Primary and Early Years ITT

BA (Hons) Primary Education 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**	18 October 2023 (Senate approved)
2	**Next Scheduled Review Date: [Month/Year]**	September 2028
3	**Programme Specification - Effective date: [Day/Month/Year]**	1 September 2024
4	**Version Number**	4.0

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

1	Programme Specification Title
	BA (Hons) Primary Education with QTS

1a	Programme Code
	PRTEACH_1.1

2	Brief Summary (for Marketing Purposes)

The highly successful BA (Hons) Primary Education (QTS) degree is a 3-year, full-time programme which allows students to complete an undergraduate degree in Primary Education and to be recommended for Qualified Teacher Status (QTS).

This programme has run very successfully for many years and has a sustained track record of providing high quality teacher training. Recruitment statistics show that the programme remains a popular choice with applicants. Employability is consistently high; in non-covid years generally 95% + of graduates are employed in teaching positions within 12 months of completing the programme. Outcomes are very good with at least 90% of student achieving a 2:1 or 1st class degree. Student satisfaction with the course is also very high and reflects Ofsted's (2015) view that we provide outstanding pastoral care for our students.

Lecturers on the programme are all successful qualified practitioners and have a very wide range of expertise and research interests which ensures students are taught by specialists in every aspect of primary subject knowledge and pedagogy.

On the course students will spend significant number of days each year in our partnership schools developing their professional practice and linking what they study on campus in formal placements which enable them to work towards their QTS.

Students learn through a range of group seminars, workshops and practical sessions. These are designed to equip our students to be reflective practitioners, honing their teaching skills and bridging the link between theory and practice.

Using the principles of the Core Content Framework, our ambitious curriculum aims to equip all students with the necessary knowledge, skills and understanding to become outstanding classroom practitioners.

The newly updated degree will align with the BGU curriculum framework, and the Department for Education's (DfE) Initial Teacher Training Core Content Framework (ITT CCF).

3	Awarding institution	BGU PSRB – TRA		
3a	Programme Length	**Full-Time** 3 years		**Part-Time** N/A
3b	Mode(s) of Study	Full-time undergraduate		
4	Home Academic Programme Portfolio	Primary and Early Years ITT		
5	HECoS/UTT/UCAS code(s)	**HECoS/CAH2** CAH22-01-01 100464	**ITT**	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	Regulations for Undergraduate Awards		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	BA (Hons) Primary Education with QTS BA (Hons) Primary Education
10a	Exit or Fall back Award title(s)	Certificate of Higher Education Diploma of Higher Education BA Primary Education (Ordinary)
10b	Pathway	N/A
11	(i) Combined Honours Awards available e.g.: - 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	**https://www.gov.uk/initial-teacher-training-itt-accreditation** Currently TRA (Department for Education) but should this change then it would be the PRSB created or appointed to take on the role of awarding qualified teacher status.
15	Date and outcome of last PSRB approval/accreditation	Ofsted Grade 2 (Jan 2016)
16	Expiry Date of PSRB approval	Re-accreditation process underway (Feb-Aug 2022)

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 currently no QAA subject benchmark statements for teacher training, so both the FHEQ Level descriptors (http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf) and the QAA Subject Benchmark Statements for Education Studies (which is the closest set of QAA Subject Benchmark Statements to teacher training) at Level 6 (Subject Benchmark Statement: Education Studies (qaa.ac.uk)) will be used to benchmark the programme specific outcomes. QAA Subject Benchmark Statements for Early Childhood Studies have also been considered where relevant, but not specified here. Subject Benchmark Statement: Early Childhood Studies (qaa.ac.uk)

Please refer to section 19 and mapping document in Appendix 1 for details.

Modules will be mapped to the FHEQ Level descriptors (The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (qaa.ac.uk)) as this provides specific detail for each level.

The award of Qualified Teacher Status (QTS) is provided by the PSRB, currently TRA. Recommendation is given to those students that meet the Teachers' Standards at the end of the course https://www.gov.uk/government/publications/teachers-standards

'Knowledge and understanding
7.4 On graduating with an honours degree in education studies, students should demonstrate a critical understanding of:
• 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:
• 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:
• 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:

• 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

The programme aims to enable students to attain an undergraduate degree along with Qualified Teacher Status (QTS).

The programme aims to support students to be reflective, critical thinkers who are willing to challenge themselves to be:

- 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.

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 an ambitious, bespoke and sequential 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 and to prepare them for future academic study at Level 7.

The programme aims are underpinned by the BGU vision and mission statement (https://www.bishopg.ac.uk/about-bgu/governance/our-vision-mission):

Our values:
Inspired by our Anglican foundation, we will continue to live the values of respect, integrity, courage, excellence, resilience and inclusion.

