



## SECTION 1: KEY PROGRAMME DETAILS

This section provides students with key details about their programme.

PROGRAMME INFORMATION	
<b>Final Award Title</b>	Professional Certificate in Education Primary Early years Initial Teacher Education
<b>Default Award Title (Exit Award)</b>	
<b>Interim Award Titles (Exit Awards)</b>	None
<b>Awarding Institution</b>	UWE Bristol
<b>Teaching Institutions</b>	UWE Bristol
<b>Partner Institutions</b>	N/A
<b>Delivery Locations</b>	Frenchay Campus
<b>Study Abroad / Exchange / Credit Recognition</b>	N/A
<b>Faculty Responsible For Programme</b>	Arts Creative Industries & Education
<b>Department Responsible For Programme</b>	Dept of Education and Childhood
<b>Professional Statutory or Regulatory Body (PSRB) Links</b>	Department for Education The Office for Standards in Education (OFSTED)
<b>Apprenticeship</b>	N/A
<b>Mode of Delivery</b>	FT
<b>Entry Requirements</b>	<p>Entry requirements to ITT programmes are determined by the DfE. Entrants must:</p> <ul style="list-style-type: none"> <li>• Have achieved a standard equivalent to a grade 4 in the GCSE examinations in English, mathematics and a science.</li> <li>• A first degree of a United Kingdom higher education institution, or an equivalent qualification</li> <li>• Have taken part successfully in the UWE selection process designed to assess their suitability to train to teach</li> <li>• Be able to demonstrate competence in speaking, listening, communication and writing, and in the use of data and graphs,</li> </ul>

<b>PROGRAMME INFORMATION</b>	
	<p>calculations and mathematical problem solving by the end of the course.</p> <ul style="list-style-type: none"> <li>• Have the health and physical capacity to train to teach.</li> <li>• Have evidence of suitability to work with children, including successful appropriate statutory checks (Disclosure and Barring Service and children's barred list information or equivalent)</li> <li>• Have any additions or amendments as required by national policy for recruitment to ITT programmes.</li> </ul>
<b>For Implementation From</b>	September 2020
<b>Programme Codes</b>	FOR QUALITY ENHANCEMENT TEAM TO COMPLETE ISIS X11A

<b>PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY</b>	
<b>First UVP Approval Date</b>	<b>Date of first UVP approval</b>
<b>Date of Last Revalidation (through Programme Enhancement Review)</b>	<b>Dates of subsequent PERs and revalidations</b> <b>PER 5<sup>th</sup> June 2020</b>
<b>Next Programme Enhancement Review Date</b>	<b>Academic year in which next Programme Enhancement Review due (6 years from initial approval or last PER)</b> 2025/26

## SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

This section provides students with an overview of the programme, its aims and its learning outcomes. It sets out what prospective and registered students can expect to know, understand and be able to do on successful completion of the programme.

Please write this section in the first person, addressing your prospective students.

### PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

#### 1. (Programme) Overview (c. 400 words)

This full-time Professional programme is focused on teaching children aged 3-7 and is designed to meet the relevant statutory requirements for Initial Teacher Training (ITT) and provide you with opportunities to meet the Teachers' Standards at a level consistent with what could be reasonably expected of a trainee teacher by the point of recommendation for the award of Qualified Teacher Status (QTS). The programme is delivered in partnership between the University and a range of diverse educational settings. These partnerships and our work with mentors in schools as co-educators, are critical to this programme and our overarching provision.

The programme is underpinned by a commitment to training outstanding teachers who can play their part in transforming the educational and experiences of children, and in making a positive difference to their day-to-day lives and to their life chances. You will be supported to develop advanced knowledge, understanding and professional skills, and to use literature, research evidence, guidance from tutors, mentors and peers, self-reflection and critical analysis to develop your practice. You will set high expectations which inspire, motivate and challenge all learners, whilst reducing barriers to learning and promoting good progress and outcomes and a love of learning. The programme aims to develop teachers who consistently demonstrate high levels of personal and professional conduct expected of teachers.

