Programme Specification

Title of Course: PGCE (Primary)

Date Specification Produced: March 2013

Date Specification Last Revised: June 2015

SECTION 1:   **GENERAL INFORMATION**

Title:

Awarding Institution:	Kingston University
Teaching Institution:	School of Education
	Wandsworth Primary Schools Consortium
	Poole SCITT
	George Abbott SCITT (Primary Phase)
Location:	**Kingston:** Kingston Hill KT2 7LB
	Wandsworth: Alderbrook Primary School, Oldridge Road, London SW12 8PP
	Poole SCITT: Ad Astra Infant School, Sherborn Crescent, Poole Dorset BH17 8AP
	George Abbott School: Woodruff Ave, Guildford, Surrey GU1 1XX with Esher High School: More Lane, Esher, Surrey KT10 8AP
	Essex and Thames SCITT: Runwell Community Primary School, Canewdon Gardens, Wickford, Basildon, Essex, SS11 7BJ.
Programme Accredited by:	The National College for Teaching and Leadership (NCTL) and the Office for Standards in Education (OfSTED) recognise the course and Kingston University as an awarding body for the recommendation of Qualified Teacher Status (QTS)

SECTION2: THE PROGRAMME

A. Programme Introduction

The PGCE primary programme offers a one-year full time route into teaching. The programme aims to develop individuals who will be excellent, well-informed, creative and dynamic classroom practitioners, demonstrating 'professional intelligence' through reflection and self-evaluation. It is anticipated that graduates from the programme will contribute significantly to education provision in this country and enjoy career progression that is both satisfying and successful.

Primary programmes have achieved national recognition in terms of excellence in academic rigour combined with positive impact on student attainment in being judged by OfSTED (2012) as being 'Good'.

The programme comprises three compulsory modules which must be successfully completed for the award of PGCE and the recommendation of Qualified Teacher Status (QTS). There is a 60 credit Professional Practice module reflecting the practice-based nature of the course. Two modules carry 30 credits each at Masters Level, enabling students to proceed to a tailored part-time Masters programme which complements their developing career.

The programme offers two pathways: 3-7 and 5-11. Students on both programmes follow the same modular structure and complete the same assignments. In the Autumn term the timetable is also identical. In the Spring Term, those following the 3-7 pathway focus on the Early Years in curriculum subjects, whilst continuing to follow the same course for professional practice. There are additional opportunities to work alongside Early Years practitioners in school and outdoor settings.   Students on the 5-11 route select a specialist area from the main curriculum subjects, Special Educational

Needs or a Primary Modern Foreign Language (PMFL), currently a choice of French, German or Spanish.   Students opting for PMFL have the opportunity to spend a period abroad working in a primary school.

Placements in school form 24 weeks of the course: two major school experience placements where the focus is on planning, teaching and assessing learning, together with observation of qualified practitioners; the remaining weeks in school focus on specific aspects of pedagogy in practice. There are strong links with our partnership schools where trained mentors facilitate the synthesis of theory and practice.

The programme offers a number of opportunities to reflect critically on the meaning of education in the widest sense. This includes a residential field trip at the beginning of the course where students are encouraged to develop collaborative networks with their peers which will facilitate subsequent learning.

On successful completion of the PGCE, students have a clear progression route towards gaining a Newly Qualified Teacher (NQT) post. As the Primary Partnership consists of surrounding London boroughs and counties, employment is often attained in partnership schools.

B.   Aims of the Programme

- To produce qualified teachers of the highest calibre who, as reflective professionals, can take their place in the teaching profession with confidence and make an immediate contribution to children's learning.
- To provide opportunities and support for individual students to reach their full potential and in so doing to encourage widening participation within initial teacher education from those sections of society that are at present under-represented.
- To develop an ethos of continuing professional development so that graduates of the programme can progress to the highest level of responsibility in the education system
- To produce qualified teachers who will be able to ensure children of present and future generations have every opportunity to met their full potential, and ensure that their standards of attainment rise, through the provision of excellent teaching and learning
- To ensure that graduates of the programme develop and utilise research skills that will enable them to explore and critically analyse pedagogical theory and practice, and further their own professional knowledge, understanding and practice.
- To enable graduates of the programme to evaluate, and be willing to challenge, their own beliefs, values and patterns of thinking as teaching professionals
- To engender a critical and reflective approach to the literature of, and professional practice related to, their chosen subject specialism and related pedagogy

