards being able to plan and teach a whole class for consecutive lessons.

As is normal with class teachers, students set up and maintain class records, planning and assessment documentation and profiles of the children with whom they work. These can be set up in the University's recommended format or the school's as appropriate. Files will be regularly monitored by the supervising tutor and the school mentor. Students also keep a Standards Evidence File where they collect evidence to show they have met the Standards. These too will be monitored by the supervising tutor and school mentor.

Documentation is crucial as a major source of evidence that students are meeting the Standards. It is essential that all documentation is kept up to date and that students keep systematic records of planning, delivery and assessment.

Over the two-year course students will be asked to provide a substantial number of session plans. The quantity and focus of these plans will be agreed in discussion with the mentor and/or the supervising tutor and will depend on the student's previous experience, strengths and the areas targeted for further development. Students are required to complete weekly reviews and termly reviews and to evaluate sessions. This involves the students in reflection and evaluation, considering evidence, and determining its validity.

The process of regularly writing up what has been experienced and learned will enable students to make effective judgements about what constitutes good teaching and use their own evidence to effect their in-school work. It is important that reflections do not merely describe what happened, but also indicate the learning points from each piece of evidence and the anticipated impact on learning and teaching. This will provide a systematic and progressive record of Students' development.

In accordance with the Training Plan and following a developmental path in your School Experience Module students aim to meet all the QTS standards. Please refer to page 3 of the School Experience Handbook.:

ADDITIONAL SCHOOL EXPERIENCE

The purpose of the Additional School Experience (ASE) is to ensure all students get full coverage of the relevant Stages during their course and achieve coverage in English, multi-cultural and multi-lingual settings.

Additional School Experience must be in a different school or setting.

ASE may be used to gain extra experience in a Special School, a faith school or a different educational setting.

The purpose of the Additional School Experience (ASE) is to ensure all students get full coverage of two consecutive Key Stages during their course and achieve coverage in English, multi-cultural, multi-lingual, urban settings.

ASE is completed during the second year of the RTP. Students are expected to spend a block of four weeks in a different school or setting. Students in Special Schools will need to complete additional weeks to ensure curriculum coverage and to meet the standards. This will be agreed with the supervising tutor and the mentor.

The Supervising Tutor will visit the student during their Additional School Experience.

During their ASE Students will need to keep a detailed record of what they have done each day; students may find the 'Plan for the Day' format a helpful way to do this. Students will also need to keep a signed attendance sheet for each day of the placement. They will continue to complete a weekly review and reflection of their practice.

At the end of the four weeks students should write a reflective analysis of what they have learnt from their Additional School Experience.

A mini portfolio will be completed while on the school experience.

TAUGHT COURSE MODULES

Taught Course Modules address both specific curriculum knowledge and professional studies. These will be taught in combined and separate Early Years and Primary.

The modules are:

- Core Subjects Module
- Professional Studies 1 and 2
- Mathematics
- Language, Literacy and Drama
- Early Years specialism
- Science
- ICT
- Foundation Subjects: PE, Design & Technology, Art, Music, Geography, History. Religious Education

PROFESSIONAL STUDIES

The course is the central spine of the taught courses 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 develops and extends themes of equality, social justice and inclusion. The thrust of the course is on the key generic issues of educational theory, and 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 with theory.

Students are encouraged to develop a skilled and analytical approach to planning, teaching, monitoring and assessment and to become increasingly critical and reflective practitioners.

CORE CURRICULUM

The statutory requirements of the National Curriculum (DfES, 1999) core subjects of Language and Literacy, Mathematics and Science are covered throughout the course. They build on the Professional Studies course and link with Foundation Subject courses.

For each subject area students develop their subject knowledge and their ability to plan, teach, monitor, assess and evaluate.

In addition courses address the recommendations of the non-statutory *Revised Primary Framework for Literacy and Mathematics* (DfES, 2006),

underpinned by' *Excellence and Enjoyment* (DfES, 2003) and *Every Child Matters: Change for Children* (DfES, 2004). Assessment for Learning strategy (DCSF, 2008).

There follows an outline of each subject. A detailed programme and recommended reading list for each course will be available in the subject handbooks.

1. LANGUAGE AND LITERACY

This course will enable students to develop an understanding of learning and teaching language/English in multilingual, inner-city classrooms and Early Years settings and to implement effectively the *Foundation Stage Curriculum Guidance* (DfES, 2000), *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. 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 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.

2. MATHEMATICS

This course builds on students' previous learning of mathematics and their experiences in schools. It will enable students to develop an understanding of the subject and to effectively implement the *Early Years Foundation Stage*(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 *Williams Review* (DCSF2008). It will 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.

3. 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 *Early Years Foundation Stage* (DfES, 2000) 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.

THE FOUNDATION SUBJECTS

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.

Since the introduction of the *National Curriculum* (DfES, 1999) ICT has been classed as a non-core Foundation Subject. We have kept a substantial ICT component in the course in order to enable students to use ICT fully and effectively in their 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.

Students are introduced to the Foundation Subjects both in their university training, and in their school experience. Students are expected to have gained sufficient experience and understanding of a range of work across the Foundation Subjects to have met the required Standards (Q14, 15: TDA, 2007).

SUBJECT KNOWLEDGE

It is important that students develop their subject knowledge at both their own academic level and at a level appropriate to teach children in their chosen age range.

To assist them in this there will be tasks to help them identify their subject knowledge strengths, and the areas for further development.

Support for extending subject knowledge will be provided through the taught courses, subject knowledge sessions, tutor support and guidance and advice for self-study.

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 be asked to attend the 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. More details will be available at the start of the course.

THE PRIMARY PROGRAMME DIRECTOR

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

THE MODULE LEADERS/ COURSE TUTORS

Module leaders and tutors give students the opportunity to sign up for tutorials throughout the course, to discuss a variety of issues. It is strongly recommended that students take advantage of these opportunities.

THE COURSE LEADER

The course leader has overall responsibility for the day to day running of the course.