Our purpose:
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.

Our ambition:
Shaped by our heritage and led dynamically into our future, by 2025, BGU will be a mature, confident, sustainable and accessible university.

And the ethos of the Primary and Early Years ITT portfolio:

- ❖ 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 principles 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, with an ambitious and challenging curriculum, 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 BA (Hons) Primary Education programme is designed with the BGU Graduate Attributes in mind and the strands of the degree reflect these – please refer to the Graduate Attribute Mapping in Section G. BGU's Graduate Attributes will be met in the following BAPE modules:

- Academic Literacies – all modules but particularly within the 'Research' strand.

- Global Citizenship – our 'Pedagogy, Curriculum and Assessment' strand, and our 'Professional Behaviours' strand will both facilitate students to develop as global citizens.

- Information Literacy - all modules but specifically our 'Research' strand.

- Digital Fluency – Placement and all modules in particular the 'Pedagogy, Curriculum and Assessment' strand and also modules that will be assessed through digital means (e.g. online debates, multi-media group presentations and online presentations). The e-portfolio required for QTS will also support the development of digital fluency.

- Employability – All modules and QTS placement related activities. There will also be specific inputs and support for applying for jobs within the 'Professional Behaviours' strand.

- Being Enterprising – All modules and QTS placement related activities.

All of the above aims and links to BGU graduate attributes ensure that students who are on either the BA (Hons) Primary Education with QTS degree, or the BA (Hons) Primary Education degree, are well prepared with a range of transferable skills to be employed in schools, often as teachers (with QTS) or teaching assistants (without QTS) and other diverse educational settings. The transferable skills provided by the course also ensure that graduates with either BA (Hons) Primary Education with QTS, or the BA (Hons) Primary Education, are also well prepared for careers outside education.

19	Programme Specific Outcomes

(a) **Final Award Learning Outcomes**

On successful completion of BA (Hons) Primary Education 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 and apply 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

On successful completion of BA (Hons) Primary Education, 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 and apply 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).

20	Exit Award Learning Outcomes

Learning outcomes for Cert. HE (Level 4) and Dip. HE (Level 5):

Students awarded the Certificate of Higher Education (with no recommendation for QTS) will be able to:
- demonstrate knowledge of the underlying concepts and principles associated with the area(s) of study, and an ability to evaluate and interpret these within the context of the area of study;

- present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the subject(s) of study.

Students awarded the Diploma of Higher Education (with no recommendation for QTS) will be able to:
- demonstrate knowledge and critical understanding of the well-established principles of the area(s)of study, and of the way in which those principles have developed

- apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;

- demonstrate knowledge of the main methods of enquiry in field of education, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;

- demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

In order to qualify for an Ordinary Degree (Level 6 with or without recommendation for QTS):
- 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 (e.g. 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

Level 4 – 120 credits

Level 4	Semester 1	PE40123_1.1 Introducing the Primary National Curriculum and EYFS Curriculum Framework Credits: 30	PE40723_1.1 Research and Child Development Credits: 30	PE40323_1.1 Key Knowledge and Understanding of Behaviour and SEND Credits: 15	PE40523_1.1 Professionalism and the Role of the Teacher Credits: 15	Placement 35 days working towards QTS
	Semester 2	PE40223_1.1 How Children Learn - an Introduction to Planning and Assessment Credits: 30				

Level 5 – 120 credits

Level 5	Semester 1	PE50123_1.1 Engaging and Motivating Learners through Meaningful Materials Credits: 30	PE50223_1.1 Developing Understanding of Planning and Assessment Credits: 30	PE50323_1.1 Developing Knowledge and Understanding of SEND Credits: 15	PE50523_1.1 The Wider Role of the Teacher Credits: 15	Placement 35 days working towards QTS
	Semester 2			PE50423_1.1 Developing Knowledge and Understanding of Behaviour Management Credits: 15	PE50723_1.1 Group Research Project Credits: 15	

Level 6 – 120 credits

Level 6	Semester 1	PE60723_1.1 Designing your Project *Capstone Project* RYr3Sem1 Credits: 15	PE60323_1.1 Extending Knowledge and Understanding of Inclusion and Behaviour Credits: 15		PE60523_1.1 Personal Philosophy and Preparing for Employment Credits: 30	Placement 50 days working towards QTS
	Semester 2	PE60823_1.1 Dissertation Credits: 30		PE60123_1.1 Extending Knowledge of the Curriculum - Curriculum Developments Credits: 30		PLC00121 Credits: 0 Assessment for QTS against TS