C.   Intended Learning Outcomes

i)   The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Level 6 and Level 7 and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

ii) Meet the Statutory Requirements for recommendation for Teacher Qualified Status (QTS) in particular the current Teachers' Standards at "qualification" level

	Programme Learning Outcomes					
	Knowledge and Understanding **On completion of the course students will be able to:**		**Intellectual skills – able to:** **On completion of the course students will be able to:**		**Subject Practical skills** **On completion of the course students will be able to:**	
A1	Demonstrate good knowledge of the National Curriculum subjects and learning technologies and their application to all aspects of the primary curriculum and their professional role	B1	Demonstrate a critical understanding of teaching and learning theory and how theory and practice are synthesised	C1	Apply their knowledge and teaching skills across the appropriate primary age range and primary curriculum
A2	Design and implement effective learning and teaching	B2	Demonstrate an ability to reflect deeply on their own professional and pedagogic knowledge and understanding in a critical and proactive manner, with due consideration of alternative approaches	C2	Present a suitable role model for young people through the highest level of professionalism and personal standards
A3	Understand the professional issues that relate directly to teaching	B3	Demonstrate an ability to challenge existing value positions and assumptions and be able to deal with complexities and contradictions in both literature and their professional practice	C3	Work as an effective professional within a team and the wider school community
A4	Demonstrate an in-depth knowledge of current literature, concepts and arguments associated with the teaching and learning of their chosen subject specialism	B4	Demonstrate a high level of 'professional intelligence' through being reflective, self-critical and able to take responsibility for their own learning and continuing professional development	C4	Communicate enthusiasm for, and commitment to, teaching, subject knowledge and their own continuing professional development
A5	Demonstrate knowledge and understanding of relevant and recent research related to the profession and how this might be used to raise standards of teaching and learning	B5	Demonstrate an ability to examine epistemological issues with regard to their chosen subject in order to facilitate research	C5	Set high expectations which inspire, motivate and challenge pupils
		B6	Develop independent research skills that inform and improve their own professional knowledge and practice	C6	Plan and teach well-structured lessons which promote effective progress by pupils
	Key Skills					
	Self Awareness Skills		**Communication Skills**		**Interpersonal Skills**	
AK1	Take responsibility for own learning and plan for and record own personal development	BK1	Express ideas clearly and unambiguously in writing and the spoken work	CK1	Work well with others in a group or team
AK2	Recognise own academic strengths and weaknesses, reflect on performance and	BK2	Present, challenge and defend ideas and results effectively orally and in writing	CK2	Work flexibly and respond to change

	progress and respond to feedback				
AK3	Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	BK3	Actively listen and respond appropriately to ideas of others	CK3	Discuss and debate with others and make concession to reach agreement
AK4	Work effectively with limited supervision in unfamiliar contexts			CK4	Give, accept and respond to constructive feedback
				CK5	Show sensitivity and respect for diverse values and beliefs
	Research and information Literacy Skills		**Numeracy Skills**		**Management & Leadership Skills**
DK1	Search for and select relevant sources of information	EK1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	FK1	Determine the scope of a task (or project)
DK2	Critically evaluate information and use it appropriately	EK2	Present and record data in appropriate formats	FK2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources
DK3	Apply the ethical and legal requirements in both the access and use of information	EK3	Interpret and evaluate data to inform and justify arguments	FK3	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary
DK4	Accurately cite and reference information sources	EK4	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	FK4	Motivate and direct others to enable an effective contribution from all participants
DK5	Use software and IT technology as appropriate				
	Creativity and Problem Solving Skills				
GK1	Apply appropriate knowledge to analyse and evaluate information and data and to find solutions to problems				
GK2	Work with complex ideas and justify judgements made through effective use of evidence				

Teaching/learning methods and strategies
The range of learning and teaching strategies includes

