PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England, Bristol
Teaching Institution	University of the West of England and partner institutions (schools, early years' settings, and other educational establishments.)
Delivery Location	Frenchay Campus and partner institutions (schools, early years' settings, and other educational establishments.) Villa College The Maldives
Study abroad / Exchange / Credit recognition	
Faculty responsible for programme	Faculty of Art, Creative Industries and Education.
Department responsible for programme	Education
Modular Scheme Title	Education Modular
Professional Statutory or Regulatory Body Links	The Office for Standards in Education (Ofsted) The Teaching Agency (TA)
Highest Award Title	BA(Hons) Primary Education (ITE)
Default Award Title	*n/a*
Fall-back Award Title	BA(Hons) Studies in Education
Interim Award Titles	Cert HE Primary Education Dip HE Primary Education
UWE Progression Route	MA Education
Mode(s) of Delivery	*Full time*
Codes	**UCAS: X123** **JACS:** **ISIS2: X123** **HESA:** **Villa College:X12A**
Relevant QAA Subject Benchmark Statements	Education Studies

First CAP Approval Date	04/05/12	Valid from	September 2012
Revision CAP Approval Date	2 June 2016	Revised with effect from	September 2016
Version	2		
Review Date	September 2018		

Part 2: Educational Aims of the Programme

This full-time Undergraduate BA (Hons) programme is designed to provide trainees with the opportunities to meet the relevant 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 designed to be delivered in such a way as to meet the relevant statutory requirements for Initial Teacher Training (ITT). The programme is delivered in partnership between the University and a range of educational institutions and professional settings; these include schools, academies and early years' settings serving diverse groups of children.

The programme is underpinned by a commitment to training outstanding and transformational teachers, who will develop advanced knowledge, understanding and professional skills, and who will have the potential to make a significant difference to the life chances of children. Such extended professionals will be able to use reflection and critical analysis to develop their specialist practice, think critically about and theorise their own practice in the context of the professional Teachers' Standards, and engage with a wide range of educational literature, research and other evidence to inform their practice and have notable impact on the quality of learning. They will have high personal and professional aspirations and consistently strive for continuous improvement. They 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. Students completing the programme will recognise that effective teaching is a complex craft that requires ongoing reflection, enquiry, evaluation and re-conceptualisation.

The programme aims to develop teachers who consistently demonstrate high levels of confidence and competence in relation to meeting the standards of personal and professional conduct expected of teachers throughout their teaching careers. It will develop teachers who demonstrate a clear commitment to safeguarding children's well-being in accordance with statutory requirements. Students completing the programme will proactively seek opportunities to develop understanding about equality and diversity and promote tolerance and respect for the rights of others.

The programme aims to develop graduate capabilities in the context of professional learning.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for trainees to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A Knowledge and Understanding

Learning Outcomes

1. Display a systematic knowledge and thorough understanding of the role of a Primary teacher.

2. Demonstrate secure subject knowledge for teaching and of the national curriculum requirements and/or other specifications appropriate to the age/phase and ability of those they are trained to teach.

3. Have a comprehensive understanding of the significance and implications of contextual factors relating to their training and practice.

4. Understand and demonstrate the values consistent with high standards of personal and professional behaviour.

5. Demonstrate knowledge and understanding of a range of strategies for teaching; learning; assessing; monitoring children's progress; managing and fostering desirable behaviour.

6. Understand and demonstrate secure knowledge of the physical, social and intellectual development of children and how that can impact on children's learning at different stages of their education.

7. Know how to adapt teaching to meet the strengths and needs of all children.

8. Know and understand the roles of colleagues with specific

Teaching/learning methods and strategies:

These include lectures, seminars, seminar/group discussions, directed and personal study,
e-learning and innovative use of digital technologies and social media to connect students to peer and professional communities of practice and discussion, peer assisted learning, enquiry tasks, mentor and tutor feedback and guidance, directed reading, on-line materials and progress reviews. Opportunities are given to reflect on practice in teaching experiences, with the associated setting of targets to improve that practice.

The relevant Teachers' Standards are used to structure the programme which, along with statutory requirements for personal and professional conduct and the development of graduate skills and attributes, provides the framework for the planning, delivery and assessment of the programme.

The programme of taught sessions is founded on the expectation that students engage with an appropriate range of indicative literature in a range of modes from hard copy to e-books and that they develop active reading strategies. There is an expectation that directed study tasks supported by formative assessment and target setting support the development of knowledge, skills and understanding.

The UWE taught programme is delivered in partnership with practitioners who introduce students to a wide range of pedagogical approaches and explore the relationship between theory and practice in classrooms and a range of other teaching and learning contexts.

responsibilities and how and when to draw on specialist support.	**Assessment**
9. Know how to promote high standards of literacy, oracy and numeracy; understand strategies for teaching of early reading, including the use of systematic synthetic phonics, and high quality teaching of early mathematics.	Assessment of students' knowledge, skills and understanding is continuous throughout the programme. Informal and formative assessment feedback is provided using tools such as audits, file reviews, tutorials, placement reports and professional portfolio; formal assessment opportunities include written assignments, presentations, and moderated monitoring of achievement against the Teachers' Standards.

