

## Programme Specification

### PART 1

#### Section 1: Basic Data

<b>Awarding institution/body</b>	UWE
<b>Teaching institution</b>	UWE and Partner Placements (Schools, Early Years Settings and other Educational Establishments)
<b>Faculty responsible for programme</b>	Social Sciences and Humanities
<b>Programme accredited by</b>	UWE (UWE is an accredited provider of TDA funded programmes)
<b>Highest award title</b>	BA (Hons) Primary Education (Initial Teacher Education)
<b>Default award title</b>	BA (Hons) Studies in Education
<b>Interim award title</b>	BA Primary Education Dip HE Primary Education Cert HE Primary Education
<b>Modular Scheme title (if different)</b>	Education
<b>UCAS code (or other coding system if relevant)</b>	X123
<b>Relevant QAA subject benchmarking group(s)</b>	Education Studies
<b>On-going</b>	
<b>Valid from (insert date if appropriate)</b>	September 2007
<b>Authorised by...</b>	<b>Date:...</b>
<b>Version Code</b>	
3	
<p>For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications</p>	

## **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 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 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 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 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).
- 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).

### 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 their chosen area of study and age specialism
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 National Curriculum in maintained primary schools
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 school. 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 of the subject and their age specialism, 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

### **B Intellectual Skills**

1. Ability to think critically
2. Ability to utilise reflection in the learning process
3. Ability to analyse, evaluate and synthesise information and ideas
4. Ability to utilise ideas in the development of a line of argument
5. Ability to make informed judgements
6. Ability to adapt thinking to new situations
7. Ability to integrate new principles and understandings

### **Teaching/learning methods and strategies**

*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.*

### **Assessment**

*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*

## C Subject, Professional and Practical Skills

### C Subject/Professional/Practical Skills

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).
2. Ability to demonstrate the common core of competencies for all professionals working with children and to work effectively within the ECM agendas.
3. Ability to develop and demonstrate (as appropriate) a critical, reflective and effective orientation to their practices
4. Ability to identify relevant theoretical, professional and/or research based sources and use these appropriately in study and/or professional practice
5. Ability to plan and/or conduct research or enquiry in a systematic way using primary and/or secondary sources
6. Ability to identify, justify and evaluate changed courses of action as a result of enquiry or study

### Teaching/learning methods and strategies

*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 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*

### Assessment

*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*

## 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*

BA (Hons) Primary Education (Initial Teacher Education)

ENTRY



level 1	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UTTGLB-20-1, Graduate Development and Professional Studies 1 – Becoming a Learner</li> <li>• UTTGLC-10-1, Engagement with Mathematical Enquiry</li> <li>• UTTGLE-15-1, Engaging with Meaning: English with ICT</li> <li>• UTTGLD-15-1, Engaging in Scientific Enquiry and Developing Design and Technology</li> <li>• UTTGLF-10-1, Engaging in Physical Education</li> <li>• UTTGF4-20-1, Engaging in Professional Practice – Professional Practice 1</li> <li>• UTTGF5-10-1, Introduction to Advanced Professional Studies: a classroom called Bristol</li> </ul> <p>Students must elect one of the following subject areas: Art &amp; Design, English, Humanities or Science. They will then complete one of the following modules:</p> <p><b>Art:</b> UTTGF7-20-1, Art &amp; Design 1</p> <p><b>English:</b> UTTGF6-20-1, What is English</p> <p><b>Humanities:</b> UTTGF8-20-1, Investigating People, Places and Change 1</p> <p><b>Science:</b> UTTGF9-20-1, Science, the Media and Society</p>	<p><b>Optional modules</b></p> <p>No Optional modules</p>	<p><b>Interim Awards:</b></p> <p>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></p> <p>No core modules</p>		