PSRB requirements for placement will require:
120 days (minimum) of placement (shown in the final column in each year)

21b	Module Structure

Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
PE40123_1.1	Mandatory	Introducing the Primary National Curriculum and EYFS Curriculum Framework	1	30
PE40223_1.1	Mandatory	How Children Learn - an Introduction to Planning and Assessment	2	30
PE40323_1.1	Mandatory	Key Knowledge and Understanding of Behaviour and SEND	1	15
PE40523_1.1	Mandatory	Professionalism and the Role of the Teacher	1	15
PE40723_1.1	Mandatory	Research and Child Development	4	30

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
PE50123_1.1	Mandatory	Engaging and Motivating Learners through Meaningful Materials	1	30
PE50223_1.1	Mandatory	Developing Understanding of Planning and Assessment	4	30
PE50323_1.1	Mandatory	Developing Knowledge and Understanding of SEND	1	15
PE50423_1.1	Mandatory	Developing Knowledge and Understanding of Behaviour Management	2	15
PE50523_1.1	Mandatory	The Wider Role of the Teacher	1	15
PE50723_1.1	Mandatory	Group Research Project	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
PE60123_1.1	Mandatory	Extending Knowledge of the Curriculum - Curriculum Developments	2	30
PE60323_1.1	Mandatory	Extending Knowledge and Understanding of Inclusion and Behaviour	1	15
PE60523_1.1	Mandatory	Personal Philosophy and Preparing for Employment	4	30
PE60723_1.1	Mandatory	Designing your Project	1	15
PE60823_1.1	Mandatory	Dissertation	2	30
PLC00121	Mandatory Placement (QTS)	Assessment for QTS against Teaching Standards	4+1	0

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The programme is split into strands which allow teaching and learning to develop through the 3 years of the programme, and will align with the three phases of learning on placements:

Strands	Year 1 / Level 4 Introductory Phase	Year 2 / Level 5 Developing Phase	Year 3 / Level 6 Extending Phase	TOTALS
Placements (for QTS)	Introductory Placement 35 days	Developing Placement 35 days	Extending Placement 50 days ***Assessment against Teachers' Standards at the end of the course.***	**Placements = 120 days (120 required by the DfE)**
Intensive training and practice experience (for QTS and for academic modules)	Intensive Training and Practice Experience (ITaP) 10 days	Intensive Training and Practice Experience (ITaP) 15 days	Intensive Training and Practice Experience (ITaP) 5 days	**ITaP = 30 days (30 required by DfE)**
Pedagogy, Curriculum and Assessment	2 modules	2 modules	1 module	
Behaviour and Inclusion	1 module	2 modules	1 module	
Professional Behaviours	1 module	1 module	1 module	
Research	1 module	1 module	2 modules	

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 ensure learning from placement directly contributes to and enhances academic modules.

Placements (120 days as required by the DfE during ITT) which will enable QTS trainees to work towards meeting the Teachers' Standards by the end of the programme will take place for students on the QTS version of the programme. Placement learning and progress will be evidenced in the electronic Record of Professional Development (eRPD).

Intensive Training and Practice Experience (ITAP) of 6 weeks will be required by the ITT criteria from 2024 (following the outcome of the ITT Market Review & ITT reform).

The DfE (2022, p6) states that an ITaP is not a school placement and that ITaPs are intended 'to consolidate trainees' understanding of how research evidence underpinning ITT curriculum should shape teaching practice…and increase coherence between theory and practice.' Therefore, ITaPs have been integrated as a teaching approach into the programme. These are separate and distinct from block placements to allow students to focus on foundational skills of teaching, underpinned by the evidence-base from the CCF such as managing low level behaviour, questioning and modelling. They are designed to allow students to learn via a range of modes including from experts in school and on campus at times throughout the programme.

ITaP learning will be linked to relevant modules and form part of the scheduled and independent learning hours. This will allow students to engage in 'learning about' key skills in teaching and 'learn how' to apply this in intensive centre-based and school-linked learning, linked to the CCF.

The National Institute of Teaching (NIoT) example shown here has been adopted to provide a framework for our ITaP learning and all ITaPs will be planned and delivered following this model. This is in line with the DfE expectation.

INTRODUCE	ANALYSE	PREPARE	ENACT	ASSESS
Learning about the theory of teaching and learning.	*Using representations to analyse expert teaching.*	*Using approximations to practice and get feedback.*	*Receiving support to apply learning in the classroom.*	*Tracking trainees' growing knowledge and skills.*

Figure 1 https://niot.s3.amazonaws.com/documents/Evaluation_of_the_IPP_Protocol.pdf

Reflective practice plays a key part in the design of the curriculum, and ITaPs will provide opportunity for reflection linked to modules. This will enable theory and practice to be blended; for example, students may be taught about a theory/concept in campus-based sessions, asked to observe this in practice in school via video link, digital approximation or in-person to deconstruct the concept in focus. This will be followed by opportunity to rehearse or apply the learning and discuss with experts their reflections on what they have learnt.

