



**BISHOP
GROSSESTE
UNIVERSITY**

Primary and Early Years ITT

**BA (Hons) Primary Teaching Studies
with QTS**

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	BGU approval – date and outcome of last approval	13 July 2022 (Senate approved)
2	Next Scheduled Review Date: [Month/Year]	April 2022
3	Programme Specification - Effective date: [Day/Month/Year]	1 September 2022
4	Version Number	1.3

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.



Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

Section F – Mapping

Section G – Graduate Attributes

Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title		
	BA (Hons) Primary Teaching Studies with QTS		
1a	Programme Code		
	BAPTQTSTU22		
2	Brief Summary (for Marketing Purposes)		
	<p>BA (Hons) Primary Teaching Studies with QTS is a 16-month, Level 6 top-up programme that allows holders of a relevant foundation degree (Level 5) qualification to complete an honours degree. Students on this programme are Teaching Assistants or volunteers working in schools and are required to work in a TA role for at least 2 days per week alongside the equivalent of 1 day per week taught sessions and independent study.</p> <p>This programme has been previously validated as an on-campus module for over 10 years during which time students have attained very good academic and professional outcomes. Graduate employability data shows that most students go on to highly skilled employment as teachers within 6 months of the end of their course. The programme has consistently high student satisfaction.</p> <p>The proposed programme will adopt a blended learning approach to enable students from further afield to access the course, and help them overcome the challenges of managing work, study and family life by providing flexibility of provision.</p>		
3	Awarding institution		
	BGU PSRB - NCTL		
3a	Programme Length		Full-Time 16 months
			Part-Time N/A
3b	Mode(s) of Study		
	Blended		

4	Home Academic Programme Portfolio	Primary and Early Years ITT		
5	HECoS/UTT/UCAS code(s)	HECoS/CAH2 100511	ITT X123	UCAS code generated at QAC stage by Admissions
6	Framework for HE Qualifications position of final award(s)	Honours (Level 6)		
7	Alignment with University Credit Framework	Undergraduate		
8	Compliance with University Assessment Regulations	Foundation and Honours Degrees		
9	Progression routes with Foundation Degree (FdA) or Top-up	Top-up		

Awards

10	Final Award title(s)	BA (Hons) Primary Teaching Studies with QTS
10a	Exit or Fall back Award title(s)	BA (Hons) Primary Teaching Studies BA Primary Teaching Studies (Ordinary)
10b	Pathway	N/A
11	(i) Combined Honours Awards available eg: <ul style="list-style-type: none">• BSc/BA (Hons) XX• BSc/BA (Hons) XX and YY	N/A

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	<p>https://www.hesa.ac.uk/collection/c16061/accreditation_list/</p> <p>https://www.gov.uk/initial-teacher-training-itt-accreditation</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181568/Initial teacher training criteria and supporting advice 2024 to 2025.pdf</p> <p>139 National College for Teaching and Leadership (NCTL) 13901</p> <p>Accredited by the National College for Teaching and Leadership (NCTL) for the purpose of delivering initial teacher training programmes to achieve Qualified Teacher Status (QTS) or Early Years Teacher Status (EYTS).</p> <p>Should this change then it would be the PSRB created or appointed to take on the role of awarding qualified teacher status.</p>
15	Date and outcome of last PSRB approval/accreditation	Ofsted Grade 2 (Jan 2016)
16	Expiry Date of PSRB approval	At time of next inspection

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s) QAA Benchmark Statements are available from the QAA website: https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
There are no QAA Benchmark Statements for Primary Teaching. The Subject that aligns most closely with Primary Teaching are the Subject Benchmark Statements for Education Studies https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5 .	
Knowledge and understanding 7.4 On graduating with an honours degree in education studies, students should demonstrate a critical understanding of: <ul style="list-style-type: none"> • the underlying values, theories and concepts relevant to education • the diversity of learners and the complexities of the education process • the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process • the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process. 	
Application 7.5 On graduating with an honours degree in education studies, students should be able to demonstrate the ability to: <ul style="list-style-type: none"> • analyse educational concepts, theories and issues of policy in a systematic way • identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts • accommodate new principles and understandings • select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding • use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice • apply theories and concepts to a range of real-world educational contexts. 	
Reflection 7.6 On graduating with an honours degree in education studies, students should be able to demonstrate: <ul style="list-style-type: none"> • the ability to reflect on their own and others' value systems • the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject • an understanding of the significance and limitations of theory and research. 	
Transferable skills Communication and presentation 7.7 On graduating with an honours degree in education studies, students should be able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.	
Technology 7.8 On graduating with an honours degree in education studies, students should be able to use technology effectively to enhance critical and reflective study.	
Application of numerical skills 7.9 On graduating with an honours degree in education studies, students should be able to: <ul style="list-style-type: none"> • collect and apply numerical data, as appropriate • present data in a variety of formats, including graphical and tabular • analyse and interpret both qualitative and quantitative data. 	
Working with others 7.10 On graduating with an honours degree in education studies, students should have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities. Improving own learning and performance	
7.11 On graduating with an honours degree in education studies, students should be able to articulate their own approaches to learning and organise an effective work pattern, including working to deadlines.	
Analytical and problem-solving skills	

7.12 On graduating with an honours degree in education studies, students should be able to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.

The FHEQ benchmark statements are available here:

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

**4.15 Descriptor for a higher education qualification at level 6 on the FHEQ:
bachelor's degree with honours**

The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 6 of the FHEQ, including bachelor's degrees, and graduate diplomas.

Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable contexts
 - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

4.15.1 Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

4.15.2 Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

4.15.3 Bachelor's degrees with honours form the largest group of higher education qualifications. Typically, learning outcomes for these programmes would be expected to be achieved on the basis of study equivalent to three or four full-time academic years and lead to qualifications with titles such as Bachelor of Arts, BA (Hons) or Bachelor of Science, BSc (Hons). In addition to bachelor's degrees at this level are short courses and professional 'conversion' courses, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline, leading to, for example, graduate certificates or graduate diplomas.

18	Programme Aim
	<p>The programme aims to enable Teaching Assistants with an FdA in a relevant education related subject to progress to a top-up degree with Qualified Teacher Status.</p> <p>The programme aims to support students to be reflective, critical thinkers who are willing to challenge themselves to be:</p> <ul style="list-style-type: none"> • Open minded and inclusive global citizens • Research active, academically literate students with personal integrity • Enterprising, creative and resilient • Highly employable, professional, flexible and willing to accept responsibility • Forward thinking, innovative and digitally fluent • Independent thinkers, lifelong learners and subject experts. <p>Students will develop their understanding of the subject knowledge and pedagogy required to teach children in primary and early years settings in order for them to meet the requirements of QTS within a curriculum based around the ITT Core Content Framework. They will also further develop academically, building on the skills and knowledge learnt in their Level 4 and 5 study to enable them to successfully complete assessments at Level 6.</p> <p>The programme aims are underpinned by the BGU vision and mission statement (https://www.bishopg.ac.uk/about-bgu/governance/our-vision-mission):</p> <p><u>Our values:</u> Inspired by our Anglican foundation, we will continue to live the values of respect, integrity, courage, excellence, resilience and inclusion.</p> <p><u>Our purpose:</u> By valuing all of our people and through ethical and enduring partnership working, we deliver individualised and creative support and transformation to our learning and business communities.</p> <p><u>Our ambition:</u> Shaped by our heritage and led dynamically into our future, by 2025, BGU will be a mature, confident, sustainable and accessible university.</p> <p>And the ethos of the Primary and Early Years ITT portfolio:</p> <ul style="list-style-type: none"> ❖ We value creativity, research and reflective practice that impacts on local, regional and wider educational communities. ❖ We develop excellent teachers who are committed to making a positive contribution to pupil achievement, aspirations and opportunities, from the very start of their training. ❖ We seek to broaden the horizons of the children and young people within and beyond our partnership region. ❖ We pride ourselves on our heritage as a member of the Cathedral Group of Universities, and the caring ethos, which enables our vision to be realised.

Our context: from small rural and coastal schools to large academies, from urban areas of deprivation to affluent suburbs, from one- classroom village schools to multi-academy trusts, the BGU Partnership includes a wide variety of settings and contexts. This enables our trainees to experience a range of educational contexts and to gain a breadth of experience developing skills, knowledge and understanding.

The overriding principals of the programme are inherent in the aims and outcomes of the programme. These are underpinned through the module content, philosophy of the team, the learning and teaching outcomes and alignment with the current teaching standards. Assessments are designed to challenge the students but also to help them perform to their highest ability.

The philosophy and ethos of the degree programme provide a firm basis upon which the degree is created and taught, keeping learners and learning at its heart. The strong reflective and evaluative practices are key to the overall quality of our students who wish to become primary school teachers. The degree combines academic and professional study, going beyond the current requirements for qualified teacher status, thus developing a deep understanding of how children learn, and primary education in general. The programme will continue to support our students in preparing them for their future careers.

The degree will provide extended opportunities to learn from school-based activities consolidating their learning working in closer partnership with schools and other settings. The programme is designed with the BGU Graduate Attributes in mind and the strands of the degree reflect these.

19 | Programme Specific Outcomes

(a) Final Award Learning Outcomes

On successful completion of BA (Hons) Primary Teaching Studies with QTS, students will be able to:

Knowledge & Understanding:

K&U1 Demonstrate the skills, detailed knowledge and systematic understanding for teaching in a range of primary school contexts.

K&U2 Synthesise ideas and observations into coherent arguments confidently in order to articulate and demonstrate a clear vision of their understanding of the values, theories and concepts which are at the forefront of primary teaching.

Subject-specific & Professional Skills:

SPS1 Know how to create a learning culture which inspires and enthuses all pupils to learn effectively through systematic and reflective planning, teaching and assessment which is underpinned by an understanding of theory and up to date research-based evidence.

Intellectual Skills:

IS1 Critically analyse and evaluate a range of sources including those at the forefront of the discipline to develop their understanding of theories and concepts and use this to justify a personal position and inform practice in real world contexts.

IS2 Undertake their own research and enquiry enabling them to develop the skills of analysis and evaluation and deploy accurately established techniques of analysis and enquiry within the field of education.

Transferable Skills:

TS1 Collaborate effectively with others to solve problems and to share and accommodate new knowledge and understanding.

TS2 Communicate their reasoning and reflections accurately in a range of professional and academic contexts using appropriate methods (including digital technology).

To be recommended for QTS, students will meet all current requirements for QTS

<https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice>

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K&U2 Synthesise ideas and observations into coherent arguments confidently in order to articulate and demonstrate a clear vision of their understanding of the values, theories and concepts which are at the forefront of primary teaching.

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IS1 Critically analyse and evaluate a range of sources including those at the forefront of the discipline to develop their understanding of theories and concepts and use this to justify a personal position and inform practice in real world contexts.

IS2 Undertake their own research and enquiry enabling them to develop the skills of analysis and evaluation and deploy accurately established techniques of analysis and enquiry within the field of education.

Transferable Skills:

TS1 Collaborate effectively with others to solve problems and to share and accommodate new knowledge and understanding.

TS2 Communicate their reasoning and reflections accurately in a range of professional and academic contexts using appropriate methods (including digital technology).

20	Exit Award Learning Outcomes
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In order to qualify for an Ordinary Degree (Level 6):

- The student must meet the requirements as laid down in the Regulations for Undergraduate Awards (which is available from the University Website).

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Level 6 – 120 credits

						PSRB
Level 6	Semester 1	PTS60422 Behaviour and Inclusion (capstone project) (15 credits)	PTS60122 Introducing Pedagogy Curriculum and Assessment (15 credits)	PTS60322 Developing Pedagogy Curriculum and Assessment (15 credits)	PTS60222 Professional Behaviours and Wellbeing (15 credits)	Placement Leading to assessment for QTS (0 credits)
	Semester 2		PTS60722 Research Project - Behaviour and Inclusion (capstone project) (30 credits)	PTS60522 Extending Pedagogy Curriculum and Assessment (15 credits)	PTS60622 Professional Identity (15 credits)	PLC00121 Credits: 0 Assessment for QTS against TS
Level 6	Semester 1					

21b	Module Structure
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Level 6

Core Modules					
Code	Status	Module Title	Period (number)	No of credits	
PTS60122	Mandatory	Introducing Pedagogy Curriculum and Assessment	1	15	
PTS60222	Mandatory	Professional Behaviours and Wellbeing	1	15	
PTS60322	Mandatory	Developing Pedagogy Curriculum and Assessment	1	15	
PTS60422	Mandatory	Behaviour and Inclusion	4	15	
PTS60522	Mandatory	Extending Pedagogy Curriculum and Assessment	2	15	
PTS60622	Mandatory	Professional Identity	2	15	
PTS60722	Mandatory	Research Project - Behaviour and Inclusion	2	30	
PLC00121	Mandatory	Assessment for QTS against Teaching Standards	4 + 1	0	

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design		
The programme is split into modules which allow teaching and learning to develop through the 16 months of the programme, and will align with the three phases of learning on placements:			
	Semester 1 Introductory Phase	Semester 2 Developing Phase	Semester 1 (2nd year) up to the end of December Extending Phase
Placement	Introductory Placement	Developing Placement	Extending Placement Assessment against Teachers' Standards at the end of the placement.
Modules	PTS60122 Introducing Pedagogy, Curriculum and Assessment PTS60322 Developing Pedagogy, Curriculum and Assessment PTS60222 Professional Behaviours and Wellbeing PTS60422 Behaviour and Inclusion	PTS33522 Extending Pedagogy, Curriculum and Assessment PTS60222 Professional Identity PTS60722 Research Project - Behaviour and Inclusion	

Placements (as above) run throughout the degree and give opportunity for knowledge and skills taught in academic modules to be applied in practical settings. This will enable a close link between theory and practice and also ensure learning from placement directly contributes to and enhances academic modules.

