



University of the  
West of England

## PROGRAMME SPECIFICATION

### Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England, Bristol
<b>Teaching institution</b>	University of the West of England, Bristol
<b>Delivery Location(s)</b>	Frenchay Campus
<b>Faculty responsible for programme</b>	Creative Arts, Humanities and Education
<b>Modular Scheme title</b>	Education Modular Scheme
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	UWE (UWE is a TDA accredited provider of ITE courses)
<b>Highest award title</b>	BA (Hons) Primary Early Years Education (Initial Teacher Education)
<b>Default award title</b>	BA (Hons) Studies in Education
<b>Interim award titles</b>	BA Primary Education Early Years Dip HE Primary Education Early Years Cert HE Primary Education Early Years
<b>UWE progression route</b>	
<b>Mode(s) of delivery</b>	Full time
<b>Codes</b>	
<b>UCAS code</b> X120	<b>JACS code</b> X120
<b>ISIS code</b> X120	<b>HESA code</b> X120
<b>Relevant QAA subject benchmark statements</b>	Early Childhood Studies
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	
<b>Valid from (insert date if appropriate)</b>	September 2004 Updated September 2006 x 2 Updated September 2007 Updated September 2009 x 2 Updated September 2010 Updated October 2010 Updated February 2011
<b>Original Validation Date:</b> September 2004	
<b>Latest Committee Approval...</b>	<b>Date:...</b>
<b>Version Code</b> 8.1	

## Section 2: Educational aims of the programme

- To ensure that the students meet the Secretary of State's Standards for Qualified Teacher Status 2007.
- To undertake the education and training of the 'UWE primary/early years teacher', able to teach the core curriculum independently and to teach the foundation subjects and RE with advice from an experienced colleague where appropriate. The UWE primary/early years school teacher will be educated as a reflective practitioner equipped with a theorised understanding of practice able to reflect productively on their own practice and on research and other evidence. The UWE primary/early years teacher's practice will be underpinned by values that s/he can articulate and for which s/he can provide a professional rationale.
- To ensure the education and training provided offers a coherent programme of study in the School of Education and in partner institutions. The programme of study has been designed and validated with the participation of partner institutions and the assessment of the training elements of the programme will be conducted in collaboration with them.
- To ensure students develop an enhanced knowledge of a combination of subject areas appropriate to teaching the Foundation Stage Curriculum and the National Curriculum in Maintained Primary Schools beyond that required to meet the standards necessary for the recommendation of Qualified Teacher Status (QTS). The arrangements for the support and enhancement of students' subject knowledge will reflect the expectations set out in 'Excellence and Enjoyment' (2003) and encourage students to look at ways in which experienced colleagues take control of the curriculum while ensuring they build appropriately on the success of the National Strategies.
- The programme addresses the agendas set out in government policy, including the expectations in The Common Core of Skills and Knowledge for the Children's Workforce and for the delivery of children's services (Every Child Matters and the Outcomes for Children).
- The programme provides the opportunity for students to study a course relevant to their professional work in the classroom at an advanced level (Advanced Professional Studies in Early Years).
- To develop the 'UWE graduate' (GDP) in line with the university's graduate development programme through the graduate development and professional studies modules in each year.
- To provide a programme that addresses the QAA benchmark statements in the subject area of Education Studies.
- To provide a programme of study that can lead to a recommendation from the University to the appropriate awarding body that a student be recommended for qualified teacher status on satisfactory completion of the accredited course and any other requirements set out by Secretary of State for which the University does not have responsibility for assessment. Students will thus engage with the intellectual rigour of an award in higher education and the professional demands set out in the Secretary of State's Revised Standards for QTS (2007). In order for a recommendation for Qualified Teacher Status to be made, students must achieve a pass in this programme and the QTS Skills Tests.