Students who decide at any point during the programme to opt for the non-QTS version of the degree, will continue with the ITAP school-based learning to contribute to the academic modules. However, they will not be required to complete the placements for QTS. The structure of the non-QTS programme remain the same as the QTS programme to enable students to choose the non-QTS programme at any point from the beginning of Year 2 (Level 5). Within each module, there are non-QTS options (discussed below in the assessment section) to ensure that all students progress through all modules at the same time.

The academic strands 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**

These have been organised as above into 4 strands. 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 themes of Inclusion, Wellbeing and Research will be included within our curriculum, ensuring students receive more than the ITT entitlement before embarking on their 2-year period as Early Career Teachers (ECT).

All modules within each strand are designed to build on and revisit learning during the introductory, developing and extending phases of the course. For example, the capstone **research** project will build on learning from research in Year 1 (the Introductory phase), beginning to learn how to research with close supervision by a tutor in small group research projects in Year 2 (the Developing phase) and extend students' ability to analyse and critique theory and carry out individual research in the capstone project in Year 3 (the Extending phase) to hone their skills as researching practitioners.

Student and pupil wellbeing and mental health will be a key aspect of our **professional behaviours** 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.

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

The degree will continue, as in the current validation, to be taught using a range of modes of delivery:
- Lectures
- Seminars
- Workshops
- Group and individual tutorials
- Intensive training and practice (ITaP) sessions (See section 22)
- Directed pre- and post- session study.
- Individual study
- Use of the virtual learning environment (VLE) and the eRPD

As in the current validation, a maximum of 20% (normally) of the course (usually one day per week in non-placement periods) will be delivered in online, synchronous sessions.

On campus learning (normally > 80%) will include more practical and interactive teaching and learning.

The cyclical nature of our modules is designed in such a way to allow students to revisit our curriculum, underpinned by the Core Content Framework, at a deeper level.

The on-campus sessions will be integral to the modules, and 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.

Optionality is included in the programme. Students are able to choose the age phase that they would like to focus on (3-7 or 5-11) which will ensure their placements are in an appropriate age phase. There is optionality with modules, for example in the research module in Y3 which allows students to pick any area of education that they are keen to focus upon. Students often pick aspects of the CCF curriculum such as Assessment, Behaviour Management, or Adaptive Teaching (specifically SEN), or primary curriculum subject areas, but also choose to consider wider issues and learn from and by carrying out research in aspects such as the impact of covid on learning or wellbeing (teacher/pupil) for example.

School placements will continue to be a substantial and integral part of the degree particularly for those students undertaking QTS. Placement learning will include:
- Learning from experts
- Observation of experienced practitioners
- Engagement with placement tasks
- Teaching individuals, small groups and whole classes
- Ongoing professional development with support from expert colleagues in school

Engagement with the eRPD will support placements. Students will be directed to relevant passages from the ITE Placement Handbook to explain this further.

Intensive training and practice (ITaP) sessions as defined in Section 22 provide opportunity for students to learn about theory in relation to foundational teaching skills. The NIoT model of delivery (Section 22, figure 1) has been adopted as a framework for these elements of the programme. This teaching approach combines the use of digital approximations, live links to the classroom, videos and webinars, discussion, wider reading, observation and independent reflection and study to:

- analyse expert teaching,
- practice the skill and receive feedback,
- receive support to apply their learning,
- reflect on professional development.

For those students who opt to complete the non-QTS programme, ITaP learning will also enable them to:
- Learn from experts.
- Observe experienced practitioners.
- Engage with tasks that enable them to prepare for academic modules related to ITaP learning.

Academic and Professional Enhancement sessions will not be included in validated module hours but will be integral to the degree. These will include:
- Academic enhancement sessions (e.g., introductions and reintroductions to CELT, the library, BG Futures etc.)
- PDP tutorials (recorded on the eRPD)
- Pre-placement information sessions
- Placement specific tutorials to support students' progress.

Our FAQs, through the VLE, offer opportunities for students to post specific questions which are responded to by module leaders. There are also opportunities to attend online drop-in sessions during placement, to discuss with tutors their progress.