B Intellectual Skills	

Learning outcomes
 	
  1. Demonstrate and promote the value of scholarship.
 	
  2. Analyse and think critically about existing knowledge frameworks and concepts.
 	
  3. Engage in self-critical reflection on own learning leading to purposeful target setting.
 	
  4. Reflect on, analyse and evaluate practice in classrooms/early years' settings.
 	
  5. Adopt an ethical stance in relation to justifying and evaluating practice.
 	
  6. Develop informed lines of argument drawing on different perspectives and contexts.
 	
  7. Interrogate an extensive range of relevant research and literature in a range of modes.
 	
  8. Demonstrate a creative approach to learning; evaluate and justify approaches to curriculum design and teaching strategies.
	Teaching and learning methods and strategies
	
	Intellectual skills are developed through the full range of teaching and learning methods and strategies outlined above.
	
	Opportunities to apply intellectual skills are provided through taught sessions, workshops, directed study, personal study, observation of teaching and learning in classrooms/early years' settings, practical teaching experiences, and through small-scale enquiry.
	
	Seminars are used to develop paired and group work and include presentations and discussions requiring the exploration and synthesis of ideas and research on given topics through coherent argument and exploration of values.
	
	Assessment
	
	Intellectual skills are assessed throughout the programme through the approaches outlined above. In particular evidence is sought through written assignments, oral presentations and contributions to seminars and personal tutorials.

C Subject, Professional and Practical Skills	
Learning Outcomes	**Teaching and learning methods and strategies**
1. Demonstrate through a range of professional evidence that the relevant Teachers' Standards have been met at a level appropriate for a teacher at the point of recommendation for the award of Qualified Teacher Status, through successful completion of teaching practice in educational settings.	Subject, professional and practical knowledge, skills and understanding are developed through the range of teaching and learning methods and strategies outlined above.
2. Apply secure knowledge of relevant subject and curriculum areas and relevant pedagogy in order to be an effective Primary teacher in practice.	Opportunities to develop knowledge, skills and understanding are provided within the university through lectures, seminars, subject workshops, cross curriculum activities, peer led sessions; and in practice during professional placement experiences through planning, teaching, assessing learners, personal subject knowledge action planning, mentoring, self-evaluation and structured reflection on practice in classrooms and a range of other teaching and learning contexts.
3. Plan, teach and resource well-structured sessions and reflect systematically on the effectiveness of sessions and pedagogical approaches with a view to improving teaching and learning.	
4. Demonstrate an awareness of the physical, social and intellectual development and needs or disabilities of children and how that can impact on children's learning at different stages of their education.	**Assessment**

Subject, professional and practical knowledge, skills and understanding are assessed throughout the programme using the various methods outlined above. |
5. Take practical account of diversity and promote equality and inclusion in teaching.	In particular the placement-based assessment uses evidence of students' progress towards meeting the relevant professional Teachers' Standards.
6. Adapt teaching and provision to meet the strengths and needs of all children.	
7. Manage and foster desirable behaviour effectively and facilitate purposeful and safe learning environments.	
8. Use formative and summative assessment including the use of data to secure children's progress and to plan further teaching and provision.	
9. Demonstrate secure understanding of how to teach and assess early reading, including the use of	

systematic synthetic phonics, and early mathematics.

10. Identify and work within relevant current statutory frameworks and specific agendas.

11. Take responsibility for improving teaching through appropriate professional development including the use of research and professional sources in multiple contexts.

12. Design and undertake professionally grounded research or enquiry in a systematic, rigorous and ethical manner, using primary and secondary sources and appropriate methodological approaches.

13. Demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour.

D Transferable Skills and Other Attributes	
Learning Outcomes	**Teaching and learning methods and strategies**
1. Critically analyse, synthesise and transform information, concepts and practice, through critical reflection, enquiry, evaluation and re-conceptualisation.	Transferable skills are developed through the range of teaching and learning methods and strategies outlined above.
2. Organise and present ideas in a coherent and creative way.	In particular these skills are developed by drawing on the prior work and life experiences of students, including school based observation and vocational work. Students are expected to work in subject/phase specific and cross subject/phase groups undertaking seminar, cross curriculum activities, group projects and presentations. Presentation skills are developed both in the university and in placement settings.
3. Engage confidently in academic and professional communication, including with colleagues, children, parents and carers, and other professionals working with children, making appropriate use of the capacities of colleagues.	
4. Take responsibility for continuously evaluating and improving practice through appropriate professional development and by responding to advice and feedback.	Other transferable skills and attributes are developed through experience in multiple and complex, specialised contexts. For example, observational skills are developed and enhanced through experiences in

5. Make effective use of ICT in personal study, planning for teaching and in practice in classrooms/settings.

6. Demonstrate an understanding of and takes responsibility for promoting high standards of literacy and numeracy in personal and professional contexts.

