



SECTION 1: KEY PROGRAMME DETAILS

This section provides students with key details about their programme.

| PROGRAMME INFORMATION | |
|---|--|
| Final Award Title | BA(Hons) Primary Education (ITE) |
| Default Award Title (Exit Award) | N/A |
| Interim Award Titles (Exit Awards) | Cert HE Primary Education Dip HE Primary Education |
| Awarding Institution | UWE Bristol |
| Teaching Institutions | UWE Bristol Villa College, The Maldives |
| Partner Institutions | Villa College, The Maldives |
| Delivery Locations | UWE Bristol Villa College, The Maldives Schools who work in partnership by offering placements for students |
| Study Abroad / Exchange / Credit Recognition | N/A |
| Faculty Responsible For Programme | Faculty of Arts, Creative Industries and Education |
| Department Responsible For Programme | Education and Childhood |
| Professional Statutory or Regulatory Body (PSRB) Links | The Office for Standards in Education (OFSTED) The Department for Education (DfE) |
| Apprenticeship | N/A |
| Mode of Delivery | FT (attendance) |
| Entry Requirements | The University's Standard Entry Requirements apply with the following additions for UK route: <ul style="list-style-type: none"> • A satisfactory Disclosure and Barring Service (DBS) check • Grade C/4 or above in English Language, Mathematics and Science or equivalent. • A pass in DfE skills tests in numeracy and literacy (for entry up to and including Sept 2019 – for entry from Sept 2020 this is not a requirement) • Physically and mentally fit to teach • Successful interview • Any additions or amendments as required by national policy for recruitment to ITT programmes. |

| PROGRAMME INFORMATION | |
|--------------------------------|---|
| | Tariff points as appropriate for the year of entry - up to date requirements are available through the courses database . |
| For Implementation From | September 2019 |
| Programme Codes | ISIS: X123 (UWE Bristol), X12A (Villa College, The Maldives) UCAS: X123 JACS/HECOS: SLC: |

| PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY | |
|---|---------------|
| First UVP Approval Date | 4 May 2012 |
| Date of Last Revalidation (through Programme Enhancement Review) | 27 March 2019 |
| Next Programme Enhancement Review Date | 2024-25 |

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 Undergraduate BA(Hons) programme is designed to meet the relevant statutory requirements for Initial Teacher Training (ITT) and provide trainees 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 experiences of children, and in making a positive difference to their day-to-day lives and to their life chances. They 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 their practice. 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. 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 students 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 students 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 the students 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 students on this programme to be thinkers and change agents as well as being excellent reflective educators.

2. Educational Aims (c. 4-6 aims)

This programme aims to:

1. Educate new teachers to meet all the standards for Qualified Teacher Status across the Primary age range.
2. Provide students with a rigorous, thorough and evidence-based knowledge and understanding of **learning and teaching theories and practices, and the use of learning environments including digital learning**, and enable them to apply that to their own teaching in a range of contexts.

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

3. Develop students' ability to critically evaluate individual learners and learning opportunities and to use this to plan and teach thoughtfully, creatively and inclusively to support **all pupils in their learning to make good progress**.
4. Facilitate students to become appropriately skilled in **English and mathematics** relevant to their roles as teachers, and to have essential subject and pedagogical knowledge and know how to develop their understanding further across the other Primary Curriculum subjects and additional learning areas.
5. Support students to understand child development and the importance and complexity of the broad and the specific **contexts** of children's lives and how this can impact their wellbeing and their learning.
6. Enable students to understand their role and how this intersects with the role of others in attending to statutory requirements and the welfare and wellbeing of children, including equality legislation, information sharing and **safeguarding**.
7. Support students in attaining the **professional skills and attributes** as detailed in the Teachers' Standards.
8. Promote the use of evidence-based practice, and develop students as teachers who understand how to work as ethical **researchers** who are open to new ways of working.

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

| No. | PO Text |
|-----|--|
| PO1 | Meet all the standards for Qualified Teacher Status. |
| PO2 | Apply and critically evaluate their knowledge and understanding of theories and practices of teaching and learning, and learning environments, including enquiry-based learning and digital learning, to their practice as teachers. |
| PO3 | Devise and implement strategies for supporting all pupils appropriately in their learning to make good progress. |
| PO4 | Evidence appropriate skills in English and mathematics, and knowledge across all areas taught in Primary education in England, and know how to develop their understanding further in subject and pedagogical knowledge. |
| PO5 | Critically analyse issues relating to child development and the broad and specific contexts of children's lives and how these can impact wellbeing and learning. |
| PO6 | Act appropriately and in collaboration with others to protect and support children with reference to statutory requirements and guidance, including equality legislation, information sharing and safeguarding. |
| PO7 | Have the professional skills and attributes as detailed in the Teachers' Standards to enable them to succeed and thrive as teachers. |
| PO8 | Understand how to undertake appropriate and ethically planned research and be able to use research evidence in teaching. |