24	Assessment Strategies

Assessments are varied and are designed to challenge the students but also to help them perform to their highest ability in a range of contexts that are applicable to the primary teaching role. For example, students will participate in assessments such as group discussions, on-line discussions, individual presentations, assessed tutorials as well as written assignments and portfolios of tasks. Modules are assessed though a balance of practical and coursework assessments to reflect the variety of forms of communication required in the primary school, further supporting and preparing students to become confident and effective teachers.

The balance of both practical and coursework approaches 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 learning. Broadly speaking 50% of credits are assessed through practical work and 50% through coursework across the programme.

This programme will use innovative online tools such as an online assessed discussion in smaller groups, over a period of one-week utilising discussion boards within the VLE. This has been a successful assessment approach in previous validations of the course and feedback from students has always been positive. It aims to provide students with an opportunity to engage in critical discourse to demonstrate their knowledge skills and understanding.

Collaborative presentations, utilising online software will also be used as an assessment mode for students, and again, student feedback has been positive in terms of both professional development, as a result of developing

core IT skills; and personal development, as a result of collaborating with others. The use of group work will enable students to select their own reasonable adjustments in terms of how they contribute to the overall design of group assessed projects, enabling them to maximise opportunities within each assessment mode, as well as enabling them to be fully included. Group presentations also carry group tutorials with relevant academic staff enabling additional study skills support.

All modules include one assessment point (see table below).. For those 30 credit modules assessments are weighted to reflect the credits that they represent. For example, one of the practical assessments in Y1 (Introducing the Primary National Curriculum and EYFS Curriculum Framework – 30 credits) has a written assessment (3000 words) which requires students to plan a sequence of core subjects and then discuss and reflect on their planning design decisions linked to literature to defend their choices. Another Y1 module (How children learn – an introduction to planning and assessment – 30 credits) provides students with the opportunity to work as a group to plan and present a stimulating and engaging digital resource that will be accessed by teachers. The presentation will be created as a group, but individuals will be required to plan a lesson for the resource and provide a rationale to support their choices.

In Y2 students build on prior learning in two 30 credits modules (Engaging and motivating learners through meaningful materials) with a written rationale for using a children's text in a cross curricular context and (Developing planning and assessment) in which students will bring a sequence of lessons planned to an assessed 30-minute group discussion to discuss and critically analyse their groups plans.

Additional examples in Y3 (Extending knowledge of the curriculum - Curriculum developments – 30 credits) has a 30-minute practical presentation which requires students to discuss 'big issues' in primary education. This presentation will mimic the interview process often seen in schools and therefore support their ability to perform well in job interviews; teaching post interviews often include a presentation, and/or questions on the latest initiative or new policy.
The capstone dissertation project in Y3 (30 credits) also includes only one form of assessment to enable students to have a 7500-word count – our students have fed back that this is a suitable length for their dissertation research project.

All assessments provide opportunity for students to make links between ITaPs, placement experience and academic work, offering detailed opportunity to integrate and evaluate theory into practice.

For students on the QTS programme, modules often require reflection on what they have learnt in school from the perspective of a teacher's role, so for example in an assessed tutorial, they may be asked 'what did you learn from the way you planned to teach…?'. For those that opt for the non-QTS programme, they will instead be asked to reflect on what they have learnt about education as an observer, rather than as a practitioner 'what did you learn about how the teacher planned….?'. As each module occurs, noting that students can choose to opt for the non-QTS programme at any point from the start of Y2 to the end of Y3, cohort and module leaders tailor the assessment approaches slightly (as above either through slightly different phrasing of questions) and/or provide additional support to ensure that any students on the non-QTS programme at that point have equal opportunity to access the full range of marks in the assessment for the module.

Placements allow students to work towards the current teaching standards and are organised to meet the current ITT criteria (currently: DfE 2012, updated 2021 https://www.gov.uk/government/publications/initial-teacher-training-criteria). 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. Formative feedback is provided by school school-based mentors (SBMs) with the support of and quality assurance by university-based mentors (UBMs).

Students will be clearly guided through their professional progress during and between placements and always be aware of whether they are on track. This will be shown in the eRPD which includes:

- WCPR (Weekly Curriculum Progress Meetings) (with an 'on track' button completed weekly)
- TOPRs (Trainee Observation and Progress Records) carried out at least once per week (with an 'on track button')
- Inclusion of PSP (personal support plans) and CfC (cause for concern plans) to support any students identified as not on track in any area of the curriculum at any point

