

PROGRAMME SPECIFICATION

1	Awarding institution/body	University of Worcester
2	Teaching	University of Worcester
3	Programme accredited by	
4	Final award	BA (Hons)
5	Programme title	Primary Initial Teacher Education
6	Pathways available	All students follow the same generic pathway
7	Mode and/or site of delivery	University of Worcester and Partnership Schools
8	Mode of attendance	Full time
9	UCAS Code	X121 (Early Years) X122 (Later Years)
10	Subject Benchmark statement	DfE/TDA Professional Standards for Qualified Teacher Status
11	Date of Programme Specification preparation/revision	Jan 2011 (updated)

12 Educational aims of the programme

The three year programme has the following distinctive features which the team believes make it challenging and exciting for students, tutors and teachers in schools:

- study of the whole curriculum including all National Curriculum subjects and RE
- a placement in a non-school educational setting to gain insights into the skills, knowledge and working of other education related professionals
- Professional Development Research Project – school-based research into a selected aspect of the special interest curriculum area
- the opportunity to enhance subject knowledge, skills and understanding in ICT
- the use of professional profiling documents to monitor and support development in knowledge, skills, understanding and competencies in the core subjects and ICT
- the involvement of students in recording and assessing their professional development via the Professional Development Profile (PDP)
- partnership with schools through the delivery of the course and the support and assessment of students on school experience.

The aims of the programme are for students to develop the:

- Creativity, commitment and enthusiasm for innovative classroom practice, together with the knowledge, intellectual and managerial skills required of the graduate professional in ensuring the well-being and educational development of all learners.
- Intellectual and innovative capability, critical judgement and skilled communication that can be employed in the workplace.
- Ability to pursue specialist knowledge and understanding.
- Capacity to support and contribute to the policies and practices of the workplace and to share in the collective responsibility for their implementation.
- Commitment to reflect on and improve professional practice and take increasing responsibility or identifying and meeting their own continuing professional development (cpd) needs.
- Understanding of relevant educational issues and theories and the ability to apply these in the workplace.
- Ability to meet the Training and Development Agency for schools (TDA) Professional Standards for Classroom Teachers

13 Intended learning outcomes and learning, teaching and assessment methods

This programme is designed to meet specific requirements laid down by DfE and the TDA and against which judgements by OFSTED inspections will be made. These requirements are underpinned thematically by the five key outcomes for children and young people identified in Every Child Matters and the Common Core of skills and knowledge for the children's workforce. The work of practising teachers should also be informed by an awareness of legislation concerning the well being of children and young people expressed in the Special Educational Needs and Disability Act (2001) and its associated codes of practice, the Race Relations (Amendment) Act (2000) and the DfE guidance *Safeguarding children in education* (2004). The course also meets the requirements of the University of Worcester Learning, Teaching & Assessment Strategy (2006).

Learning Outcomes

A Knowledge and Understanding

Students will be able to:

- A1 develop a systematic knowledge and conceptual understanding of child development and child protection;
- A2 demonstrate a detailed knowledge and understanding relevant to the Foundation Stage, the National Curriculum and professional practice in schools;
- A3 apply knowledge and understanding about teaching and learning in schools and Settings

B Intellectual skills:

Students will be able to:

- B1 analyse practical and theoretical situations in the context of child development and theories of teaching and learning and synthesise solutions showing original and creative thought;
- B2 plan, manage and reflect on their own learning and progression;

C Subject and other skills:

Students will be able to:

- C1 demonstrate the ability to teach all subjects in the National curriculum and Foundation Stage;
- C2 communicate appropriately and effectively;
- C3 relate theory to practice so that work based practice has a sound theoretical underpinning;
- C3 demonstrate understanding of research methodology through project work;
- C4 appreciate the role of support agencies and inter-professional collaboration.

D Professional Skills and abilities and Employability Skills and abilities

Students will be able to:

- D1 demonstrate professional values and practice in terms of equality of opportunity and respect for children and their families;
- D2 demonstrate autonomy, self-reliance, teamwork and leadership;
- D3 demonstrate skills in communication and interpersonal relationships;
- D4 read and write fluently for a range of audiences.