This programme is designed to do far more than developing teachers with a high level of professional competence, and it brings together both academic and professional learning to do this. We aim to ensure you have a sound underpinning of theories of learning and teaching, and of the contexts of children's lives. A teacher who understands the key milestones of child development, the impacts of the specific and broader conditions of children's lives, and the social and political framing of education will have the potential to be a professional who can enrich children's education and lives, and make a meaningful difference to the profession and the education system. This wider attention to teachers' roles includes ensuring that you understand the value of all the subjects taught and of a holistic education which prioritises a broad and balanced curriculum for all children. The programme is predicated on the ambition that trainee teachers and the learners they work with will be lifelong learners, who can engage thoughtfully in relevant debates and prepare themselves for future challenges. We support you on this programme to be thinkers and change agents as well as being excellent reflective educators.

The academic content of the programme has been arranged into three elements

- Teaching and learning and the contexts of learning
- Subject knowledge, understanding and pedagogy, including cross-curricula approaches
- The wider study of issues in education and your development as evidence-informed professionals

Whilst specific modules contain the larger portion of each of these elements, the compact nature of the programme means that these strands are interwoven throughout and most significantly with the practice element of the programme.

**PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES****2. Educational Aims (c. 4-6 aims)**

1. Develop trainees' critical, evidence-based understanding of **theories and practices of learning and teaching to support all learners** to make good progress.
2. Support trainees to understand and apply **key concepts, curriculum and subject specific pedagogical approaches** in relevant phases and subject areas, and to be able to develop these to devise effective, creative plans to meet all learners' needs and to make connections beyond the curriculum.
3. Facilitate trainees to understand key features of **child/adolescent development, diverse needs, the contexts of their lives and the impact these have**, and how to use this to support learners' social, cultural, emotional and academic development.
4. Develop trainees' awareness of **values positions**, including their own, their **communication skills** and how they present to others, and how to build **positive, respectful relationships** with children and adults.
5. Support trainees' development of **professional skills, and understandings**, including issues around safeguarding, children's wellbeing, equality, information sharing, managing their time, their own wellbeing, resilience and agency, and identifying their ongoing development needs and how to meet these.
6. Enable trainees to apply their knowledge, understanding, skills and empathy to their **own practice** as reflective, creative, future-facing teachers and to critically evaluate the educational impact of their pedagogic choices on learners.
7. Provide opportunities for trainees to engage with **wider debates in education, including policy and comparative studies**.
8. Enable trainees to meet all the **statutory requirements** to become a qualified teacher in England.

**3. Programme Learning Outcomes (c. 6-8 outcomes)****Programme (Learning) Outcomes (POs)**

No.	PO Text
PO1	Critically evaluate <b>theories and practices of learning and teaching</b> to support all learners to make good progress and to inform evidence-based classroom practice
PO2	Understand and apply <b>key concepts, curriculum and subject specific pedagogical approaches</b> in relevant phases and subject areas, and to be able to develop these to devise effective, creative plans to meet all learners' needs and to make connections beyond the curriculum.
PO3	Evidence critical engagement with issues relating to <b>child/adolescent development, diverse needs, the contexts of their lives and the impact these have</b> , and be able to use this to support learners' social, cultural, emotional and academic development.
PO4	Demonstrate an understanding of the importance of, and how to build, <b>respectful positive relationships</b> with children and adults, underpinned by a critical exploration of <b>values positions, communications</b> approaches and their impact.
PO5	Evidence and critically examine appropriate <b>professional skills, and understandings</b> , including issues around safeguarding, children's wellbeing, equality, information sharing, managing their time, their own wellbeing, resilience and agency, and identifying their ongoing development needs and how to meet these.
PO6	Apply their knowledge, understanding, skills and empathy to their <b>own practice</b> as reflective, creative, future-facing teachers and to critically evaluate the educational impact of their pedagogic choices on learners.

**PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES**

PO7	Evidence critical engagement with <b>wider debates in education, including policy and comparative studies.</b>
PO8	Evidence all the <b>statutory requirements</b> to become a qualified teacher in England.

