



London School of Academics

Prospectus 2016

Teacher Training Specialists

Our philosophy is to create excellence within teacher training and staff development through quality and precision.

We believe education is the key to success; through support and guidance we endeavour to change your life.



Contact us:

CEME Campus

Marsh Way

Rainham

Essex

RM13 8EU

Telephone: 0208 596 7036 (10am to 5pm-Mon-Sat)

Email: sheila@londonschoolofacademics.com

Open days:

Call to book in



Message from Sheila Singh

(Founder of LSA and College Director)

London School of Academics (LSA) is a Higher Education Institution (HEI) established in 2010 based at the Centre for Engineering and Manufacturing Excellence (CEME) in Rainham. LSA provides exceptional bespoke teacher training and specialises in training people with multiple barriers to employment to launch a career in teaching addressing needs to increase the diversity within teaching in the UK.

LSA's philosophy is to create excellence within teacher training and staff development, through quality and precision, targeting individuals who want to improve both their lives and the lives of others'.

LSA'S core course is the Diploma in Education and Training (DET) (previously known as the Diploma in Teaching in the Lifelong Learning Sector) which an intensive teacher training course. On successful completion of the course candidates can apply for their QTLS status through the Society for Education and Training-<https://set.et-foundation.co.uk/professionalism/gaining-qtls/equivalence-of-qtls-and-qts/>. QTLS status enables candidates to teach in schools as well as further and higher education institutions as set out by the statutory instrument 2012 No. 431. Since its launch, LSA has successfully trained over 300 teachers and has ambitious plans to train a further 300 teachers over the next three years.

As with any HEI organisation, LSA has a robust assessment process and all candidates are assessed for functional skills and interviewed prior to being accepted on the course. A humanistic approach to training contributes to LSA's high retention and graduate levels. This approach has led to 90% of all new applicants being recruited through word of mouth and recommendations from current and previous students.

LSA has developed an ambitious plan for growth and is committed to community regeneration recognising the need to increase diversity within teaching. LSA will continue to support charitable aims through sponsoring and fundraising for events that support its aims and objectives.

My personal mission is to share knowledge to allow others to achieve an exceptional level in their field in an inclusive manner, this is what makes LSA stand out from other institutions offering similar courses.

Our learning environment

When choosing an institution to study at it is important to choose somewhere with the right environment; LSA are proud to state that we have a friendly warm environment with excellent social interaction. In our previous year at the request of our learners we increased our college outings which included Paintballing, trip to Brighton, trip Chessington World of Adventures as well as a Dinner and Dance.

Class numbers are small to ensure that learners are fully supported, in addition we ensure that each class has two Student Representatives ensuring that the learner voice is heard.

Learners are supported at the start, throughout, at the end and after their journey with us. Our staff are supportive, professional and are always happy.

LSA is committed to providing quality teaching in an inclusive learning environment. The manner in which LSA achieves an inclusive learning environment is through valuing diversity and providing all learners with an equal opportunity as well as supporting learners to reach their goals.

LSA is dedicated to delivering all courses in a professional manner and in accordance to the legislation of Great Britain and Northern Ireland. In accordance with the Equality Act 2010 LSA is committed to treating all learners equally and fairly with no direct or indirect discrimination of any characteristic including the following characteristics which are protected through this act; age, disability, gender reassignment, race, religion or belief and sex. LSA is also dedicated to ensuring all learners with special educational needs are supported through encouragement, reasonable adjustments where possible and having the same opportunities to learn as others. The campus has disabled access, disabled parking, disabled toilets and other facilities which cater to learners needs.



London School of Academics at Brighton Seaside June 2015

Our campus

Learners will be studying the CEME campus; this is a state of the art building which has a beautiful terrace area for learners to socialise. In addition the CEME building has a common area know as the Street for learners to relax in, read, study and socialise. All our learners will be studying in a state of the art IT suite. Furthermore London School of Academics has a library which has extended opening times therefore giving learners the opportunity in a quite environment.

For those that prefer to drive there are 600 free parking spaces conveniently on the campus for all learner to use. For those that will be using public transport the buses come directly into the CEME campus. With regards to lunch, lunch times are covered as there is a cafe on the campus which serves hot and cold food from all over the world.