7. Work effectively as an independent, self-motivated and self-critical learner.

8. Demonstrate commitment to collaborative and cooperative working and joint practice development in a range of educational and other settings.

9. Create effective professional working relationships with colleagues; support and be proactive in leadership.

10. Incorporate an ethically aware dimension to practice.

schools/professional settings; and the use of assessment data to inform planning and teaching is a key skill developed in context.

Students are expected to build upon high levels of ICT skills, including the use of digital technologies and social media for linking University and other learning contexts. Students are required to use ICT in directed and personal study, in informal and formal presentations, for professional development and as part of their teaching.

The programme has a strong emphasis on students engaging in reflection and evaluation followed by target setting. This is supported by the use of the Virtual Learning Environment and an active reading and research strategy to promote independence and motivation.

Assessment

Transferable skills are assessed throughout the programme using the various methods outlined above. In particular they are assessed through students' developing professional competence and the ability to work as a professional colleague in professional settings; and through assessment against the relevant professional Teachers' Standards.

Programme learning outcomes mapped against modules

Villa College delivery only

		UTTGQU-30-1 Grad & Prof Learning in Primary Ed 1	UTTGQW-30-1 Intro Knowledge for Teach in Primary Ed 1 / UTTGPV-30-1 Working with all Children	UTTGQX-30-1 Intro Knowledge for Teaching in Primary Ed 2 / UTTGPW-30-1 The Developing Child	UTTGQV-30-1 Beginning Prof Practice in Primary Education	UTTGQY-30-2 Grad and Prof Learning in Primary Education 2	UTTGR3-30-2 Dev Prof Practice in Primary Education	UTTGR4-30-2 Dev Knowledge for Teaching in Primary Ed	UTTGR5-30-2 Embed Specialist Knowledge for Teaching in Primary Education	UTTGR6-30-3 Grad & Prof Learning in Primary Ed 3	UTTGR7-30-3 Extending Prof Practice in Primary Education	UTTGR8-30-3 Extending Knowl for Teach in Primary Ed	UTTGR9-30-3 Enhancing Knowl for Teach in Primary Ed: Diss
	A Knowledge and understanding of												
1	Display a systematic knowledge and thorough understanding of the role of a Primary teacher.	X	X	X	X	x	x	x	x	x	x	x	x
2	Demonstrate secure subject knowledge for teaching and of the national curriculum requirements and/or other specifications appropriate to the age/phase and ability of those they are trained to teach		X	X	X	x	x	x	x	x	x	x	x
3	Have a comprehensive understanding of the significance and implications of contextual factors relating to their training and practice.	X	X	X	X	x	x	x	x	x	x	x	x
4	Understand and demonstrate the values consistent with high standards of personal and professional behaviour.	X	X	X	X	x	x			x	x		
5	Demonstrate knowledge and understanding of a range of strategies for teaching; learning; assessing; monitoring children's progress; managing and fostering desirable behaviour	X	X		X	x	x	x	x	x	x	x	x
6	Understand and demonstrate secure knowledge of the physical, social and intellectual development of children and how that can impact on children's learning at different stages of their education	X	X	X	X	x	x	x	x	x		x	x
7	Know how to adapt teaching to meet the strengths and needs of all children	X	X	X	X	x	x	x	x	x	x	x	x
8	Know and understand the roles of colleagues with specific responsibilities and how and when to draw on specialist support	X	X	X	X	x	x	x	x	x	x	x	x
9	Know how to promote high standards of literacy, oracy and numeracy; understand strategies for teaching of early reading, including the use of systematic synthetic phonics, and high quality teaching of early mathematics		X	X	X		x	x		x	x	x	