- Lectures, seminars, workshops and group work with opportunities for discussion and debate
- Individual learning and directed study
- Collaborative learning
- Group and individual tutorials
- Role-play, micro teaching and student presentation
- Technology-enhanced learning
- An emphasis on personal reflection
- Field work and educational visits
- Inputs from teachers and others from the wider field of education
- Informal tasks and practical experiences
- Observation of good practice
- Written and verbal feedback on academic and professional development
- Audits of students' subject knowledge, target setting and action plans

Assessment strategies

The assessment strategies employed in the Fields include the following:

- The keeping of reading and reflective learning logs
- Discussion papers on educational issues
- Group and individual presentations
- Peer assessment of papers and presentations
- Self-assessment and the setting of targets for future development
- Production of teaching materials and learning aids
- Reports on observations made on school experience placements
- Preparation of short and medium term plans for teaching
- Production of a school experience file for each school experience placement
- Records of assessment, recording and reporting on children's

performance, attainment and ability, including leveling against expected national standards
- Audits of students' subject knowledge
- The use of educational technology to assist teaching and promote learning

D. Entry Requirements

The minimum entry qualifications for the programme are:

- A good honours degree (2.2 or above) or recognised equivalent
- GCSE Grade 'C' in English, Mathematics and Science (or recognised equivalent)
- A pass in the NCTL Key Skills tests in literacy and numeracy
- Satisfactory medical clearance
- Satisfactory Disclosure and Barring Service (DBS) clearance

E. Programme Structure

This programme is offered in full-time mode, and leads to the award of Postgraduate Certificate of Education with the recommendation of Qualified Teacher Status. Entry is normally at level 6 with first degree. (See section D). Transfer from a similar programme is not normally possible but would be at the discretion of the course team. Intake is in September.

E1. Professional and Statutory Regulatory Bodies
Department for Education
NCTL
Office for Standards in Education (OfSTED)

E2. Work-based learning, including sandwich programmes
Work placements are a mandatory part of the programme, with a statutory obligation for students to spend 24 weeks in school-based activity.

E3. Outline Programme Structure

The programme comprises three modules one worth 60 credit points and two worth 30 credits, one at Level 6 and two at level 7. All students will be provided with the University regulations and specific additions that are required for accreditation by the NCTL. Full details of each module will be provided in module descriptors and student module guides.

All modules outlined below are core modules which must be completed successfully in order for the award of PGCE and subsequent recommendation for Qualified Teacher Status. The modules should not be considered as discrete units, but interlinked and interdependent units that constitute a cohesive curriculum and set of experiences, providing effective initial teacher education within a single academic year.

Professional Practice (QP6000) (60 credits)	
Assessment Part 1: Formative assessment tasks to provide evidence contributing to ==portfolio== of evidence against the Teachers' Standards of understanding for teaching the core and foundation subjects in primary schools. **Assessment Part 2:** School Experience Placements: ==Portfolio== of evidence and completed standards profile indicating attainment of all the standards for QTS equivalent to 4000 words	
The Reflective Professional (QP 7220) **(30 credits)**	**Assessment:** Selection of 3 reflective pieces drawn from the ==Professional Development Portfolio== and contextual overview: 4000 words
Research Informed Curriculum Leadership (QP7230) **(30 credits)**	**Assessment:** Critique of research literature 4000 words

Level 6 (at least 60 credits = core)

Compulsory modules	Module code	Credit Value	Level	Teaching Block
Professional Practice	QP6000	60	6	Sept- June

Level 7

Compulsory modules	Module code	Credit Value	Level	Teaching Block
Reflective Professional	QP7220	30	7	Sept- March
Research Informed Curriculum Leadership	QP7230	30	7	Sept- March

Students who do not complete or pass to the level of PGCE award will still exit with the level of modular credit that they passed on the course.

F. Principles of Teaching Learning and Assessment

The teaching and learning strategies students experience in the university needs to model both explicitly and implicitly key aspects of primary and Early Years' pedagogy. This philosophy of teaching and learning promotes an understanding of theories such as social constructivism. This view of learning, which emphasises and values the experience of learners through collaborative investigation and dialogue with peers and tutors, promotes a variety of teaching and learning strategies which will be used within the PGCE (Primary) programme. These will model and exemplify the range of approaches within primary teaching and learning that students will encounter. This facilitates engagement with a developmental programme of observation and practice in professional settings.