<b>Level 2</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UTTGLM-10-2, Extending School Experience Teaching - Professional Practice 2</li> <li>• UTTGM4-10-2, Graduate Development &amp; Professional Studies 2 – Becoming an Inclusive Professional (2007/2008 only)</li> <li>• UTTGLL-10-2, Graduate Development &amp; Professional Studies 2 –Becoming an Inclusive Professional (from 2008/2009)</li> <li>• UTTGFG-20-2, Creative Teaching: Professional Practice 3</li> <li>• UTTGLN-20-2, Creativity in the arts: English, music, art and design</li> <li>• UTTGLP-20-2, Creativity across the core: Mathematics, Science, Design and Technology</li> <li>• UTTGLQ-20-2, Actions Past, Present and Future: life learning from the humanities and ICT</li> </ul> <p>Students will also take one of the following groups of modules, depending on their choice of subject area:</p> <p><b>Art:</b>          UTTGFL-20-2, Art &amp; Design 2</p> <p><b>English</b>          UTTGFK-10-2, Narratives of Childhood.          and          UTTGFP-10-2, Non-fiction: Communicating the Facts?</p> <p><b>Humanities:</b>          UTTGFM-10-2, Investigating People, Places and Change 2          and          UTTGFR-10-2, Landscape Change and People</p> <p><b>Science:</b>          UTTGFN-10-2, Technology in Science Education          and          UTTGFS-10-2, Science, Sustainability and the Environment</p> <p><b>Core modules</b>          No core modules</p>	<p><b>Additional Module</b>          UTTGEK-20-2, Social and Educational Policy Relating to Disadvantaged Communities: A European Perspective          Additional module open to students engaged in School European Exchange programmes/ Erasmus students</p> <p><b>Optional modules (Default Award only)</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> <li>• UTTGKC-30-2: Independent Contemporary Educational Studies</li> <li>• UTTGKC-40-2: Independent Contemporary Educational Studies</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>
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<b>Level 3</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UTTGFY-20-3 The Teacher-Researcher</li> <li>• UTTGLU-20-3 Graduate Development and Professional Studies 3: Becoming a Teacher</li> <li>• UTTGFU-15-3, Mathematics with ICT for all (Primary)</li> <li>• UTTGLV-15-3, English: Meeting the needs of all pupils</li> <li>• UTTGLW-10-3, Science and Technology for all</li> <li>• UTTGFX-30-3, Professional Practice 4</li> </ul> <p>Students will also take one of the following modules, depending on their choice of subject area:</p> <p><b>Art:</b> UTTGFQ-10-3, Artist-teacher</p> <p><b>English:</b> UTTGG6-10-3, Multiliteracies</p> <p><b>Humanities:</b> UTTGG8-10-3, Global Perspectives for Change and Development</p> <p><b>Science:</b> UTTGG9-10-3, The Brain, Learning and Communicating Science</p>	<p><b>Optional Modules (Default Award only)</b></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> <li>• UTTGKC-30-3: Independent Contemporary Educational Studies</li> <li>• UTTGKC-40-3: Independent Contemporary Educational Studies</li> <li>• UTTG5Y-10-3 Modern Children's Literature</li> <li>• UTTGE5-20-3 Pedagogies and Practices for Inclusivity</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>Core modules</b></p> <p>No core modules</p>	<ul style="list-style-type: none"> <li>• UTTGE3-20-3 Education and Training Policies for Social Regeneration in Europe and the Wider World</li> <li>• UTTGDU-40-3 Current Issues in Primary Education</li> <li>• UTTGE4-20-3 Critical Theory and Education</li> <li>• UTTGDV-20-3 Arts, Community and Education</li> </ul>	<p><b>Awards:</b></p> <ul style="list-style-type: none"> <li>• Target/highest: BA (Hons) Primary 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>