Reflective practice plays a key part in the design of the curriculum. Each module will include tasks to be carried out during students' weekly home school commitment (at least 2 days per week working as TA during non-placement times).

The curriculum will go beyond the Initial Teacher Training Core Content Framework (ITT CCF) (DfE, 2019) to ensure we provide more than the foundational knowledge and skills that are pre-requisites for trainee teachers. The planned curriculum will ensure students receive their ITT entitlement before embarking on their 2 year period as Early Career Teachers (ECT).

The planned modules above allow for a coherent structure which will ensure learning is built upon progressively throughout the degree, and will be built around the 5 core areas as defined in the CCF:

- **Behaviour management**
- **Pedagogy**
- **Curriculum**
- **Assessment**

- **Professional Behaviours**

Additional curriculum areas will be included:

- Inclusion
- Wellbeing
- Research

The programme will focus on behaviour and **inclusion** in a capstone **research** project which will develop students' ability to analyse and critique theory, research and expert practice while honing their skills as researching practitioners.

Student and pupil **wellbeing** and mental health will be a key aspect of our two modules which will consider professional behaviours. Within these two modules, Part 2 of the Teachers' Standards (DfE, 2011) will be covered to ensure that students have a clear understanding of the expectations regarding personal and professional conduct and the ethics of the teaching profession.

Placements, which allow progression towards Qualified Teacher Status (QTS) (assessed against the Teachers' Standards at the end of the course) and ensure at least the minimum number of days required by the current ITT Criteria will form part of the programme-long Placement module (PLC00121). Placement learning and progress will be evidenced in the electronic Record of Professional Development (eRPD).

The curriculum is also designed to allow students flexibility should they decide during the programme that they no longer wish to become primary school teachers when they graduate. Each module will include placement hours which will be completed by all students during their minimum 2 days a week role as a TA. This will enable students who wish to choose the non-QTS route to transfer at any point in the programme.

DfE (2019) *ITT Core Content Framework* available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework.pdf

DfE (2011) *Teachers' Standards* available at: <https://www.gov.uk/government/publications/teachers-standards>

23	Learning and Teaching Strategies
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The degree will continue, as in the current validation, to be taught using a range of modes of delivery:

- Lectures
- Seminars
- Group and individual tutorials
- Directed pre- and post- session study
- Individual study
- Use of the virtual learning environment (VLE) and the eRPD

However, these will now be delivered using a blended learning approach. We define this broadly as 'the organic interaction of thoughtfully selected and complementary face-to-face and online approaches and technologies' (Vaughan, Cleveland Innes and Garrison, 2013, p.1) or 'models of delivery that require students to engage with timetabled onsite learning activities across the academic year, in addition to engaging with digital learning activities between these times.' (QAA, 2020 p. 3).

On campus learning is likely to be 1 day per half term, during the first year of the degree, and 1 day in the final term of the course.

Students will be expected to attend on campus for these days, but if they are unable to, we plan to make use of technology such as <https://uk-shop.owlabs.com/> or other similar technological support to enable them to access sessions.

The on campus sessions will be integral to the modules, and also to ensure that students are supported to build peer support groups, engage face to face with key members of staff and understand their membership of the BGU learning community.

The remainder of scheduled hours will be learning which takes place away from the University site. It will require students to engage with the programme through digital means, rather than having any need to visit the physical site (BGU, n.d.).

Module specifications include clear reference to types of learning:

Scheduled learning will involve directly taught, supervised or instructed by a lecturer and will take place either in the on-campus days, or through timed, group learning activities set and mediated by the lecturer.

Within each module, hours for face-to-face learning, indicative synchronous learning and asynchronous learning will be defined. Some synchronous learning will take place online, and some on campus. To 'blend' the learning within each module, module leaders will ensure that content that is delivered synchronously will be integral to the subsequent asynchronous learning.

Independent learning hours will include guided independent learning and self-managed study.

Placement learning will support, extend and enhance content delivered in scheduled learning hours, or placement learning to support the delivery of Intensive Training and Practice.

The rationale behind this approach is a response to the needs of this group of students who generally do not move to Lincoln to engage in this degree programme and travel into BGU when required. Along with their school commitment (most are in paid TA roles), family commitments and inclement winter weather, students find attendance at on campus sessions at a fixed time each week to be challenging at times.

The pedagogical aim of this approach will allow lecturers to plan and deliver modules which encompass the best technology enhanced- and web enhanced- learning to support and enhance the student experience. It will build on the lessons learnt during Covid-19 lockdowns both in terms of methods of delivery, but also of student preferences and challenges.

School placements will continue to be a substantial and integral part of the degree. Placement learning will include:

- Observation of experienced practitioners
- Engagement with placement tasks
- Teaching individuals, small groups and whole classes
- Ongoing professional development with support from mentors in school

Engagement with the eRPD

Academic and Professional Enhancement sessions will not be included in validated module hours. These will include sessions as below:

Professional and Academic Enhancement sessions			
Sessions to include:		Duration	
BGU AE	Library sessions	tbc	Note - some students have completed FdAs at BGU so will not require the same level of support with understanding BGU specific systems
BGU AE	Blackboard induction	tbc	Note - some students have completed FdAs at BGU so will not require the same level of support with understanding BGU specific systems
BGU AE	Digital learning introduction	tbc	Specific understanding of navigating online learning for blended learning delivery
BGU AE	CELT introduction	tbc	Note - some students have completed FdAs at BGU so will not require the same level of support with understanding BGU specific systems
PSRB	Placement overview	2 hours	Online would be useful for this - invite school partners?
PSRB	Use of the eRPD	1 hour	
PSRB	Use of the eRPD Q&A	1 hour	
PSRB	Introductory placement seminar	1 hour	Pre-recorded with follow up synchronous Q&A
PSRB	Live Q&A	1 hour	
PSRB	Developing placement seminar	1 hour	Pre-recorded with follow up synchronous Q&A
PSRB	Live Q&A	1 hour	
PSRB	Extending placement seminar	1 hour	Pre-recorded with follow up synchronous Q&A
PSRB	Live Q&A	1 hour	
Total:		10+ hours	

QAA. (2020). *Building a Taxonomy for Digital Learning* available at:

<https://www.qaa.ac.uk/docs/qaa/guidance/building-a-taxonomy-for-digital-learning.pdf>

Vaughan, N.D., Cleveland-Innes, M. and Garrison, D.R. (2013). *Teaching in blended environments. Creating and sustaining communities of enquiry*. AU Press.

BGU (n.d.) Digital Learning Steering Group *A shared vocabulary for digital and blended learning*.

Intensive Training and Practice (ITaP)

As part of the programme design, there are 20 days of ITaP trainees will undertake. ITaP experiences provide an opportunity for trainees to focus on a pivotal aspect of the BGU ITE primary curriculum and make links between theory and practice. Through these experiences, trainees will have the opportunity to 'Introduce, Analyse, Prepare, Enact and Assess' pivotal aspects of practice.

ITaPs will take place through a mixture of online live sessions with centre-based staff, and opportunities for intensive practice in schools. There may be some ITaPs where trainees spend one of those days on campus as part of the blended delivery. At the end of each ITaP, trainees will have the opportunity to complete a focused reflection to make effective links between theory and practice, as well as setting a SMART target for future placements. ITaPs will be designed to be responsive to the wider national ITE picture, as well as local needs.

24 Assessment Strategies

As in previous successful validations of the degree, the provision of support is gradually reduced during the course to encourage and allow for greater independence. For example, a formative essay in the first weeks of the programme is completed before any credit bearing assignments.

Assessments for academic modules will be a balance of both practical and coursework approaches. This balanced approach has been viewed as positive by previous students who have appreciated the value of both assessments that involve more traditional essays, but also presentation type assessments which enable them to demonstrate their knowledge, skills and understanding in more practical ways which align with their work-based practice.

Placements allow students to work towards the current teaching standards and are organised to meet the current ITT criteria (currently: DfE 2015). The placements follow the pattern as on other primary teaching routes at BGU to ensure consistency across the portfolio. Introductory, Developing and Extending placements allow progressively greater experience, confidence and independence for trainees. Assessment is carried out by school-based mentors (SBMs) with the support of and quality assurance by university-based mentors (UBMs).

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework

				%	%	%
PTS60122	Introducing Pedagogy Curriculum and Assessment (summative)	15	1	-		100%
PTS60222	Professional Behaviours and Wellbeing	15	1	-	100%	
PTS60322	Developing Pedagogy Curriculum and Assessment	15	1	-	100%	
PTS60422	Behaviour and Inclusion	15	1	-		100%
PTS60522	Extending Pedagogy Curriculum and Assessment	15	1	-		100%
PTS60622	Professional Identity	15	1	-	100%	
PTS60722	Research Project - Behaviour and Inclusion	30	1	-		100%
PTS60822	Placement (Assessed at the end of the course)	0	Dec Year 2	-	-	-

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
PTS60122	Introducing Pedagogy Curriculum and Assessment (summative)	15	Coursework - Written assignment	3000 words	100%
PTS60222	Professional Behaviours and Wellbeing	15	Practical – online forum	Online debate 1 week / 3000 words equivalent	100%
PTS60322	Developing Pedagogy Curriculum and Assessment	15	Practical – Presentation	15 minutes	100%
PTS60422	Behaviour and Inclusion	15	Coursework - Written assignment	3000 words	100%
PTS60522	Extending Pedagogy Curriculum and Assessment	15	Coursework - portfolio	3000 words	100%
PTS60622	Professional Identity	15	Practical – Presentation	15 minutes	100%
PTS60722	Research Project - Behaviour and Inclusion	30	Coursework - Dissertation	6000 words	100%

DfE (2015) *ITT Criteria* available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/434608/ITT_criteria.pdf

25 Inclusive Practice and Personal Development Planning

Students are allocated personal tutors at the start of the programme. They will, where possible, remain with the same personal tutor for the duration of the programme, to allow strong and supportive relationships to form. Personal tutors will be responsible for ensuring each student is appropriately supported and acts as the first point of contact should a student experience difficulty or require support.

The cohort leader for PTS also provides additional support, weekly email updates, regular cohort meetings to update students on general messages and to take student feedback.

Students have fed back that during lockdown, optional online Q&A sessions (unscheduled hours) provide opportunity to see lecturers in real time and seek support and advice. These will be included either based on student requests, or when module leaders and the cohort lead perceive there to be a need.

Personal tutorials are timetabled to occur three times a year, and may be conducted via Teams, with students initially meeting their personal tutor in the first weeks of the programme. Students prepare for these tutorials in advance (currently on the eRPD), reflecting on their academic progress, and their learning on placement, as well as providing feedback relating to recently completed modules (this is in addition to more formal module evaluations). Targets (both academic and professional) are considered during these tutorials.

Personal tutors take responsibility for tracking their tutees' academic and professional progress; initially marking the first formative written assignment, and later carrying out tutorials following placement modules, but also providing ongoing support on request following each assessment hand back.

Students with declared needs are encouraged to seek the support of colleagues in CELT, and the academic team are regularly informed of newly declared / diagnosed or recently adjusted needs by colleagues in Student Advice. One member of the team is responsible for ensuring staff are kept informed of declared needs, and this forms a regular agenda item at team meetings.

26	Technology Enhanced Learning
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The blended learning approach planned for this programme will require students to make use of technology enhanced learning throughout the programme. The Digital Learning team will support the planned delivery approach.

See Appendix 1 for details.

Technology will be used to access and enhance learning, and also to ensure students are well prepared to foster digital literacy in schools and use technology to support their role as primary teachers in the future.

Digital access - Initial guidance and support will be provided for students in advance of enrolment to ensure the technological requirements of the programme can be met (BGU n.d).

Digital literacy – As part of the induction sessions at the university, clear guidance and support will be provided to ensure each student has the ability to use digital information and relevant technologies to find, evaluate, create and communicate information. This type of literacy requires cognitive and technical skills (BGU n.d).