London School of Academics

Our courses

- **Level 5 Diploma in Education and Training (page 7)**

The Level 5 Diploma in Education and Training is a teaching qualification designed for those that are teaching and those that wish to teach. On successful completion of this qualification candidates will take an analytical and practical approach to all aspects of planning, delivering and assessing inclusive teaching and learning. This course is ideal for those teaching or training as QTLS/QTS status can be claimed after completing this course.

- **Award in Education and Training (page 8)**

This course is an initial teacher training course which is focused on the aspects involved in teaching. This course will suit those that are teaching or training or those that wish to start off their teaching career as it is focused on the foundation of teaching.

- **Assessors Award (page 9)**

We offer three Awards. The first Award is focused on the understanding and principles of assessment. The second Award is focused on assessing competence in the work environment and the final Award is focused on vocational based assessing. This is suited to those who want to assess.

- **CIEH level 2 Award in Emergency First Aid and Level 3 Award in First Aid at Work (page 10)**

This is a course focused on administering first aid for unconscious casualties, cardiopulmonary resuscitation, choking, bleeding, shock, minor injuries in the work environment. This course is ideal for anyone working.

The Level 5 Diploma in Education and Training is a teaching qualification designed for those that are teaching and those that wish to teach. On successful completion of this qualification candidates will take an analytical and practical approach to all aspects of planning, delivering and assessing inclusive teaching and learning. Furthermore candidates will apply principles and theories in education and training to their teaching practice. Candidates will have a detailed understanding of how legislative policies and diversity influence the practices in the teaching sector. Candidates will also professionally develop therefore improving the quality of their teaching and assessing in their work environment.

The DET being an Initial Teacher Training (ITT) course is equivalent to the Post Graduate Certificate in Education (PGCE) and the Certificate in Education (CertEd). The Diploma in Education and Training (DET) is a flexible option for those who want to become teachers and trainers. The course is suited to those who are in-service and those that find placement in the establishments of their choice. As the DET is equivalent to a PGCE it enables candidates on successful completion of the course to progress onto doing a Newly Qualified Teaching year or claiming their Qualified Teacher Learning and Skills (QTLS) status which is equivalent to the Qualified Teacher Status (QTS) through professional formation via the Society for Education and Training.

See the following link for more information on status equivalence:

<https://set.et-foundation.co.uk/professionalism/gaining-qtls/equivalence-of-qtls-and-qts/>

Assessment:

Candidates will be assessed through coursework units (see list below), work placement observations and a teaching portfolio which documents 100 hours of teaching practice carried out throughout the duration of the course.

The units below make up the 120 credits that are required for the full qualification.

Unit 426 Teaching, learning and assessment in education and training

Unit 501 Develop teaching, learning and assessment in education and training

Unit 502 Theories, principles and models in education and training

Unit 503 Wider professional practice and development in education and training

Unit 506 Developing, using and organising resources in a specialist area

Unit 516 Understanding theories and frameworks for teaching disabled learners

Unit 417 Inclusive practice

Entry requirements: See Admissions Policy on course page on the college website

Study level: 4 and 5

Course length: One year

Course fees: £6000 (student finance is available for more information please contact us).

Next intake: January and September

About the course

The Award in Education and Training is an introductory course to teaching and training. This course is knowledge based therefore is suitable for all candidates looking to get into teaching and/or training; to add it is also for those already in service. This Award requires learners to complete the following units;

1. Understanding roles, responsibilities and relationships in education and training.
2. Understanding and using inclusive teaching and learning approaches in education and training.
3. Understanding assessment in education and training.

Unit descriptions

Unit 301: Understanding roles, responsibilities and relationships in education and training.

This is a taught unit focused on learners gaining an understanding of the teaching role and responsibilities in education and training. Additionally learners will gain an understanding of ways to maintain a safe and supportive learning environment as well as gain an understanding of the relationships between teachers and other professionals in education and training.

Unit 302: Understanding and using inclusive teaching and learning approaches in education and training.

This is a taught unit that involves a practical element. The learning objectives are learners will gain an understanding of inclusive teaching and learning approaches in education and training. To add learners will understand ways to create an inclusive teaching and learning environment. Learners will be able to plan, deliver and evaluate the delivery of inclusive teaching and learning.

Unit 305: Understanding assessment in education and training.

This is a taught unit focused on learners gaining an understanding of the types and methods of assessment used in education and training as well as how to involve learners and others in the assessment process. Additionally learners will gain an understanding of the role and use of constructive feedback in the assessment process and an understanding of the requirements for keeping records of assessment in education and training.