She will be available to:

- Respond to queries concerning aspects of the course and its assessment including rooms, 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
- Help you where necessary with obtaining extra learning and academic study skills support, including support with English academic writing skills
- 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.

SENDA

This course has been designed with the anticipatory duty as required by the Special Educational Needs Disability Act (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 faculties.

The Disabilities and Dyslexia Services identify students who are dyslexic,

implements procedures for individual support, and notify course tutors. Students identified as dyslexic attach a certificate/coversheet to their course work, which gives information to marking tutors.

Students are asked to please make an appointment with the service if you think you could benefit from this support (see page 51).

COMMUNICATION

We aim to do our best to keep students informed of what they need to know at all times - be aware of, and check regularly notice boards (course details will be posted on the notice board on level LG (Lower Ground) University email account and Web Learn.

AVAILABILITY OF ACADEMIC STAFF

Academic staff publish 'office hours', usually in the form of a note, on their door. When students arrange an appointment for a tutorial or for other purposes it is important that they attend. If for any unforeseen reason students need to postpone or cancel, let the tutor know in good time. This can be done 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, students can use email for appointments or queries. Email is a good way to ensure that messages get 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 key tutors in this booklet (see 'Key Staff' on page 1). 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.

STAFF NEEDING TO CONTACT STUDENTS

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 RTP administrator who will check that student records have been informed.*

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 will be using your personal email address, it is essential to set up email forwarding. This will ensure that email 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.

WEBLEARN

We have introduced a dedicated RTP 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 students and tutors.

Early on in the course you will be provided with a password and username that will enable you to enter this site. The site will have a range of course information including course booklets, session notes and 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, much more besides. More details will be provided during the course.

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:

- (a) Personal details
- (b) Registered modules
- (c) Module results information (available as soon as results are published)
- (d) Enrolment and progression details
- (e) Reassessment details
- (f) Statement of Results

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

AWARD RESULTS AND TRANSCRIPTS

During the year there will be assessment boards, which are the formal mechanism for possessing and validating your progress on the course. There are two School Experience boards and one main portfolio board, which validate your academic attainment in key aspects of 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.

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.

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, course and module leaders, 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.

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.

COMPLAINTS

The University has a Students Complaints Procedure that is described in full in the London Metropolitan University Student Handbook. Information can be found on the following Student services link:

<https://intranet.londonmet.ac.uk/student-services/policies-and-procedures/complaints-procedure.cfm>

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

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. It is committed 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. London Metropolitan University is committed to Equality of Opportunity and compliance with all relevant legislation. The Department of Education is also committed to equality in its practice and procedures and relations with schools and other bodies.

The University 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-0708-and-policies/equality-and-diversity-policy.cfm>

While these guidelines are specifically about racist incidents, Students should note that all breaches of equal opportunities will be taken seriously.

These guidelines have 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 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.

1. DEALING WITH RACIST INCIDENTS IN THE DEPARTMENT OF EDUCATION

(i) Student reports the incident to either course tutor, who will record the incident together with action to be taken to resolve the situation. The action should be taken by the course tutor/s 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.

(ii) If the matter has not been resolved within the two week period, then it should be reported by the course tutor (whoever was involved at the first stage) to the relevant Programme Director or Academic Leader for Partnership and Resources or Head of Department. Action to be taken by Programme Director or Head of Department or Academic Leader for Partnership and Resources within two weeks. Student to be given a copy of proposed action and be informed of the outcome.

2. 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 Agreement.

(i) Student tells either mentor, school experience tutor, who will record the incident together with the action to be taken to resolve the situation. The action should be taken by the mentor, school experience tutor within one week (five working days).

(ii) 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.

(iii) 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 Programme Director or Academic Leader for Teacher Education and Professional Learning.

IN THE EVENT OF DISCONTINUATION:

(a) an alternative placement will be found as soon as possible so that the student can complete placement requirements within the academic year if possible.

(b) the Programme Director or Academic Leader for Teacher Education and Professional Learning will write to the Headteacher informing them 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.

Equality and Diversity Policy;
Current Academic Statistics (July 2003);
Current PSD Statistics (July 2003);
Disability Policy; Race Equality Policy;
Staff Race Equality Action Plan;
Student Equality Action Plan;
HIV Aids Policy

**2011/12 TAUGHT COURSES
PRIMARY & EARLY YEARS**

Period	First Module 9.30 – 12.30	Second Module 1.30 – 4.30	Teaching Experience module
Year One Autumn Semester (Sept 11)	TJ3281N Primary Core Subjects - En, Ma, Sc, ICT [3 weeks each] plus audit subject knowledge to then revisit	TJ3282N Professional Studies 1	TJ3287N Teaching Experience Module 1
Year One Spring Semester (Feb 12)	TJ3285N Early Years & Primary Mathematics	TJ3284N The Teaching of Language, Literacy and Drama	
ASSESSMENT OF PROGRESSION			
Year Two Autumn Semester (Sept 11)	EARLY YEARS TJ3280N Early Years Specialism To include attendance at TJ3180N Foundation subjects and RE to include PE, Music, ART 1x4 sessions Primary Teaching of Foundation Subjects Foundation subjects and RE to include PE,HUMANITIES,ART, DT,MUSIC 2X6 sessions	TJ3170N ICT [Early Years]	TJ3288N Teaching Experience Module 2
Year Two Spring Semester (Feb 12)	TJ3283N Professional Studies 2	TJ3286N Early Years Science	

**2012/13 TAUGHT COURSES
EARLY YEARS AND PRIMARY**

Period	First Module 9.30 – 12.30	Second Module 1.30 – 4.30	Teaching Experience module
ASSESSMENT OF PROGRESSION			
Year Two Autumn Semester (Sept 12)	EARLY YEARS TJ3280N Early Years Specialism To include attendance at TJ3180N Foundation subjects and RE to include PE, Music, ART 1x4 sessions Primary Teaching of Foundation Subjects Foundation subjects and RE to include PE,HUMANITIES,ART, DT,MUSIC 2X6 sessions	TJ3170N ICT [Early Years]	TJ3288N Teaching Experience Module 2
Year Two Spring Semester (Feb 13)	TJ3283N Professional Studies 2	TJ3286N Primary Science	

