



Programme Specification

Studies in Education [Sep][FT][Frenchay][3yrs]

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Contents

Programme Specification.....	1
Section 1: Key Programme Details.....	2
Part A: Programme Information	2
Section 2: Programme Overview, Aims and Learning Outcomes	3
Part A: Programme Overview, Aims and Learning Outcomes	3
Part B: Programme Structure.....	6
Part C: Higher Education Achievement Record (HEAR) Synopsis	9
Part D: External Reference Points and Benchmarks	9
Part E: Regulations	12

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Studies in Education [Sep][FT][Frenchay][3yrs]

Highest award: BA (Hons) Studies in Education

Interim award: BA Studies in Education

Interim award: DipHE Studies in Education

Interim award: CertHE Studies in 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: Not applicable

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 2018

Programme code: X90A-SEP-FT-FR-X90C

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 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.

The programme is underpinned by a commitment to developing outstanding and transformational graduates, with advanced knowledge, understanding and professional skills, and who will have the potential to make a significant difference to the life chances of children. Such professional graduates will be able to use reflection and critical analysis to develop their specialist knowledge and understanding, think critically about and theorise their own practice and engage with a wide range of educational literature, research and other evidence. They will have high personal and professional aspirations and consistently strive for continuous improvement. They will have high expectations and will understand how to reduce barriers to learning. Students completing the programme will recognise that effective teaching is a complex craft that requires ongoing reflection, enquiry, evaluation and re-conceptualisation.

Educational Aims: The programme aims to develop graduates who consistently demonstrate high levels of confidence and competence in relation to standards of personal and professional conduct, as those expected of teachers throughout their careers. It will develop graduates 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:

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

Knowledge and Understanding

- A1. Display a systematic knowledge and thorough understanding of the role of a Primary teacher
- A2. Demonstrate secure subject knowledge for teaching and of the national curriculum requirements and/or other specifications appropriate to the age/phase and ability of those they are trained to teach
- A3. Have a comprehensive understanding of the significance and implications of contextual factors relating to their training and practice
- A4. Understand and demonstrate the values consistent with high standards of personal and professional behaviour
- A5. Demonstrate knowledge and understanding of a range of strategies for teaching; learning; assessing; monitoring children's progress; managing and fostering desirable behaviour
- A6. Understand and demonstrate secure knowledge of the physical, social and intellectual development of children and how that can impact on children's learning at different stages of their education
- A7. Know how to adapt teaching to meet the strengths and needs of all children
- A8. Know and understand the roles of colleagues with specific responsibilities and how and when to draw on specialist support
- A9. Know how to promote high standards of literacy, oracy and numeracy; understand strategies for teaching of early reading, including the use of systematic synthetic phonics, and high quality teaching of early mathematics

Intellectual Skills

- B1. Demonstrate and promote the value of scholarship
- B2. Analyse and think critically about existing knowledge frameworks and concepts

- B3. Engage in self-critical reflection on own learning leading to purposeful target setting
- B4. Reflect on, analyse and evaluate practice in classrooms/early years' settings
- B5. Adopt an ethical stance in relation to justifying and evaluating practice
- B6. Develop informed lines of argument drawing on different perspectives and contexts
- B7. Interrogate an extensive range of relevant research and literature in a range of modes
- B8. Demonstrate a creative approach to learning; evaluate and justify approaches to curriculum design and teaching strategies

Subject/Professional Practice Skills

- C1. Demonstrate an appreciation of how to apply secure knowledge of relevant subject and curriculum areas and effective pedagogy
- C2. Demonstrate an awareness of how effective teaching and learning is planned, organised and resourced and reflect systematically on the effectiveness of sessions and pedagogical approaches in order to recommend improvements
- C3. Demonstrate an awareness of the physical, social and intellectual development and needs or disabilities of children and how that can impact on children's learning at different stages of their education
- C4. Take practical account of diversity and promote equality and inclusion in teaching
- C5. Demonstrate an awareness of how teaching and provision can be adapted to meet the strengths and needs of all children
- C6. Demonstrate an awareness of how desirable behaviour is managed and fostered to facilitate purposeful and safe learning environments
- C7. Use formative and summative assessment including the use of data to inform planning for interventions with potential to secure children's progress
- C8. Demonstrate secure understanding of how to teach and assess early reading, including the use of systematic synthetic phonics, and early mathematics
- C9. Identify and work within relevant current statutory frameworks and specific agendas

