



## **Programme Specification**

### **Primary with Qualified Teacher Status {School-based} [Frenchay]**

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Primary with Qualified Teacher Status {School-based} [Frenchay]

**Highest award:** ProfGCE Primary with Qualified Teacher Status

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** Yes

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CHSS School of Education and Childhood, College of Health, Science & Society

**Professional, statutory or regulatory bodies:** Not applicable

**Modes of delivery:** Distance with attendance 1yrs, Distance with attendance 2yrs

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

**For implementation from:** 01 April 2025

**Programme code:** X73M12

## Section 2: Programme Overview, Aims and Learning Outcomes

### Part A: Programme Overview, Aims and Learning Outcomes

**Overview:** This Professional Graduate Certificate in Education is for trainees who have not succeeded in the Level 7 module/s in the equivalent Postgraduate

Certificate in Education and who would like to transfer to this Level 6 award. Both programmes lead to Qualified Teacher Status (QTS); the difference is in the level of the academic element of the award.

This programme is for students who are already school based as part of an existing or new voluntary placement, or employment arrangement. Students will also need to gain experience in an alternative school as required by the Department for Education. This three-way partnership between the university, the schools and the student is critical to this programme and our overarching provision.

This programme meets the statutory requirements for Initial Teacher Training (ITT). A substantial portion of training takes place in practice, including intensive, training and practice days. Graduates meet the Teachers' Standards at an appropriate level for a trainee teacher and are recommended for the award of Qualified Teacher Status (QTS). The QTS element of the programme is designed with, and approved and assured by, our accredited partner Sheffield Hallam University.

Trainees train to teach children in the Primary age range 5-11. The programme is delivered in partnership between the University and 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 transformational teachers who can play their part in enhancing the educational experiences of children, and making a positive difference to their day-to-day lives and their life chances.

Trainees are 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. Trainees 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 develop teachers with a high level of professional competence, and brings together both academic and professional learning to do this.

We ensure trainees 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 trainees 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 trainee teachers 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 trainees on this programme to be thinkers and change agents as well as being excellent reflective educators.

The academic content of the programme covers all the core content necessary to meet the requirements for QTS as well as:

- wider study of issues in education
- understanding of regional contexts
- development as evidence-informed professionals.

These strands are interwoven throughout all aspects of the programme including the practice element.

**Features of the programme:** Applicants must be in a voluntary or employed role in school which will enable them to undertake the required teaching practice as specified by the DfE, and in agreement with UWE in advance of starting the course. This will include some time spent in an alternative placement setting to ensure a variety of teaching experience. The settings involved will need to be fully supportive of students' engagement with and progression through the programme.

This ProfGCE Primary programme enables graduates to train and qualify as primary teachers (5-11). Sheffield Hallam University are UWE's accreditation partner for the elements of the course that comprise the formal requirements for QTS.

Trainees on the programme are based in school throughout, with taught and supervisory university elements delivered online.

**Educational Aims:** Enable trainees to meet all the statutory requirements to become a qualified teacher in England

Support trainees' understanding of professional and legal requirements of teachers, and development of professional behaviours, skills, and responsibilities of teachers, including issues around safeguarding, children's wellbeing, equality, information sharing, and working with other adults, as well as managing their time, their own wellbeing, resilience and agency, and identifying their ongoing development needs and how to meet these.

Develop trainees' awareness of values positions, including their own, and support trainees to develop effective classroom management strategies, high expectations, good communication skills, the ability to build respectful, positive, relationships with children and adults, and an understanding of the importance of these for engaging, motivational, values-based teaching.

Support trainees to understand and apply key concepts, curriculum and subject specific pedagogical knowledge and approaches in relevant phases and subject areas, and to be able to develop these to devise effective, creative plans to meet all learners' needs and to make connections beyond the curriculum.

Facilitate trainees to understand key features of child/adolescent development, the impact of the contexts of their lives, diverse needs, and how to use this to support learners' social, emotional and academic development.

Develop trainees' critical, evidence-based understanding of theories and practices of learning and teaching, including planning, delivering, assessing and evaluating practice, inclusive approaches, adaptive teaching, and dialogic teaching, to support all learners to make good progress.

Enable trainees to apply their knowledge, understanding, skills and empathy to their

own practice as reflective, creative, future-facing teachers and to critically evaluate the educational impact of their pedagogic choices on learners.

Provide opportunities for trainees to engage with wider debates in education, including policy and comparative studies.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

- PO1. Evidence all the statutory requirements to become a qualified teacher in England and understand the importance of continuing professional development.
- PO2. Evidence a systematic knowledge and critical understanding of the professional requirements of a teacher, acting within statutory frameworks and legal responsibilities, including as these apply to safeguarding, children's wellbeing, equality, information sharing, and working with other adults, and apply professional behaviours, skills including independence, initiative and personal responsibility.
- PO3. Demonstrate an understanding of the importance of, and how to achieve effective classroom management, high expectations, positive engagement and motivation, and respectful, ethical, positive relationships with children and adults, underpinned by a critical exploration of communication approaches, value positions and their impact.
- PO4. Understand and apply key concepts, curriculum and subject specific pedagogical approaches in relevant phases and subject areas, and develop these to devise effective, creative plans to meet all learners' needs and to make connections beyond the curriculum.
- PO5. Evidence critical engagement with issues relating to diverse needs, the contexts of children's lives and the impact these have, and use this to support learners' social, emotional and academic development.
- PO6. Critically evaluate theories, research and practices of learning and teaching, including planning, delivering, assessing and evaluating practice, inclusive approaches, and adaptive teaching, including dialogic teaching, to support all learners to make good progress and to inform evidence-based classroom practice.