TIMETABLES

First Year RTP Students (2011/2013 Cohort)		
Semester A Dates (TuEsdays)	Morning	Afternoon
27/09/2011	Induction Week	
04/10/2011	Core Subjects	Professional Studies 1
11/10/2011	Core Subjects	
18/10/2011	Core Subjects	
25/10/2011	Reading Week	
01/11/2011	Core Subjects	Professional Studies 1
08/11/2011	Core Subjects	
15/11/2011	Core Subjects	
22/11/2011	Core Subjects	
29/11/2011	Core Subjects	
06/12/2011	Core Subjects	
03/01/2012	Core Subjects	
10/01/2012	Core Subjects	Professional Studies 1
Semester B Dates (Tuesdays)	Morning	Afternoon
07/02/2012	Maths	Language Literacy Drama
14/02/2012	Reading Week	
21/02/2012	Maths	Language Literacy Drama
28/02/2012	Maths	Language Literacy Drama
06/03/2012	Maths	Language Literacy Drama
13/03/2012	Maths	Language Literacy Drama
20/03/2012	Maths	Language Literacy Drama
27/03/2012	Maths	Language Literacy Drama
17/04/2012	Maths	Language Literacy Drama
24/04/2012	Maths	Language Literacy Drama
01/05/2012	Maths	Language Literacy Drama

08/05/2012	Maths	Language Literacy Drama
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Second Year RTP Students (2010/2012 Cohort)		
Semester A Dates (TuEsdays)	Morning	Afternoon
29/09/2011	Induction Week	
06/10/2011	Early Years Specialism Foundation Subjects	Teaching and Learning with ICT across the Curriculum
13/10/2011		
20/10/2011		
27/10/2011	Reading Week	
03/11/2011	Early Years Specialism Foundation Subjects	Teaching and Learning with ICT across the Curriculum
10/11/2011		
17/11/2011		
24/11/2011		
01/12/2011		
08/12/2011		
05/01/2012		
12/01/2012		
Semester B Dates (Tuesdays)	Morning	Afternoon
09/02/2012	Professional Studies 2	Early Years and Primary science
16/02/2012	Reading Week	Reading Week
23/02/2012	Professional Studies 2	Early Years and Primary Science
01/03/2012		
08/03/2012		
15/03/2012		
22/03/2012		
29/03/2012		
19/04/2012		
26/04/2012		
03/05/2012		
11/05/2012		

Submission dates for Assessments Semester A 27th January 2012

Semester B 25th May 2012 **Resubmission** 28th July 2012

ASSESSMENT OF THE TAUGHT COURSE

ATTENDANCE

Students are expected to attend all taught sessions. By doing so, they will have the fullest educational experience, which will not only enhance their knowledge and understanding of a range of subjects and theoretical perspectives, but will also increase their practical abilities and allow them to become effective class teachers. This also enables students to demonstrate that they have the high level of professional commitment needed from people who have charge of the development of children.

Students are required to attend 100% for each element of each module. Students who do not satisfy this requirement will normally be deemed not to have completed that module and may be called for a viva to ascertain knowledge and understanding. The University will telephone the school if a student does not attend a module session without explanation.

You should notify the appropriate course tutor or the course leader if you are absent from the course.

ASSESSMENT OF TAUGHT ELEMENTS

Assessment of each module is by coursework of various types. The method of assessment for each module has been chosen to relate closely to its stated content and pedagogy. The variety of methods employed allows tutors to assess particular competencies and standards in the most appropriate way.

Each module carries at least one piece of assessed work, although non-assessed work may be required. The workload required to complete a module has been structured with the working demands of this programme in mind. The workplace focus of the assignment will both feed into and draw on the student's professional experience.

Assessment will be mainly through assignments relating to course work and school-based work that has been required as part of the taught course. Assignments are designed to assess experience, knowledge and practice in the theoretical and pedagogical aspects of the course. **It is important that you manage your effectively to accommodate submission dates, as you will be expected to attend all sessions, irrespective of the pressures of submission dates.**

The following grading bands will be used to assess all assignments:

- 70+ A
- 60 – 69.99 B
- 50 – 59.99 C
- 43 – 49.99 D
- 40 – 42.99 E
- Below 40 Fail

Please note that where there is more than one assessed component in a module, a grade of at least 40 must be achieved in both components in order for the module to be passed overall.

ASSIGNMENT MARKING CRITERIA

Each assignment is marked according to specific criteria. Some of these are generic criteria set by the University for all assignments. Where there are assignment-specific criteria, these will be given to students at the start of the module.

The generic criteria are as follows:

Assignments gaining a mark of 70 and above (Grade A)

This grade will be assigned to work which is considered to be of a very high standard and which meets every criterion, both generic and specific.

Work at this level must provide clear evidence of the following:

- meeting the brief of the assessment task completely;
- being written in the recommended format and of an appropriate length;
- giving a clear, concise and well-structured account of the brief;
- a wide range of recent, relevant and appropriate reading;
- critical engagement with theory and practice;
- critical reflection throughout;
- clear and appropriate relation of theory to practice;
- critical understanding of and insight into key issues;
- examples of analysis of practice to support and/or question established theory;
- full bibliography and appropriate referencing;
- being correctly written in standard English.*

Marks above 80 will only be given to work considered to be outstanding and original both in the way it is written and in its ability to integrate ideas, theory and practice.

Assignments gaining a mark of 60 – 69.99 (Grade B)

This grade will be assigned to work which is considered to be of a high standard and which meets every criterion, both generic and specific. However, it may not show the depth of understanding nor the breadth of reading as work graded with A.