Learning and teaching

The Primary Team are committed to "excellence in inclusive learning and teaching and to providing higher education learning opportunities accessible to all in a genuinely open and supportive environment" and to providing "inspiring models of equal and progressive educational practice.... And clear social values which ensure that individuals are treated with respect and dignity" (UW Learning and Teaching Strategy September 2005)

In order to meet the learning outcomes of the course and of modules learning and teaching strategies have been developed which include:

- Tutor-led workshops and fieldwork, primarily to introduce underpinning knowledge, theoretical argument, practical skills, central issues, key texts and inter-professional

fields of study.

- Study of key texts and supplementary reading to enable students to identify subject matter that will enhance their understanding and intellectual ability.
- Participation in group discussion, presentation and debate, to encourage students to develop their skills of critical analysis and further increase involvement and collaboration in order to improve their interpersonal, group and communication skills.
- Case studies and problem solving tasks to provide opportunities to develop approaches that will deepen levels of understanding and professional judgement, including multi-agency approaches as recommended by the Every Child Matters agenda.
- Development of practice based competence and skills of critical reflection through guided individual mentoring during placements.

14 Assessment Strategy

The BA (Hons) Degree in Primary Initial Teacher Education seeks to satisfy two bodies- the University of Worcester (honours degree requirements) and the TDA/DfE (Professional Standards for Qualified Teacher Status). The degree worthiness is determined by the assessment of academic standards in University based work and the standards for QTS are demonstrated during 120 days of school experience. However, these two forms of assessment should not be seen as mutually exclusive. Each of the elements of the programme (Core subjects, Foundation subjects, Professional Studies and School Experience (SE)) is seen as supporting and complementing the others. For example, to triangulate learning, many of the university based assignments will draw upon experiences encountered by students whilst on school experience (SE), and the university based learning will be put into practice and assessed through tasks and teaching whilst on SE.

The design of the assessment procedures has been determined by the following considerations:

- The need to determine satisfactory completion of programme and professional requirements, including the accumulation of credit points and degree grading;
- To reflect the diversity of requirements that teachers must be competent in meeting;
- To enable all participants in the programme to determine the extent to which the learning objectives for each module have been met;
- To provide a variety of assessment to meet the different learning styles of students, as not all of them perform well in one type of assessment;
- The required evidence of a student's progress and information enabling tutors to diagnose learning difficulties experienced by the students and to monitor the programme effectively;
- To give feedback to students on their progress and development;
- To support in moving from dependent to independent learning.

Criteria for devising assessments:

- Be appropriate to the level of the award;
- Clearly relate to the learning outcome(s) of the module;
- Use valid and reliable marking techniques;
- Allow the student to demonstrate her/his analytical and reflective skills;
- Allow students to integrate theory with practice and draw upon their school and professional experience;
- Give opportunity for the student to demonstrate their professional development;
- Maintain ethical standards.

Assessment tasks are designed to assess the appropriate level of professional and academic knowledge, understanding and skills required and which encourage increasing levels of independence as well as the development of critical analysis, reflection and evaluation

Assessment of core subjects, foundation subjects and Professional Studies

Both formative and summative assessments are seen as essential components within the degree programme. All assessments at level 4 have a strong diagnostic element in that they will be a vehicle for informing students of progress in the various elements of the programme.

Emphasis is placed throughout the programme on the development of analysis, evaluation and synthesis including the relationship between theory and practice. The style of assessment has been determined by module leaders, taking account of teaching and learning styles, the content and learning outcomes for each module and the point within the degree at which both teaching and assessment take place. They include: written reports; journals; practical exercises; audits; individual or group presentations; case study analysis and research reports. Detailed consideration has been given to the pattern of assessment and the following factors have been taken into consideration:

- The avoidance of peaking of assignments
- The avoidance of overburdening students
- That students attend all timetabled commitments.