4. Programme (Learning) Outcomes (POs) Mapping

All modules are compulsory

| Programme Outcomes: | Module No: UTTGPQ-30-1 | Module No: UTTGPM-15-1 | Module No: UTTGPN-15-1 | Module No: UTTGPP-45-1 | Module No: UTTGT6-15-1 | Module No: UTTGTU-30-2 | Module No: UTTGT9-15-2 | Module No: UTTGTN-15-2 | Module No: UTTGTS-30-2 | Module No: UTTGTV-15-2 | Module No: UTTGV3-15-2 | Module No: UTTGVM-30-3 | Module No: UTTGTW-15-3 | Module No: UTTGTX-15-3 | Module No: UTTGVN-30-3 | Module No: UTTGTY-30-3 |
|--|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| PO1: Meet all the standards for Qualified Teacher Status. | x | x | x | x | x | x | x | x | X | X | | X | X | X | X | |
| PO2: Apply their knowledge and understanding of theories and practices of teaching and learning, and learning environments, including digital learning to their practice as teachers. | X | X | X | X | x | x | X | X | X | X | | X | X | X | X | |
| PO3: Have strategies for supporting all pupils appropriately in their learning to make good progress. | x | x | x | x | x | x | x | x | X | X | | X | X | X | X | |
| PO4: Be appropriately skilled in English and mathematics, be knowledgeable across all subjects taught in Primary education in England, and know how to develop their understanding further in subject and pedagogical knowledge. | | x | x | x | x | | x | x | X | X | | | X | X | X | |
| PO5: Critically analyse issues relating to child development and the broad and specific contexts of children's lives and how these can impact wellbeing and learning. | x | | | | | x | | | | X | | X | X | X | X | |

| 4. Programme (Learning) Outcomes (POs) Mapping | | | | | | | | | | | | | | | | | |
|--|---|--|--|--|--|---|--|--|--|--|---|---|---|--|--|---|---|
| PO6: Act appropriately and in collaboration with others to protect and support children with reference to statutory requirements and guidance, including equality legislation, information sharing and safeguarding. | x | | | | | x | | | | | X | X | X | | | X | X |
| PO7: Have the professional skills and attributes as detailed in the Teachers' Standards to enable them to succeed and thrive as teachers. | x | | | | | x | | | | | X | X | X | | | X | X |
| PO8: Understand how to undertake appropriate and ethically planned research and be able to use research evidence in teaching. | | | | | | | | | | | | X | | | | X | X |

PART B: PROGRAMME STRUCTURE – UWE delivery**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: Cert HE Primary Education requires *120 credits* at the appropriate level. Please refer to UWE Academic Regulations for details.

Compulsory modules

| Module Code | Module Title | Level | Credit |
|-------------|---------------------------------|-------|--------|
| UTTGPQ-30-1 | Learners, Learning and Teaching | 4 | 30 |
| UTTGPM-15-1 | Maths 1 | 4 | 15 |
| UTTGN-15-1 | English 1 | 4 | 15 |
| UTTGP-45-1 | Exploring the Curriculum | 4 | 45 |
| UTTGT6-15-1 | Professional Practice | 4 | 15 |

Optional modules

| Module Code | Module title | Level | Credit |
|-------------|--------------|-------|--------|
| N/A | | | |

Year: 2

Interim award: Dip HE Primary Education requires *240 credits* at the appropriate level. Please refer to UWE Academic Regulations for details.

Compulsory modules

| Module Code | Module Title | Level | Credit |
|-------------|---------------------------------|-------|--------|
| UTTGTU-30-2 | Inclusive Teaching and Learning | 5 | 30 |
| UTTGT9-15-2 | Maths 2 | 5 | 15 |
| UTTGTN-15-2 | English 2 | 5 | 15 |
| UTTGTS-30-2 | Cross-curricular Learning | 5 | 30 |
| UTTGTV-15-2 | Professional Practice | 5 | 15 |
| UTTGV3-15-2 | Becoming a Researcher | 5 | 15 |

Optional modules

| Module Code | Module title | Level | Credit |
|-------------|--------------|-------|--------|
| N/A | | | |

Year: 3

Interim award: None

Compulsory modules

| Module Code | Module Title | Level | Credit |
|-------------|------------------------|-------|--------|
| UTTGV-30-3 | Transition to QTS | 6 | 30 |
| UTTGTW-15-3 | Maths and English | 6 | 15 |
| UTTGTX-15-3 | Curriculum Enhancement | 6 | 15 |
| UTTG-30-3 | Professional Practice | 6 | 30 |
| UTTGTY-30-3 | Teacher Researcher | 6 | 30 |

Optional modules

| Module Code | Module title | Level | Credit |
|-------------|--------------|-------|--------|
| N/A | | | |

2. Structure (part-time) N/A

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

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

PART B: PROGRAMME STRUCTURE – Villa College, The Maldives delivery

1. Structure (Full-time)

Year: 1

Interim award: Cert HE Primary Education requires *120 credits* at the appropriate level. Please refer to UWE Academic Regulations for details.

