



## **Programme Specification**

### **Primary Education (ITE) [Jan][FT][Villa][3yrs]**

Version: 2020-21, v1.2, 24 Jun 2021

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Primary Education (ITE) [Jan][FT][Villa][3yrs]

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

**Interim award:** DipHE Primary Education

**Interim award:** CertHE Primary Education

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Villa College

**Teaching institutions:** Villa College

**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 January 2020

**Programme code:** X12A-JAN-FT-VC-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 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.

**Educational Aims:** 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.

### **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 Modules**

The student must take 120 credits from the modules in Compulsory Modules.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTGV3-30-1	Beginning Professional Practice 2020-21	30
UTTGU4-30-1	Exploring Play 2020-21	30
UTTGPQ-30-1	Learners, Learning and Teaching 2020-21	30
UTTGU6-30-1	Working with all Children 2020-21	30

**Year 2**

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

**Year 2 Compulsory Modules**

The student must take 120 credits from the modules in Compulsory Modules.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
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
UTTGTV-15-2	Professional Practice 2 2021-22	15

**Year 3**

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

**Year 3 Compulsory Modules**

The student must take 120 credits from the modules in Compulsory Modules.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTGTX-15-3	Curriculum Enhancement 2022-23	15

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UTTGTW-15-3	Maths and English 2022-23	15
UTTGVN-30-3	Professional Practice 3 2022-23	30
UTTGTY-30-3	Teacher Researcher 2022-23	30
UTTGVM-30-3	Transition to QTS 2022-23	30

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### **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

