



LTC14D203

Title: *SSF LTQC Course Approvals*
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Issue

To receive minor changes course proposal for EDU **PGCE Primary with Mathematics specialism** from the SSF LTQC.

Recommendation

None.

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

None.

Timing of decisions

SSF LTQC approved 1/4/15

Further Information

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: h.reynolds@uea.ac.uk, for any queries/further information relating to this document.

Background

N/A

Discussion

N/A

Attachments

Minor Changes Course Proposal.



LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and
MINOR AMENDMENTS
 with **NO RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)	new course? <i>note 1</i>		If no, please give existing course code
Primary with Mathematics specialism	Y	N	Variant of T1X120101
School(s) of study & Faculty			
EDU / SSF			
Proposer & proposer's school			
EDU			
Proposed start date (of new course or of changes)			<i>note 2</i>
1 September 2015			
I can confirm that this proposal meets the criteria for using the Minor Changes Course Proposal Form <i>note 3</i>			Y N

This form is in 5 parts:

- Part 1 Summary and Rationale
- Part 2 Impact Assessment
- Part 3 Academic Case including Programme Specification
- Part 4 Key Information Set (KIS) data
- Part 5 Approvals and Notification

The initiator is responsible for completing **parts 1-4**

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL**Part 1 SUMMARY AND RATIONALE**

Course One				
S1	a	SCHOOL(S) OF STUDY	EDU	
<i>note S1c</i>	b	FACULTY or FACULTIES	SSF	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO No	
	d	NAME OF COURSE DIRECTOR (Home School)	Eleanor Cockerton	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)		
S2 <i>note S2a</i>	a	COURSE TITLE	Primary with Mathematics specialism	
<i>note S2b</i>	b	COURSE CODE	T1X120101	
<i>note S2c & S2d</i>	c	AWARD	PGCE	
	d	EXIT AWARD(S) AND TITLE(S)	Postgraduate Certificate in Educational Theory OR Qualified Teacher Status	
	e	FULL/PART-TIME (please specify)	Full time	
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich	
	g	AVAILABLE FROM:	1 September 2015	
S3 <i>note S3a</i>	a	PROFESSIONAL AWARD (if any)	Qualified Teacher Status	
	<i>note S3b</i>	b	ACCREDITING/VALIDATING BODY (if relevant)	Department for Education
Website (URL)				
Date when accreditation/validation may take place				
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		
		Masters	Y	
		Other postgraduate (please specify)		

S5 <i>note</i> S5a	a	DURATION (years or months)	10 months		
<i>note</i> S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full time		
S6 <i>note</i> S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES	Y	NO
			If YES, does this conform with the UEA's code of practice on placements?		
S7 <i>note</i> S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		n/a		
S8 <i>note</i> S8	ENTRY REQUIREMENTS		<p>Candidates are required to have an appropriate good honours degree (preferably 2:ii and above) or its equivalent*.</p> <p>Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language, Mathematics and in a natural Science subject (i.e. Biology, Chemistry, Physics or a combination of these) regardless of your date of birth. We would also expect to see a good standard of academic attainment at A-Level or its equivalent*.</p>		
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case				
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case				
S11 <i>note</i> S11	FURTHER INFORMATION available via...		www.uea.ac.uk		
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities				
<i>note</i> S12					

S13	RATIONALE FOR PROPOSAL
<i>note</i> S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.

	<p>The National College for Teaching and Leadership have introduced a new named pathway to the Primary PGCE, highlighting Maths. The new route is available for allocations for 2015/6 onwards.</p> <p>UEA requested places on this route in the light of the Schools existing strength in Mathematics Education and because there is an existing pathway within the PGCE General focusing on mathematics.</p> <p>A new route code is required in order to manage the administration of admissions and, in due course, students (noting that students on this route will receive a higher bursary level than other PGCE Primary students).</p>
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MINOR CHANGES COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
	NOT REQUIRED	

BC2 <i>note BC2</i>	MARKET RESEARCH	Consult with Market Research team
	NOT REQUIRED	

BC3 <i>note BC3</i>	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
	NOT REQUIRED	

BC4 <i>note BC4</i>	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM
	NOT REQUIRED	

BC5	IMPACT		
BC5.1 <i>note BC5.1</i>	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team	
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES	Y
		NO	
b	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)		
	There are nationally recognised issues around the recruitment of men into Primary teaching. The School in liaison with the Outreach Office and the Primary Partnership have implemented a mentoring scheme to provide additional support to men in Primary.		
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?		