Work at this level must provide clear evidence of the following:

- meeting the brief of the assessment task completely;
- being written in the recommended format and of an appropriate length;
- using relevant examples, which are analysed and critically explored;
- the ability to critically evaluate own practice;
- a range of recent, relevant and appropriate reading;
- critical understanding of key issues;

- critical relation of theory to practice;
- adequate referencing and a full bibliography;
- being correctly written in standard English.*

Assignments gaining a mark of 50 – 59.99 (Grade C)

Work graded at this level will be sound and will address the assignment brief and meet the majority of the criteria. Students will show evidence of some reading and will attempt to link theory to practice – with success at points. Students will include work drawn from their own experience where appropriate, which at points will be more than purely descriptive.

Work at this level must provide clear evidence of the following:

- meeting the brief of the assessment task;
- being written in the recommended format and of an appropriate length;
- attempting to critically relate theory to practice;
- examples from practice, which are often more descriptive than evaluative;
- references to literature that are not always critically evaluative, and may not always be appropriate to the argument being supported;
- some reading, perhaps not as wide, recent or relevant as possible;
- providing a bibliography;
- being correctly written in standard English.*

Assignments gaining a mark of 43 – 49.99 (Grade D)

Work at this level will be of a generally low standard and will barely meet the stated criteria. It will show limited evidence of reading and few attempts to link theory to practice. The work may be poorly structured and/or referenced.

Work at this level must provide clear evidence of the following:

- lacking precision about the brief of the assignment, but just meeting the necessary criteria;
- barely meeting the requirements set;
- attempting to engage critically at points;
- being descriptive or narrative rather than critically evaluative or analytical;
- presenting arguments that are poorly backed by evidence;
- making assertions without providing evidence at points;
- attempting to link theory with practice;
- limited references to reading;

- inappropriate referencing;
- being correctly written in standard English.*

Assignments gaining a mark of 40 – 42.99 (Grade E)

Work at this level is a borderline pass and is of a low standard overall, although considered of sufficient standard to merit a marginal pass rather than a fail.

Assignments gaining a mark of 39.99 and below (Grade R)

Works achieving a grade R with a mark of 39.99 or lower, will have failed the assessment and a Resit will be required. Work is deemed a fail because of one or several of the following reasons:

- it fails to meet the brief of the assessment task;
- it lacks a focus and/or an appropriate structure;
- it contains no/inadequate references to literature;
- there is inadequate linking of theory to practice;
- reference to practice and experience are entirely anecdotal;
- it fails to critically engage with ideas;
- it fails to critically engage with literature;
- it fails to display critical reflection;
- it lacks a bibliography.

*** Please note that due provision will be made for students whose first language is not English, or who have specific learning difficulties, such as dyslexia. However, for the award of QTS students must be able to pass the literacy test, which requires them to have the necessary spelling, punctuation and other skills in correct English. In addition it is a requirement of the TDA under R1.6 that all providers satisfy themselves that all entrants can read effectively and communicate clearly and accurately in spoken and written standard English. We have therefore made this a requirement of the assessments.**

The following tips and suggestions are outlined to provide students with information and advice based on the University's requirements and previous experience of the kinds of common mistakes students have made, which have negatively affected their marks. Many students feel intimidated by the thought of writing assignments, particularly if it has been a while since they last wrote a piece of 'academic' work. The following should help with any fears. Students who still have concerns should consult their tutor, who will help with this aspect of the work.

ASSESSMENT AND AUDITS OF SUBJECT KNOWLEDGE IN THE CORE SUBJECTS

Students' knowledge and understanding of English, mathematics, science and ICT will be audited at the beginning of the course and subsequently, to ensure that they have acquired the high level of competence and knowledge needed by a very skilled teacher.

Self-assessment and independent study in support of areas of identified need will be a feature of this aspect of the course. The audits do not carry credit and therefore do not constitute part of the degree. Subject knowledge in the core subjects will also be directly assessed through assignments.

MODULE ASSESSMENT REQUIREMENTS

In order to determine the outcome of assessment, the following procedure is followed for each student:

- The appropriate Board will determine whether there are mitigating circumstances, and whether the student should be granted a First Assessment or No Take.
- If this is not appropriate, the Board will consider whether the Student has completed the module. Students who do not complete a module will be deemed to have failed that module.
- If a student has completed a module, the Board will determine whether the student has passed that module. A student who completes a module, but does not pass it, will be deemed to have failed that module.

SPECIAL CIRCUMSTANCES

STYLE EXCEPTIONS

Tutors place a great emphasis on the correct presentation of work. This includes appropriate referencing, proper spellings and correct structure. Students who have special needs, such as those with dyslexia, should contact the CPD office to obtain a notice of particular need. This will mean that tutors will take any difficulties into account when marking assignments. However, we are required through the Standards to ensure that all students can communicate effectively in written and spoken Standard English and cannot, therefore, give special dispensation to students when assessing them against the Standards for QTS.

WRITING THE ASSIGNMENTS

All assignments must be submitted on time and in an appropriately written and presented manner.

PRESENTATION STYLE

- All work must be typed or word-processed. We recommend word processing – this not only helps with re-drafting work, but also gives students the opportunity to experiment with structure and make changes to the text easily and quickly.
- All work must be double-spaced (except for quotations, which should be single-spaced).
- Leave a wide margin on either side of the page. A 3cm margin is ample. This allows the marking tutor to make any appropriate comments.
- The minimum font size to use is 12 point. Do not use very large font sizes or font styles that are comic or unusual. Use one of the usual serif or sans serif styles, such as Times New Roman, Garamond, Arial or Century Gothic.
- Please do not use plastic display books or punched pockets to present work. These make it very difficult to mark the text without removing pages.
- Number each page and make sure that all pages are presented in the correct order. It sounds obvious, but it has caught some students out.
- Check the word count carefully. Each assignment has a specific word length set and students are expected to write to this length.
- Work that falls short of, or exceeds, the set word limit by up to 10% will be marked without any deduction of marks. Where the word limit is greatly exceeded, tutors will exercise one of two options:
 1. stop reading and mark the work up to the word limit point;
 2. deduct marks for presentation.