### Section 3: Learning outcomes of the programme

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

#### A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

##### A. Knowledge and understanding of:

1. Knowledge and understanding of early years theory and practice
2. Every Child Matters agendas including the outcomes for all children and the promotion of children's well being.
3. A developed knowledge of combining some subject areas appropriate to teaching the Foundation Stage Curriculum and/or the National Curriculum in maintained primary or early years settings
4. Capability to adopt an ethical stance in relation to their practices
5. Understanding of the significance of contextual factors related to their area of study
6. Understanding of the significance of values related to their area of study
6. Understanding the significance of issues of equality, diversity, inclusion and social justice related to their area of study

##### Teaching/learning methods and strategies:

*Acquisition of 1 is through lectures, seminars and tutorials focussed on the nature of reflective practice in the primary/early years setting. Acquisition of 2 is through School-based lectures seminars and workshop activities making use of the specialist resources of the School and through work in partner institutions. Acquisition of 3,5 and 6 are through lectures seminars and workshops and in particular through the emphasis on values in the professional studies modules. Towards the end of their studies students will be expected to undertake a sustained study of an issue of professional relevance. Acquisition of 4 is through practical work in partner institutions through consideration of statistical, research and inspection evidence. Additional support is provided through UWE Online and the support of the technical staff with regard to ICT.*

*Throughout, the student is supported to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding, including through the university reading strategy.*

##### Assessment:

Testing of the knowledge base is through assessed coursework and/or work undertaken under controlled conditions (1-6). In order to meet university expectations with regard to controlled conditions, it is envisaged that use will be made of work produced by students under time constraints or supervised in such a manner as to guarantee that the work is the students' own. The testing of the range of knowledge in outcomes 2-6 is also conducted through assessed periods of work in UWE

## B Intellectual Skills

<p><b>B Intellectual Skills</b></p> <ol style="list-style-type: none"><li>1. Ability to think critically</li><li>2. Ability to utilise reflection in the learning process</li><li>3. Ability to analyse, evaluate and synthesise information and ideas</li><li>4. Ability to utilise ideas in the development of a line of argument</li><li>5. Ability to make informed judgements</li><li>6. Ability to adapt thinking to new situations</li><li>7. Ability to integrate new principles and understandings</li></ol>	<p><b>Teaching/learning methods and strategies</b> <i>Intellectual skills are developed through learning and teaching in a subject or phase specialism and through work in the professional studies modules. Students will work through the GDP which will include the facilitated learning of their own work and that of other learners. Practical work in UWE partnership institutions provides an important basis for students' analysis of and reflection on professional, pedagogical and subject knowledge. Students will develop the intellectual skills to synthesise their understanding of theory with their practice.</i></p> <p><b>Assessment</b> <i>A variety of assessment methods is employed. Students are tested through assessed course work, under controlled conditions, and in partnership through practical work in UWE partnership institutions</i></p>
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## C Subject, Professional and Practical Skills

<p><b>C Subject/Professional/Practical Skills</b></p> <ol style="list-style-type: none"><li>1. Ability to meet the requirements for the recommendation of qualified teacher status as set out by the Secretary of State in Qualifying to Teach (2007).</li><li>2. Ability to demonstrate the common core of competencies for all professionals working with children and to work effectively within the ECM agendas.</li><li>3. Ability to develop and demonstrate (as appropriate) a critical, reflective and effective orientation to their practices</li><li>4. Ability to identify relevant theoretical, professional and/or research based sources and use these appropriately in study and/or professional practice</li><li>5. Ability to plan and/or conduct research or enquiry in a systematic way using primary and/or secondary sources</li><li>6. Ability to identify, justify and evaluate changed courses of action as a result of enquiry or study</li></ol>	<p><b>Teaching/learning methods and strategies</b> <i>The development of specific subject skills is normally undertaken in the School of Education, often employing specialist resources. Although where relevant, field trips are arranged. Professional skills are developed through lectures, seminars and workshops in the School of Education and through sustained periods of practical work in partner institutions. Work in Schools and the School of Education will be informed by the General Teaching Council (England ) Code of Professional Conduct and Practice</i></p> <p><b>Assessment</b></p> <p><i>Skill 1, the ability to meet the requirements of the Secretary of State is central to the programme. It is tested through assessed course work, work under controlled conditions and through practical work in UWE partner institutions. The assessment conducted in and with UWE partnership institutions is conducted in each year of the programme of study. This assessment is conducted by teachers in partner schools and moderated by UWE tutors. A pass in the final assessment is essential for the award of a degree in Initial Teacher Education. Only undergraduates who satisfactorily complete a programme of study for a degree in Initial Teacher Education and who meet other standards for which the University is not responsible for assessment, may be recommended for Qualified Teacher Status. Skills 2-5 are tested through assessed course work and work under controlled conditions</i></p>
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## D Transferable Skills and other attributes