→ CONFIRMATION OF AWARD

**BA (Hons) Primary Education (Initial Teacher Education) 2007 Revision –  
Academic Year 2007/2008**

	Autumn	Credit	Spring	Credit	Summer	Credit	Total
Y E A R 1	UTTGF4-20-1, 10 days BSE + SSE -----		---SSE (11 days)----- One module from		SSE + BSE (18) days_	20	20
	UTTGF5-10-1 Introduction to APS	10	UTTGF6-20-1 UTTGF7-20-1 UTTGF8-20-1 UTTGF9-20-1	20			30
	UTTGLC-10-1, Maths	10	UTTGLE-15-1, English	15	UTTGLD-15-1, Science	15	40
	UTTGLB-20-1, GDPS		----- UTTGLF--10-1, PE	10	-----	20	20
	Credit Total	20		45		55	120
Y E A R 2	UTTGLM-10-2, BSE 18 days	10			UTTGFG-20-2, BSE 23 days	20	30
	Choice of UTTGFK-10-2 UTTGF L-20-2..... UTTGF M-10-2 UTTGF N-10-2	10	Choice of UTTGF P-10-2 ..... UTTGF R-10-2 UTTGF S-10-2	10			20
	UTTGLN-20-2, Creativity in the Arts	20	UTTGLP-20-2-2, Creativity across the core	20	UTTGLQ-20-2Actions Past, Present and Future	20	60
	UTTGM4-10-2, GDPS (transition module)		-----		-----	10	10
	Credit Total	40		30		50	120
Y E A R 3			UTTGF X-30-3 40 days-----	30			30
	Choice of UTTGG6-10-3 UTTGFQ-10-3 UTTGG8-10-3 UTTGG9-10-3	10			UTTGFY-20-3 The teacher-researcher	20	30
	UTTGFU-15-3 Mathematics UTTGLV-15-3 English UTTGLW-10-3 Science	40					40
	UTTGLU--20-3, GPS-		-----GDPS -----		----- GDPS -----	20	20
	Credit Total	50		30		40	120

**BA (Hons) Primary Education (Initial Teacher Education) 2007 Revision –  
Academic Year 2008/2009**

	Autumn	Credit	Spring	Credit	Summer	Credit	Total
Y E A R 1	UTTGF4-20-1, 10 days BSE + SSE -----		---SSE (11 days)----- One module from		SSE + BSE (18) days_	20	20
	UTTGF5-10-1 Introduction to APS	10	UTTGF6-20-1 UTTGF7-20-1 UTTGF8-20-1 UTTGF9-20-1	20			30
	UTTGLC-10-1, Maths	10	UTTGLE-15-1, English	15	UTTGLD-15-1, Science	15	40
	UTTGLB-20-1, GDPS		-----		-----	20	20
			UTTGLF--10-1, PE	10			10
	Credit Total	20		45		55	120
Y E A R 2	UTTGLM-10-2, BSE 18 days	10			UTTGFG-20-2, BSE 23 days	20	30
	Choice of UTTGFK-10-2 UTTGF L-20-2..... UTTGF M-10-2 UTTGF N-10-2	10	Choice of UTTGF P-10-2 ..... UTTGF R-10-2 UTTGF S-10-2	10			20
	UTTGLN-20-2, Creativity in the Arts	20	UTTGLP-20-2-2, Creativity across the core	20	UTTGLQ-20-2Actions Past, Present and Future	20	60
	UTTGLL-10-2, GDPS		-----		-----	10	10
	Credit Total	40		30		50	120
Y E A R 3			UTTGF X-30-3 40 days-----	30			30
	Choice of UTTGG6-10-3 UTTGFQ-10-3 UTTGG8-10-3 UTTGG9-10-3	10			UTTGFY-20-3 The teacher-researcher	20	30
	UTTGFU-15-3 Mathematics UTTGLV-15-3 English UTTGLW-10-3 Science	40					40
	UTTGLU--20-3, GPS-		-----GDPS -----		----- GDPS -----	20	20
	Credit Total	50		30		40	120

## Section 5: Entry requirements

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

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

#### **1. GCSE**

Grade C or above in 5 subjects to include English Language, Mathematics and a Science subject, and either

##### **a. A Level**

Tariff points normally 200 - 260.

or

##### **b. BTEC Diploma**

3M - 5M

or

##### **c. AVCE**

Merit overall

or

#### **2. Access**

Appropriate to Initial Teacher Training.

or

#### **3. Baccalaureate**

EB 60% - 64%, IB 24%.

or

#### **4. Irish Highers**

BCC.

or

#### **5. Scottish Highers**

BCC.