Compulsory modules

| Module Code | Module Title | Level | Credit |
|-------------|---------------------------------|-------|--------|
| UTTGPQ-30-1 | Learners, Learning and Teaching | 4 | 30 |
| UTTGVQ-30-1 | Beginning Professional Practice | 4 | 30 |
| UTTGU4-30-1 | Exploring Play | 4 | 30 |
| UTTGU6-30-1 | Working with all Children | 4 | 30 |

Optional modules

| Module Code | Module title | Level | Credit |
|-------------|--------------|-------|--------|
| N/A | | | |

Year: 2

Interim award: Dip HE Primary Education requires *240 credits* at the appropriate level. Please refer to UWE Academic Regulations for details.

Compulsory modules

| Module Code | Module Title | Level | Credit |
|-------------|---------------------------------|-------|--------|
| UTTGTU-30-2 | Inclusive Teaching and Learning | 5 | 30 |
| UTTGT9-15-2 | Maths 2 | 5 | 15 |
| UTTGTN-15-2 | English 2 | 5 | 15 |
| UTTGTS-30-2 | Cross-curricular Learning | 5 | 30 |
| UTTGTV-15-2 | Professional Practice | 5 | 15 |
| UTTGV3-15-2 | Becoming a Researcher | 5 | 15 |

Optional modules

| Module Code | Module title | Level | Credit |
|-------------|--------------|-------|--------|
| N/A | | | |

Year: 3

Interim award: None

| Compulsory modules | | | |
|---------------------------|------------------------|--------------|---------------|
| Module Code | Module Title | Level | Credit |
| UTTGVN-30-3 | Transition to QTS | 6 | 30 |
| UTTGTW-15-3 | Maths and English | 6 | 15 |
| UTTGTX-15-3 | Curriculum Enhancement | 6 | 15 |
| UTTGVN-30-3 | Professional Practice | 6 | 30 |
| UTTGTY-30-3 | Teacher Reseacher | 6 | 30 |
| | | | |
| Optional modules | | | |
| Module Code | Module title | Level | Credit |
| N/A | | | |

PART C: HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR) SYNOPSIS

Graduates of Primary Education will be able to demonstrate knowledge and understanding of this age phase of teaching. This will encompass the Every Child Matters agendas and include the outcomes for all children and the promotion of their well being.

Graduates will be able to demonstrate a developed knowledge of combining some subject areas appropriate to teaching the National Curriculum in primary schools. They will have the capability to adopt an ethical stance in relation to their practices.

Graduates will be able to show an understanding of the significance of contextual factors and values related to Primary Education, as well as the significance of issues of equality, diversity, inclusion and social justice.

These graduates will be able to think critically, make informed judgements and adapt their thinking to new situations. They will be able to utilise reflection in the learning process and analyse, evaluate and synthesise information and ideas. They will also be able to utilise ideas in the development of a line of argument and integrate new principles and understandings.

Graduates on the UK route will be able to meet the requirements for the recommendation of qualified teacher status as set out by the Secretary of State in Qualifying to Teach (2007). They will be able to demonstrate the common core of competencies for all professionals working with children and to work effectively within the ECM agendas.

Graduates will have shown during this degree that they are able to develop and demonstrate (as appropriate) a critical, reflective and effective orientation to their practices. In addition they will be able to identify relevant theoretical, professional and/or research based sources and use these appropriately in study and professional practice.

They will be able to plan and conduct research or enquiry in a systematic way using primary and/or secondary sources. They will also be able to identify, justify and evaluate changed courses of action as a result of enquiry or study.

Furthermore graduates will be able to organise and present ideas and information coherently and in a scholarly fashion. They will be able to communicate effectively, including the capacity to communicate the processes and outcomes of their learning. Graduates will have demonstrated effective use of ICT. They will be able to work effectively in collaboration with others, as well as independently, and be a self-motivated learner.

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. This programme has been designed to embed the principles, knowledge, application and skills outlined in the UK Quality Code for Higher Education's subject benchmark statement for Education Studies. 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.

PART E: REGULATIONS

A: Approved to [University Regulations and Procedures](#)