	A DBS is required		
BC 5.2 <i>note</i> BC5.2	CURRENT STUDENTS AND/OR APPLICANTS		
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES	X
		NO	
	<p>This pathway already exists within the PGCE Primary, but is not currently named.</p> <p>Views on the PGCE Primary with Mathematics Specialism These views are from students undertaking the week long mathematics specialism this year (selected during the course and not at interview).</p> <p>I most certainly would have applied had the course been available and again I would have liked to know about the maths specialism from the beginning.</p> <p>I think this opportunity would attract a new wave of applicants who would endeavour to improve primary mathematics. Similarly I think that it would give students more focus for the course and would most certainly help when looking to apply for jobs.</p> <p>If this option had been available I definitely would have applied for it. I think the main advantage would be having more knowledge about teaching maths and gaining more knowledge in learning about ways to teach it. I think this is so important as through both my placements, the schools work with the Hamilton Trust and so I have mainly seen worksheet lessons. I also imagine that having a maths specialism can be an advantage when applying for jobs as from speaking to teachers, this seems to be something schools are looking for.</p> <p>Personally for me it would have been a no brainer as maths was always going to be the specialism I would choose. Having a £12000 bursary would have been a very handy bursary. I imagine there would have been a few more maths specialists with that kind of incentive. If the £12,000 bursary for a maths specialist primary PGCE had been available, I probably still would not have applied. How I would have approached this option would be to consider whether I wanted a PGCE qualification with maths specialism in the title of my degree and certificate, or whether I would want a primary pgce of equal weighting across the subjects, but can also mention in CV's and personal statements that I opted to further develop and specialise by a focussed week-long training in maths and school experience. Perhaps if I had not had the same experiences prior to applying to a pgce in relation to maths and teaching maths, I may have considered it.</p> <p>I can see the advantages to having this course, and I am certain for many this course would be a huge attractive point, for the same reason as the language course.</p>		
b	Will any current students or applicants be affected by this proposal?	YES	Y
		NO (go to 5.3)	
	This change comes into effect for students commencing in September 2015. The UTT admission system opened on 28 October.		
c	Evidence of consultation of current students and written consent obtained Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		

d	Informing applicants What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		
	Information on this route will be made available on the web pages, with any applicants interested in this route advised to flag it on their application.		
BC5.3 <i>note</i> BC5.3	ACADEMIC STAFF	Consult with HOS, Dean of Faculty	
	What is the impact / what are the resource implications of the proposal on academic staff?		
a	Please give an indicative number of additional teaching hours required within the school to deliver the new course/changes to the course in any one year		nil
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES	
		NO	No
c	Are new appointments required to meet any additional hours?	YES	
		NO	No
d	If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?		
	n/a		
e	What is the source of funding for new academic staff?		
	n/a		
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		
	None. The content is delivered entirely by curriculum specialists in EDU.		
g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		
	No. The specialism already exists within the PGCE Primary		
BC5.4 <i>note</i> BC5.4	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN	
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	Y
		NO	
	If YES, please specify Course name, UCAS Code(s) / Course codes		
	As noted above, there is already an unnamed Mathematics specialism within the PGCE Primary		
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	
		NO	N
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		

c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above

BC6	PHYSICAL RESOURCES
	NOT REQUIRED

BC7 <i>note</i> <i>BC7</i>	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES
	NOT REQUIRED

BC8	ADDITIONAL COMMENTS
	NOT REQUIRED

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
	NOT REQUIRED

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				Y
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES	Y	NO	
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	
AC1.2c	If so, how many modules and what is the credit volume for each module?				
	The course is not modularised in a conventional sense – modules link to individual items of assessment rather than blocks of learning.				