### **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 (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 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 will normally be permitted to transfer to the Default Award

## **Section 6: Assessment Regulations**

a) **MAR**      **The programme will comply with MAR 3.1**

## **Section 7: Student learning: distinctive features and support**

The programme of study will be taught in partnership with schools, early years settings and other educational establishments in the region. The School of Education has maintained its strategy with regard to the role of all UWE partnership placements in the professional development of trainees. Thus the substantial transfer of resources to UWE partnership institutions, the continuing development, with them, of clear and specific guidance to trainees and UWE partnership institutions and the tutoring arrangements made by the School of Education have been maintained. It is intended that these arrangements will dovetail with the individual training needs arrangements outlined below to provide a coherent programme of study and of professional development for all those associated with the programme.

The trainees' work in UWE partnership institutions is central to their development of standards related to teaching and contributes to the development of their understanding of the professional code of the General Teaching Council and relevant knowledge and understanding. Thus the emphasis in the assessments made in UWE partnership institutions is on the demonstration of these standards in professional practice. The School of Education is committed to providing, through UWE partnership institutions, a range of placements providing experience of a diversity of teaching and learning contexts. Given the centrality of professional practice modules to the programme they are kept under constant review.

The programme of study is intended to be responsive to individual training needs and this is offered through a range of strategies. Monitoring and auditing of students subject knowledge is regular and incremental throughout the programme. This particularly includes formal audits of subject knowledge in the core subjects of English, Science, Maths and ICT. The School of Education supports each student in the monitoring and auditing, sufficient to teach, of their subject knowledge and understanding of the primary curriculum, aims and values and professional practice. The School of Education will ensure relevant details of student profiles, in the form of their personal progress and achievement files, are shared with UWE partnership institutions and that students are given guidance with regard to their development of professional standards. Partners in professional settings are expected to use information in the profile to personalise the training the student receives on practice. Students are required to include their own self evaluations of their progress as part of their assessment of their learning. It is a characteristic of teaching and learning in the School that the teaching of the module learning outcomes is responsive to student prior learning, understanding and concerns.

The programme of study has a particular focus on creativity, diversity and inclusion, including a cross curricula approach, in accord with 'Excellence and Enjoyment' (PNS 2003). The importance of playful learning and active first hand experiences is prioritised and the key transition points between age phases for children examined.

During their first module introducing them to advanced professional studies students are asked to elect their first and second choices for specialism. All students are allocated to either their first or second choice of specialism according to the demands on allocation of spaces. Their A level equivalent profile is taken into account when making this allocation.

The undergraduate student will follow a programme of facilitated learning in accordance with the universities graduate development programme. The students' scholarly activity will be supported by the adoption of the universities reading strategy at each level.

The School of Education educates and trains teachers to work across Key Stage One and Key Stage Two (Primary) in accordance with the requirements of 2007. They are able to teach the primary core curriculum independently and all of the curriculum with advice from an experienced colleague where appropriate which is reflected in the focus of specific modules. Learning outcomes for modules associated with the National Curriculum for Primary Schools focus on primary key stages. The modules are associated with knowledge and understanding required to teach the following:

- history and geography through modules on teaching the humanities;
- physical education specific module;
- ICT in relation to the core through core and foundation subject modules as a separate subject as a distinct part of a module and to support students' wider professional role;
- art and design through a module on the creative arts;
- design and technology through the subject specific focus associated with core science modules;
- performing arts – music through creative arts module , drama through relevant English module, dance as part of the PE module;
- RE has a specific focus within a module.

The approach to assessment is premised on providing students with appropriate opportunities to demonstrate their knowledge, understanding and pedagogical knowledge in action. Thus the assessments are intended to provide experience of a range of forms of assessment including those that draw on their professional work in UWE partnership institutions as a controlled condition at Level One. By Level Three a diversity of assessment modes is employed with a particular emphasis on facilitating study of a topic in depth.