PO7. Apply their knowledge, understanding, skills and empathy to their own practice as reflective, creative, future-facing teachers and critically evaluate the educational impact of their pedagogic choices on learners.

**Assessment strategy:** Programmatic by Design

Trainees are assessed through a variety of methodologies, including both formative and summative assessment. The assessment process is underpinned by a spiral curriculum enabling skills and knowledge to be reflected upon and deepened. Skills and knowledge taught on academic modules are put into practice in their educational settings - assessment evaluates the trainees' level of competencies in translating pedagogical, learning and leadership theories in practice.

Practice-led and research-informed

Assessments are designed to enable trainees to critically reflect on their teaching approaches. This is aligned to current educational research alongside a focus on the development of early reading and maths. Trainees are required to demonstrate their progress by drawing on their professional placements explicitly, including feedback from key stakeholders, in their assessments.

Scholarly and evidence-based

Assessments are designed to evaluate a range of professional skills and knowledge to reflect the demands of a teacher. Critical self-reflection on one's development as a trainee and the impact this has on the learning and development of the children is key. Learning enables trainees to develop their written and presentation skills, research skills and professional reflection.

Inclusive and sustainable

Inclusivity and sustainability is at the heart of our provision and is reflected in the programme's approach to teaching and assessment. The variety of assessment methods is aimed at developing the learning attributes of trainees and tutor and mentor support scaffolds the assessment process. There is an emphasis on formative feedback and regular target-setting. Assessment includes a focus on values and beliefs and a critical awareness of how this impacts teaching practice.

## Graduate attribute enabling

Professional teaching placements provide significant opportunity for trainees to demonstrate their work-based skills and competencies. Trainees evidence these skills through their observed teaching practice.

**Student support:** Additional professional training opportunities may be offered as appropriate. Further details will be included in the programme handbook.

**Part B: Programme Structure****Year 1**

Full time students complete 90 credits in Year 1.

Part time students complete 45 credits in Year 1.

**Year 1 Compulsory Modules (Full time)**

Full time students complete 30 credits from the modules on Compulsory Modules (Full time).

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTH3A-15-3	Professional Practice A (QTS) 2024-25	15
UTTGYS-15-3	Professional Practice B (QTS) 2024-25	15

**Year 1 Compulsory Modules (Part time)**

Part time students take 15 credits from the modules in Compulsory Modules (Part time)

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTH3A-15-3	Professional Practice A (QTS) 2024-25	15

**Year 1 Optional Modules (Part time)**

Part time students complete 30 credits from Optional Modules (Part time).

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
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UTTH38-30-3	Curriculum, Pedagogy and Practice 2024-25	30
UTTH3P-30-M	Curriculum, Pedagogy and Practice (Early Years and/or Primary) {School-based} 2024-25	30

### Year 1 Optional Modules A (Full time)

Full time students must take 30 credits from the modules in Optional Modules A.

Module Code	Module Title	Credit
UTTH3N-30-M	Becoming a Transformational Teacher (Early Years and/or Primary) {School-based} 2024-25	30
UTTH37-30-3	Becoming a Transformational Teacher 2024-25	30

### Year 1 Optional Modules B (Full time)

Full time students take 30 credits from the modules in Optional Modules B (Full time)

Module Code	Module Title	Credit
UTTH3P-30-M	Curriculum, Pedagogy and Practice (Early Years and/or Primary) {School-based} 2024-25	30
UTTH38-30-3	Curriculum, Pedagogy and Practice 2024-25	30

### Year 2

Part time students complete 45 credits in Year 2.

### Year 2 Compulsory Modules (Part time)

Part time students take 15 credits from the modules in Compulsory Modules (Part time)

Module Code	Module Title	Credit
UTTGYS-15-3	Professional Practice B (QTS) 2025-26	15

**Year 2 Optional Modules (Part time)**

Part time students take 30 credits from Optional Modules (Part time).

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTH37-30-3	Becoming a Transformational Teacher 2025-26	30
UTTH3N-30-M	Becoming a Transformational Teacher (Early Years and/or Primary) {School- based} 2025-26	30

**Part C: Higher Education Achievement Record (HEAR) Synopsis**

The programme is designed to prepare trainee teachers for a rewarding career in education. This course is designed to develop the skills and confidence needed to achieve Qualified Teacher Status (QTS) and teach children aged 5-11 years across the primary age phase.

This programme is underpinned by a commitment to training teachers who can play their part in transforming the educational experiences of children, and make a positive difference to their day-to-day lives and life chances. As well as being skilled classroom practitioners, trainees will understand the significance of the context of learner's lives and the policy and social context of education. Key features of this programme are working collaboratively with professional partners, children and parents/carers, evidence-informed practice, reflexivity and creativity.

**Part D: External Reference Points and Benchmarks**

This programme has been designed to meet the requirements of Qualified Teacher Status and makes explicit reference to the Teachers' Standards.

Successful completion of the programme leads to recommendation for Qualified Teacher Status. Sheffield Hallam University is UWE's accreditation partner for the elements of the course that comprise the formal requirements for QTS.

This programme is also informed by the QAA benchmarks for Education Studies as part of the broader aims of the programme.

Programme delivery will also be informed by the Sustainable Development Goals.  
This programme is subject to inspection by Ofsted.

**Part E: Regulations**

Approved to University Regulations and Procedures: Academic regulations and procedures - Academic information | UWE Bristol