- C10. Design and undertake professionally grounded research or enquiry in a systematic, rigorous and ethical manner, using primary and secondary sources and appropriate methodological approaches
- C11. Demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour

Transferable Skills and other attributes

- D1. Critically analyse, synthesise and transform information, concepts and practice, through critical reflection, enquiry, evaluation and re-conceptualisation
- D2. Organise and present ideas in a coherent and creative way
- D3. Engage confidently in academic and professional communication, including with colleagues, children, parents and carers, and other professionals working with children, making appropriate use of the capacities of colleagues
- D4. Take responsibility for continuously evaluating and improving practice through appropriate professional development and by responding to advice and feedback
- D5. Make effective use of ICT in personal study, planning for teaching and in practice in classrooms/settings
- D6. Demonstrate an understanding of and takes responsibility for promoting high standards of literacy and numeracy in personal and professional contexts
- D7. Work effectively as an independent, self-motivated and self-critical learner
- D8. Demonstrate commitment to collaborative and cooperative working and joint practice development in a range of educational and other settings
- D9. Create effective professional working relationships with colleagues; support and be proactive in leadership
- D10. Incorporate an ethically aware dimension to practice

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.

Module Code	Module Title	Credit
UTTGN-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
UTTGT6-15-1	Professional Practice 1 2020-21	15

Year 2

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

Year 2 Compulsory Modules

The student must take 15 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTTGV3-15-2	Becoming a Researcher 2021-22	15

Year 2 Optional Modules

Students take 105 credits from the following:

Module Code	Module Title	Credit
UTTGTS-30-2	Cross-curricular Learning 2021-22	30
UTTGTN-15-2	English 2 2021-22	15
UTTG5S-15-2	Guided Studies 2021-22	15
UTTGRX-30-2	Guided Studies 2021-22	30
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
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Year 3

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

Year 3 Compulsory Dissertation Module Choice

Students select one of the following modules:

Module Code	Module Title	Credit
UTTQGH-45-3	Dissertation - Including Experience in EY Settings 2022-23	45
UTTGR9-30-3	Dissertation: Primary Education 2022-23	30
UTTGV5-45-3	Education Project 2022-23	45
UTTGS4-45-3	Guided Studies 2022-23	45

Year 3 Optional Modules

Students select between 75 and 90 credits from the optional modules, depending on the Dissertation module chosen. (Students must take 120 credits in total.)

Module Code	Module Title	Credit
UTTGTX-15-3	Curriculum Enhancement 2022-23	15
UTTP6N-30-3	Debates in Education 2022-23	30
UTTGUUK-30-3	Debating Childhoods 2022-23	30
UTTGUH-30-3	Emerging Languages and Identities 2022-23	30
UTTGRY-30-3	Guided Studies 2022-23	30
UTTGVL-30-3	International Comparative Education 2022-23	30
UTTGTW-15-3	Maths and English 2022-23	15
UTTNBV-15-3	Professional Futures 2022-23	15

UTTGVN-30-3	Professional Practice 3 2022-23	30
UTTGTY-30-3	Teacher Researcher 2022-23	30
UTTGUJ-15-3	The Development of Reasoning 2022-23	15
UTTGVM-30-3	Transition to QTS 2022-23	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Part D: External Reference Points and Benchmarks

QAA subject benchmark statements

The programme is informed by the QAA (2007) benchmarks for Education Studies as demonstrated in the Learning Outcomes in Section 3 of this specification.

SEEC credit level descriptors

The SEEC level descriptors (2010) for HE Level M and Level 3 have been used to inform the programme and module level learning outcomes.