Programme learning outcomes mapped against modules	UTTGQU-30-1 Grad & Prof Learning in Primary Ed 1	UTTGQW-30-1 Intro Knowledge for Teach in Primary Ed 1 / UTTGPV-30-1 Working with	UTTGQX-30-1 Intro Knowledge for Teaching in Primary Ed 2 / UTTGPW-30-1 The Developing Child	UTTGQV-30-1 Beginning Prof Practice in Primary Education	UTTGQY-30-2 Grad and Prof Learning in Primary Education 2	UTTGR3-30-2 Dev Prof Practice in Primary Education	UTTGR4-30-2 Dev Knowledge for Teaching in Primary Ed	UTTGR5-30-2 Embed Specialist Knowledge for Teaching in Primary Education	UTTGR6-30-3 Grad & Prof Learning in Primary Ed 3	UTTGR7-30-3 Extending Prof Practice in Primary Education	UTTGR8-30-3 Extending Knowl for Teach in Primary Ed	UTTGR9-30-3 Enhancing Knowl for Teach in Primary Ed: Diss
B Intellectual Skills												
1 Demonstrate and promote the value of scholarship	x	X	x	x	x	x	x	x	x	x	x	x
2 Analyse and think critically about existing knowledge frameworks and concepts	x	X	X	x	x	x	x	x	x	x	x	x
3 Engage in self-critical reflection on own learning leading to purposeful target setting	x	X	X	X	X	X	x	x	x	x	x	X
4 Reflect on, analyse and evaluate practice in classrooms/early years' settings	X		X	X	X	X	X	x	X	x	X	x
5 Adopt an ethical stance in relation to justifying and evaluating practice	X	X	X	X	X	X	X	X	X	X	X	x
6 Develop informed lines of argument drawing on different perspectives and contexts	X	X		X	X	X	X	X	X	X	X	X
7 Interrogate an extensive range of relevant research and literature in a range of modes	X	X	X	X	X	X	X	X	X	X	X	X
8 Demonstrate a creative approach to learning; evaluate and justify approaches to curriculum design and teaching strategies	X	x	X	X	X	x	x	X	x	X	x	X

Programme learning outcomes mapped against modules		UTTGQU-30-1 Grad & Prof Learning in Primary Ed 1	UTTGQW-30-1 Intro Knowledge for Teach in Primary Ed 1	UTTGPV-30-1 Working with all Children	UTTGQX-30-1 Intro Knowledge for Teaching in Primary Ed 2	UTTGPW-30-1 The Developing Child	UTTGQV-30-1 Beginning Prof Practice in Primary Education	UTTGQY-30-2 Grad and Prof Learning in Primary Education 2	UTTGR3-30-2 Dev Prof Practice in Primary Education	UTTGR4-30-2 Dev Knowledge for Teaching in Primary Ed	UTTGR5-30-2 Embed Specialist Knowledge for Teaching in Primary Education	UTTGR6-30-3 Grad & Prof Learning in Primary Ed 3	UTTGR7-30-3 Extending Prof Practice in Primary Education	UTTGR8-30-3 Extending Knowl for Teach in Primary Ed	UTTGR9-30-3 Enhancing Knowl for Teach in Primary Ed: Diss
	C Subject, Professional and Practical Skills														
1	Demonstrate through a range of professional evidence that the relevant Teachers' Standards have been met at a level appropriate for a teacher at the point of recommendation for the award of Qualified Teacher Status, through successful completion of teaching practice in educational settings	X	X	X	X	X	X	X	X	X	X	X	X	X	
2	Apply secure knowledge of relevant subject and curriculum areas and relevant pedagogy in order to be an effective Primary teacher in practice	X	X		X		X		X	X	X		X	X	X
3	Plan, teach and resource well-structured sessions and reflect systematically on the effectiveness of sessions and pedagogical approaches with a view to improving teaching and learning	X	X		X	X	X	X	X	X		X	X	X	X
4	Demonstrate an awareness of the physical, social and intellectual development and needs or disabilities of children and how that can impact on children's learning at different stages of their education	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5	Take practical account of diversity and promote equality and inclusion in teaching	X	X		X	X	X	X	X	X		X	X	X	X
6	Adapt teaching and provision to meet the strengths and needs of all children	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7	Manage and foster desirable behaviour effectively and facilitate purposeful and safe learning environments	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8	Use formative and summative assessment including the use of data to secure children's progress and to plan further teaching and provision	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9	Demonstrate secure understanding of how to teach and assess early reading, including the use of systematic synthetic phonics, and early mathematics	X	x		X	X	X	X	X	X		x	x	X	x

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10	Identify and work within relevant current statutory frameworks and specific agendas	x	x	x	x	x	x	x	x	x	x	x	x
11	Take responsibility for improving teaching through appropriate professional development including the use of research and professional sources in multiple contexts	x	x	x	x	x	x	x	x	x	x	x	
12	Design and undertake professionally grounded research or enquiry in a systematic, rigorous and ethical manner, using primary and secondary sources and appropriate methodological approaches												x
13	Demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour				x		x				x		
	D Transferable Skills and other attributes												
1	Critically analyse, synthesise and transform information, concepts and practice, through critical reflection, enquiry, evaluation and re-conceptualisation	x	x	x	x	x	x	x	x	x	x	x	x
2	Organise and present ideas in a coherent and creative way	x	x	x	x	x	x	x	x	x	x	x	x
3	Engage confidently in academic and professional communication, including with colleagues, children, parents and carers, and other professionals working with children, making appropriate use of the capacities of colleagues	x	x	X	x	x	x	x	x	x	x	x	x
4	Take responsibility for continuously evaluating and improving practice through appropriate professional development and by responding to advice and feedback	x	x	x	x	x	x	x	x	x	x	x	x