PDP (personal development plans) which occur 3 times per year and focus on both academic and professional progress.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
PE40123_1.1	Introducing the Primary National Curriculum and EYFS Curriculum Framework	30	1	-		100%
PE40223_1.1	How children learn - an introduction to planning and assessment	30	1	-	100%	
PE40323_1.1	Key Knowledge and Understanding of Behaviour and SEND	15	1	-		100%
PE40523_1.1	Professionalism and the Role of the Teacher	15	1	-	100%	
PE40723_1.1	Research and Child Development	30	1	-		100%
PE50123_1.1	Engaging and motivating learners through meaningful materials	30	2	-	100%	
PE50223_1.1	Developing Understanding of Planning and Assessment	30	2	-	100%	
PE50323_1.1	Developing knowledge and understanding of SEND	15	2	-		100%
PE50423_1.1	Developing knowledge and understanding of Behaviour Management	15	2	-		100%
PE50523_1.1	The Wider Role of the Teacher	15	2	-	100%	
PE50723_1.1	Group Research Project	15	2	-		100%
PE60123_1.1	Extending knowledge of the curriculum - Curriculum developments	30	3	-	100%	
PE60323_1.1	Extending knowledge and understanding of Inclusion and Behaviour	15	3	-		100%

				-		
PE60523_1.1	Personal Philosophy and Preparing for Employment	30	3		100%	
PE60723_1.1	Designing your Project	15	3	-		100%
PE60823_1.1	Dissertation	30	3	-		100%
PLC00121	Assessment for QTS at the end of the course	0	3	-	100%	-

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading
PE40123_1.1	Introducing the Primary National Curriculum and EYFS Curriculum Framework	30	100% Coursework Essay portfolio	4000 words Individual mark & feedback
PE40223_1.1	How children learn - an introduction to planning and assessment	30	100% Practical Presentation portfolio	30 mins (per groups of 4/6) Individual mark & feedback
PE40323_1.1	Key Knowledge and Understanding of Behaviour and SEND	15	100% Coursework Written essay	2000 words Individual mark & feedback
PE40523_1.1	Professionalism and the Role of the Teacher	15	100% Practical Engagement with online discussion over 5 days	Contributions over 5 days Individual mark and feedback
PE40723_1.1	Research and Child Development	30	100% Coursework Individual reflective essay	4000 words Individual mark & feedback
PE50123_1.1	Engaging and motivating learners through meaningful materials	30	100% Practical Group project presentation and individual plans and contributions	30 mins (per groups of 4/6)
PE50223_1.1	Developing Understanding of Planning and Assessment	30	100% Practical Assessed group discussion	20 mins focus group discussion plus Q&A (groups of ~6) Individual mark & feedback
PE50523_1.1	The Wider Role of the Teacher	15	100% Practical Assessed Group Discussion	10 mins including Q&A Individual mark & feedback
PE50323_1.1	Developing knowledge and understanding of SEND	15	100% Coursework Written essay	2500 words Individual mark & feedback
PE50423_1.1	Developing knowledge and understanding of	15	100% Coursework Written essay	2500 words Individual mark & feedback

	Behaviour Management			
PE50723_1.1	Group Research Project	15	100% Coursework Research portfolio: Shared planning, methods & data collection with individual analysis and findings	2500 words Individual mark & feedback
PE60123_1.1	Extending knowledge of the curriculum - Curriculum developments	30	100% Practical F2F Individual Digital presentation & submission of teacher pack/planning/materials	20 mins presentation, plus Q&A Individual mark & Feedback
PE60323_1.1	Extending knowledge and understanding of Inclusion and Behaviour	15	100% Coursework Written essay	3000 words Individual mark & feedback
PE60523_1.1	Personal Philosophy and Preparing for Employment	30	100% Practical Synchronous individual presentation with Q&A element	30 mins including Q&A Individual mark & feedback
PE60723_1.1	Designing your Project	15	100% Coursework Project planning portfolio	3000 words Ethical clearance & individual feedback
PE60823_1.1	Dissertation	30	100% Coursework Research project dissertation	7500 words Individual mark & feedback

DfE (2012 updated 2021) *ITT Criteria* available at:
https://www.gov.uk/government/publications/initial-teacher-training-criteria

25	Inclusive Practice and Personal Development Planning

Students are allocated personal tutors at the start of the programme. They will, where possible, have a consistent 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 act as the first point of contact should a student experience difficulty or require support.

The programme team will aim for consistency in the leadership of cohorts, and the cohort leader in Y1-Y3 will provide additional support, weekly email updates, regular cohort meetings to update students on general messages and will listen and respond to student feedback.

Based on student feedback, 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 attended online, 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 and provide 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

Technology will be used to enhance learning, and 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.

To enable this, 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. The appropriate use of presentation technologies will likewise be part of sessions the students will receive.

Students will be taught the importance of the digital citizen and online safety, both for themselves and for the children they teach. This will be revisited during the programme.