WRITING STYLE

- All phrasing should be appropriately academic. Avoid the use of colloquialisms, except in specific quotes. Colloquial language is not appropriate in an academic piece of work. Read work carefully – this will often show up any phrases that are too 'chatty' or informal.
- Do not use abbreviations, unless they are in quotations or have a specific reason for use. In speech it is usual to abbreviate words (don't, hasn't, didn't, he's, we've, they'd etc.) In academic work, these should be written out in full.

- Use subheadings where appropriate to structure the assignment. This can be a useful way of ensuring that the work progresses logically and includes all the relevant points. Students who do not wish to use subheadings may still find it useful to consider the kind of sections their work is divided into to ensure the same logical progression of ideas.
- It's and Its: This is one of the most common mistakes made in students' writing. The two have very different meanings and are not interchangeable. 'It's' only ever means 'it is or it has'. 'Its' is a possessive form of 'it'. If in doubt, using 'it is' or 'it has' in place of the word used will quickly identify whether the correct choice has been made. For instance having written 'the activity had it's good and bad points', if this is read as 'the activity had it is good and bad points' it is quickly obvious that 'its' should have been used instead.
- e.g. and i.e. Again, this is a common mistake. E.g. means 'for example' and should be followed by 'examples' – ideas that back up what students are saying. I.e. actually means 'that is' and should be followed by the exact piece of information being referred to. These two again are not interchangeable. For instance 'I employed a range of strategies, e.g. group work, individual activities, but only one, i.e. the group work, brought about the desired conclusion.'
- Writing should avoid journalistic or 'preaching' styles, such as statements like 'All teachers should...'
- It is also important not to present opinions – even if widely held – as fact. For instance it is not appropriate to write 'All teachers struggle to meet the increasing external demands placed upon them.' Instead, change the focus of the 'fact' to reflect experience. The previous statement may be expressed as, 'From my experience of working in school it would seem that many teachers are currently struggling to meet the increasing external demands placed upon them.' Do be careful, though, not to base everything on a small range of experiences or anecdotal evidence.
- Exclamation marks should only be used to focus upon something specifically worthy of note. The use of too many exclamation marks will detract from an argument and can make work look frivolous and sensational. It is never appropriate to use more than one exclamation mark at a time (as in !!!).
- Appendices: Appendices support work by providing information that is useful and interesting, but which is not vital to the text. These may include full data lists from research study, articles copied from newspapers that support what is being argued in the main text, copies of school policies etc. If appendices are included, each must be carefully numbered and referred to in the text, as in (see appendix 3 for full details).
- References to appendices should appear in the text in the order that they are included at the end of the work – for example, Students should not refer to appendix 6 before students have mentioned appendix 5.

- Do not rely on appendices to take the place of information that really should be in the text. When including data sheets in an appendix, it is important to précis the relevant information in the main work if the focus of the assignment relies on this information.

PROOF READING

One of the most effective ways to ensure that work is of the required standard is to proofread carefully. When proofreading, check for the following:

- Does the work meet the brief of the assignment? If it does not, then no matter how well it is written, it will not achieve a pass grade.
- Is there a clear introduction with a rationale that sets out what the work will cover and why?
- Is the work correctly structured? Arguments should progress logically and with reference to previous comments and assertions.
- Is there a full and rigorous conclusion, which binds together all the points from the text and makes any recommendations that are appropriate?
- Does the work critically engage with the ideas being presented in the books and articles referred to and quoted from in the text? It is not sufficient simply to quote ideas – students need to comment on the ideas being referred to, by agreeing or disagreeing with the author and giving reasons and evidence for this view.
- Is the work structured logically? Does it have a coherent structure? Does every sentence make sense? Is every sentence actually a full sentence?
- Are there any comma splices? These are sentences that run on and use a comma where a full stop or other stronger form of punctuation should be. For instance: 'It is my belief that this practice is not effective, however, others hold a different view.' should be '...practice is not effective. However, others...'
- Is everything spelled correctly?
- Are there any typographical errors?
- Are quotations and references correctly annotated?
- Are all the appendices referred to in the text and actually included with the work?

REFERENCING

Students must reference work correctly. We recommend the Harvard Referencing System, i.e.

- When mentioning an author, but not quoting directly, use the author's surname and in brackets the date of publication:

'...according to Head (1997) adolescence is a period of...'

- When using a direct quotation from an author within the text, use the author's surname and in brackets the date of publication and the page number(s) on which the quotation can be found. Please note that page numbers are **compulsory** in direct quotations:

'...When discussing the notion of adolescence within Western culture, Head (1997, p45) states that it is "often seen to possess some unique quality which distinguishes it from other parts of the life span."

- When quoting longer passages, indent the quote and reference it as follows:

'...When describing recollections of adolescence, it has been stated that,

"Many adults will recall adolescence as a vitally important time in which life-long values and interests emerged"
(Head, 1997, p23)

- Multiple Authors: When referring to a book written by two or three people, cite each name, linking them with an ampersand (&) e.g.

(Malinowski, Miller & Gupta 1995, pp. 67-68)

or if in the text body '...Malinowski, Miller & Gupta (1995, pp 67-68) stated that...

If referring to a book written by more than three authors, put the name of the first author followed by 'et al'. For example, a work by Malinowski, Larsen, Ngu and Fairweather is cited as follows:

(Malinowski et al. 1999, p. 69)

or if in the text body: 'Malinowski et al (1999, p69) stated that...

Please note, however, that all the authors' names should be included in the bibliography.

- If an author has two cited publications in the same year, then distinguish them with a letter after the date:

'DES, (1985b)'

- If Students are quoting a secondary source, i.e. one person's work that is cited in somebody else's, Students should reference as follows:

(Ngu, cited in Larson 1991, p. 51)

or, if in the body text: Ngu (cited in Larson 1991, p. 51) reported...

In the bibliography, Students would include the Larson text only – there is no need to include any biographical detail for Ngu.