	Programme learning outcomes mapped against modules	UTTGQU-30-1 Grad & Prof Learning in Primary Ed 1	UTTGQW-30-1 Intro Knowledge for Teach in Primary Ed 1	UTTGPV-30-1 Working with all Children	UTTGQX-30-1 Intro Knowledge for Teaching in Primary Ed 2	UTTGPW-30-1 The Developing Child	UTTGQV-30-1 Beginning Prof Practice in Primary Education	UTTGQY-30-2 Grad and Prof Learning in Primary Education 2	UTTGR3-30-2 Dev Prof Practice in Primary Education	UTTGR4-30-2 Dev Knowledge for Teaching in Primary Ed	UTTGR5-30-2 Embed Specialist Knowledge for Teaching in Primary Education	UTTGR6-30-3 Grad & Prof Learning in Primary Ed 3	UTTGR7-30-3 Extending Prof Practice in Primary Education	UTTGR8-30-3 Extending Knowl for Teach in Primary Ed	UTTGR9-30-3 Enhancing Knowl for Teach in Primary Ed: Diss
5	Make effective use of ICT in personal study, planning for teaching and in practice in classrooms/settings	x	x	x	x		x	x	x	x	x	x	x	x	x
6	Demonstrate an understanding of and takes responsibility for promoting high standards of literacy and numeracy in personal and professional contexts	x	x	x	x		x	x	x	x	x	x	x	x	x
7	Work effectively as an independent, self-motivated and self-critical learner	x	x	x	x		x	x	x	x	x	x	x	x	x
8	Demonstrate commitment to collaborative and cooperative working and joint practice development in a range of educational and other settings	x	x	x	x		x	x	x	x	x	x	x	x	x
9	Create effective professional working relationships with colleagues; support and be proactive in leadership	x	x	x	x		x	x	x	x	x	x	x	x	x
10	Incorporate an ethically aware dimension to practice	x	x	x	x		x	x	x	x	x	x	x	x	x

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Teaching/learning methods and strategies:

These include lectures, seminars, seminar/group discussions, directed and personal study, e-learning and innovative use of digital technologies and social media to connect students to peer and professional communities of practice and discussion, peer assisted learning, enquiry tasks, mentor and tutor feedback and guidance, directed reading, on-line materials and progress reviews. Opportunities are given to reflect on practice in teaching experiences, with the associated setting of targets to improve that practice.

The relevant Teachers' Standards are used to structure the programme which, along with statutory requirements for personal and professional conduct and the development of graduate skills and attributes, provides the framework for the planning, delivery and assessment of the programme.

The programme of taught sessions is founded on the expectation that students engage with an appropriate range of indicative literature in a range of modes from hard copy to e-books and that they develop active reading strategies. There is an expectation that directed study tasks supported by formative assessment and target setting support the development of knowledge, skills and understanding.

The UWE taught programme is delivered in partnership with practitioners who introduce students to a wide range of pedagogical approaches and explore the relationship between theory and practice in classrooms and a range of other teaching and learning contexts.

Intellectual skills are developed through the full range of teaching and learning methods and strategies outlined above.

Opportunities to apply intellectual skills are provided through taught sessions, workshops, directed study, personal study, observation of teaching and learning in classrooms/early years' settings, practical teaching experiences, and through small-scale enquiry.

Seminars are used to develop paired and group work and include presentations and discussions requiring the exploration and synthesis of ideas and research on given topics through coherent argument and exploration of values

Subject, professional and practical knowledge, skills and understanding are developed through the range of teaching and learning methods and strategies outlined above.

Opportunities to develop knowledge, skills and understanding are provided within the university through lectures, seminars, subject workshops, cross curriculum activities, peer led sessions; and in practice during professional placement experiences through planning, teaching, assessing learners, personal subject knowledge action planning, mentoring, self-evaluation and structured reflection on practice in classrooms and a range of other teaching and learning contexts.

Transferable skills are developed through the range of teaching and learning methods and strategies outlined above.

In particular these skills are developed by drawing on the prior work and life experiences of students, including school based observation and vocational work. Students are expected to work in subject/phase specific and cross subject/phase groups undertaking seminar, cross curriculum activities, group projects and presentations. Presentation skills are developed both in the university and in placement settings.

Other transferable skills and attributes are developed through experience in multiple and complex, specialised contexts. For example, observational skills are developed and enhanced through experiences in schools/professional settings; and the use of assessment data to inform planning and teaching is a key skill developed in context.

Part 4: Student Learning and Student Support

Students are expected to build upon high levels of ICT skills, including the use of digital technologies and social media for linking University and other learning contexts. Students are required to use ICT in directed and personal study, in informal and formal presentations, for professional development and as part of their teaching.

The programme has a strong emphasis on students engaging in reflection and evaluation followed by target setting. This is supported by the use of the Virtual Learning Environment and an active reading and research strategy to promote independence and motivation.