Students will also be encouraged and supported in their understanding of using technology to enhance their own learning, through for example use of the VLE, WorldCat and LibGuides. These will be introduced in sessions and students will receive 'top-up' sessions at appropriate points during the course (e.g., refresher sessions on accessing on-line journal articles during the Level 6 research project module).

Along with ongoing use of the VLE to receive announcements, access module specific information, submit assignments, receive feedback and access the timetable, students will also make use of the eRPD (an 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 school-based mentors (SBMs) and university-based mentors (UBMs) 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.

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. Many assessments specifically require the use of technology (beyond simply using technology to write assignments, research literature and submit written assignments), for example an on-line discussion, or a multi-media presentation. Students will be required to develop their knowledge away from sessions and support for this will be made available by CELT.

27	Work-related Learning and/or Placement

The University definition of work-related learning includes '**professional practice placement** learning which can be defined as 'students gaining experience necessary to achieve qualifications and continued professional development'. This would typically relate to initial teacher training programmes.' (BGU Code of Practice for work-based learning 2019)

Placement module runs throughout the degree and ensures that academic modules directly support and enrich professional development and placements in school and 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 in schools required by the DfE as outlined in the ITT reform document. (DfE, 2022)

The Placement Lead and Placement Services Office (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 long 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 during each placement will be tracked to ensure reflective, supportive targets are set and students remain on track to meet the requirements of QTS by the end of the programme. 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).

University Based Mentors (UBMs/lead mentors) and School Based Mentors (SBMs/mentors) support students during all placements. The SBM will mentor the student on a daily basis providing ongoing focussed support and advice, weekly meetings to review progress and observations. The UBM will be responsible for training the SBM, providing Quality Assurance of the placement and providing support to the SBM throughout the placement. All aspects of mentor support will align with BGU mentoring policy and national/DfE policy.

Students will be monitored by their personal tutor, cohort lead and the placement lead during the course to ensure they are 'Placement Ready' before each placement. This will contribute to their overall progress towards QTS at the end of the programme and will ensure they are 'on track'. This will involve for example, checking that students have satisfactory attendance, that they have engaged with various pre-placement tasks and are fully prepared to engage well during the placement. If a student is deemed to not ready for placement, support plans and action plans will be put in place to ensure they are on track before the placement starts. Sessions preparing QTS students will take place outside academic modules and include support in preparing for placement. These will total around 12 teaching hours per academic year.

ITAP learning (as defined in section 22) will be linked to relevant modules and form part of the scheduled teaching hours. This will allow students to engage in 'learning about' key skills in teaching and 'learn how' to apply this in intensive centre-based and school-based environments (CCF). These ITAPs will provide opportunity to focus on key pivotal aspects of the ITT curriculum and transfer this learning into their formative block placements. They will also be able to make use of this learning 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. These ITaP hours will be integral to each module; for example within a behaviour module, students may be directed to read their school behaviour policy, reflect on how instances of inappropriate behaviour are managed in school and learn from experts in school. This placement learning will inform the learning and assessment for the module.

Most students on the course complete the programme with QTS, however occasionally, students decide part way through the programme that they do want to continue and complete their BA (Hons) degree but do not

want to complete the requirements for qualifying with QTS. This decision can be made at any point, and these students will be able to use their ITAPs (6 weeks over the course) to support their progress towards the BA (Hons) Primary Education degree.

Students who continue to work towards QTS also need to complete the programme design requirement of 120 days in school placements and then PLC00121 at the end if the course. The Introductory (Y1), Developing (Y2) and Extending (Y3) placement days enable students to complete the current DfE requirement for 120 days training in schools.

DfE (2012 updated 2021) *ITT Criteria* available at:
https://www.gov.uk/government/publications/initial-teacher-training-criteria
DfE(2021) Initial teacher training (ITT) market review report

DfE(2022) ITT reform: accompanying document

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 invited to support the delivery of the programme for example leading sessions and participating in academic assessments. 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.

Available data for recent years show very high employability rates.

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.

Students on both the QTS and the non-QTS programme are supported with applying for jobs at the end of the course through a range of sessions within modules, and individual tutorial support with application for specific jobs.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

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.

Normally, applicants who hold or are predicted to attain at least 112 UCAS points are invited for interview.

Interview processes and criteria are reviewed on an annual basis and remain in place for a complete interview cycle.

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*

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

30	Programme Specific Management Arrangements

General
Head of Programmes for ITE
Deputy Head of Programmes for ITE
Programme Leader for UG Primary

Professional, Regulatory & Statutory Bodies
DfE (2012 updated 2021) *ITT Criteria* available at:
https://www.gov.uk/government/publications/initial-teacher-training-criteria

31	Staff Responsibilities

General
Y1 cohort leader
Y2 cohort leader
Y3 cohort leader
Module leaders for each module
Placement lead
ITaP lead
Academic Writing subject group lead

32	Programme Specific Academic Student Support

Student engagement will be carefully monitored throughout all learning:

- **Live in person** – timetabled, on campus sessions with a tutor present – students will be registered on Celcat.