How units are assessed

Unit 301 and 305 are assessed through coursework assignments. Unit 302 is assessed through a coursework assignment and the delivery of a 30 minute micro-teach.

The grading of units for this qualification is pass or refer.

Applicant entry requirements

There are no formal entry requirements for this qualification other than candidates must be over 19 years old. Additionally applicants must be considering a subject for delivery and be aiming to achieve / or have achieved a qualification and experience for their subject/skill at the appropriate level.

In addition, the nature of both the learning and assessment required for the qualification is such that applicants should have the ability to manage the requirements of the level of the qualification they are taking, read and interpret written tasks, and to write answers in a legible and understandable form. Applicants will also need to be able to organise written information clearly and coherently.

What is the duration of this course?

This course is delivered over three days or six weeks, please contact us for further details.

Price £350 (discounts can be given for group bookings).

What is the Assessors Award?

The Assessors Award is a qualification best suited for those that want to understand assessment in depth and become a qualified assessor. Learners that want to do this qualification can be assessing competence or non-competence based learning, knowledge or skills. They will select the units and qualifications that meet the requirements of what they are assessing.

The Awards we offer

1. The Award in Understanding the Principles and Practices of Assessment; this is a knowledge only award for those that want to have an understanding of assessment and are not yet assessing or those who are beginning their assessor journey.
2. The Award in Assessing Competence in the Work Environment; this is for those that are assessing the demonstration of competence in a work environment using the following assessment methods: observation/examining work products/oral questioning and discussion/use of witnesses/learner statements/Recognition of Prior Learning (RPL).
3. The Award in Assessing Vocationally Related Achievement; this is for those who as-

How will I be assessed?

The first Award is assessed through a knowledge based assignment. Award 2 and 3 are assessed through a portfolio.

Entry requirements:

To apply for Award 2 and 3 candidates must be assessing two learners to do the Award in Assessing Competence in the Work Environment and the Award in Assessing Vocationally Related Achievement.

Study level:

3

Course fees:

£250 per unit

Next intake: on demand, contact us

Level 2 Award in Emergency First Aid at Work and Level 3 Award in First Aid at Work

This course is a one day first aid course aimed at those that want to become a first aider at work. On successful completion of this course candidates will gain knowledge and skills needed to understand their role as a first aider and administer first aid at work.

Who is the Awarding body?

This qualification is awarded by the Chartered Institute of Environmental Health. On completion of the course candidates will receive certificates valid for three years.

How will I be assessed?

Level 2 Award: There will be three assessment activities, one short multiple choice test paper (pass mark is seven or more) and practical demonstrations of first-aid procedures.

Level 3 Award: There will be three assessment activities, two multiple choice test papers and practical demonstrations of first-aid procedures

The topics that will be covered are:

Level 2 Award

- 1.Roles and responsibilities of a first aider
- 2.First-aid incidents
- 3.Unconscious casualties
- 4.Cardiopulmonary resuscitation
- 5.Choking
- 6.Bleeding
- 7.Shock
- 8.Minor injuries

Level 3 Award, includes level 2 and:

- 1.Secondary survey
- 2.Injuries to bones, joints and muscles
- 3.Suspected head and spinal injuries
- 4.Chest injuries
- 5.Burns and scalds
- 6.Eye injuries
- 7.Sudden poisoning
- 8.Anaphylaxis
9. Major illnesses

Entry requirements:

Candidates must be able to kneel on their knees and be psychically fit to carry out the CPR.

Course length:

Level 2: one day, Level 3: three days

Course fees:

Level 2: £125 (discounts can be given for group bookings).
Level 3: £350

Next intake:

On request

Career and development pathways

Diploma in Education and Training

Full time teaching positions in schools, colleges and higher education and teaching aboard. Training in the armed forces and delivering life skills programmes in Her Majesty's Prisons. Special Needs teachers and training positions. Further study.

Award in Education and Training

Teaching and training. Studying the Diploma in Education and Training.
Special Needs teachers and training positions. Further study.

Assessors Award (level 3)

Assessor in many fields depending on specialism. Further study onto the Internal Quality Assurer certificate.

Level 2 Award in Emergency First Aid at Work and Level 3 Award in First Aid at Work

First Aider in the workplace

Learner views



Becoming a student at The London School of Academics has changed my life. I have always dreamed of becoming an English Teacher, and I was told I would never get there, and I eventually came to believe this would be the case. The London School of Academics encouraged me, they believed in me, and inspired me to achieve my goals, and to go for it. Sheila, Soni and Charlotte have supported me throughout my course, motivating me when times were tough, and gave me the courage to continue. I have met some wonderful friends, inspirational people, some of whom will be friends for life.