Along with ongoing use of the VLE to receive announcements, access module specific information and FAQ discussion boards, submit assignments, receive feedback and access the timetable (details in Appendix 1), students will also make use of the eRPD (an E-portfolio - electronic record of professional development) which supports professional development through reflection on evidence and the

setting of targets. This is completed with the support of SBMs and UBMIs during placement and by personal tutors in university-based time to ensure ongoing and integrated support with both academic and professional development throughout the programme.

In addition to using technology enhanced learning, academic staff will deliver focussed computing and IT sessions on the use of digital technologies in primary schools, for example the use of resources such as: iPads and STEM technology, as well as interactive resources such as: Socrative, online assets such as Purple Mash (which is provided to the university FOC) and eBook creation apps. The use of assessment technology such as Socrative and Plickers will also be used by academic staff in more generic appropriate sessions to model and encourage their use by students when on placements. Recommended internet-based resources, as well as apps and software, will also be included in sessions.

Students will also be taught the importance of the digital citizen and e-safety, both for themselves and for the children they teach.

Assessments have been designed to encourage the use of digital technologies and support both the development of the students' own digital literacy, but also enable them to make use of technology in their teaching and their pupils' learning. If they require further support in their use of digital technology, they will be able to seek advice from the Digital Learning team.

Assistive technology and productivity tools will improve and enhance digital learning access and capability to ensure support is given to individuals with disabilities or difficulties in engaging with digital approaches to learning (BGU n.d).

BGU (n.d.) Digital Learning Steering Group *A shared vocabulary for digital and blended learning*.

27	Work-related Learning and/or Placement
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Placement modules run throughout the degree and ensure that academic modules directly support and enrich professional development and placements in school directly contribute to and enhance academic development.

In order to meet the requirements for QTS, the current ITT Criteria will be referred to. The programme will provide 120 days as a minimum for training in schools required by the current ITT criteria.

The Placement Lead and PSO work together to ensure that placements are organised in a timely manner, and student feedback and Trainee Initial Teacher Education Survey (TITES) show that students are pleased with the level of support they receive before and during their placements.

Quality assurance visits occur during each placement period (around three times a year).

External examiners each visit between 5-10 final placement UG students each year and provide feedback to support programme development.

Students undertake three placements, which will be in at least two different school settings. These placements enable students to make progress towards the award of QTS by applying the knowledge,

skills and understanding covered in university-based learning. Progress on each placement will be tracked to ensure reflective, supportive targets are set. The programme complies with the current PSRB criteria by providing all students with a choice of age phase made early in the course. The Developing Placement and the Extending Placement take place within the student's chosen age phase (either 3-7 or 5-11).

Time spent in school exceeds the current requirements of the PSRB, but varies between students, some who work 2 days a week as TAs, and others up to 4.5 days a week when not on full time placements.

The course will encompass both work-based learning and placement learning.

Indicative plan:

	Autumn Term		Spring Term		Summer Term		Autumn Term (Year 2)	
Work-based learning	(Minimum) 2 days per week in TA role ITaP 1 (5 days)	ITaP 2 (5 days)	(Minimum) 2 days per week in TA role	ITaP 3 (5 days) ITaP 4 (5 days)		(Minimum) 2 days per week in TA role		
Placement Placement days included in PLC00121		Introductory placement 5 days per week			Developing Placement 5 days per week	Developing Placement 5 days per week	Extending Placement 5 days per week	Extending Placement 5 days per week

As such, a programme specific Partnership Agreement (see Appendix 2) has been created to support schools involved in the training of PTS students.

Work-based learning will be allocated to each module as 'Placement hours', usually of 12 hours per module. This will allow the students to reflect on practice in their 'home' schools and make use of this within academic modules and assessments. It will also enable any students that choose to opt for the non-QTS route to still learn from first-hand experience to support their progression through the academic modules on the programme.

DfE (2015) ITT criteria available at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/434608/ITT_criteria.pdf

28	Employability
Stakeholders (students and school partners) have been involved in the revalidation of the programme. A supporting document is available that includes feedback from prospective, former and current students on the programme, school partners and external examiners. Their positive feedback supports changes we have made, recognises that we have built on current strengths of the programme and understand current priorities in ITT.	

During placements, school partners lead the placement-based training of students, and are supported and quality assured by university based mentors. School partners are regularly used to support the delivery of the programme for example leading sessions, participating in academic assessments and providing ongoing mentoring support in school during the non-placement periods when students carry out their TA role. This allows students to learn from more experienced practitioners throughout the programme.

School partners also participate in most recruitment days. This enables us to build even closer links with our partnership schools who then feel confident in the training we provide and are receptive to applications from BGU graduates as well as sending us information about jobs they are advertising which we can pass on to students. This also helps ensure rigour in the recruitment process.

DHLE returns of available data for the past three years show very high employability rates which are well above the national average from graduates of the PTS programme.



In order to provide our students with the BGU Graduate Attributes, we ensure that all aspects of the programme contribute to the over-arching aim of attaining qualified teacher status.

This is exemplified as follows:

Academic Literacies: Students will develop their criticality in all modules, but particularly in the Professional Behaviours modules which will enable them to consider and discuss a range of perspectives. They will also develop their ability to both write and communicate orally in a suitably academic tone, and in a clear and concise manner. In all modules, and throughout the blended learning approach to delivery of the programme, students will be required to take responsibility for their own learning goals.

Global Citizenship: Students will develop skills to participate confidently, responsibly and imaginatively in the wider world of teaching and education in all modules and be able to apply this in their school placements.

Information Literacy: Information literacy will be developed in all modules, and be of particular importance within the capstone research project which will support students to develop their use of the library to support the development of their organisation, planning and problem solving skills.

Digital Fluency: Undertaking the programme will require students to be ICT proficient and digitally creative. Assessments in some modules will also require the use of online debates and digital presentation approaches. Students will be supported within sessions and by CELT to enable them to develop their existing digital fluency which will support them in their future careers.

Employability: The programme is designed to enable students to meet the requirements of QTS, and specifically builds on students' unique role as teaching assistants who are training to teach.

Being Enterprising: Aspects of the Professional Behaviours modules will require students to go beyond their usual role in their home schools and develop their place within the wider

community of the school through new ventures and opportunities which create positive change in the community and further prepare them for their careers as teachers.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<p>Applicants for the programme will, in order to comply with current national requirements for the award of QTS, have GCSE passes in maths, English and science at Grade C/4 (or equivalent) or above. As required by current legislation, all applicants are currently required to have a DBS enhanced disclosure check and must meet any other statutory safeguarding requirements. Should these national requirements change, the programme specific admission requirements will also change.</p> <p>Normally, applicants who hold or are predicted to pass a foundation degree in a relevant subject (for example, Learning Support, Early Childhood) are invited for interview. Mapping of relevant FdAs is formalised as in BGU (2021) and reviewed yearly to ensure currency.</p> <p>Interview processes and criteria are reviewed on an annual basis and remain in place for a complete interview cycle.</p> <p><i>NB Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University on-line prospectus https://www.bishopg.ac.uk/courses/primteachats</i></p>	
<p>BGU (2021) https://s3.eu-west-1.amazonaws.com/bishopg.ac.uk/images/banners/CoP-Recognition-of-Prior-Learning-v1.0-Sept21.pdf</p>	
30	Programme Specific Management Arrangements
<ul style="list-style-type: none"> • <u>General</u> Head of Programmes for ITE Programme Leader for PTS • <u>Professional, Regulatory & Statutory Bodies</u> DfE (2015) ITT criteria available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/434608/ITT_criteria.pdf 	
31	Staff Responsibilities
<ul style="list-style-type: none"> • <u>General</u> PTS cohort leader Module leaders for each module Placement lead Academic Writing subject group lead 	
32	Programme Specific Academic Student Support
<ul style="list-style-type: none"> • Weekly emails which include details of upcoming sessions, current issues, response to student feedback and important messages. • Cohort meetings – termly updates which make reference to upcoming modules, placements and assessment, response to student feedback, reminders of support available etc. • Online optional Q&A sessions in response to student feedback or staff perception of need. • FAQ discussion boards to support understanding of modules and assignments. 	

- Optional Academic Writing sessions – arranged with support from CELT.
- Academic writing resources – collated and updated by Academic Writing subject group lead.

33	Programme Specific Student Evaluation
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The Programme complies with current institutional evaluation policies.

Programme Specific Evaluation

The Programme complies with current institutional evaluation policies ensuring that module evaluations are carried out following each module, participation in the BGUSS Survey and NSS Survey are encouraged.

Additionally, TITES (Trainee Initial Teacher Education Surveys) are carried out following placements, and questions align as closely as possible with survey of new teachers that are intermittently distributed by the DfE.

Results of all surveys and evaluations are analysed and evaluated by the programme leader, placement leader, module leaders and the cohort leader to ensure ongoing improvements to the programme are made.

Session specific Socrative surveys are carried out in some sessions and used by individual tutors to improve provision, and informal feedback is gathered during PDP tutorials (on the eRPD) and disseminated to relevant staff/departments.

Regular student representative meetings are carried out (normally 2-3 times per year) with student representatives and RFS forms are disseminated to relevant staff/departments.

Feedback from all the sources above informs AMRs and AMR action plans which are reviewed three times per year.

Student feedback is gathered to support the revalidation of the programme

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	Programme outcomes for Level 6 PTS						
	K&U1	K&U2	SPS1	IS1	IS2	TS1	TS2
	Demonstrate the skills, detailed knowledge and systematic understanding for teaching in a range of primary school contexts.	Synthesise ideas and observations into coherent arguments confidently in order to articulate and demonstrate a clear vision of their understanding of the values, theories and concepts which are at the forefront of primary teaching.	Know how to create a learning culture which inspires and enthuses all pupils to learn effectively through systematic and reflective planning, teaching and assessment which is underpinned by an understanding of theory and up to date research-based evidence.	Critically analyse and evaluate a range of sources including those at the forefront of the discipline to develop their understanding of theories and concepts, and use this to justify a personal position and inform practice in real world contexts.	Undertake their own enquiry and research enabling them to develop the skills of analysis and evaluation and deploy accurately established techniques of analysis and enquiry within the field of education.	Collaborate effectively with others to solve problems and to share and accommodate new knowledge and understanding.	Communicate their reasoning and reflections accurately in a range of professional and academic contexts using appropriate methods (including digital technology).
PTS60122 Introducing Pedagogy Curriculum and Assessment	✓	✓	✓	✓			✓
PTS60222 Professional Behaviours and Wellbeing			✓	✓		✓	
PTS60322 Developing Pedagogy Curriculum and Assessment	✓		✓	✓		✓	
PTS60422 Behaviour and Inclusion	✓		✓	✓			✓
PTS60522 Extending Pedagogy, Curriculum and Assessment	✓	✓			✓		✓
PTS60622 Professional Identity		✓	✓		✓		✓
PTS60722 Behaviour and Inclusion - Research Project	✓		✓	✓	✓		✓

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Programme Learning Outcomes						
	K&U1	K&U2	SPS1	IS1	IS2	TS1	TS2
Academic Literacies	✓	✓	✓	✓	✓	✓	✓
Global Citizenship	✓	✓	✓	✓			
Information Literacy	✓	✓	✓	✓	✓	✓	✓
Digital Fluency	✓	✓	✓			✓	✓
Employability	✓	✓	✓	✓	✓	✓	✓
Being Enterprising					✓	✓	

Graduate Attributes

- GA1. Academic Literacies This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. Global Citizenship This is about understanding the global context in which you live, study and work
- GA3. Information Literacy This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. Digital Fluency These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. Employability This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. Being Enterprising This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification) (Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i>

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

PSRB Requirement - ITT CCF Areas								
DfE (2019) ITT Core Content Framework available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf								
DfE (2011) Teachers' Standards available at: https://www.gov.uk/government/publications/teachers-standards								
Behaviour management		Pedagogy		Subject and Curriculum		Assessment		Professional Behaviours
1 7	High Expectations (Standard 1 - 'Set high expectations') Managing Behaviour (Standard 7 - 'Manage behaviour effectively')	2 4 5	How Pupils Learn (Standard 2 - 'Promote good progress') Classroom Practice (Standard 4 - 'Plan and teach well-structured lessons') Adaptive Teaching (Standard 5 - 'Adapt teaching')	3	Subject and Curriculum (Standard 3 - 'Demonstrate good subject and curriculum knowledge')	6	Assessment (Standard 6 - 'Make accurate and productive use of assessment')	8 Professional Behaviours (Standard 8 - 'Fulfil wider professional responsibilities') Part 2
Covered in modules and met in assessments for:								
	Behaviour and Inclusion		Introducing Pedagogy Curriculum and Assessment		Introducing Pedagogy Curriculum and Assessment		Introducing Pedagogy Curriculum and Assessment	Professional Behaviours and Wellbeing
	Behaviour and Inclusion - Research Project		Developing Pedagogy Curriculum and Assessment		Developing Pedagogy Curriculum and Assessment		Developing Pedagogy Curriculum and Assessment	Professional Identity
			Extending Pedagogy, Curriculum and Assessment		Extending Pedagogy, Curriculum and Assessment		Extending Pedagogy, Curriculum and Assessment	

APPENDIX 1

Distance/Blended Learning VLE Template

To ensure a consistent but flexible approach to online course design and student experience is delivered at BGU, a refreshed course template was developed in early 2018, following best practices in developing blended learning spaces. This has been updated for the academic year commencing 2021/22. The template contains a vast range of support resources, from user guides, key messages, page introductions, video tutorials as well as links to external sources. It was also developed with improved accessibility functionality to meet the various ways in which students connect with learning materials. The latest enhancements will continue to provide a positive experience for students, enabling them to navigate the course efficiently and actively engage in their studies.