- **Live online** – timetabled, online sessions with a tutor present - students will be registered on Celcat.

- Student engagement with the VLE will be monitored using BB reports, and through tutors monitoring and tracking engagement.

Cohort leaders, and personal tutors will be responsible for monitoring individual students' engagement. Data will be stored securely and allow personal tutors to support any students who are not engaging as expected. To support students to fully engage:

- 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.

Where students have opted for the non-QTS programme, cohort leads provide alternative support to those students who need to engage with QTS placement preparation. They also provide support (alongside CELT) in supporting non-QTS students to apply for jobs outside teaching and promoting alternative job opportunities.

33	**Programme Specific Student Evaluation**

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 BGU Student Satisfaction Survey (BGUSSS) and National Student Survey (NSS) are encouraged.   Additionally, Trainee Initial Teacher Education Surveys (TITES) 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 Primary Education						
	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.	SPS1 Know how to create and apply 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.	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 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.	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).
PE40123_1.1	✓	✓		✓			✓
PE40223_1.1	✓		✓		✓		✓
PE40323_1.1	✓	✓	✓	✓			✓
PE40523_1.1	✓	✓		✓		✓	
PE40723_1.1	✓	✓					✓
PE50123_1.1	✓	✓		✓		✓	✓
PE50223_1.1	✓		✓	✓			✓
PE50323_1.1	✓	✓	✓	✓			✓
PE50423_1.1		✓	✓	✓			✓
PE50523_1.1		✓	✓	✓		✓	✓
PE50723_1.1		✓		✓	✓	✓	✓
PE60123_1.1	✓	✓		✓			✓

Module Name	Programme outcomes for Level 6 Primary Education						
	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.	SPS1 Know how to create and apply 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.	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 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.	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).
PE60323_1.1	✓	✓	✓			✓	✓
PE60523_1.1	✓	✓	✓				✓
PE60723_1.1				✓	✓	✓	✓
PE60823_1.1		✓		✓	✓		✓

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 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.	**SPS1** Know how to create and apply 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.	**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 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.	**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).
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 *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of change such as new routes, pathways etc)*	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification *(e.g. students entering Level 5 from September 2016 onward)*

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 High Expectations (Standard 1 - 'Set high expectations') 7 Managing Behaviour (Standard 7 - 'Manage behaviour effectively')	2 How Pupils Learn (Standard 2 - 'Promote good progress') 4 Classroom Practice (Standard 4 - 'Plan and teach well-structured lessons') 5 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:				
1 B&IYr1Sem1	1 PCAYr1Sem1	1 PCAYr1Sem1	1 PCAYr1Sem1	1 PBYr1Sem1
	1 PCAYr1Sem 2	1 PCAYr1Sem 2	1 PCAYr1Sem 2	
2 B&IYr2Sem1	2 PCAYr2Sem1	2 PCAYr2Sem1	2 PCAYr2Sem1	2 PBYr2Sem1
2 B&IYr2Sem2	2 PCAYr2Sem1&2	2 PCAYr2Sem1&2	2 PCAYr2Sem1&2	
3 B&IYr3Sem1	3 PBYr3Sem1&2	3 PBYr3Sem1&2	3 PBYr3Sem1&2	3 PBYr2Sem1

APPENDIX 1

(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 and apply 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 Education, 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 an apply 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.

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.

BAPE – BA (Hons) Primary Education

BB – BlackBoard Ultra (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

ECT / ECF – Early Career Teacher / Framework

eRPD – Electronic Record of Professional Development

FHEQ – Frameworks for Higher Education Qualifications

ITaP – Intensive Training and Practice

NCTL – National College for Teaching and Leadership

NIoT – National Institute of Teaching

NSS – National Student Survey

PSRB – Professional, Statutory and Regulatory Bodies

RFS - Representative Feedback System

TA – Teaching Assistant

TRA – Teaching Regulation Agency

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

DfE (2012 updated 2021) *ITT Criteria* available at:
https://www.gov.uk/government/publications/initial-teacher-training-criteria

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

DfE(2021) Initial teacher training (ITT) market review report

DfE(2022) ITT reform: accompanying document

FHEQ benchmark statements are available here:
https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.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

QAA Subject Benchmark Statements for Early Childhood Studies
Subject Benchmark Statement: Early Childhood Studies (qaa.ac.uk)