Being a student at The London School of Academics has given me the opportunity to embrace different cultures through our care and share meals we have, and experience foods from all around the world. The day trips organised, and the quiz nights for students to attend; enrich our learning experience by bringing everyone together from all different backgrounds to break down barriers and become a team. For me, The London School of Academics is more than an educational institution, we are a community, a family supporting one another to achieve our full potential. The delivery of the course by the Lecturers is engaging, exciting, and enthusiastic. The team are approachable, and the open door policy reassures me that if I have any questions, I can always ask. I am at the end of my course now, I almost can not believe this is me, I will be a Qualified English Teacher this year. In my wildest dreams I did not expect this to come true. My dreams are reality now, and this is the start of my journey.

Nicola Willingham



Having visited many other teacher training providers, I can honestly say I made the best decision, with venue, location and facilities. Many of the places I had visited were small, unwelcoming and more interested in filling their places rather than providing an education. As for LSA it really does take your breath away because the location itself without sounding too dramatic is truly an institution what feels what an educational institution should be.

Despite the course being intensive it so enjoyable, that I look forward to attending EVERY LECTURE. The teachers all care about each and every student. Having studied at University and graduated last year, I have never come across such individuals who go out their way to bring such passion and effort.

The biggest inspiration is Sheila; she has become the second mother, never judges and listens with the intention to guide. As time closes to an end I am truly gutted that the course lasts only a year because of the incredible journey, this truly is the best education I have experienced. They have motivated me so much, making a difference not only to my studies but also to my life that makes me want to give back to society.

As for future prospects, LSA again go out of their way in assisting in numerous ways to find employment. If it wasn't for the staff, I would have not got a job at a college teaching ICT.

Misk Ali

Learner views



There are numerous reasons why people go back to college, certainly, attaining a marketable degree and developing earning potential is usually high on most peoples lists. Yet for me, it was a deep desire to teach, but the who's, what's and why's were reasons that were very uncertain to me for many years. That was until I discovered the London School of Academics (LSA).

It was at this school where the process of my own self-discovery began. The LSA team were not only a warm and inviting crowd, but they offered me a learning environment which was not only supportive, but also rigorous in its standards. They gave me the drive I needed and trained me in all aspects of teaching. All of which helped me to focus on where my strengths were as an educational provider. Consequently, not only have I now got a bright future with a more positive attitude about my own abilities, LSA have managed to help this realisation develop within a network of fantastic friends and contacts with whom I now share lifelong friendships. Thank you LSA!

Jai Taylor



It has been fantastic to study at the London School of Academics over this past year. Sheila Singh who is the Principal and MD is truly one of the most inspirational and remarkable women I have ever had the pleasure to meet.

Sheila story's is one of tenacity, not giving up, valuing family and friends and believing you can do it. I didn't really think given that I was redundant that I could manage this course, but I have through Sheila's ongoing support have been able to continue with it. I was also ill for sometime and Sheila and her supportive wonderful team kept urging me to continue. They believed in me. I feel like this is family. I couldn't have completed this course without the tremendous support of Sheila and the team.

I have seen the classmates change during this course, initially it was hard, but I have found great peer support with my classmates too. This is a testimony to the value and ambience created at the London School of Academics, which is a school of excellence, striving for great heights with each of it's student, believing in all of us. It's changed my perception of academia. I have enjoyed my experience both academically and it's down to the fact that Sheila, Soni my lecturer and the wonderful team and classmates have continually supported me on my journey as I hope I have also done on theirs.

I've learnt a lot from this course, shared many experiences and have improved my practice. Soni is a superb lecturer, I've enjoyed all my classes and listening to her, it's always been so informative.

The DET course will allow me to have that quality mark. I am passionate about teaching and training. All my roles in the past have allowed me the opportunity to train others, but what I needed was to have the formal qualification.

I believe the DET course will open up many positive opportunities for me in terms of my learning curve, knowing that I will learn many new things and contribute positively to not only my class, but also to future work career path. I am lucky to have met Sheila who has availed me of this opportunity. She is an inspiration and a great motivational force in helping me with this journey on learning on the Diploma in Education and Training.

Virinder Kuljit Kaur Rai (Bimmy)