 In encouraging students to analyse and evaluate teaching and learning approaches within primary education, the approaches used within the course itself are similarly open to critical examination. It is a professional requirement of teachers and student teachers to reflect systematically on approaches to teaching and this is embedded in the Teachers' Standards. The principles underlying ongoing practice will be continually explored in the light of theory and research. Through this approach students are encouraged to generate their own provisional teaching and learning theories and to inform these through experience, reflection, discussion, research and reading of theoretical propositions and research findings. Tutors similarly reflect on, analyse and develop their own understanding of teaching and learning through active dialogue with students and colleagues.

 The strong emphasis on Mathematics and Literacy (and in particular phonics teaching) in primary schools remains, together with a more holistic approach to the curriculum, focusing on innovative and creative approaches to teaching and learning and emphasising cross-curricular links. These are consistent with our own approach and will inform our delivery of the modules outlined above.

Educational technologies enhance learning in all modules. Students develop their knowledge of the appropriate selection and use of technologies to promote pupil interest and engagement within and beyond the curriculum. The School of Education continues to invest in innovative technologies to promote a creative and dynamic approach to teaching.

The course is enriched by extra-curricular and international opportunities. This includes a three-day residential field trip to Dorset, and visits to a wide range of local and national centres of interest. Teaching opportunities are possible in Europe but also world-wide through volunteer programmes with which the School of Education is connected.

In promoting effective learning and to ensure that the Teachers' Standards are met, tutors and colleagues in schools will use a range of strategies to exemplify good practice to be found in the primary sector. These will include some or all of the following:

- Lectures, seminars, workshops and group work with opportunities for discussion and debate
- Individual learning and directed study
- Collaborative learning
- Group and individual tutorials
- Student presentations and formative peer-assessment
- Technology-enhanced learning
- An emphasis on personal reflection

- Field work and educational visits
- Inputs from teachers and others from the wider field of education
- Informal tasks and practical experiences
- Observation of good practice
- Written and verbal feedback on academic and professional development
- Audits of students' subject knowledge, target setting and action plans

Students are required to:

- Take responsibility for their own learning across and between modules including professional development
- Take a critical and reflective approach to their own learning and development
- Actively participate in all timetabled sessions
- Undertake prescribed reading and extend this further to widen and develop their knowledge and understanding
- Keep personal reading and reflective learning logs
- Maximise the opportunities afforded them by the University's Learning Resource Centre and information communication technology to support their learning
- Keep 'professional' hours and provide a suitable professional role model in every respect for the children with whom they are in contact during all periods of school experience
- Set realistic professional, academic and school experience targets to ensure their success in terms of the PGCE Primary aims and learning outcomes and in meeting the Teachers' Standards.

Assessment is an integral part of the teaching and learning process and also provides evidence that the standards for Qualified Teacher Status have been attained. Knowledge and understanding of the principles of assessment for learning, which are essential to classroom practice, are reflected in the approaches to assessment on the taught course. Students will engage in self- and peer- assessment as well as being summatively assessed. This engagement with the process develops student appreciation of the importance of a range of approaches to assessment in the classroom in order to facilitate pupil progress.

Formative assessment enables students to build on their previous knowledge and experience and to develop self-assessment strategies, essential if they are to take responsibility for their own learning and professional development. Formative tasks are carefully designed to build student knowledge and experience throughout the taught course to support student learning and develop the ability to complete summative assignments confidently. These also inform school experience and enable students to synthesise theory and practice. Examples of the tasks and types of formative assessment which have been selected to complement the assessment of learning outcomes are found in the modular descriptions and summarised in the bullet points below. These reflect the pedagogies of the individual curriculum subjects.

The capstone of the course is the final school experience which draws together all student subject knowledge and understanding. This has been progressively built through the formative and summative tasks integrated in the course and leads to final completion of the programme. The capstone does not simply reflect theoretical understanding and practical application, but considers all the qualities required of the professional meeting the Teachers' Standards. This leads to a recommendation for Qualified Teacher Status and ensures that Kingston graduates can compete successfully for teaching posts.