UWE has a policy to provide a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BA (Hons) Initial Teacher Education programmes, teaching is a mix of scheduled, independent and school centred learning.

Scheduled learning: includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; work based learning; supervised time in workshop.

Independent learning: includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.

Placement learning: includes school centred training, or other placement.

Health and Safety: The UWE Health and Safety Standards were considered in designing the content of this programme and all relevant standards will be considered, specifically in relation to risk assessment for placements and work-related learning experiences.

The programme is designed, delivered and quality assured through a partnership between the University and a wide partnership of schools and educational settings, conceptualised as joint practice development.

The Primary ITE programme provides opportunities for students to specialise in one of the National Curriculum subject areas (UK route only). The specialist strand of the programme is staffed by a team of Primary subject-specialist staff.

The programme of study is responsive to individual training needs achieved through a range of strategies. These involve comprehensive auditing of subject knowledge and experience of observation, teaching and working with children in educational settings, contributing evidence that demonstrates progress and achievement in relation to the professional Teachers' Standards. During the programme, students are supported by a University personal tutor with responsibility for reviewing and monitoring progress via individual tutorials at formal review points. During placement experiences, students are also supported by a school-based mentor and class teachers, responsible for practice-based learning, teaching and complementary training opportunities to ensure that professional development is targeted towards students meeting the Teachers' Standards.

Description of any Distinctive Features

The training programmes ensure that a minimum contact of 12 hours weekly takes place in centre based training, and usually more. Each year has significant periods of experience in school based training. The APT Programme supports students' development of academic reading, writing and presentation skills, transferable skills and employability.

The Primary ITE programme offers distinctive initial teacher training through its commitment to

Part 4: Student Learning and Student Support

supporting trainees' professional development as teachers, through their initial teacher education and into their newly qualified teaching year, during their early and continuing career development as career-long learners. This is achieved through a high level of individual support from personal academic tutors and through the deep and extended partnership relationships that underpin the provision. UWE Primary tutors are actively involved in local and regional educational communities of practice. The new programme places further emphasis on the induction of trainees into a culture of research and professional development.

Part 5: Assessment

Approved to University Regulations and Procedures

The Department of Education and Childhood views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University and relevant professional bodies.

A variety of assessment types and methods will be utilised throughout the programme and a variety of forms of feedback, incorporating formative and summative perspectives on academic and professional development.

Further details of the University requirements for Assessment and Assessment Feedback can be found in the Academic Regulations. Assessment criteria for each module will be drawn from the Department of Education and Childhood Assessment Policy's Generic Assessment Criteria (Levels 1, 2, 3), (Appendix 1).

Assessment Strategy
Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment of students' knowledge, skills and understanding is continuous throughout the programme. Informal and formative assessment feedback is provided using tools such as audits, file reviews, tutorials, placement reports and professional portfolio; formal assessment opportunities include written assignments, presentations, and moderated monitoring of achievement against the Teachers' Standards

Intellectual skills are assessed throughout the programme through the approaches outlined above. In particular evidence is sought through written assignments, oral presentations and contributions to seminars and personal tutorials.

Subject, professional and practical knowledge, skills and understanding are assessed throughout the programme using the various methods outlined above.
In particular the placement-based assessment uses evidence of students' progress towards meeting the relevant professional Teachers' Standards

Transferable skills are assessed throughout the programme using the various methods outlined above. In particular they are assessed through students' developing professional competence and the ability to work as a professional colleague in professional settings; and through assessment against the relevant professional Teachers' Standards.

The programme encompasses a range of **assessment methods** including; essays and other written assignments as part of portfolios of work; vivas, presentations and displays of work. All modules are designed to be assessed both rigorously, and in line with the need for flexibility as Standards for Teaching change. Reasonable adjustments can also be made for disabled students within the module specifications. Methods of assessment are detailed in the following assessment map:

Part 5: Assessment

Assessment Map

The programme encompasses a range of **assessment methods** including; essays and other written assignments as part of portfolios of work; vivas, presentations and displays of work. All modules are designed to be assessed both rigorously, and in line with the need for flexibility as Standards for Teaching change. Reasonable adjustments can also be made for disabled students within the module specifications. Methods of assessment are detailed in the following assessment map:

Assessment Map for BA(Hons) Primary Education (ITE)

		Online test	Practical Skills Assessment	Oral assessment (viva) and/or presentation	Written Assignment	Display of work	Dissertation	Portfolio
Compulsory Modules Level 1	UTTGQU-30-1			A (25)	B (75)			B P/F
	UTTGQV-30-1		A (P/F)					
	UTTGQW-30-1			A (P/F)	B (100)			
	UTTGPV-30-1			A (25)				B (75)
	UTTGQX-30-1			A (25)	B (75)			
	UTTGPW-30-1			A (25)	B (75)			
Compulsory Modules Level 2	UTTGQY-30-2				A (25)			B (75)
	UTTGR4-30-2			A (50)	B (50)			
	UTTGR5-30-2			A (25)	B (75)			
	UTTGR3-30-2		A (P/F)					
Compulsory Modules Level 3	UTTGR6-30-3			A (25)				B (75)
	UTTGR8-30-3				A (100)			
	UTTGR9-30-3			A (20)			A (80)	
	UTTGR7-30-3		A (P/F)					