AC2 <i>note AC2.1</i>	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
Please select only from the permitted options - see UG/PGT regulations					
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	Y	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	PGCE PY			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	N

AC3.3b	If yes, how many?	n/a
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PS	PROGRAMME SPECIFICATION
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing
PLEASE ATTACH AN UPDATED PROGRAMME SPECIFICATION WITH TRACKED CHANGES SHOWING AMENDMENTS TO THE COURSE	

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES
	NOT REQUIRED

AC5	MINOR CHANGES TO EXISTING MODULES
	NOT REQUIRED

AC6	NEW MODULES
	NOT REQUIRED

AC 7 <i>note</i> <i>AC7</i>	DEFINED CHOICE
	NOT REQUIRED

AC8 <i>note</i> <i>AC8</i>	JOINT COURSES		
	Is the proposed course is a joint course?	YES	
		NO	N
	If YES, how will the student experience be managed?		
	n/a		

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES		
		YES	

	Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?	NO	
	If NO, go to AC10		
<i>note AC9</i>	If YES, please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3		
	<p>PGCE programmes are inspected by Ofsted.</p> <p>Numbers of places on courses are allocated annually by the National College / Department for Education.</p>		

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION		
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR			
<i>note AC10</i>	Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.		
	NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal		
Date of circulation:	03/12/2014		
AC10.1	Careers Manager (CCEN)		
No response received.			
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)		
<ol style="list-style-type: none"> 1. Current students should be consulted about the new proposal as although it will not affect those currently enrolled there is a real commitment to obtaining student input on proposed changes. 2. An updated programme specification is required as part of the process, the 2014/15 version should be used with tracked changes – sounds as if these will be minor. I have not seen them, but perhaps PGCE Primary course specification with specialisms in French and German could be used as a template? 3. I noted the comment that <i>'there is an existing pathway within the PGCE General focusing on mathematics'</i> – is the expectation that this new route will replace it? What is the difference between the 2 courses? Are both still required by the School, and if so what is the reason for that? 			
AC10.2	Equality & Diversity Manager (PPE)		
No response received.			

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE		
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<i>note</i> AC11	<p>The Primary PGCE team will be asked to consult students on the proposed amendments.</p> <p>The maths specialism within the General PGCE will be replaced by this route. (A quick web search of other Primary courses has indicated that the School may be missing a marketing trick in not clearly advertising the available specialisms. This position will be reviewed.)</p>
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MINOR CHANGES COURSE PROPOSAL**Part 4 KEY INFORMATION SET (KIS) DATA**

KIS	KEY INFORMATION SET data (undergraduate courses only)						<i>Note KIS</i>
KIS1	Quantitative KIS data						<i>Note KIS1</i>
		Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams						
1.2	Percentage of assessment by practical exams						
1.3	Percentage of assessment by coursework						
1.4	Percentage of time in scheduled learning and teaching activities						
1.5	Percentage of time in guided independent study						
1.6	Percentage of time on placements						
KIS2	Professional Accreditation						<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)						
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						

MINOR CHANGES COURSE PROPOSAL**Part 5 APPROVALS AND NOTIFICATION****APPROVALS***Note AP*

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality	Lee Beaumont	Lee Beaumont	14.4.15
AP1.2	Head of School (on behalf of School Board)	Nalini Boodhoo	Nalini Boodhoo	14.4.15
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	15.1.15
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	APPROVAL OF THE ACADEMIC CASE			
AP2.1	Head of School	Name	Signature	Date
	Approved:	Nalini Boodhoo	Nalini Boodhoo	14.4.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Ratula Chakraborty	Ratula Chakraborty	1.4.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

MINOR CHANGES COURSE PROPOSAL

<i>Note</i> <i>N1</i>				
NOTIFICATION OF APPROVAL				
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.				
FACULTY	SSF		SCHOOL	EDU
NEW COURSE?	Y	N	If NO, please enter existing course code	Variant of T1X120101
DEGREE AWARD (e.g. BSc/MA)		PGCE		
TITLE OF PROGRAMME		Primary with Mathematics specialism		
START DATE	Sept 2015		LENGTH OF COURSE	10 months
Course Approved by:		Name of Committee Chair	Date of approval	
Faculty Learning and Teaching Quality Committee (FLTQC)		Ratula Chakraborty	1.4.15	
Learning and Teaching Committee (LTC)		Submitted to meeting 13.5.15		
RELEVANT OFFICE INFORMED? *insert date				
Planning Office	Admissions and Marketing	Learning and Teaching Service	Union of UEA Students	

