



Programme Specification

Primary Education (ITE) [Sep][FT][Frenchay][3yrs]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Primary Education (ITE) [Sep][FT][Frenchay][3yrs]

Highest award: BA (Hons) Primary Education (ITE)

Interim award: DipHE Primary Education

Interim award: CertHE Primary Education

Awarding institution: UWE Bristol

Affiliated institutions: Not applicable

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

Department responsible for the programme: ACE Dept of Education and Childhood, Faculty of Arts Creative Industries & Education

Contributing departments: Not applicable

Professional, statutory or regulatory bodies:

Office for Standards in Education, Children's Services and Skills (Ofsted)

Apprenticeship: Not applicable

Mode of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website

For implementation from: 01 September 2020

Programme code: X123-SEP-FT-FR-X123

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: 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.

Educational 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.
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.

Programme Learning Outcomes:

Programme Learning Outcomes

- 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.

Part B: Programme Structure**Year 1**

The student must take 120 credits from the modules in Year 1.

Year 1 Compulsory Module Choice

Students must take one of the following modules. UTTGWR-15-1 may be taken instead of UTTGT6-15-1 for students transferring to another education degree.

Module Code	Module Title	Credit
UTTGWR-15-1	Guided Studies 2020-21	15
UTTGT6-15-1	Professional Practice 1 2020-21	15

Year 1 Compulsory Modules

The student must take 105 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTTGNP-15-1	English 1 2020-21	15
UTTGP-45-1	Exploring the Curriculum 2020-21	45
UTTGPQ-30-1	Learners, Learning and Teaching 2020-21	30
UTTGPM-15-1	Maths 1 2020-21	15

Year 2

The student must take 120 credits from the modules in Year 2.

Year 2 Compulsory Module Choice

Student must select one of the following modules. UTTG5S-15-2 can be completed instead of UTTGTV for students transferring to another education degree.

Module Code	Module Title	Credit
UTTG5S-15-2	Guided Studies 2021-22	15
UTTGTV-15-2	Professional Practice 2 2021-22	15

Year 2 Compulsory Modules

The student must take 105 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTTGV3-15-2	Becoming a Researcher 2021-22	15
UTTGTS-30-2	Cross-curricular Learning 2021-22	30
UTTGTN-15-2	English 2 2021-22	15
UTTGTU-30-2	Inclusive Teaching and Learning 2021-22	30
UTTGT9-15-2	Maths 2 2021-22	15

Year 3

The student must take 120 credits from the modules in Year 3.

Year 3 Compulsory Module Choice

Students must take one of the following modules. UTTGRY-30-3 may be taken in stead of UTTGVN-30-3 for students transferring to the BA(Hons) Studies in Education.

Module Code	Module Title	Credit
UTTGRY-30-3	Guided Studies 2022-23	30
UTTGVN-30-3	Professional Practice 3 2022-23	30

Year 3 Compulsory Modules

The student must take 90 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTTGTX-15-3	Curriculum Enhancement 2022-23	15
UTTGTW-15-3	Maths and English 2022-23	15
UTTGTY-30-3	Teacher Researcher 2022-23	30
UTTGVM-30-3	Transition to QTS 2022-23	30

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

Approved to University Regulations and Procedures