The School of Education enjoys the privilege of a purpose-built building on the Frenchay campus that is designed to meet the School's teaching and learning requirements. All teaching rooms are well equipped and furnished and allow a diversity of resources for learning to be employed. Specialist accommodation is provided for a range of subject and curriculum specialisms and there are two phase related teaching 'bases' located in a School resource area which also supports the resource needs of students on placement. The new building also enjoys a range of ICT suites supported by and located next to the School of Education based centre for ICT. The UWEOnline is open to students and provides them with an educational websites directory portal, an ICT skills audit, ICT skills guidance and electronic discussion fora.

Frenchay Campus facilitates student access to the learning support provided centrally by the University. Students have direct access to a broad range of texts of relevance to education and to an extensive journal collection. The services offered by the Centre for Student Affairs are always responsive to needs of students on placement. Students have direct access to the University Disability Resource Centre and a School of Education Disability Officer. The University Student Handbook provides details of available financial support and of Student Welfare Services. The School provides specific support through its group tutor arrangements, ensuring that one tutor has a regular teaching responsibility with a fixed group of students during each academic year, and through its personal tutoring arrangements, ensuring that each student has a personal academic tutor allocated to them for the duration of their course and whom they may use as a first

contact for any matter of individual concern. The School of Education Student Advisor, working to the administrative officer for examinations and assessment, supports students with regard to regulatory matters, welfare matters, and matters related to late work and extenuating circumstances. The University Central Careers Service works closely with the School of Education in advising students on seeking employment. It also gathers employment statistics on an annual basis. The School works with the service to publicise education specific events to students in their QTS year.

## Section 8 Reference points/benchmarks

- QTS Standards 2007  
All the standards are underpinned by the five key outcomes for children and young people identified in Every Child Matters and the six areas of the Common core of skills and knowledge for the children's workforce. The work of practising teachers should be informed by an awareness, appropriate to their level of experience and responsibility, of legislation concerning the development and well-being of children and young people expressed in the Children Act 2004, the Disability Discrimination Acts 1995 and 2005 and relevant associated equality duty and guidance, the special educational needs provisions in the Education Act 1996 and the associated Special educational needs code of practice (DfES 2001), the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000, associated Race Equality Duty, and the guidance Safeguarding children in education (DfES 2004).
- Subject benchmarks (QAA Unit)  
The programme is explicitly designed to meet the QAA benchmarks for Education Studies as demonstrated in Section 3 of this specification.  
The programme is compliant with the requirements for Initial Teacher Training and makes explicit reference to the Secretary of State's Standards for Qualified Teacher Status (2007)
- University and School teaching and learning policies: The programme has been developed in the context of the University policies on teaching and learning and explicitly meets the requirements set out therein. The focus on an approach to pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the School Statement of Pedagogic Principle
- Staff research projects:  
The expectations for the award of a qualification in the QAA Education Studies area and the Secretary of State's Revised Standards for Qualified Teacher Status (2007) have been central to the development of this programme specification. Staff research interests do, however, inform learning and teaching and syllabus content.

School of Education staff are involved in research related to both substantive and methodological fields, some examples of which include:

- gender studies and in particular male primary teachers and the education of boys;
- citizenship and education for democracy;
- research in areas of social deprivation with South Gloucestershire into implementation of Primary languages in schools;
- the educational use of ICT;
- classroom discourse and pedagogy including moral and spiritual education and the operation of the National Strategies in diverse school and classroom contexts;
- international dimensions to teaching and teacher education, behaviour, inclusion and international collaboration;
- school inspection;
- ESRC approved centre.

- Employer interaction/feedback:  
Learning and teaching in Initial Teacher Education is carried out in partnership with primary schools, early years settings and other educational institutions in the region. Thus regular



interaction with employers occurs at Programme management level, through regular training visits to UWE partnership institutions in which students are placed and through their involvement in the design and validation of programmes. Colleagues from partnership settings advised the School of Education during the redesign stage and in the validation process. Partnership schools and settings have a crucial role to play in ensuring the programme meets the requirements as laid down by the Secretary of State's Standards 2007. This is reflected in the partnership agreement.

Programmes take account of statistical data issued annually by the TDA regarding Newly Qualified Teachers in schools. The high levels of student feedback on their employment indicates good employability.