Programme Structure

On Blackboard, students will have access to their entire programme delivered in a structure that is in use throughout most programmes, including undergraduate and postgraduate. This consists of a general area relevant to the subject where key programme specific documentation can be found. Students will be linked to a variety of support and enrichment service areas, including CELT (Centre for Enhancement in Learning and Teaching), Library, the Chaplaincy and Students' Union. Finally, all modules within a programme are delivered within separate Blackboard courses, ensuring Bishop Grosseteste University (BGU) complies with Copyright Licensing Agency (CLA) policies, enabling efficient management of Turnitin submission folders, in addition to allowing students timely access to module relevant materials, in the order with which they require it.

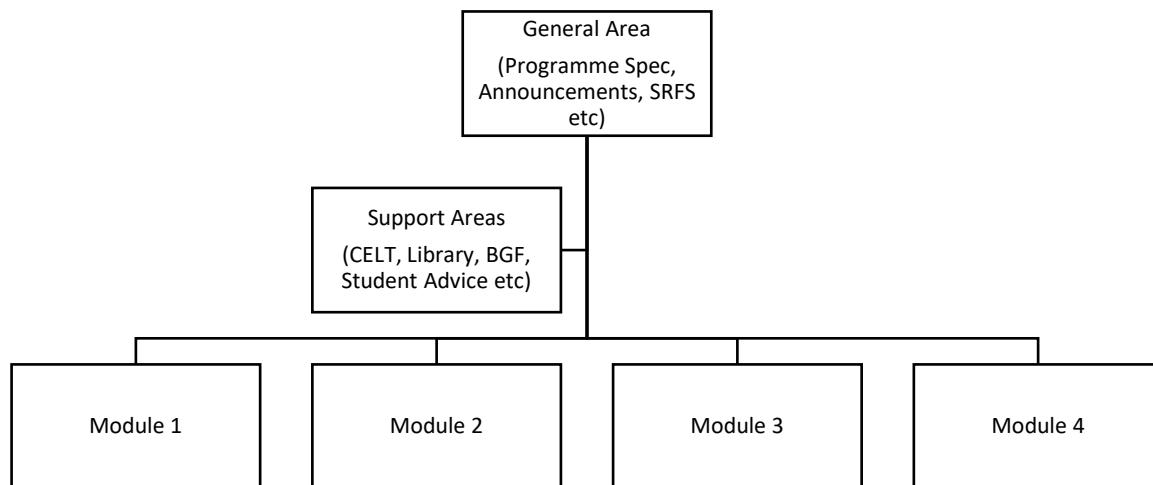


Figure 1: Programme structure

Template Structure

- ▼ **Distance Learning Template 21**
- Getting started and support
- Announcements
- Module information
- Module materials
- Live online sessions (Collaborate Ultra)
- My reading
- Assignments area (including submission)

A well-defined course structure has been established at BGU over time, using a clear naming convention to support students in navigating the course and locating key information and resources in an efficient manner.

This structure is used consistently across all programmes to provide a level of consistency to students as they progress through their studies. Key documentation such as assignment briefs, reading lists and the module specification can be found within the same location in each module, whilst information including course contact details, topic overview and various policies are within the same area in each course. There is still a degree of flexibility to the structure allowing staff to add bespoke areas relevant to their delivery. Examples include the addition of links to tutorial booking forms, research papers and FAQ's.

Figure 2: Navigation menu

Toolbar

The primary course toolbar has been developed with multiple aims; to provide a quick visual route to course information, to promote various support services to students, whilst also increasing awareness of some of the functionality within the platform.

This has initially been developed consistently across all courses, but some customisation can be made where more pertinent tools should be promoted, or where some items listed are not relevant.



Figure 3: Module Toolbar (Standard view)

To support accessibility the toolbar has been modified so that it is responsive to the screen size of the hardware used to access the Blackboard course materials.



Figure 4: Module Toolbar (Responsive view)

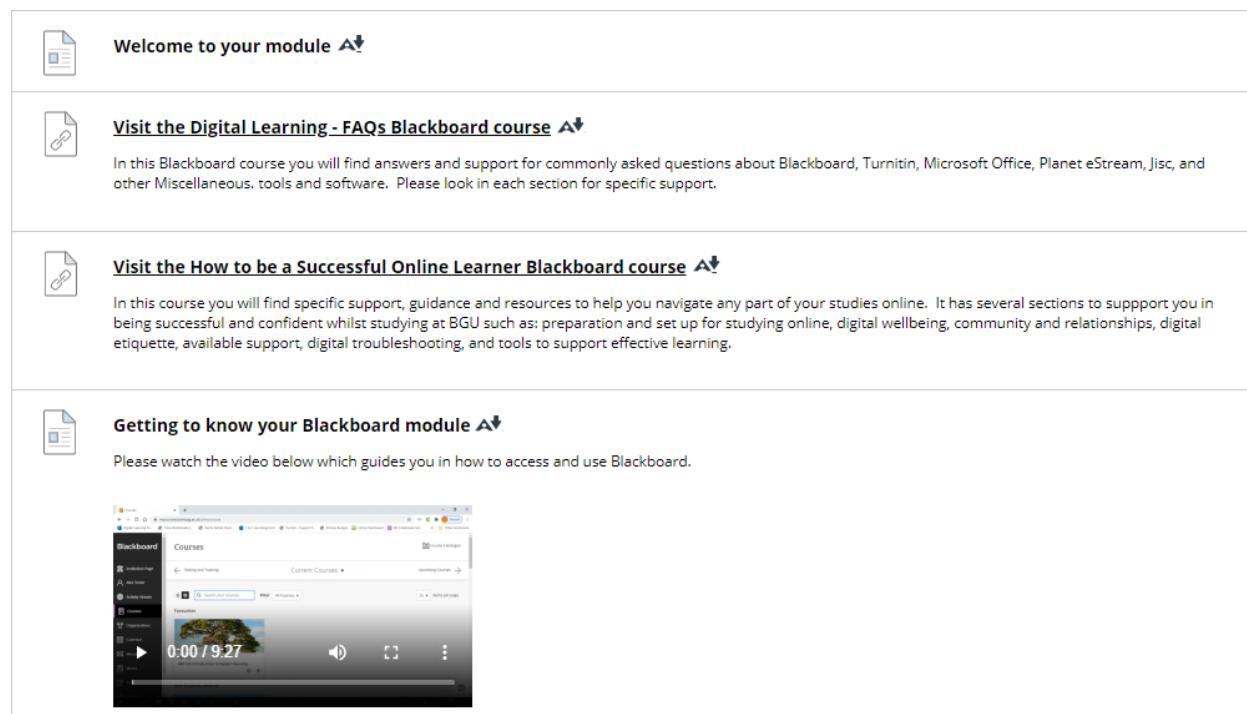
Getting started and support.

When students are using online tools, including the Virtual Learning Environment (VLE), they are highly likely to be doing this outside teaching times where timely and effective support is available to them such as in the evenings, weekends or during holidays. A significant focus of the development of the template has been in supporting students during these times.

This section has combined two individual sections from the 2018 template to streamline the content, creating a single point of access for support and guidance materials. The focus of this section is to provide Blackboard orientation and general support.

To facilitate students that may be new to studying at BGU, new to using Blackboard or visiting the module for the first time, various items have been added to help them orientate themselves. These include text-based guides, embedded video tutorials, and links to useful information.

General support has been made available providing links to various support services (academic, technical, and pastoral) within Blackboard and external to BGU. This includes technical guides, video tutorials on the use of the VLE and similar tools, together with any additional support materials provided in this area by academic staff.



Welcome to your module 

Visit the Digital Learning - FAQs Blackboard course 

In this Blackboard course you will find answers and support for commonly asked questions about Blackboard, Turnitin, Microsoft Office, Planet eStream, Jisc, and other Miscellaneous tools and software. Please look in each section for specific support.

Visit the How to be a Successful Online Learner Blackboard course 

In this course you will find specific support, guidance and resources to help you navigate any part of your studies online. It has several sections to support you in being successful and confident whilst studying at BGU such as: preparation and set up for studying online, digital wellbeing, community and relationships, digital etiquette, available support, digital troubleshooting, and tools to support effective learning.

Getting to know your Blackboard module 

Please watch the video below which guides you in how to access and use Blackboard.

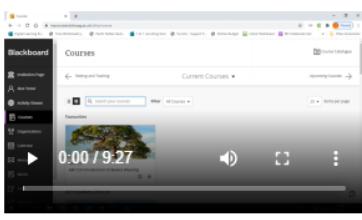


Figure 5: Getting started and support.

Announcements

The announcements tool is one of the main methods through which students can be informed of changes or updates to a module or course. Using this tool students can be communicated to as a group directly. Announcements can be standalone (appear within the module only) or additionally sent out via email using this tool.



Figure 6: Announcements

Module Information

It is fundamental that students are provided with key information relating to the module at the start of the delivery. The Module Information area is one that is typically compiled in advance of the start date and is fully populated by this point. Items added here include the validated module specification, a brief overview of the topics covered within the module, links to module staff profiles and contact details (Module contacts), as well as to the timetable system. This is also an opportunity for module leads to provide an informal overview of the module, highlighting items of interest that will be included.

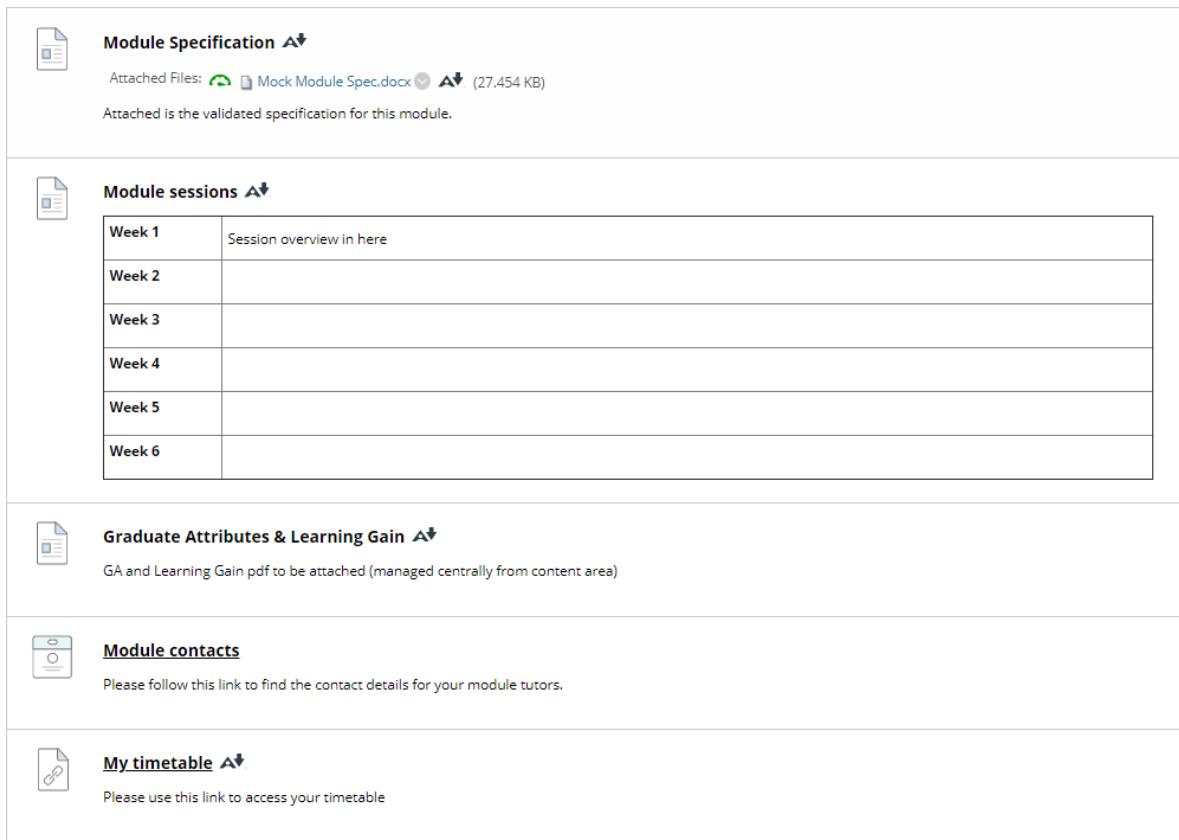


Figure 7: Module Information key content

Module Materials

The Module Materials area of the course is where the learning takes place. The module should be structured in a manner that supports the delivery of the course, using naming conventions that assist students in navigating and locating materials without issue, and provide any additional information required.