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 6: Programme Structure UWE Delivery				
This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including: level and credit requirements; interim award requirements; module diet, compulsory and optional modules.				
ENTRY	Year 1	Compulsory Modules: UTTGQU-30-1 Teaching and Learning UTTGQW-30-1 Introducing Knowledge for Teaching Core Subjects UTTGQX-30-1 Introducing Knowledge for Teaching Foundation Subjects UTTGQV-30-1 Beginning Professional Practice	Optional Modules: None	Interim Awards: Cert HE Primary Education
	Year 2	Compulsory Modules: UTTGR3-30-2 Developing Professional Practice UTTGQY-30-2 Inclusive Practice UTTGR4-30-2 Developing Knowledge for Teaching Core Subjects UTTGR5-30-2 Embedding Knowledge for Teaching Foundation Subjects	Optional Modules: None	Interim Awards: Dip HE Primary Education

	Compulsory Modules: UTTGR6-30-3 Becoming a Professional UTTGR7-30-3 Extending Professional Practice UTTGR8-30-3 Extending Knowledge for Teaching Core Subjects UTTGR9-30-3 Dissertation: Primary Education	Optional Modules: None	Interim Awards: None within the BA (Hons) Primary Education programme. Students that do not achieve the full 120 credits at Level 3 will be encouraged to transfer onto the BA (Hons) Studies in Education programme.
Year 3			

GRADUATION

Part 6: Programme Structure		Villa College, The Maldives delivery		

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including:
level and credit requirements; interim award requirements; module diet, compulsory and optional modules.

ENTRY	Year 1	Compulsory Modules: UTTGQU-30-1 Teaching and Learning UTTGQV-30-1 Beginning Professional Practice UTTGPV-30-1 Working with all Children and exploring SEN (with experience in EY settings) UTTGPW-30-1 The Developing Child	Optional Modules: None	Interim Awards: Cert HE Primary Education
	Year 2	Compulsory Modules: UTTGQY-30-2 Inclusive Practice UTTGR3-30-2 Developing Professional Practice UTTGR4-30-2 Developing Knowledge for Teaching Core Subjects UTTGR5-30-2 Embedding Knowledge for Teaching Foundation Subjects	Optional Modules: None	Interim Awards: Dip HE Primary Education

		Compulsory Modules: UTTGR6-30-3 Becoming a Professional UTTGR7-30-3 Extending Professional Practice UTTGR8-30-3 Extending Knowledge for Teaching Core Subjects UTTGR9-30-3 Dissertation: Primary Education	Optional Modules: None	Interim Awards: None within the BA (Hons) Primary Education programme.
	Year 3			

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions.

Entry requirements:
- A standard equivalent to at least a Grade C at GCSE level in English, Mathematics and a Science subject, and can communicate clearly and accurately in standard English.

- A high standard of skills in literacy and numeracy demonstrated through passing the nationally required ITT entry tests in literacy and numeracy.

- Suitable personal attributes, attitudes and values for teaching; and appropriate intellectual and academic capabilities to meet the requirements of the professional Teachers' Standards. This is assessed through interview as part of the selection procedure.

- Meet requirements for health and physical and mental fitness to teach.

- Successfully demonstrate suitability to work with children having been subject to a Disclosure and Barring Service (DBS) check and/or other appropriate background check, confirmed by the University.

The Department of Education and the University deploy multiple strategies to support widening participation and to enable access to programmes for all applicants who meet the entry requirements.

Entry requirements for this programme conform to university regulations and national requirements for an initial teacher education programme. Tariff points are as appropriate for the year of entry.

Students who are required to withdraw from an Initial Teacher Education degree at the end of Y2 or during Y3 due to failure of a module where there is no further opportunity to

Part 7: Entry Requirements

redeem will normally be permitted to transfer to the BA(Hons) Studies in Education.

Part 8: Reference Points and Benchmarks

Description of how the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements
The programme is informed by the QAA (2007) benchmarks for Education Studies as demonstrated in the Learning Outcomes in Section 3 of this specification.

SEEC credit level descriptors
The SEEC level descriptors (2010) for HE Level M and Level 3 have been used to inform the programme and module level learning outcomes.