The above format is recommended. It is the Author-Date system and is derived in part from MHRA Style Book (Maney & Smallwood, 1981 pp40-41), to which Students may wish to refer for more detailed help. Students may include in the bibliography books and articles that have been read to support their work, but are not referred to specifically in the text. All texts that *are* referred to in the work *must* be included in the bibliography. Texts in the bibliography should be set out in alphabetical order of authors' names and details need to be set out as follows:

- For a book:

Author's surname(s) and initials, date of publication, full title of book (underlined or in italics), publisher and place of publication, e.g.

Head J (1997) Working with Adolescents: Constructing Identity Falmer Press, London

- For a journal article:

Author's surname(s) and initials, date of publication, full title of article (not underlined or italicised), full title of the journal (underlined or in italics), volume and number, pages on which the article appears, e.g.

Yeomans A (1983) "Collaborative group work in primary and secondary schools" Durham and Newcastle Review 10, 51, pp99 – 105.

- For a chapter in an edited collection:

Author's surname(s) and initials, date of publication, full title of chapter (not underlined or italicised), the word 'in' followed by the name of the editor (initials then surname) followed by '(ed)', full title of the book (underlined or in italics), publisher and place of publication, pages on which the chapter appears, e.g.

Holly, L (1985) "Mary, Jane and Virginia Woolf: ten year old girls talking" in G. Weiner (ed) Just a Bunch of Girls Open University Press, Milton Keynes, pp 51 –62.

- For electronic sources:

Author's surname(s) and initials, description of web site, the word 'Internet', the date the article was posted, the word 'Available:' followed by the full website address, and the date the information was accessed.

Honeycutt L. Communication and Design Course Web Site. Internet (1997) Available: <http://der.ri.edu/commdesign/class1.html>. Jan 1999.

- For non-published sources:

To refer to lectures and similar unpublished sources, use a similar style in the text of the work, then include a separate section at the end of the bibliography entitled 'Unpublished Sources' and give full details, e.g.

Unpublished Sources

Lecture: Sanders P (2003) "The process of change in educational management" London Metropolitan University, 24 Feb.

PLAGIARISM

Plagiarism is a serious assessment offence. It involves passing off someone else's work as one's own. This might be from a published source, such as a book or article, or the work of another student or person helping students.

Copying of sentences, phrases, paragraphs or even certain expressions, without appropriate acknowledgement, is likely to constitute plagiarism. Paraphrasing another person's work is also plagiarism, if it is not appropriately referenced.

Reference to other people's work and ideas must be made clear and obvious in the text. It is not sufficient simply to include the source in a bibliography.

All students' work is checked for any possible evidence of plagiarism. For this reason, students should understand and use the appropriate methods for incorporating ideas and quotations into their work, as outlined above. References to research and other people's ideas are encouraged, but these need to be correctly annotated and acknowledged.

For further information about plagiarism and other assessment offences, please refer to the handbook entitled 'Assessment Information for Continuing Students'. If in doubt about this matter, do talk to their tutor.

ASSIGNMENT FRONT SHEETS

Students will need to complete an official University front sheet for all assignments submitted. These are available from the University's Assessment Unit.

In addition, students should complete the sheet on the next page and send this with their assignments. The purpose of this sheet is for students to consider their assignment in the wider context of the TDA Standards for QTS and identify specific learning points that completing the assignment has provided. This sheet will be returned to students and can be included in their evidence files.

Registered Teacher Programme Assignment

Student Comments Sheet

Student			
Module Code/Title	TJ		
Assignment			
What TDA Standards do students believe they have been working towards achieving by completing this assignment, and why?			
In what ways has work on this assignment improved their knowledge & understanding of teaching and learning and practical abilities in the classroom?			
Student's Signature		Date	

AWARDS ON COMPLETION OF THE RTP COURSE

BA HONS WITH RECOMMENDATION FOR QTS

The Bachelor of Arts Degree in Primary Education with Honours, **with** a recommendation for Qualified Teacher Status will be awarded to a student who has:

- passed all eight designated honours level modules;
- passed a final assessment against the Standards over a sustained and substantial period of time;
- have passed the DfES tests in Numeracy, Literacy and ICT.

BA HONS WITHOUT RECOMMENDATION FOR QTS

The Bachelor of Arts Degree in Primary Education with Honours, **without** a recommendation for Qualified Teacher Status will be awarded to a student who has:

- passed all eight designated honours level modules.

CLASSIFICATION OF THE AWARD

The class of Honours will be determined by the Awards Board, taking into account the marks for all the designated honours level modules to which marks are ascribable. These marks will be averaged and the following guidelines for classification will then be used:

70+	First
60 – 69.99	Upper Second
50 – 59.99	Lower Second
40 – 49.99	Third

Borderline classifications are defined as follows:

68.00 – 69.99	Borderline First
58.50 – 59.99	Borderline Upper Second
49.50 – 49.99	Borderline Lower Second

In such cases the distribution of marks will be considered. If 50% or more of the marks fall within the higher classification, then this higher classification will be awarded.

TIME LIMITS FOR ACHIEVEMENT OF THE AWARDS

The normal expectation is that students will achieve the award of the BA Hons with recommendation for QTS in two years. A student will not normally be allowed to be registered on a course of study that can lead to the awards named above for more than four years.

SOURCES OF EVIDENCE

Planning	See separate Planning Expectations and Targets guidelines on the next page
Teaching	See Teaching and Class Management guidelines
	Use of ICT
	Use of appropriate resources
	Analysis of Practice
	Target setting/meeting
	Observation sheets
	Records of discussion with mentors, subject leaders, tutors etc
Outcomes of Practice	Children's written work
	Children's discussion/verbal responses
	Children's motivation
	Children's performance
	Children's evaluations/ self assessment
	Test results
	Displays
	Portfolios/samples
Assessment of work	See separate Monitoring and Assessment guidelines
	Written feedback/marking
	Records of verbal feedback
	Record keeping of pupil progress
	Contribution to IEPs
	Reports
	Use of IT in assessment
	Target setting –individual/group/class
Written Records	School based tasks
	Assignments
	Feedback from assignments/projects
	Feedback from lesson observations by others
	Observations of lessons in other classes/phases
	Annotated evidence of educational development/research
	Evidence of school-based/other CPD
	QTS tests
	Minutes of meetings with mentors, tutors, subject leaders etc
	Target setting/meeting
	Reports
	Evaluations of practice
	Participation in all aspects of school life
Discussions and interviews	Participation in discussions, simulations, leading seminar groups
	Interviews with student, school members, mentors, subject leaders, parents, head teacher, college tutors etc.