Considerations should be made to how materials should be separated, how information should be presented and what is required within the course to ensure students are able to make progress in their learning. In addition to the access to a range of learning materials, activities should be included that provide opportunities for students to interact with each other, demonstrate knowledge and explore the subject further.

Examples of content for inclusion are links to online sessions in Collaborate Ultra; folders containing academic content and item specific content.

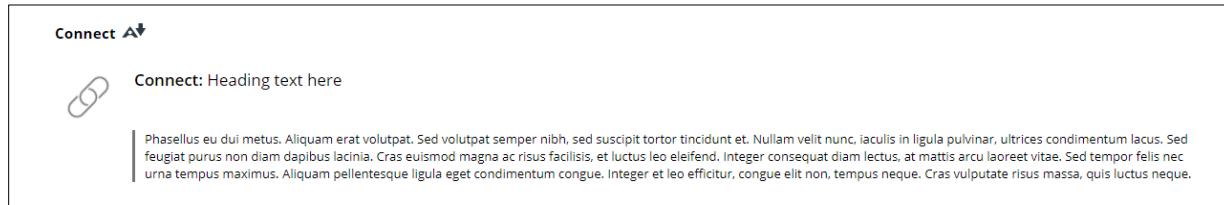
	Live online sessions (Collaborate Ultra)
	Use this link to access your live online teaching sessions via Collaborate Ultra.
	Week / topic / session folder (option 1 - FOLDERS) 
	Please look inside this folder for materials for this session / topic. Module materials one click further. Content contained within a folder.
	Week / topic / session folder (option 2 - ITEMS) 
	Attached Files:  CELT PowerPoint template.pptx  (226.039 KB) Module materials surfaced one click higher. documents attached to an item

Figure 8: Examples of module materials

For Distance Learning programmes, BGU is adopting the Accelerated Learning Cycle (ALC) model used in the Teacher Effectiveness Enhancement Program (TEEP). The 4 stages of this model are:

- **Connect:** Make learning personal. Start by connecting to what has been learned before. Involve the whole group, create a learning climate, agree the outcomes, and share the Big Picture.
- **Activate:** Help students familiarise themselves with key information. Make this multisensory, pose questions and engage curiosity. Engage students directly with the problem presented.
- **Demonstrate:** Give students opportunities to show understanding. Use feedback to fine tune learners' thinking. Make this a highly interactive student-centred phase and provide educative feedback.
- **Consolidate:** Reflect on what has been learnt and how. "What do we now know and understand that we didn't know before? How have we learned? How can we apply our learning elsewhere?"

Within Blackboard, learning materials applicable to each stage of the model can be placed into folders for each week of the module in relation to each of the four stages. Alternatively, the stage names can be used as section headers within each week of the module. This structure is flexible and adaptable at the discretion of the module tutors.

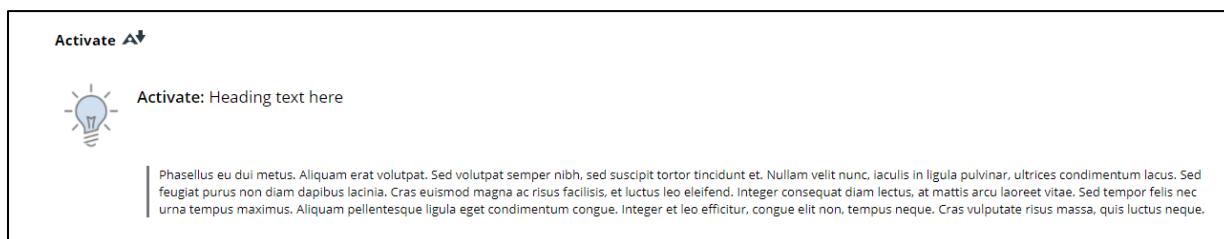


Connect 

 Connect: Heading text here

Phasellus eu dui metus. Aliquam erat volutpat. Sed volutpat semper nibh, sed suscipit tortor tincidunt et. Nullam velit nunc, iaculis in ligula pulvinar, ultrices condimentum lacus. Sed feugiat purus non diam dapibus lacinia. Cras euismod magna ac risus facilisis, et luctus leo eleifend. Integer consequat diam lectus, at mattis arcu laoreet vitae. Sed tempor felis nec urna tempus maximus. Aliquam pellentesque ligula eget condimentum congue. Integer et leo efficitur, congue elit non, tempus neque. Cras vulputate risus massa, quis luctus neque.

Figure 9: Connect icon stage header.

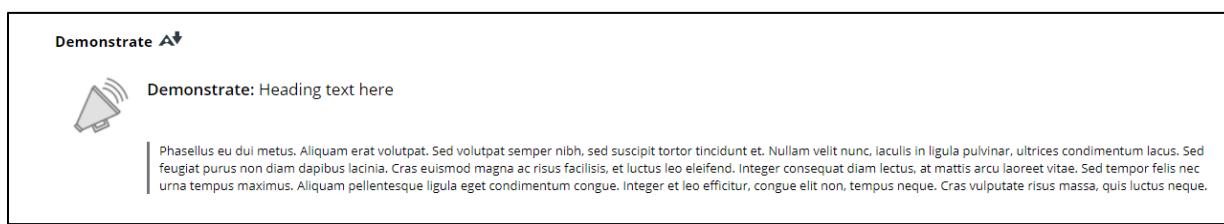


Activate 

 Activate: Heading text here

Phasellus eu dui metus. Aliquam erat volutpat. Sed volutpat semper nibh, sed suscipit tortor tincidunt et. Nullam velit nunc, iaculis in ligula pulvinar, ultrices condimentum lacus. Sed feugiat purus non diam dapibus lacinia. Cras euismod magna ac risus facilisis, et luctus leo eleifend. Integer consequat diam lectus, at mattis arcu laoreet vitae. Sed tempor felis nec urna tempus maximus. Aliquam pellentesque ligula eget condimentum congue. Integer et leo efficitur, congue elit non, tempus neque. Cras vulputate risus massa, quis luctus neque.

Figure 10: Activate icon stage header.

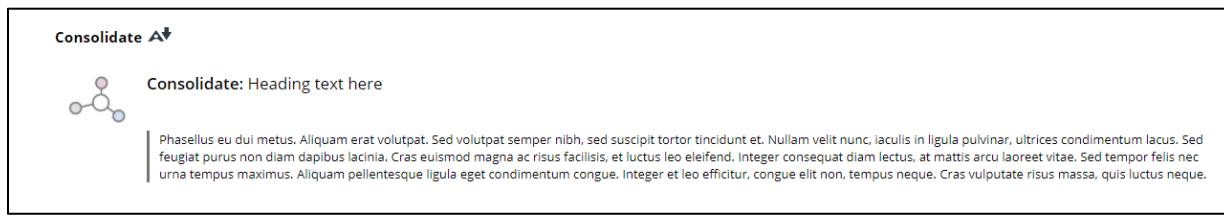


Demonstrate 

 Demonstrate: Heading text here

Phasellus eu dui metus. Aliquam erat volutpat. Sed volutpat semper nibh, sed suscipit tortor tincidunt et. Nullam velit nunc, iaculis in ligula pulvinar, ultrices condimentum lacus. Sed feugiat purus non diam dapibus lacinia. Cras euismod magna ac risus facilisis, et luctus leo eleifend. Integer consequat diam lectus, at mattis arcu laoreet vitae. Sed tempor felis nec urna tempus maximus. Aliquam pellentesque ligula eget condimentum congue. Integer et leo efficitur, congue elit non, tempus neque. Cras vulputate risus massa, quis luctus neque.

Figure 11: Demonstrate icon stage header.



Consolidate 

 Consolidate: Heading text here

Phasellus eu dui metus. Aliquam erat volutpat. Sed volutpat semper nibh, sed suscipit tortor tincidunt et. Nullam velit nunc, iaculis in ligula pulvinar, ultrices condimentum lacus. Sed feugiat purus non diam dapibus lacinia. Cras euismod magna ac risus facilisis, et luctus leo eleifend. Integer consequat diam lectus, at mattis arcu laoreet vitae. Sed tempor felis nec urna tempus maximus. Aliquam pellentesque ligula eget condimentum congue. Integer et leo efficitur, congue elit non, tempus neque. Cras vulputate risus massa, quis luctus neque.

Figure 12: Consolidate icon stage header.

For all learning materials hosted in Blackboard an icon set has been developed to clearly identify the type of digital content or learning activity. They are:

- **Lecture** – Recorded sessions or videos containing lecture materials such as a narrated presentation in a video format.

- **Reading** – documents uploaded to Blackboard or hyperlinks to reading materials such as journals hosted through WorldCat.
- **Thoughts** – Thought provoking questions or statements that engage the student with the topic or learning materials.
- **Create** – An activity that requires the student to produce a piece of work to engage with, demonstrate knowledge of, or consolidate learning.
- **Journal** – A link to the Journal course tool built into Blackboard students where students can communicate privately with tutors. Students can also use journals as a self-reflective tool. They can also post their opinions, ideas, and discuss course-related materials.
- **Discuss** – A link to the Discussion Board tool built into Blackboard where students can communicate with other students and tutors about different topics.

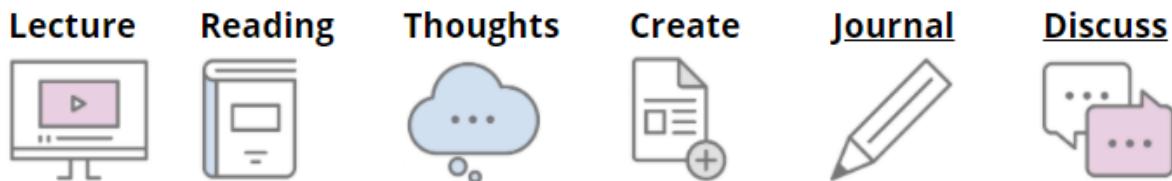


Figure 13: Activity icon set.

Example

Organising content using the four stages of the ALC and clearly structuring the learning materials using a format similar to that displayed in Figure 14 can support student learning. This format uses an icon and associated text to describe the type of activity. It is also supported with an approximate time of how long the task is expected to take and brief title of the learning item.

 5. Create (30 mins) - SMART objective exercise  
 Enabled: Statistics Tracking
 Attached Files:   FDY006 Task 2 example.docx   (16.057 KB)
  SMART Exercise.docx   (136.685 KB)

In this exercise you are going to write a SMART objective.

Figure 14: Example of a module item

This structured content creation can support the student by clearly identifying the learning content to be studied, enabling them to plan their learning around work and homelife. Numbering can support queries when engaging with staff by referring to a particular module, week and item i.e. Module ABC123, Week 3, Item 2. Timing also supports planning, ensuring content meets the scheduled hours.

Live online sessions

Blackboard Collaborate is a real-time video conferencing tool built for education and training. Collaborate opens in a browser eliminating the need to install any software to join a session. Microsoft Teams will also be utilised in some synchronous sessions. Both approaches are simple and convenient web conferencing tools that have been used to support remote delivery. In a primarily asynchronous mode of delivery, these tools still have a role in synchronous delivery such as sessions, live Q&A sessions and tutorials.

Blackboard Collaborate Ultra

Sessions

Distance Learning Template 21 - Course Room
Unlocked (available)

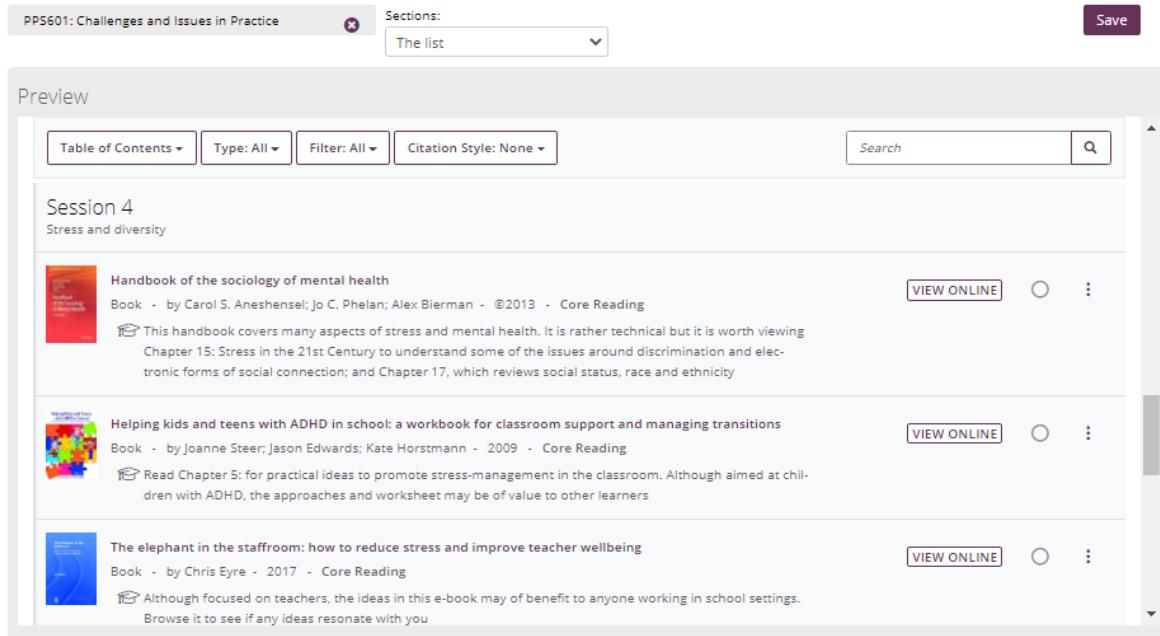
Filter by All Upcoming Sessions ▾

No scheduled sessions.