Professional benchmarks

The programme is compliant with the requirements for Initial Teacher Training and makes explicit reference to the professional Teachers' Standards (current version new and valid from September 2012).

The programme is informed with reference to the personal and professional conduct requirements of the professional Teachers' Standards, effectively replacing the former General Teaching Council's (GTC, disbanded April 2011, see below) Code of Conduct.

From 1 April 2012, the Teaching Agency (TA), a new executive agency of the Department for Education (DfE), will be the body responsible for the following activities in England:

The award of Qualified Teacher Status (QTS)

The issue of induction certificates

Hearing induction appeals

The regulation of the teaching profession

The Education Act 2011 confirms that all GTC sanctions will remain in force following the GTC's closure with the exception of reprimands.

University strategies and policies

A wide range of University policies have informed the programme specification and design, including:

UWE ITE Strategy (2012)

UWE Charter (commitment to outstanding student experience)

UWE Learning, teaching and assessment strategy, including new Department of Education Assessment policy

UWE E-learning policy (under development: new Technology Enhanced Learning policy)

UWE Professional suitability policy and procedure (2012) (and Equality Act 2010)

UWE Safe-guarding policy

UWE Employability strategy

UWE Health and Safety Standards policy

Staff research interests/projects

Staff teaching on the BA (Hons) Primary ITE Programme are engaged in research and knowledge exchange which informs the programme content and delivery,

including:

Young Children Learning Rights: observing the implementation of UNICEF's Rights

Respecting Schools Award in 2 Bristol early years settings

Human Learning in a Social Context

The development of subjects within the primary curriculum; social construction of knowledge

Primary education: learning, teaching and curriculum development

History of education; growth of national education system; international comparisons in history of pedagogy

Enhanced and strategic partnership relationships between Universities and schools

Developing models of ITT partnership, including Teaching Schools

The impact of ITT on raising achievement in schools

School improvement in schools in challenge and academies Community

engagement of specialist schools and academies Widening participation and raising achievement in disadvantaged contexts

Student voice and student participation

Personalisation

Approaches to citizenship and young people's active participation Teaching sensitive and controversial issues

Textbook research, in particular representation of minority groups Children's multilingualism and learning

Emerging professional identities of trainee teachers

Narratives and life history research

The education of children in care

Interventions following tracking of looked-after children and recently adopted children

Research in multilingual settings; young people's multilingualism and learning

Teaching reading - training of ITT students as Better Reading Partners: developing a reading culture

Research across four European countries investigating how children's literature is used and the different approaches to the teaching and learning of children's literature

Dialogic pedagogies

Content language integrated learning

Multi-literacies and the use of new technologies in learning and teaching

Multi-lingual learners

International dimensions to teaching and teacher education

Inclusion and Special Educational Needs

National scholarships are supporting partnership teachers' research in English, Mathematics, Science and SEN and a significant number of staff across the partnership are engaged in the MA Education programme, largely undertaking action enquiry projects focused on developing and transforming practice and school improvement priorities.

Partnership/Employer interaction and feedback

An extensive stakeholder consultation was undertaken during the revisions to the design and delivery of all UWE ITE programmes, including the joint practice development of an innovative model of school-led delivery in partnership with a new Teaching School Alliance. UWE's ITE provision is founded on a moral purpose to make a difference through deep partnership, by contributing to school improvement whilst enhancing approaches to ITE and securing excellent outcomes for trainees.

UWE's strong partnership culture is recognised by Ofsted (2011) as a key strength underpinning all ITE programmes. Regular and continuous partnership interaction and feedback is central to ongoing programme delivery, development and quality assurance. The programme is designed and delivered in partnership between the university and professional placement institutions (schools, early years settings, academies and other relevant educational establishments). Regular interaction with partnership colleagues and employers of qualifying trainees occurs: through regular mentor and professional tutor training sessions and annual meetings; through regular visits to placements in which trainees are placed; and through partnership colleagues' involvement in the selection of trainees.

Part E: Regulations

Approved to University Regulations and Procedures.