<p><b>D Transferable skills and other attributes</b></p> <ol style="list-style-type: none"><li>1. Ability to organise and present ideas and information coherently and in a scholarly fashion</li><li>2. Ability to communicate effectively, including the capacity to communicate the processes and outcomes of their learning</li><li>3. Ability to use ICT in study and other appropriate situations</li><li>4. Ability to work effectively in collaboration with others</li><li>5. Ability to work effectively as an independent and self-motivated learner</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p><i>Skills are developed through lectures, seminars and workshops focusing on professional, pedagogical and curriculum knowledge and self directed tasks. These include the application of ICT in a range of curriculum areas and in practical settings, understanding the roles of colleagues in schools and through the expectation of effective communication with peers. The University's Graduate Development Programme will be an important vehicle for delivering this agenda and is visible in the GDPS modules and will permeate through all associated professional studies modules which run during each of the three years of the course.</i></p> <p><b>Assessment</b></p> <p><i>Skills 1-4 are tested through assessed course work, through work under controlled conditions and, by virtue of their proximity to the requirements of the Secretary of State, through assessed work in partner institutions Sustained periods of work in UWE partnership institutions give a good indication of students' capacity to work effectively as an independent and self-motivated learner although this is formally tested through project modules toward the end of the course</i></p>
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### Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- Level and credit requirements
- Interim award requirements
- Module diet, including compulsory/core/optional modules

ENTRY  
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<b>level 1</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UTTGLB-20-1, Graduate Development and Professional Studies 1 – Becoming Learner</li> <li>• UTTGLG-10-1, Engagement with Mathematical Enquiry Early Years</li> <li>• UTTGPJ-20-1 Engaging with Meaning: Communication, languages and literacy</li> <li>• UTTGP7-20-1 Engaging with scientific enquiry and curiosity, applied through designing and making and physical development</li> <li>• UTTGF4-20-1, Engaging in Professional Practice – Professional Practice 1</li> </ul>	<p><b>Optional modules</b> Students will normally take:</p> <ul style="list-style-type: none"> <li>• UTTGGG-15-1, Maturation and development in young children</li> <li>• UTTG59-15-1, Perspectives on Play</li> </ul> <p>Additional optional modules available:</p> <ul style="list-style-type: none"> <li>• UTTGKC-20-1: Independent Contemporary Educational Studies</li> <li>• UTTGKC-10-1: Independent Contemporary Educational Studies</li> </ul>	<p><b>Interim Awards:</b> Cert HE Studies in Education</p> <ul style="list-style-type: none"> <li>• Credit requirements 120 credits of which at least 100 are at Level 1 or above</li> <li>• Other requirements</li> </ul>
	<p><b>Core modules</b> Nil</p>		
<b>Level 2</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UTTGPF-20-2 Professional practice 2: inclusive and creative practice</li> <li>• UTTGPG-20-2 Graduate Development and Professional Studies 2: diversity and inclusion</li> <li>• UTTGLR-20-2, Creativity in the arts: CLL and creative devt.</li> <li>• UTTGLS-20-2, Creativity across the core: Mathematical Devt, KuW (Science), Design and making</li> <li>• UTTGLT-20-2, Actions Past, Present and Future: learning from real &amp; mediated worlds</li> <li>•</li> </ul>	<p><b>Optional Modules</b> Students will normally take:</p> <ul style="list-style-type: none"> <li>• UTTGGT-10-2, Children’s Thinking</li> <li>• UTTGGU-10-2, Early Years policy – the development of educate</li> </ul> <p><b>Further optional modules available:</b></p> <ul style="list-style-type: none"> <li>• UTTGKC-20-2: Independent Contemporary Educational Studies</li> <li>• UTTGKC-10-2: Independent Contemporary Educational Studies</li> </ul> <p><b>Additional Module</b></p> <ul style="list-style-type: none"> <li>• UTTGEK-20-2, Social and Educational Policy Relating to</li> </ul>	<p><b>Interim Awards:</b> Dip HE Studies in Education</p> <ul style="list-style-type: none"> <li>• Credit requirements 240 credits of which at least 100 are at Level 2 or above, and 120 are at Level 1 or above.</li> <li>• Other requirements</li> </ul>