HOW THE STANDARDS ARE COVERED IN TAUGHT MODULES

Standard	1 Professional Attributes	TJ317 ICT	TJ318 Foundation subjects	TJ3283 Professional Studies 2	TJ3282 Professional Studies 1	TJ322 Lang, Lit, Drama	TJ3285 Maths	TJ3286 Science	TJ33281 Primary Core Subjects	School Experience Modules
Q1	Have high expectations of children and young people including a commitment to ensuring that they achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.	■	■	■	■	■	■	■	■	■
Q2	Demonstrate the positive values, attitudes and behaviour they expect from children and young people.			■	■					■
Q3a	Be aware of the professional duties of teachers and the statutory framework within which they work.									
Q3b	Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.	■		■	■				■	■
Q4	Communicate effectively with children, young people, colleagues, parents and carers.	■		■	■	■				■
Q5	Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.	■		■	■	■				■
Q6	Have a commitment to collaboration and co-operative working.	■		■	■					■

Standard	1 Professional Attributes	TJ317 ICT	TJ318 Foundation subjects	TJ3283 Professional Studies 2	TJ3282 Professional Studies 1	TJ322 Lang, Lit, Drama	TJ3285 Maths	TJ3286 Science	TJ33281 Primary Core	School Experience Modules
Q7	b) Identify priorities for their early professional development in the context of induction.			■						■
Q8	Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.	■	■	■	■	■	■	■	■	■
Q9	Act upon advice and feedback and be open to coaching and mentoring.			■	■					■
Standard	2) Professional Knowledge and Understanding	TJ317 ICT	TJ318 Foundation subjects	TJ3283 Professional Studies 2	TJ3282 Professional Studies 1	TJ322 Lang, Lit, Drama	TJ3285 Maths	TJ3286 Science	TJ33281 Primary Core Subjects	School Experience Modules
Q10	Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.			■	■				■	■
Q11	Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.	■	■			■	■	■	■	■
Q12	Know a range of approaches to assessment, including the importance of formative assessment.	■	■	■	■	■	■	■	■	■

Standard	2) Professional Knowledge and Understanding	TJ317 ICT	TJ318 Foundation subjects	TJ3283 Professional Studies 2	TJ3282 Professional Studies 1	TJ322 Lang, Lit, Drama	TJ3285 Maths	TJ3286 Science	TJ33281 Primary Core	School Experience Modules
Q14	Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.	■	■			■	■	■	■	■
Q15	Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.	■	■	■		■	■	■		■
Q16	Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT).					■	■	■		■
Q17	Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	■			■	■	■			■
Q18	Understand how children and Young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.				■	■			■	■

Standard	2) Professional Knowledge and Understanding	TJ317 ICT	TJ318 Foundation subjects	TJ3283 Professional Studies 2	TJ3282 Professional Studies 1	TJ322 Lang, Lit, Drama	TJ3285 Maths	TJ3286 Science	TJ33281 Primary Core	School Experience Modules
Q19	Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.	■	■	■	■	■	■	■	■	■
Q20	Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs. responsible	■	■	■	■	■	■	■	■	■
Q21a	a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.			■						■
Q21b	b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.				■					■
Standard	3 Professional Skills	TJ317 ICT	TJ318 Foundation subjects	TJ3283 Professional Studies 2	TJ3282 Professional Studies 1	TJ322 Lang, Lit, Drama	TJ3285 Maths	TJ3286 Science	TJ33281 Primary Core Subjects	School Experience Modules

Q22	Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.	■	■		■	■	■	■	■	■
Q23	Design opportunities for learners to develop their literacy, numeracy and ICT skills.	■				■	■			■
Q24	Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.	■	■			■	■	■	■	■
Standard	3 Professional Skills	TJ317 ICT	TJ318 Foundation subjects	TJ3283 Professional Studies 2	TJ3282 Professional Studies 1	TJ322 Lang, Lit, Drama	TJ3285 Maths	TJ3286 Science	TJ33281 Primary Core Subjects	School Experience Modules
Q25	Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:									
	a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;	■				■	■	■		■
	b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;	■	■	■		■	■	■		■
c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;	■					■				■

	d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.				■					■
Q26	a) Make effective use of a range of assessment, monitoring and recording strategies.	■		■		■	■	■		■
	b) Assess the learning needs of those they teach in order to set challenging learning objectives.	■	■	■	■	■	■	■	■	■
Q27	Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.	■	■			■	■	■		■
Q28	Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.	■	■			■	■	■		■
Q29	Evaluate their impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.			■	■					■
Standard	3 Professional Skills	TJ317 ICT	TJ318 Foundation subjects	TJ3283 Professional Studies 2	TJ3282 Professional Studies 1	TJ322 Lang, Lit, Drama	TJ3285 Maths	TJ3286 Science	TJ33281 Primary Core Subjects	School Experience Modules
Q30	Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.				■	■	■	■		■
Q31	Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.				■					■
Q32	Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.			■						■

Q33	Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.			■						■
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MODULE SESSION EVALUATION
(To be completed after every module)

Name of Student	
Module	
Session No	
Date	
To what extent have the aims and learning outcomes of this session been achieved? Please comment on how the session has extended their knowledge and understanding and appreciation of teaching and learning issues and practical skills.	
How will today's session impact on their practice?	
What Standards have been addressed by this session?	
What further steps do students and their mentor need to take to extend the learning from today's session?	
Any other comments	

MITIGATING CIRCUMSTANCES PROCEDURE IN THE EVENT OF ILLNESS OR OTHER VALID CAUSE.