Professional benchmarks
The programme is compliant with the requirements for Initial Teacher Training and makes explicit reference to the professional Teachers' Standards

The programme is informed with reference to the personal and professional conduct requirements of the professional Teachers' Standards,

University strategies and policies
A wide range of University policies have informed the programme specification and design, including:
>   UWE ITE Strategy (2012)
>   UWE Charter (commitment to outstanding student experience)
>   UWE Learning, teaching and assessment strategy,
>   UWE E-learning policy
>   UWE Professional suitability policy and procedure and Equality Act (2010)
>   UWE Safe-guarding policy
>   UWE Employability strategy
>   UWE Health and Safety Standards policy

Staff research interests/projects
Staff teaching on the UK ITE Programmes are engaged in research and knowledge exchange which informs the programme content and delivery, including:
- Young Children Learning Rights: observing the implementation of UNICEF's Rights Respecting Schools Award in 2 Bristol early years settings
- Human Learning in a Social Context
- The development of subjects within the primary curriculum; social construction of knowledge
- Primary education: learning, teaching and curriculum development
- History of education; growth of national education system; international comparisons in history of pedagogy
- Enhanced and strategic partnership relationships between Universities and schools
- Developing models of ITT partnership, including Teaching Schools
- The impact of ITT on raising achievement in schools
- School improvement in schools in challenge and academies
- Community engagement of specialist schools and academies
- Widening participation and raising achievement in disadvantaged contexts
- Student voice and student participation

Part 8: Reference Points and Benchmarks

- Personalisation
- Approaches to citizenship and young people's active participation
- Teaching sensitive and controversial issues
- Textbook research, in particular representation of minority groups
- Children's multilingualism and learning
- Emerging professional identities of trainee teachers
- Narratives and life history research
- The education of children in care
- Interventions following tracking of looked-after children and recently adopted children
- Research in multilingual settings; young people's multilingualism and learning
- Teaching reading - training of ITT students as Better Reading Partners: developing a reading culture
- Research across four European countries investigating how children's literature is used and the different approaches to the teaching and learning of children's literature
- Dialogic pedagogies
- Content language integrated learning
- Multi-literacies and the use of new technologies in learning and teaching
- Multi-lingual learners
- International dimensions to teaching and teacher education
- Inclusion and Special Educational Needs

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Partnership/Employer interaction and feedback
An extensive stakeholder consultation was undertaken during the revisions to the design and delivery of all UWE ITE programmes, including the joint practice development of an innovative model of school-led delivery in partnership with a new Teaching School Alliance. UWE's ITE provision is founded on a moral purpose to make a difference through deep partnership, by contributing to school improvement whilst enhancing approaches to ITE and securing excellent outcomes for trainees.

Research in multilingual settings; young people's multilingualism and learning

Teaching reading - training of ITT students as Better Reading Partners: developing a reading culture

Research across four European countries investigating how children's literature is used and the different approaches to the teaching and learning of children's literature

Dialogic pedagogies

Content language integrated learning

Multi-literacies and the use of new technologies in learning and teaching

Multi-lingual learners

International dimensions to teaching and teacher education

Inclusion and Special Educational Needs

National scholarships are supporting partnership teachers' research in English, Mathematics, Science and SEN and a significant number of staff across the partnership are engaged in the MA Education programme, largely undertaking action enquiry projects focused on developing and transforming practice and school improvement priorities.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

Appendix 1: Generic Assessment Criteria

The assessment criteria are listed under eight domains (A-H) of which one, the conceptual domain (Domain A), is core and a requirement for any assessed piece of work. All module assignment briefs given to students will indicate clearly for each piece of work which other assessment criteria are to be met.

The criteria are specified in each domain at three levels: threshold (level 1 and level 2) and honours (level 3). **In addition, the expectations are cumulative, i.e. it is to be assumed that in fulfilling the higher level criteria, the lower level criteria will also have been met.**

A: Conceptual Domain (Core)

L1   The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.

L2   The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.

L3   The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.

B: Literature Domain

L1   The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.

L2   The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.

L3   The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

C: Contextual Domain

L1   The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

L2   The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

L3   The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

D: Research Domain

L1   The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded.

L2   The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded and showing that they can discuss the suitability of alternative approaches.

L3   The assignment demonstrates that the student can plan for and execute a small-scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes.

E: Ethical Domain

L1   The assignment demonstrates that the student has an awareness of ethical issues associated with the area of study.

L2   The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study and can discuss how these can be applied.

L3   The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice.

F: Values Domain

L1   The assignment demonstrates that the student can clearly identify and articulate their own value position - and where relevant, the value position of others in relation to the area of study.

L2   The assignment demonstrates that the student can clearly identify and articulate their own value position - and where relevant, compare it with the value position of others in relation to the area of study.

L3   The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study.

G: Action Domain

L1   The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

L2   The assignment demonstrates that the student can articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

L3   The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, appraising professional development needs and/or outcomes.

H: Negotiated Domain

In addition to criteria specified under domains A-G, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. For example, this might be a criterion relating to the assessment of transferable skills, such as presentation for a given audience. Negotiated criteria are approved by the relevant Award Leader.