*14.4.15	14.4.15	14.4.15	14.4.15
sis.records@uea.ac.uk	arm.operations@uea.ac.uk	Email the LTS coordinator responsible for the course	union.academic@uea.ac.uk

<i>Note N1</i>		IMPLEMENTATION ACTIONS	
COURSE NAME		NEW ROUTE CODE	
ACTION		DATE	
COURSE INFORMATION LIVE IN ADMISSIONS			
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE			
COURSE PROFILE UPLOADED ONTO SITS			
COURSE CLOSURES COMMENCED (where appropriate)			

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
PGCE Primary with Mathematics		2015

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

PS1 COURSE PROFILE	<i>note PS1</i>
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YEAR 1 profile (PGCE Primary)				Level	This column will be deleted prior to publication
				M	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
EDUPMENY	Compulsory		Primary Years English Assessment	Year long	Existing
EDUPMSCY	Compulsory		Primary Years Science Assessment	Year long	Existing
EDUPMMAY	Compulsory		Primary Years Mathematics Assessment	Year long	Existing
EDU P3AUY	Compulsory	1	Primary Years Subject Knowledge Audits	Year Long	Existing
EDUP3TPY	Compulsory	1	Primary Years Practice and Qualified Teacher Status	Year Long	Existing
TBA	Compulsory		Primary Years Understanding Children Assessment	Year Long	Existing
TBA	Compulsory		Primary Years Professional Development Progress File	Year Long	Existing

PS2 MAPPING LEARNING OUTCOMES

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes – PGCE Primary	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Developed exposition and argument that is well substantiated.	EDUP MSCY/ EDUP MMAY					EDUP MENY/ UCA			
Developed conceptual and theoretical frameworks that give coherence and meaning to your work	EDUP MSCY/ EDUP MMAY					EDUP MENY/ UCA			
Engaged with a range of literature and have understood and applied the evidence and arguments from the literature	EDUP MSCY/ EDUP MMAY					EDUP MENY/ UCA			
Evidence of reflection, careful analysis and critical thought	EDUP MSCY/ EDUP MMAY					EDUP MENY/ UCA		PDPF	
Gained personal insight that will inform future practice	EDUP MSCY/ EDUP MMAY					EDUP MENY/ UCA		PDPF	
Well structured and coherently written	EDUP MSCY/ EDUP MMAY					EDUP MENY/ UCA		PDPF	
<i>Demonstrated individual professional practice</i>								PDPF	

<i>Explored effective strategies for leading, supporting and mentoring other practitioners</i>								PDPF	
<i>Modelled the skills and behaviours that safeguard and promote good outcomes for children</i>								PDPF	
<p>Other: please give details The Professional Development Progress File is a portfolio of evidence incorporating a range of different assessment processes including critical, reflective accounts, interview notes and analysis from school placement, analysis of approaches to teaching and learning in school.</p>									

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES		<i>note PS3</i>
PS3.1 learning progression		
How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?		<i>note PS3.1</i>
PS3.2 feedback cycle		
Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?		<i>note PS3.2</i>

PS4	EXAMINATIONS		<i>note PS4</i>
	Written	Practical (e.g. OSCES and OSPES)	
How many modules will include an exam element?	Nil	Nil	
How many hours of exams are there in Stage 0? (if applicable)			
How many hours of exams are there in Stage 1?			
How many hours of exams are there in Stage 2?			
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable)			
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?	Nil	Nil	

PS5	EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	Admissions criteria are set nationally by the National College of Teaching and Leadership (NCTL) for all professional courses leading to qualified teaching status (QTS).		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	All QTS courses are externally audited by Ofsted to ensure there is entitlement and equality of opportunity		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		
	All learning and teaching and assessment methods are internally and externally moderated and all students have a voice in evaluating their student experience to ensure inclusivity and equal opportunity. All students requiring reasonable adjustment are referred to DoS.		

PS6	EMPLOYABILITY		<i>note PS6</i>
	How is employability embedded into the delivery of the course?		
	The course is designed to educate individuals to become teachers and incorporates experience, skill development and assessments that allow the School to confirm Qualified Teacher Status on those successfully completing the course. The course also incorporates a number of skills that would equip graduates to enter other employment should they decide not to enter teaching.		