If a student has a valid reason as defined by the University's criteria, s/he may submit a claim for mitigation. Such claims will be considered under approved University procedures and a decision will be reported to the appropriate Board. Successful claims will result in the award of a First Assessment. The student must then take the assessment at the first possible occasion. Where it is in a student's interests, s/he may request that, if the claim is accepted, the decision be No Take.

Mitigating circumstances can only be accepted if their circumstances are acute, severe, unforeseen and totally outside their control and circumstances that occur immediately.

Before/during the assessment period in question, there is a very strict set of regulations determined by the university about which circumstances will be accepted and which will not.

Where a student's circumstances are such that a number of modules are affected and the student is unable to complete the course, the case may be referred to the Awards Board for consideration. If the Board has sufficient evidence of performance, it may recommend an Aegrotat Award. Such awards may, where appropriate, carry a classification, if there is sufficient evidence to assess the student's overall performance. To receive an Aegrotat Award, the student is required to signify in writing that s/he accepts the award and waives the right to reassessment.

Notwithstanding the above, to be recommended for the award of QTS, a student must satisfy all DfE/TDA Standards for QTS.

Students who have mitigating circumstances need to submit these on a Mitigating Circumstances Form (available from the Assessments Unit or the Awards Unit), which must then be submitted to the Students Award Unit by the relevant deadline (these are published on the Scheme notice board). ALL claims must be submitted with appropriate evidence and forms submitted without this will not be considered. Please note: late submissions of mitigating circumstances will not be considered. If Students have any questions about mitigating circumstances, please look on the London Met website (www.londonmet.ac.uk) and type 'Mitigating Circumstances' into the search site box. This area of the website should answer any questions students have.

WITHDRAWAL

A student who is registered for a taught module and submits notification of withdrawal in writing **by the end of the eighth week** will be deemed not to have taken that module. Otherwise the Student will be deemed to have taken the module and not completed it.

PROCEDURE IN THE EVENT OF FAILURE

A student who, by the end of the first academic session, has not passed all the taught modules assigned to the first year of the course will not be allowed

to proceed to take the modules assigned to the second year, until failure is fully redeemed.

A student who fails a module may, at the discretion of the Field Board, be offered an opportunity to be reassessed in or to repeat the failed module with attendance at a later date.

It will not be possible to be reassessed in, or repeat, a failed module more than once.

PATTERN OF SUPERVISION

Proforma	Comments	Responsibility
Year 1		
Training Plan	Mentor agrees a training plan, once a term, in consultation with the student	Mentor/ Student
Files 1 and 2 set up	File 1 contains school information, policies planning File 2 Assessment and Monitoring	Student
Daily plans		Student
Weekly Evaluation		Student
End of Year Review		Student
Standard Booklet	Begin filling in, reference standards covered and cross referenced to evidence. Mentor to regularly sign off as appropriate	Student/Mentor
Module Evaluation	To be completed at end of each taught module to assess learning as evidence for Students 'becoming a reflective Practitioner'*	Student
Observations	A minimum of one Formative or Summative Observation form to be completed by the mentor each half-term. A copy to the student and the University	Mentor
Substantive Lesson Observation	One to be completed every term. Copies to Mentor and students. One sent to the University	Supervising Tutor
End of Year Observation	Mentor joins Supervising Tutor for a Final Joint Observation.	Supervising Tutor and Mentor
Year 2		
Training Plan	Mentor agrees a training plan, once a term, in consultation with the student	Mentor/ Student
Daily plans		Student
Weekly Evaluation		Student
End of Year Review		Student
Module Evaluation	To be completed at end of each taught module to assess learning as evidence for Students 'becoming a reflective Practitioner'*	Students

Standard Booklet	Begin filling in, reference standards covered and cross referenced to evidence. Mentor to regularly sign off as appropriate	Students/Mentor
Observations	A minimum of one Summative Observation form to be completed by the mentor each half-term. A copy to the student and the University	Mentor
Substantive Lesson Observation	One to be completed every term. Copies to Mentor and student. One sent to the University	Supervising Tutor
Final Assessment for Supervising Tutors	Mentor joins Supervising Tutor for a Final Joint Observation. Headteacher completes the relevant section	Supervising Tutor Headteacher
CRDP/skills tests	Completed by end of Summer Term	Student

Forms can be found the University website.

<http://www.londonmet.ac.uk/rtp/ga/formsga.cfm>

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

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.

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/studentservices/counselling/>

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/studentservices/dyslexia-disabilities/>

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.

B. 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.

LEARNING RESOURCES /STUDY RESOURCES AND FACILITIES

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. Suresh Jethwa will provide further information.

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.

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>.

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>

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.

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.

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/elecsource.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.

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.

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.

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/>.

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

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 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.

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.

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.

WORKING FROM HOME

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

ACCESS

All registered students can use the IT studios. Access is controlled by username and password. Within Tower building, IT Studios are reserved for teaching use only. At other sites students may use the IT studios outside booked times. 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.

DOCUMENTATION

A number of documents and guides to the computing facilities across the University are available primarily on the university Intranet, although introductory information is produced in hardcopy. Current information can be found at http://www.londonmet.ac.uk/services/sas/ict-support/ict_home.cfm

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 (www.londonmet.ac.uk/WebLearn).

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).

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>.

THE CENTRE FOR THE ENHANCEMENT OF LEARNING AND TEACHING - CELT

Please visit the centre for support with your studies.



<http://www.londonmet.ac.uk/celt/celt-for-students/aboutus.cfm>

TO BOOK, OR FOR MORE INFORMATION, please contact:

Amaechi Echedolu

Tel: +44 (0) 20 7133 2984

email: CELTstudy@londonmet.ac.uk

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>)

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 RTP 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 'RTP Handbook' for more detailed information.

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 DfE/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/>