#### 4. Programme (Learning) Outcomes (POs) Mapping

<b>Programme Outcomes:</b>	UTLGVW-30-3: Learners and Teachers	UTLGWS-15-3: Core Curriculum (Early Years)	UTLGWD-15-3: Foundation Studies (Early Years)	UTLGW4-15-3: Across the Curriculum	UTLGW9-15-3: Policy & Contemporary issues (written)	UTLGWA-15-3: Practice A	UTLGWB-15-3: Practice B	UTLGWH-30-3: Core and Foundation Studies (Early Years) – CLF ONLY			
PO1: Theories and practices of learning and teaching	✓	✓	✓	✓	✓	✓	✓	✓			
PO2: Key concepts, curriculum and subject specific pedagogical approaches		✓	✓	✓		✓	✓	✓			
PO3: Child/adolescent development, diverse needs, the contexts of their lives and the impact these have	✓				✓	✓	✓				
PO4: Respectful positive relationships & values positions, communications	✓				✓	✓	✓				
PO5: Professional skills, and understandings	✓					✓	✓				
PO6: Own practice						✓	✓				
PO7: Wider debates in education, including policy and comparative studies.	✓	✓	✓	✓	✓			✓			
PO8: Statutory requirements						✓	✓				

**5. Stage Learning Outcomes (Optional)**

This section is *optional*, and is to be completed only where relevant.

Associated Interim Award Title*				
Learning Outcome (LO) No.	Stage LO Level 4	Stage LO Level 5	Stage LO Level 6	Stage LO Level 7
1				
2				
3				
4				
5				
6				
7				
8				

*\*Stage learning outcomes are a means of indicating to students what they would need to achieve in order to be successful at a given point in the programme. Interim award titles are broadly associated with a stage but are normally awarded on the basis of credit achieved, rather than learning outcomes met.*

**PART B: PROGRAMME STRUCTURE****1. Structure (Full-time)**

This structure diagram demonstrates the student journey from entry through to Graduation for a typical **full time student** including:

- level and credit requirements
- interim award titles
- compulsory and optional modules

**Year: 1**

**Interim award:** N/A

**Compulsory modules**

Module Code	Module Title	Level	Credit
UTLGVW-30-3	Learners and Teachers	3	30
UTLGWS-15-3	Core Curriculum (Early Years)	3	15
UTLGWD-15-3	Foundation Studies (Early Years)	3	15
UTLGW4-15-3	Across the Curriculum	3	15
UTLGW9-15-3	Policy & Contemporary issues (written)	3	15
UTLGWA-15-3	Practice A	3	15
UTLGWB-15-3	Practice B	3	15

**Optional modules** N/A

Module Code	Module title	Level	Credit

**Year: 1**

The below module diet is taken by Cabot Learning Federation School-centred initial teacher training (SCITT) students only.

**Interim award:** N/A

**Compulsory modules**

Module Code	Module Title	Level	Credit
UTLGVW-30-3	Learners and Teachers	3	30
UTLGWH-30-3	Core and Foundation Studies (Early Years)	3	30
UTLGW4-15-3	Across the Curriculum	3	15
UTLGW9-15-3	Policy & Contemporary issues (written)	3	15
UTLGWA-15-3	Practice A	3	15
UTLGWB-15-3	Practice B	3	15

**Optional modules** N/A

Module Code	Module title	Level	Credit

## 2. Structure (part-time)

N/A

### PART C: HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR) SYNOPSIS

This programme is underpinned by a commitment to training outstanding teachers who can play their part in transforming the educational and experiences of children, and in making a positive difference to their day-to-day lives and to their life chances. As well as being skilled classroom practitioners, they will also understand the significance of the context of learner's lives and the policy and social context of education. Key features of this programme are working collaboratively with professional partners, children and parents/cares, evidence-informed practice, reflexivity and creativity.

### PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

This programme has been designed to meet the requirements of Initial Teacher Training and makes explicit reference to the Teachers' Standards. This programme is also informed by the QAA benchmarks for Education Studies as part of the broader aims of the programme. Programme delivery will also be informed by the Sustainable Development Goals.

Successful completion of the programme leads to recommendation for Qualified Teacher Status for the UK route.

This programme is subject to inspection by Ofsted.

### PART E: REGULATIONS

B: Approved variant to University Academic Regulations and Procedures