Figure 15: Blackboard Collaborate real-time video conferencing tool.

My Reading

The My Reading link launches a Talis integration, taking students to the main reading list for the module. This will include any texts indicated as essential, core or further reading, which may be held in the BGU library, via subscribed or accessible online sources, or recommended for purchase. Scans of copy-protected texts and video resources hosted in our video platform (Planet eStream) may also be held here.



PP5601: Challenges and Issues in Practice

Sections: The list

Save

Preview

Table of Contents Type: All Filter: All Citation Style: None Search

Session 4
Stress and diversity

Handbook of the sociology of mental health
Book - by Carol S. Aneshensel; Jo C. Phelan; Alex Bierman - ©2013 - Core Reading
This handbook covers many aspects of stress and mental health. It is rather technical but it is worth viewing Chapter 15: Stress in the 21st Century to understand some of the issues around discrimination and electronic forms of social connection; and Chapter 17, which reviews social status, race and ethnicity

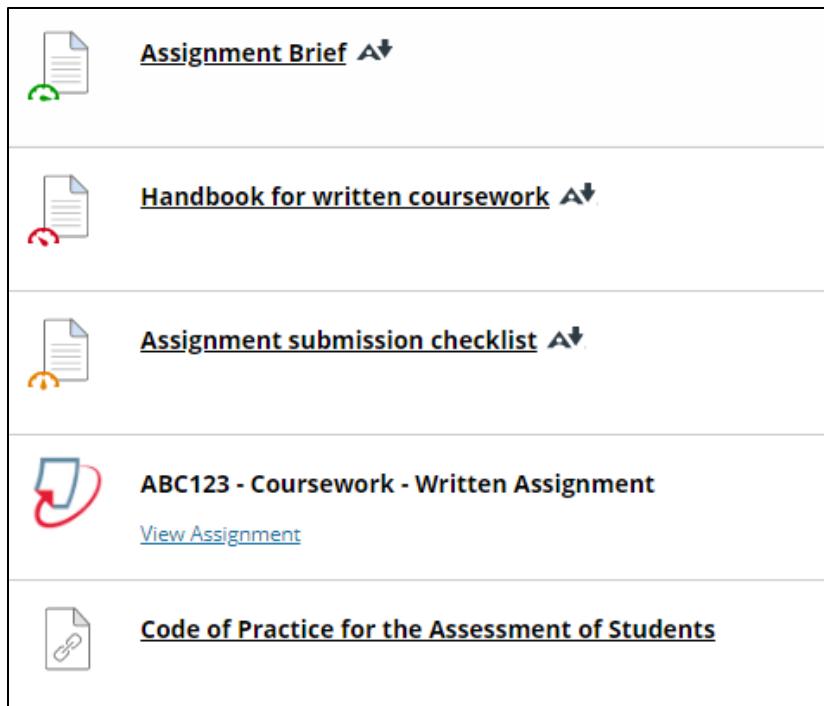
Helping kids and teens with ADHD in school: a workbook for classroom support and managing transitions
Book - by Joanne Steer; Jason Edwards; Kate Horstmann - 2009 - Core Reading
Read Chapter 5: for practical ideas to promote stress-management in the classroom. Although aimed at children with ADHD, the approaches and worksheet may be of value to other learners

The elephant in the staffroom: how to reduce stress and improve teacher wellbeing
Book - by Chris Eyre - 2017 - Core Reading
Although focused on teachers, the ideas in this e-book may of benefit to anyone working in school settings. Browse it to see if any ideas resonate with you

Figure 16: A reading list hosted in Talis Aspire.

Assignments area (including submission)

The Assessment and Assignment Submission areas have been combined to form a single section that includes standard items that are available across all modules, such as a link to the Code of Practice for the Assessment of Students, the Handbook for Written Coursework, and the module assignment brief. Here you will also find submission points in the form or Turnitin submission links to manage the submission of electronic written work or Blackboard submission links for presentation and other large data files. Students will also access feedback for submission which is made available to them on the Post Date.



The screenshot shows the 'Assignments' area in Blackboard. It contains five items listed vertically:

- Assignment Brief** (with a green circular icon)
- Handbook for written coursework** (with a red circular icon)
- Assignment submission checklist** (with an orange circular icon)
- ABC123 - Coursework - Written Assignment**
[View Assignment](#) (with a blue circular icon)
- Code of Practice for the Assessment of Students** (with a grey circular icon)

Figure 17: Contents of the Assignments area

To support the submission process guidance has been included providing a step-by-step guide to submitting written work. Academic tutors may also use this area to add anything else relevant to the assessment of the module, such as exemplars of student work, any templates required, guidance as to how to complete the assessments, and technical guides for any uncommon tools that may be used.

Additional functionality

To support the delivery of the distance learning modules there are various tools built into Blackboard that can be used by the staff to monitor engagement and by students to track progress and use alternative ways with which to engage with learning materials.

Ally

Integrated into Blackboard is the Ally tool which is used to convert course materials from their original digital form i.e. Microsoft Word into another digital format i.e. Mp3 (audio) or a translated into an alternative language, thereby making course content more accessible.

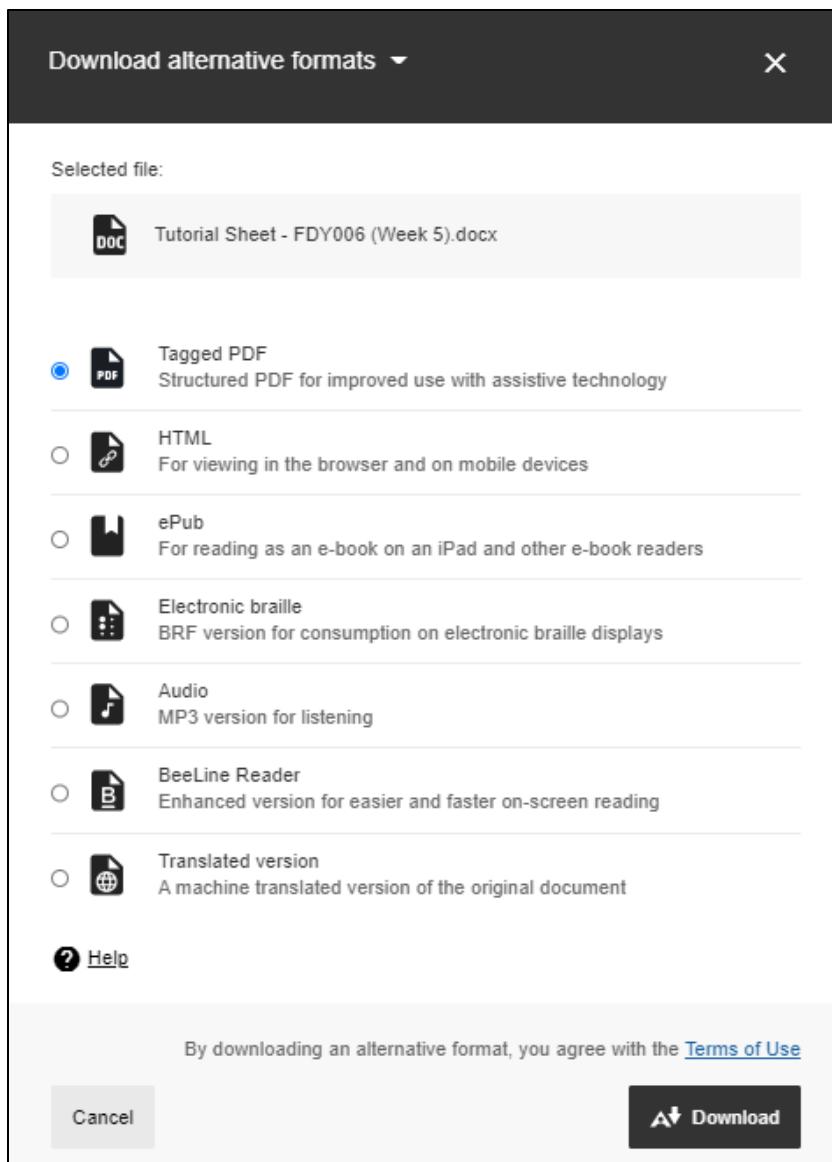


Figure 18: Blackboard Ally Accessibility support

All content uploaded to Blackboard is checked and allocated an accessibility score (see Table 1).

	Low (0-33%)	Needs help!	There are severe accessibility issues.
	Medium (34-66%)	A little better.	The file is accessible but needs improvement.
	High (67-99%)	Almost there.	The file is accessible, but more improvements are possible.
	Perfect (100%)	Perfect!	Ally didn't identify any accessibility issues, but further improvements may still be possible.

Table 1: Accessibility score

The following are examples of files uploaded to Blackboard. The indicators (not visible to students) highlight that two of the files require need to be improved. This can be achieved by using the built-in tools of the original applications (MS Word and MS PowerPoint in this example). In addition, Ally has a built-in checker that can be used to identify what needs changing to make the digital content more accessible.



Figure 19: Course content and accessibility indicators

To access the built-in checker selecting the indicator and the 'Click to improve' link will provide guidance on the changes to make.



Figure 20: Improve the accessibility score

Blackboard built-in functionality

The use of the Review Status tool allows instructors to track engagement with module materials by applying this to content items using 'Set Review Status'. Students can track their module progress using the 'Needs Review' button (on each item where it is enabled) which the student can select to indicate that this has been reviewed.

Having enabled this functionality staff can review engagement and availability through the 'User Progress' menu link to see which users have marked an item as reviewed.

Statistics Tracking can also be used by staff to monitor engagement by students on how many times students access a particular page with a content item.

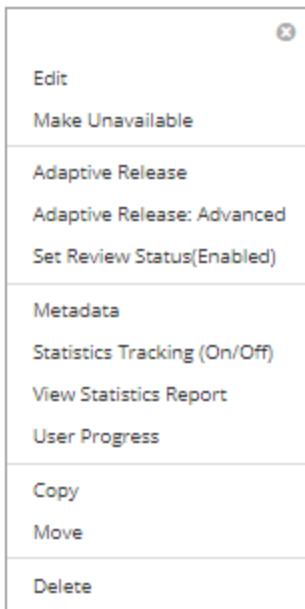


Figure 21: Blackboard Item menu

Learning Analytics

Learning Analytics is a web-based interactive dashboard that allows authorised users to view data about a student's engagement at course, module and student levels. BGU has subscribed to the service which has been developed by Jisc. The tool offers an interactive dashboard will provides authorised users access to engagement data based around three areas of student engagement:

1. Student's Digital Engagement (use of Blackboard)
2. Student's Physical Engagement (Registers of Attendance on the Timetabling system, CELCAT)
3. Student's attainment (Assessment marks that are stored on the Student Record System, Agresso QLS)

Further information about the tool can be found using this Blackboard [link](#).

Suggested technologies for online and distance learning

Online and distance learning is supported using a wide range of digital technologies and applications. How they are utilised to support this online method of delivery can therefore vary. The technologies and applications include, but are not limited to, those which have been purchased and are supported by Bishop Grosseteste University (BGU); free to use software (i.e. Open Source community supported software); web-based applications; locally installed applications; and mobile apps (android and iOS).

Core technologies Microsoft Office 365

BGU are a Microsoft enabled institution, licensing the Microsoft Office 365 suite of tools. This enables on-premises and cloud-based access to a wide range of common and specialist applications. The main applications available which are used in teaching and learning are:

- a. Microsoft Word – Documents
- b. Microsoft PowerPoint – Presentations
- c. Microsoft Outlook – email and calendar
- d. Microsoft OneDrive – Cloud storage
- e. Microsoft Teams – Collaboration and communication
- f. Microsoft Excel – Spreadsheets
- g. Microsoft Stream – Video platform

Other applications available as part of this suite are Sway, Planner, To Do, OneNote and Forms. Microsoft applications are fully supported by IT and Digital Learning (DL) from administrative and usability perspectives.