Formative assessment also provides evidence of standards in teaching and learning. It informs staff development and supports further course development and innovation.

The PGCE (Primary) programme will therefore employ a wide range of formative assessment activities which may include:

- The keeping of reading and reflective learning logs
- Discussion papers on educational issues
- Group and individual presentations
- Peer assessment of papers and presentations
- Self-assessment and the setting of targets for future development
- Production of teaching materials and learning aids
- Reports on observations made on school experience placements
- Preparation of short and medium term plans for teaching
- Production of a school experience file for each school experience placement. These sit within a wider Professional Development Portfolio which requires students to track and present key evidence towards the summative judgment for the Professional Practice level 6 module.
- Records of assessment, recording and reporting on children's performance, attainment and ability, including leveling against expected national standards
- Audits of students' subject knowledge
- The use of educational technology to assist teaching and promote learning

These will provide constructive feedback for students from tutors, peers and colleagues in the professional work-based settings and enable individuals to identify their own areas for further development.

Summative assessment is solely through assessment of practice as course work and assessments rather than examinations. It is vital that students show their ability to use knowledge generated through research-based literature and personal reflection to inform their practice and it is considered that this is best demonstrated through accurate and wide referencing to both academic resources and professional practice.

All summative assessment will be criteria referenced. The undergraduate regulations or postgraduate regualtions assessment criteria will be applied to grade students' work and to provide them with developmental feedback. The Professional Practice module will be assessed against the Teachers' Standards leading to the award of QTS as well as contributing the Level 6 modular element of the PGCE.

G. Support for Students and their Learning

Student well-being is important. The course is designed to support students in developing a balanced approach to their studies. Personal tutors are carefully assigned to meet the academic and pastoral needs of students and they meet with their tutees on a regular basis. Taught sessions are designed to support progression in learning through both whole cohort and more frequently group sessions which allow tutors to know students well. In addition students are allocated a University Liaison Tutor and a School-Based Mentor to support professional development on placement. This enables strong and positive partnerships to develop. Part of the tutor's role is to advise and guide students through the employment process, from application to interview and beyond. The School of Education has a strong alumni network; students on placement frequently are mentored by former students of the programme who can therefore advise appropriately from a sound knowledge of the Kingston course.

Students are supported by:

- Timetabled tutorials with personal tutors who teach on the programme
- A Programme Leader who is able to award extensions or advise on mitigating circumstances if the need arises
- Scrutiny of individual progress so that if problems or unexpected outcomes arise students are provided with appropriate support
- Student representation on Staff/Student Consultative Committees where issues of concern can be raised
- An assigned course administrator who can advise on course issues such as timetables
- Criterion-referenced assignment feedback sheets
- Additional study support sessions timetabled to match assignment submission dates
- Additional support sessions in phonics and maths should the need arise
- Assignment guidance on Studyspace (the university's VLE)

H. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual monitoring and enhancement
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies

I. Employability Statement

Graduates of this programme are well placed to begin their career in primary education, many finding first teaching appointments in our partnership schools. Graduates do not solely gain employment in mainstream or independent primaries: there are opportunities to work in special school settings, pupil referral units, nurseries and education settings in this country and abroad. Our data indicates that a high percentage of our graduates take up teaching or education based appointments by the beginning of the subsequent academic year. Many of these take on posts of responsibility and higher management roles within 2-5 years and a number engage in Continuing Professional Development programmes at Kingston University as their career progresses.

The course is structured to provide 'real-world learning' through school placements in the autumn and summer term. The School of Education has a large network of local schools which work in partnership with us to provide settings for students to develop their teaching skills. Many of these schools have School of Education alumni on the staff to provide appropriate guidance and mentoring. This partnership provides a rich and varied source and enhances employment opportunities. The acquisition of professional standards for teaching require students to graduate as independent, reflective learners, demonstrating reliability, punctuality and the ability to work collaboratively.

J. Approved Variants from the Undergraduate or Postgraduate Regulations

A recommendation for the award of a Post Graduate Certificate in Education with Distinction, with a further recommendation for Qualified Teacher Status, will be made to the Vice Chancellor providing a student fulfils all of the conditions for the award and obtains pass grades at all three points of final assessment all of which must be passed at an A grade.

