Course Specification

Course Summary Information		
1	**Course Title**	Teach First Postgraduate Diploma in Education (Leadership in Learning)
2	**BCU Course Code**	West Midlands: PT1198 East Midlands: PT1199
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)** (if different from point 3)	
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	National College for Teaching and Leadership – Initial Teaching Training Criteria Teachers' Standards The Office for Standards in Education, Children's Services and Skills

6	**Course Description**
	Teach First is an education charity working with like-minded partners to give every child the right to an excellent education, and to end education inequality. Birmingham City University work with Teach First in the East and West Midlands to deliver a two year Postgraduate Diploma in Education (PGDE). All Teach First participants are placed in school in the poorest communities in England. Placement schools are no exception. Teach First aims to address inequality through the effects of poverty by working in partnership with schools where more than half of pupils come from the poorest 30% of families in the UK, according to the Income Deprivation Affecting Children Index (IDACI). All Teach First participants are highly committed to improving social justice through high quality teaching and building aspirations.
	Training starts with all Participants completing five weeks of training called the Summer Institute which includes both Subject and Professional Studies. During the first year of the 2 year placement Participants are teaching at least 60 to 80 percent of a full teaching load from the first day of the start of the schools' academic year, alongside completing two 30 credit modules and the 0 credit QTS module. In year 2 Participants assume an NQT timetable, whilst attending 5 taught days for the further two 30 credit modules thus working towards a PGDE with 120 Master's credits. Successful completion of the PDGE is the entry requirement for a further course which provides an additional 60 module credit to realise a full Master's award.
	In line with ITT Criteria C2.2, the Postgraduate Diploma in Education enables participants to acquire the knowledge and skills they need to teach within the phase for which they are training. Training takes place across the following age ranges: 3 to 7 or 5 to 11 for primary training 11 to 16 for all secondary subject (excluding Business Studies)* 14 to 19 for secondary Business Studies only *Participants in secondary subjects other than Business Studies may also have the opportunity to acquire knowledge and skills required to teach the 16-19 age range, dependent upon their employing school.

The award is PGDE (120 credits) but the EXIT awards are:
- PGCE (60 credits) which must include a pass in EDU7379 for QTS to be recommended, or
- Postgraduate Certificate in Education Studies (60 credits) if EDU7379 has NOT been passed

7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	Postgraduate Diploma Education (Leadership in Learning)	7	120
7b	Exit Awards and Credits Awarded		
	Postgraduate Certificate in Education (Leadership in Learning) with Qualified Teacher Status	7	60
	Postgraduate Certificate in Education Studies	7	60

8	Derogation from the University Regulations
	1. Students are only permitted one attempt at the Pre-Service Preparation and Readiness (Summer Institute) module. 2. Compensation of marginally failed modules is not permitted. 3. Condonement of failed modules is not permitted. 4. To achieve 'Qualified Teacher Status', students must pass modules EDU7377, EDU7378 and EDU7379.

9	Delivery Patterns			
Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
Full Time	West Midlands	2 years	PT1198
Full Time	East Midlands	2 years	PT1199

10	Entry Requirements
	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/.

11	**Course Learning Outcomes**
1	To prepare graduates to become outstanding teachers and leaders, working in schools in challenging circumstances, who are committed, creative and confident and who go on to make a significant contribution to the teaching profession, transforming the educational outcomes of pupils within the region.
2	To develop teacher training and leadership development so they sit together from the outset.
3	To focus on developing individuals who can lead efforts to tackle educational inequality within classrooms, the wider education sector and across society.
4	To provide a range of additionality through workshops run by leading organisations, business leaders, top educationalists and subject associations, through University days, school placements and Teach First conferences.
5	To prepare teachers to directly address the needs of employers, schools and pupils by meeting the requirement for high quality subject and phase specialists from a wide range of degree disciplines.
6	To develop professionals to take on more of a leadership role in their schools.
7	To foster a professional who is work ready, a creative problem solver, enterprising, has a global outlook and can recognise the impact that their decisions and actions have locally, nationally and on global communities.
8	To develop a programme which provides an understanding the impact of global diversity on education.
9	To understand the nature and scope of a range of subject curricula such as GCSE, iGCSE, International Baccalaureate, and cross-curricula themes such as Diversity, Citizenship and SMSC (Spiritual, Moral, Social and Cultural) education.

12	**Course Requirements**
12a	**Level 7:** ***In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):***

Module Code	Module Name	Credit Value
EDU7376	Pre-Service Preparation and Readiness (Summer Institute)	0
EDU7377	Emerging Philosophy of Teaching and Learning	30
EDU7378	Leading Learning in Communities	30
EDU7379	Qualified Teacher Status Portfolio of Evidence	0
EDU7380	Collaborative Learning and Development	30
EDU7381	Extending Impact and Influencing Others	30

12b   Structure Diagram

Level 7

SEMESTER ONE	SEMESTER TWO
	Core
	EDU7376 Pre-Service Preparation and Readiness (Summer Institute) (0 credits)

Core
EDU7377: Emerging Philosophy of Teaching and Learning (30 credits)
EDU7378: Leading Learning in Communities (30 credits)
EDU7379: Qualified Teacher Status Portfolio of Evidence (0 credits)
EDU7380: Collaborative Learning and Development (30 credits)
EDU7381: Extending Impact and Influencing Others (30 credits)

13 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 7

Workload

43% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	120
Directed Learning	400
Private Study	680
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	0%
In-Person	0%