Students studying at BGU are entitled to a free copy of Microsoft Office 365 which can be installed on personal devices such as a Windows Personal Computer (PC), laptop or MacBook.

Virtual Learning Environment (VLE)

The VLE is the medium through which academic material can be managed and delivered. The application that provides this functionality at BGU is Blackboard which was adopted at BGU in 2018 and was selected partly for its ability to support the delivery of online and distance learning programmes. There are many features of Blackboard which support remote delivery including:

- a. Access to a variety of learning resources

The VLE can host a variety of different file types. These include common file types such as Word documents, PDFs, PowerPoint presentations, video and audio files, web links and images. A full list of supported formats can be found through this link, [Supported File Types](#).

- b. The ability to communicate with users

There is a range of tools within Blackboard that enable users to communicate effectively, including the 'Announcements' tool which offers the ability to post announcements within the learning module and send emails to those enrolled onto the module. There is also an 'Activity Stream' that provides information on all the actions in your modules under the categories, Important, Upcoming, Today and Recent.

- c. Electronic Management of Assessment

Summative written assessments are facilitated via the Turnitin integration within Blackboard. The Turnitin integration can also be used by academic staff to supply

feedback on other assessment types, such as assessments uploaded through a Blackboard submission point. Tests and Surveys are also functions of Blackboard incorporated into the VLE. Results from these and many of the collaborative tools listed below in *d. Collaboration*, can also be used for assessment purposes and inform grading. Grades for each course module in Blackboard are recorded in the Grade Centre.

d. Collaboration

The VLE becomes an active learning environment when interaction and collaboration take place, promoting the development of peer-learning within a supportive community.

i. Tools

Built in Blackboard tools that support this include Journals, Discussion Forums, Blogs, Wikis, a Glossary and File Exchange area. Many of these tools are available across the course and for members of groups.

ii. Blackboard Collaborate

The Blackboard Collaborate platform enables synchronous online delivery to take place, using video, screensharing, audio and teaching and learning tools such as interactive whiteboard, polling, and chat features.

e. Supporting Access Needs

Ally is an accessibility tool integrated into Blackboard which enables users to download learning materials in an alternative format to that uploaded. For example, a Microsoft Word document can be downloaded in the following formats:

- a. Tagged PDF – structured for improved use with assistive technology
- b. HTML – for viewing in web browsers
- c. ePub – for eBooks and iPads
- d. Electronic braille – BRF version for electronic braille displays
- e. Audio – Mp3 audio file
- f. BeeLine Reader – An enhanced HTML format ([website link](#))
- g. Translated version – The original file translated into a different language

The ability to change the original format enables users to consume the learning materials on different devices (mobile phones, tablets and eReaders) to meet the learners individual needs.

f. Blackboard App

The Blackboard mobile license enables students to access their course materials and interact with tasks directly from a smartphone, using an app available to download for

both Apple and Android devices. More details about the app can be found through this [link](#).

g. Signposting to, or embedding of external resources, or tools

Web based or resource-based tools (internally or externally hosted) can either be linked to from within a course, or embedded into a course, so that the tool retains full functionality. Examples of interactive tools with these features are **Padlet**, **YouTube** and **Planet eStream** videos, social media and news feeds, and forms.

h. Learning analytics and data reports

Personalisation can be built into a course when the tutors engage with the analytics functionality available to them. These include performance-based reports, system access traits and more.

Presentation Software

Presentation software can be used to deliver lecture content or demonstrations. **Microsoft PowerPoint** (part of the Office 365 suite of tools) is the defacto standard. PowerPoint also has the capability to 'Present Live' offering a subtitling service and the choice to view subtitles in a different language to that spoken. Other presentation tools are **Google Slides** (requires Google account), **Microsoft Sway** (part of the Office 365 suite of tools), and **Keynote** for Apple users. Online presentation tools are also available such a **Prezi** and **Canva**. Canva is not solely a presentation tool, it is a free web based graphic design platform which can also be used to create graphics, posters, documents and other visual content.

Video

Video can be used from a variety of perspectives.

Pre-recorded video content

Materials can be pre-recorded and made available through platforms such as **Planet eStream**, **Microsoft Stream** or **YouTube**, all of which support closed captions. Websites such as **YouTube**, **Vimeo**, and **TED** in addition to **Planet eStream** and Microsoft Stream offer the facility to embed external and pre-recorded content within the institution VLE. Content from external sites sourced through LibGuides, such as Teachers TV, on the platform Alexander Street can also be embedded into the VLE.

Synchronous 'Live' communication and collaboration

At BGU Synchronous communications are facilitated and supported through applications including **Microsoft Teams** (part of the Office 365 suite of tools) and **Blackboard Collaborate**. The ability to deliver live content supports online classes, group sessions, 1-to-1 discussions or tutorials and webinars. Functionality of these applications include collaboration through video and audio, interactive whiteboards, polling, and the ability to deliver, record and annotate presentations. Other commonly used tools available are **Zoom**, **Google Meet** and **GoToMeeting**.

Video Editing

The need to record and edit video can be performed using a variety of tools. In its simplest form a **PowerPoint** presentation can be exported as a video. The trimming of a video start and end can easily be achieved using **Microsoft Stream**. Editing can also be achieved using platforms such as **YouTube** and **Planet eStream**. For more complex video creation and editing **ShotCut** is a free, open source, cross-platform video editor and **VSDC** is a free multimedia suite that also supports editing of video.

Audio

Audio can be recorded using a free tool such as **Audacity** and exported into multiple formats. Audio files can then be hosted through the VLE. **PowerPoint** also has the functionality to record audio, primarily used to add narrations to a presentation. Audio files recorded in PowerPoint can also be exported from a presentation as a separate file for use outside of the presentation software. Mobile technologies also facilitate the creation of audio files through built-in or downloadable apps. Finally, audio files (mp3 format) can also be created from documents uploaded to Blackboard using the **Blackboard Ally** application.

Text

Written content can be created using **Microsoft Word** (part of the Office 365 suite of tools) the defacto standard tool used for the creation of text documents. Alternative applications which offer similar functionality are **Google Docs**, **Pages** (Apple office suite) and **Writer** (part of the Open Source LibreOffice and OpenOffice suite of tools). These applications can be used to produce written materials such as, assignments, course content and transcripts which can aid accessibility of audio and video content.

Radio and Television in Education

The **Planet eStream Connect service** (similar to **Box of Broadcasts**), provides access to over 2 million programmes. This resource includes the BBC Digital Archive, the BBC Shakespeare Archive, the Planet eStream Freeview Recording Library and the Freeview archives of every other Planet eStream Connect user. Content found through the Planet eStream Connect service, **YouTube** and library resources can be embedded into Blackboard to form parts of learning modules or added using an external link.

Quizzes, Tests, Survey and Polls

Quiz or polling tools can be used to check understanding or voting, providing instant feedback. Various tools can be used which have different degrees of functionality dependant on the licence. **Planet eStream Quiz** combines quiz functionality with video. **Microsoft Forms** (part of the Office 365 suite of tools) and **Blackboard Tests** have an assortment of question types. Other tools include **Google Forms**, **Mentimeter**, **Polldaddy** and **SurveyMonkey**. BGU also subscribes to the **Jisc online surveys** tool (formerly Bristol online surveys), allowing surveys to be delivered electronically.

Mind mapping software

Mind mapping tools such as **MindMeister**, **Coggle**, **Freemind** and **MindMapp** are just some of the applications that let you capture, develop, and share ideas visually. These can be used for capturing ideas, note taking, essay planning as well as many other education and study uses. BGU does have a mind mapping tool called **Inspiration 9**, unfortunately this has a site licence, making it unsuitable for distance learning.

Social networking tools

Social networking tools such as **Facebook**, **Twitter**, **Instagram**, and **Snapchat** can be used to support collaboration and communication. These are predominately used by students as 'backchannels' (communications outside of BGU formal communication tools) from a social perspective to create a community amongst students studying the same modules or courses, and to share knowledge and experiences. However, they can and have been adopted for some educational purposes and study related support groups. **LinkedIn** is also popular from a professional and employability standpoint.

Gaming, simulations, and virtual reality technologies

Gamification is a method of educating by problem solving and practising skills through games. Games offer opportunities for engagement through simulation. There are many different types of software available such as **MineCraft: Education Edition** which promotes creativity, collaboration, and problem-solving in an immersive digital environment and **Scratch** which is a free programming language and online community where you can create your own interactive stories, games, and animations.

Other types of gamification are the use of quizzing tools such as **Kahoot**, **Nearpod – Time to Climb** and **Socrative – Space Race** where a graphical and competitive element are combined. There are also other applications that include gamification amongst its functionality such as **Khan Academy** (general education tool), **Memrise** and **Duolingo** (language learning applications).

Miscellaneous Tools

Padlet is a BGU supported tool which is available to all staff and students. It is a web-based application that allows content from a range of sources to be combined into a single page (known as a wall). This includes text, images, audio, video, web links and more. It has multiple uses from an individual or teaching perspective. Examples of uses are as a collaboration tool, communication aid, assignment support and article repository.

Digital note taking tools that can be used to support study are **Microsoft OneNote** (part of the Office 365 suite of tools), **Evernote** and **Google Keep**. These are dedicated information gathering tools which can be used to collate resources and for collaboration.

Animation can be used as an alternative to video and presentations. This can be enabled through applications such as **VideoScribe**, **Blender** (Open Source) and **PowToon**.

SPSS Statistics is used on some courses at BGU for interactive, or batched, statistical analysis. Installation and guidance are supported by the IT team and use of the application by the

relevant academic teams. **Microsoft Excel, Google Sheets, Apple Numbers** and **OpenOffice Calc** can also be used for data analysis and data manipulation.

Interactive eLearning activities can be developed with specialist applications such as **Adobe Captivate** and **Articulate Storyline**.

Many tools referred to throughout this document have the capability to export the original content in Portable Document Format (PDF). The format is used to prevent the content being edited but can still be shared or printed. Files in this format are best viewed in **Adobe Reader**, a free application. PDFs can also be viewed in most browser software.

Icecream Apps are a suite of free tools which perform a variety of functions. The **Split & Merge** tool enables PDF documents to be deconstructed and reconstructed, removing unwanted pages. Conversely, new documents can be constructed from individual PDFs to create a single document. Other applications are available through this [link](#) and include, **Screen Recorder**, **Image Resizer** and **Ebook Reader**.

Assistive technologies

Producing content in alternative formats to support students with disabilities and learning needs can be facilitated through tools such as **Blackboard Ally**, **TextHelp Read and Write**, **Microsoft Learning tools**, and **web browsers** (Edge, Chrome, Firefox). Functionality provided through these tools includes reading aloud of textual content, conversion of text to mp3, text highlighting, speech-to-text, providing resources in alternative, accessible formats, amongst others.

Apple and Windows products and applications support accessibility. More information and guidance on this topic and be found through the respective [Apple weblink](#) and [Windows weblink](#).

Mobile applications

There are numerous mobile apps available to download (Apple and Android) to personal devices, that can be used to support learning. Many of the applications listed in this document have associated apps including **Blackboard**, Microsoft applications (Outlook, Word, Excel etc), that can be installed onto personal mobile devices.

Badging and certification

Badging provides an opportunity for rewards to show progress through the completion of online learning or training. The reward for completion is often a badge or certificate. Badging applications such as 'Open Badges' through Badgr Backpack, previously Mozilla Open Badges Backpack offer a way to badge bespoke learning opportunities. Worldwide learning institutions such as [Future Learn](#), [The Open University](#) and [Microsoft Education](#) provide free short courses with opportunities to earn badges and certification.

Digital knowledge assessment

The Jisc discovery tool is a web-based application which can be used to self-assess your digital capabilities. This is a service that BGU subscribe to, which is available to all staff and students.

By answering a series of questions, the tool produces a report detailing an individual's strengths and weaknesses. The tool also offers online digital learning resources to support and develop their skills in up to sixteen distinct categories detailed below.

Staff and Student categories	
• Digital Proficiency	• Digital Productivity
• Information Literacy	• Media Literacy
• Data Literacy	• Digital Communication
• Digital Collaboration	• Digital Participation
• Digital Creation	• Problem Solving
• Digital Innovation	• Digital Wellbeing
• Digital Identity Management	•

Table 2: Common categories

Staff only categories	
• Digital Learning	
• Digital Teaching	

Table 3: Staff only categories

Students only categories	
• Preparing for digital learning	
• Digital learning activities	
• Digital skills for work	

Table 4: Student only categories

Follow this link to [find out more about the Jisc discovery tool](#)

Follow this link to access the [Jisc discovery tool](#) (account required).