	<p><b>Core modules</b> Nil</p>	<ul style="list-style-type: none"> <li>• Disadvantaged Communities: A European Perspective Additional module open to students engaged in School European Exchange programmes</li> </ul> <p><b>Optional Modules (Default Award only)</b></p> <ul style="list-style-type: none"> <li>• UTLGA7-30-2: Independent Contemporary Educational Studies</li> <li>• UTTGKC-40-2: Independent Contemporary Educational Studies</li> </ul>	
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level 3	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UTTGLU-20-3 Graduate Development and Professional Studies 3: Becoming a Teacher</li> <li>• UTTGGW-15-3, Mathematics with ICT for all (Primary)</li> <li>• UTTGLX-15-3, English: Meeting the needs of all pupils</li> <li>• UTTGLY-10-3, Science and Technology for all</li> <li>• UTTGFX-30-3, Professional Practice 4</li> </ul> <p><b>Core modules</b> Nil</p>	<p><b>Optional Modules</b></p> <p>Students will normally take:</p> <ul style="list-style-type: none"> <li>• UTTG5K-10-3 Cognitive Processes: Language acquisition</li> <li>• UTTGFY-20-3 The Teacher-Researcher</li> </ul> <p>Further optional modules available:</p> <ul style="list-style-type: none"> <li>• UTTGKC-20-3: Independent Contemporary Educational Studies</li> <li>• UTTGKC-10-3: Independent Contemporary Educational Studies</li> </ul> <p><b>Optional Modules (Default Award only)</b></p> <ul style="list-style-type: none"> <li>• UTLGA7-30-3: Independent Contemporary Educational Studies</li> <li>• UTTGKC-40-3: Independent Contemporary Educational Studies</li> <li>• UTUGHF-40-3 Issues and Values in the Study of Contemporary Childhood</li> <li>• UTUGHE-20-3 Researching Children:</li> <li>• Methodology and Modes of Analysis</li> <li>• UTUGHC-20-3 Contemporary Social Policy</li> <li>• UTUG5H-10-3 Comparative Early Years Education</li> <li>• UTUG5L-10-3 Interprofessional Collaboration</li> <li>• UTUG5M-10-3 The Development of Children's Scientific Thinking</li> <li>• UTUG5J-10-3 Developing Mathematical Thought</li> <li>• UTUG5K-10-3 Cognitive Processes: Language Acquisition</li> <li>• UTUG5D-10-3 Becoming a Person</li> </ul>	<p><b>Prerequisite requirements</b></p> <ul style="list-style-type: none"> <li>• Minimum credit/module requirements</li> <li>• Other</li> </ul> <p><b>Awards:</b></p> <ul style="list-style-type: none"> <li>• Target/highest: BA (Hons) Primary Early Years Education (Initial Teacher Education) 360 credits</li> <li>• Default title: BA (Hons) Studies in Education (360 credits)</li> <li>• Interim Award: BA Studies in Education (300 credits)</li> </ul>
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## Section 5: Entry requirements

Entry requirements will comply with TDA requirements including 'Fitness to Teach' 'Able to Teach' and CRB clearance.

### **BA (Hons) Primary Early Years Education (Initial Teacher Education)**

Entry requirements for this programme conform to the university regulation E3.4R. Tariff points are as appropriate for the year of entry. Applications from those with non-standard entry qualifications will be considered under academic regulation E4.2R

In addition, entrants to the BA (Hons) Primary Education (Initial Teacher Education) award will also need Grade C or above in 5 subjects to include English Language, Mathematics and a Science subject.

### **BA (Hons) Studies in Education (Default Award)**

Entry onto the BA (Hons) Studies in Education award can only be achieved by transfer from the BA (Hons) Primary Education Early Years (Initial Teacher Education) award and is for students who are unable to attain Qualified Teacher Status (QTS). To be eligible to transfer to this degree students must normally have already successfully completed:

120 credits at level 1 or above, not less than 90 credits at level 2 or above.

from the modules that contribute to the BA (Hons) Primary Early Years Education (Initial Teacher Education) award for which they are registered.

Following transfer, in order to be eligible for the award of BA (Hons) Studies in Education, students must obtain sufficient credits as stated in the Modular Assessment Regulations 6.14:

A Degree with Honours requires the attainment of 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above.

To achieve this, modules should be selected from those available for use on this award as listed in Section 4 of this programme specification.

Students who transfer to the Default award and decide not to continue for an Honours degree would normally be eligible for an interim award of BA Studies in Education provided that they have attained the following credit requirements:

300 credits at level 0 or above, of which not less than 280 are at level 1 or above, not less than 160 are at level 2 or above and not less than 60 are at level 3 or above.

*Students who are required to withdraw from an Initial Teacher Education degree due to failure of a module where there is no further opportunity to redeem the credit, will normally be permitted to transfer to the Default Award*