The PGCE Primary Assessment Board has no powers of compensation in respect of any module, or the assessment requirements of that module. This is to satisfy the requirement to meet the standards for Qualified Teacher Status.

- Professional Practice module: Students will only be offered one opportunity for reassessment in module QP6000. If the student has been in serious breach of NCTL Teachers' Standards in their first assessment attempt, the student will not be offered any further reassessment. There will be no opportunity to repeat this module.

K. Other sources of information that you may wish to consult

Further information relating to the award of QTS can be obtained by reference to the following websites:

Department for Education/NCTL:

https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership

UCAS Teacher Training: http://www.ucas.com/how-it-all-works/teacher-training

Development of Programme Learning Outcomes in Modules

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes.   Include both core and option modules.

	Module Code		QP6102 Sch Exp	QP7230 RICL	QP7220 REF PROF		
Programme Learning Outcomes	**Knowledge & Understanding**	A1	S/F	S/F	S/F		
		A2	S/F		S/F		
		A3	S/F	S/F	S/F		
		A4	S/F	S	S/F		
		A5	S/F	S	S/F		
	Intellectual Skills	B1	S/F	S/F	S/F		
		B2	S/F	S/F	S/F		
		B3	S/F	S	S/F		
		B4	S/F	S	S/F		
		B5	S/F	S/F	S		
		B6	S/F	S	S/F		
	Practical Skills	C1	S/F				
		C2	S/F		S		
		C3	S/F				
		C4	S/F	S	S/F		
		C5	S/F	S/F	S/F		
		C6	S/F	S/F	S/F		
	Transferable Skills	D1	S/F	S/F	S/F		
		D2	S/F	S/F	S/F		
		D3	S/F	S/F	S/F		
		D4	S/F	S/F	S/F		
		D5	S/F	S/F	S/F		

S   indicates where a summative assessment occurs.
F   where formative assessment/feedback occurs.

Technical Annex

Final Award(s):	Postgraduate Certificate in Education
Intermediate Award(s):	N/A
Minimum period of registration:	1 year
Maximum period of registration:	3 years
FHEQ Level for the Final Award:	Masters
QAA Subject Benchmark:	Education Studies
Modes of Delivery:	Full time
Language of Delivery:	English
Faculty:	Health, Social Care and Education
School:	Education
JACS code:	X100 General Primary 5-11 pathway
	X121 Early Years
	XR11 Primary with French
	XR41 Primary with Spanish
	XR21 Primary with German

UCAS Code:
X100 - General Primary 5-11 pathway, KU
2BFD - School Direct Training General Primary 5-11 pathway, Chipstead Primary
28VW - School Direct Training General Primary 5-11 pathway, Latchmere
252M – School Direct Training General Primary 5-11 pathway, Perseid
27CM - School Direct Training General Primary 5-11 pathway, Westbourne Primary
X121 – Early Years 3-7 pathway, KU
2LB9 – School Direct Training Early Years 3-7 pathway, Westbourne Primary
XR11 Primary specialising in French, KU
XR41 Primary specialising in Spanish, KU
XR21 Primary specialising in German, KU

Course and Route Code:	PGCE General (Years 5-11)		PFPPP1PPP01
	PGCE General (Years 5-11) (School Direct Salaried)		PFPPP1PPP02
	PGCE General (Years 5-11)(School Direct Training)	Chipstead Primary	PFPPP1PPP03
		Latchmere School	PFPPP1PPP03
		Perseid School	PFPPP1PPP03

	Westbourne Primary	PFPPP1PPP03
Early Years (years 3-7)		PFPEY1PEY01
Early Years (years 3-7) (School Direct Training)	Westbourne Primary	PFPET1PET01
Spanish		PFPES1PES01
French		PFPFR1PFR01
German		PFPGE1PGE01
SCITT Poole		PFPSP1PSP01
SCITT Wandsworth (General)		PFPSW1PSW01
SCITT Wandsworth (Early Years)		PFESW1ESW01
SCITT George Abbot		PFPPG1PPG01