Summary

The applications listed within this document is not definitive, but a selection of commonly used and recognised applications that could be used or incorporated into an online distance learning programme. Not all the applications are suitable for assessment but can be incorporated into teaching and learning activities.

Caution should be used in stipulating specific tools and their uses in relation to assignment submissions due to functionality in paid and free versions, as well as file formats and compatibility requirements with Blackboard and Turnitin. Digital Learning, a team based in CELT

(Centre for Enhancement in Learning and Teaching) are a dedicated team who can support and advise on the use of digital technologies for teaching and learning.

APPENDIX 2

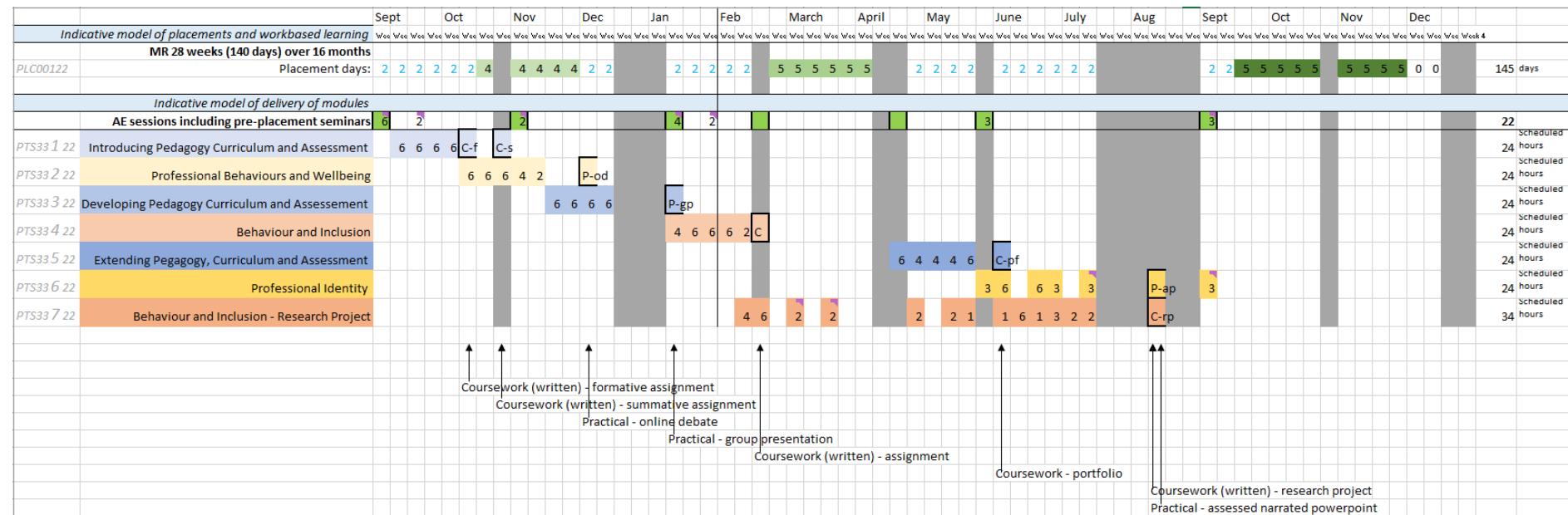
A two-tier approach is suggested in terms of placement organisation and partnership agreements. It has been agreed with the PSO, Placement Lead, ITT Regional Lead, Head of Partnership and Programme Leader that a PTS specific form will be created. This will be called the 'PTS School/Student Agreement form'.

- Students living within the BGU partnership area (50-mile radius of BGU) will work in either voluntary or employed TA roles in their 'home' school. The BGU PSO will, where necessary, continue to organise placements within this area. The partnership agreement with these students' home schools will be broadly similar to the current PTS 'Headteachers' Discussion Form'.
- Students living more further afield will be required to be in employed TAs in their 'home' school. The partnership agreement with this group of students will require that 'home' schools provide greater support with the organisation of alternative school placements. Ideally, small clusters will be formed to enable swaps between schools.

In both cases, ideally the 'PTS School/Student Agreement form' will also encompass some elements of the 'Work Based Agreement' form (as used by our FdA and other top-up routes).

APPENDIX 3

Indicative structure of programme



APPENDIX 4

(a) Final Award Learning Outcomes – with reference to current FHEQ and QAA benchmark statements correct at the date of validation. These may be subject to change if/when FHEQ and QAA documents are updated.

K&U1

1. Demonstrate the skills, detailed knowledge and systematic understanding for teaching in a range of primary school contexts.

FHEQ 4.15.a, 4.15c.i, 5.15f, 4.15i.iii.

QAA EdStud K&U7.4a, K&U7.4b, K&U7.4c, K&U7.4d, A7.5c, A7.5f, TS7.10, TS7.11.

K&U2

2. Synthesise ideas and observations into coherent arguments confidently in order to articulate and demonstrate a clear vision of their understanding of the values, theories and concepts which are at the forefront of primary teaching.

FHEQ 4.15a, 4.15c.i, 4.15c.ii, 4.15d, 4.15f.

QAA EdStud K&U7.4a, K&U7.4b, K&U7.4c, K&U7.4d, A7.5a, A7.5b, A7.5c, A7.5d, A7.5f.

SPS1

3. Know how to create a learning culture which inspires and enthuses all pupils to learn effectively through systematic and reflective planning, teaching and assessment which is underpinned by an understanding of theory and up to date research-based evidence.

FHEQ 4.15a, 4.15c.i, 4.15c.ii, 4.15f, 4.15g, 4.15i.i, 4.15i.iii.

QAA EdStud K&U7.4a, A7.5a, A7.5b, A7.5c, A7.5d, A7.5e, A7.5f, R7.6a, R7.6b, R7.6c, TS7.10, TS7.12.

IS1

4. Critically analyse and evaluate a range of sources including those at the forefront of the discipline to develop their understanding of theories and concepts and use this to justify a personal position and inform practice in real world contexts.

FHEQ 4.15a, 4.15c.i, 4.15c.ii, 4.15d, 4.15e, 4.15g.

QAA EdStud K&U7.4a, K&U7.4b, K&U7.4c, K&U7.4d, A7.5a, A7.5b, A7.5c, A7.5d, A7.5e, A7.5f, R7.6a, R7.6c, TS7.12.

IS2

5. Undertake their own research and enquiry enabling them to develop the skills of analysis and evaluation and deploy accurately established techniques of analysis and enquiry within the field of education.

FHEQ 4.15a, 4.15b, 4.15c.i, 4.15c.ii, 4.15d, 4.15e, 4.15g, 4.15h, 4.15i.ii.

QAA EdStud A7.5a, A7.5c, A7.5d, A7.5e, A7.5f, R7.6a, R7.6b, R7.6c, TS9.a, TS7.9b, TS7.9c, TS7.10, TS7.11, TS7.12.

TS1

6. Collaborate effectively with others to solve problems and to share and accommodate new knowledge and understanding.

FHEQ 4.15c.i, 4.15e, 4.15h, 4.15i.i, 4.15i.ii, 4.15i.iii.

QAA EdStud A7.5c, A7.5f, R7.6a, TS7.7, TS7.8, TS7.10, TS7.11.

TS2

7. Communicate their reasoning and reflections accurately in a range of professional and academic contexts using appropriate methods (including digital technology).

FHEQ 4.15e, 4.15h, 4.15i.i, 4.15i.iii.

QAA EdStud A7.5e, A7.5f, R7.6a, TS7.7, TS7.8, TS7.9a, TS7.9b, TS7.9c, TS7.11.

To be recommended for QTS, students will meet all current requirements for QTS

<https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice>

On successful completion of BA (Hons) Primary Teaching Studies, students will be able to:

K&U1

1. Demonstrate the skills, detailed knowledge and systematic understanding for teaching in a range of primary school contexts.

FHEQ 4.15.a, 4.15c.i, 5.15f, 4.15i.iii.

QAA EdStud K&U7.4a, K&U7.4b, K&U7.4c, K&U7.4d, A7.5c, A7.5f, TS7.10, TS7.11.

K&U2

2. Synthesise ideas and observations into coherent arguments confidently in order to articulate and demonstrate a clear vision of their understanding of the values, theories and concepts which are at the forefront of primary teaching.

FHEQ 4.15a, 4.15c.i, 4.15c.ii, 4.15d, 4.15f.

QAA EdStud K&U7.4a, K&U7.4b, K&U7.4c, K&U7.4d, A7.5a, A7.5b, A7.5c, A7.5d, A7.5f.

SPS1

3. Know how to create a learning culture which inspires and enthuses all pupils to learn effectively through systematic and reflective planning, teaching and assessment which is underpinned by an understanding of theory and up to date research-based evidence.

FHEQ 4.15a, 4.15c.i, 4.15c.ii, 4.15f, 4.15g, 4.15i.i, 4.15i.iii.

QAA EdStud K&U7.4a, A7.5a, A7.5b, A7.5c, A7.5d, A7.5e, A7.5f, R7.6a, R7.6b, R7.6c, TS7.10, TS7.12.

IS1

4. Critically analyse and evaluate a range of sources including those at the forefront of the discipline to develop their understanding of theories and concepts and use this to justify a personal position and inform practice in real world contexts.

FHEQ 4.15a, 4.15c.i, 4.15c.ii, 4.15d, 4.15e, 4.15g.

QAA EdStud K&U7.4a, K&U7.4b, K&U7.4c, K&U7.4d, A7.5a, A7.5b, A7.5c, A7.5d, A7.5e, A7.5f, R7.6a, R7.6c, TS7.12.

IS2

5. Undertake their own research and enquiry enabling them to develop the skills of analysis and evaluation and deploy accurately established techniques of analysis and enquiry within the field of education.

FHEQ 4.15a, 4.15b, 4.15c.i, 4.15c.ii, 4.15d, 4.15e, 4.15g, 4.15h, 4.15i.ii.

QAA EdStud A7.5a, A7.5c, A7.5d, A7.5e, A7.5f, R7.6a, R7.6b, R7.6c, TS9.a, TS7.9b, TS7.9c, TS7.10, TS7.11, TS7.12.

TS1

6. Collaborate effectively with others to solve problems and to share and accommodate new knowledge and understanding.

FHEQ 4.15c.i, 4.15e, 4.15h, 4.15i.i, 4.15i.ii, 4.15i.iii.

QAA EdStud A7.5c, A7.5f, R7.6a, TS7.7, TS7.8, TS7.10, TS7.11.

TS2

7. Communicate their reasoning and reflections accurately in a range of professional and academic contexts using appropriate methods (including digital technology).

FHEQ 4.15e, 4.15h, 4.15i.i, 4.15i.iii.

QAA EdStud A7.5e, A7.5f, R7.6a, TS7.7, TS7.8, TS7.9a, TS7.9b, TS7.9c, TS7.11.

Revalidation Glossary

During academic modules, students are referred to as 'students', and during placements, they are 'trainees'. However, 'student' is used throughout the documentation for consistency.

BB – BlackBoard (BGU's Virtual Learning Environment)

BGUSSS – BGU Student Satisfaction Survey

CCF- Core Content Framework

CELT – Centre for Enhancement in Learning and Teaching

DfE – Department for Education

DHLE – Destination of Leavers from Higher Education Survey

eRPD – Electronic Record of Professional Development

FHEQ – Frameworks for Higher Education Qualifications

NCTL – National College for Teaching and Leadership

NSS – National Student Survey

PSRB – Professional, Statutory and Regulatory Bodies

PTS – BA (Hons) Primary Teaching Studies

RFS - Representative Feedback System

TA – Teaching Assistant

TS - Teachers' Standards

QTS - Qualified Teacher Status

QAA – Quality Assurance Agency for Higher Education

QTS – Qualified Teacher Status

VLE – Virtual Learning Environment

WorldCat – Library catalogue and resource discovery tool

Links and References

BGU Graduate Attributes

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

BGU (2021) <https://s3.eu-west-1.amazonaws.com/bishopg.ac.uk/images/banners/CoP-Recognition-of-Prior-Learning-v1.0-Sept21.pdf>

BGU (n.d.) Digital Learning Steering Group A shared vocabulary for digital and blended learning.

Current PTS on-line prospectus <https://www.bishopg.ac.uk/courses/primteachqts>

DfE (2015) ITT Criteria available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/434608/ITT_criteria.pdf

DfE (2019) ITT Core Content Framework available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework.pdf

DfE (2011) Teachers' Standards available at:

<https://www.gov.uk/government/publications/teachers-standards>

FHEQ benchmark statements are available here:

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

QAA. (2020). Building a Taxonomy for Digital Learning available at:

<https://www.qaa.ac.uk/docs/qaa/guidance/building-a-taxonomy-for-digital-learning.pdf>

QAA Subject Benchmark Statements for Education Studies

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5

Vaughan, N.D., Cleveland-Innes, M. and Garrison, D.R. (2013). Teaching in blended environments. Creating and sustaining communities of enquiry. AU Press.