Consequently submission dates will be rigorously adhered to, as indicated in the University regulations.

Further information on assessment, non-submission or late submission of coursework, module marking scales, cheating and mitigating circumstances, re-assessment and classification of Degree with Honours are detailed in the *University of Worcester Undergraduate Regulatory Framework: 2007 entry*

Assessment of School Experience

Mentors undertake continuous assessment of students' work whilst they are on SE. In discussion with the university tutor, a final written report on progress is produced, indicating the level, of suitability and aptitude for primary teaching. Based on this report, academic tutors provide feedback and advice to students. Assessment of student's performance is graded against the Professional Standards for QTS and increase in demand with each placement. Grades are based on two features of SE:

1. continuous assessment of performance in relation to learning outcomes against the Professional Standards for QTS;
2. the School Experience file, including a record of work with children and responses to tasks set for the placement.

Each level of SE is assessed against Standards for QTS on a pass/fail basis only. It will not contribute to the Honours degree marks. The University regulations on mitigating circumstances do not apply to school experience.

To meet the needs of students who wish to complete their degree without QTS module PITE3008 enables them to achieve the necessary credits. Given that they do not wish to be teachers, an alternative setting other than a classroom will be appropriate, which will allow students to reflect upon their previous placements and to reflect upon the transferability of skills, knowledge and understanding that they have acquired during their degree. The assessment strategy is slightly altered in that students completing the non QTS module will only have to satisfy the University of Worcester assessment criteria for honours degree requirements, and not those of the TDA/DfE as well.

The proposed change is in response to student evaluation and feedback.

Full information on the assessment of school experience, together with details of re-assessment of school experience, the roles of school mentors, University tutors and students, and procedures for raising concerns during school experience are included in the *School Experience Handbook*.

15 Programme structures and requirements

Course Diagram

All modules are compulsory

Attendance is compulsory for all modules

Year	Level	Unit Code	Credits	Title
1	4	PITE 1001	15	Professional Studies 1
1	4	PITE 1002	15	Core Subjects 1 English
1	4	PITE 1003	15	Core Subjects 2 Mathematics
1	4	PITE 1004	15	Core Subjects 3 Science
1	4	PITE 1005	15	Foundation Subjects Set 1
1	4	PITE 1006	15	Foundation Subjects Set 2
1	4	PITE 1007	15	Foundation Subjects Set 3
1	4	PITE 1008	15	School Experience 1
2	5	PITE 2001	15	Professional Studies 2
2	5	PITE 2002	15	Professional Studies placement in an alternative setting
2	5	PITE 2003	30	Core Subjects 4
2	5	PITE 2005	15	Foundation Subjects Set 4
2	5	PITE 2006	15	Foundation Subjects Set 5
2	5	PITE 2007	15	Foundation Subjects Set 6
2	5	PITE 2008	15	School Experience 2
3	6	PITE 3001	15	Professional Studies 3
3	6	PITE 3002	15	Research in Education
3	6	PITE 3003	30	Professional Development Research Project
3	6	PITE 3004	15	Core Subjects 5
3	6	PITE 3005	15	Foundation Subjects 7
3	6	PITE 3007	30	School Experience 3
3	6	PITE3008	30	School Experience 3 / non-QTS

Full details of all awards and award titles are available in the *University of Worcester Undergraduate Regulatory Framework: 2007 entry*

The course is full time. Through a combination of taught modules, directed study tasks, school-based tasks and private study, students will develop such knowledge, skills and understanding across the curriculum to the current DfE/TDA Standards. The modules have been specifically written to offer a progressive, coherent and developmental course. It will provide a basis for integrating development and extension in subject areas and for practical application in serial and block school experience.

The programme includes:

- modules relating to all Core and Foundation subjects of the National Curriculum and Religious Education;
- Professional studies modules where more general issues relating to children's learning, teaching and classroom management, school and classroom contexts and wider educational issues will be considered;
- a Professional Development Research Project (PDRP) where students select a curriculum area of special interest in which to undertake some school based research;
- an experience in a non-school educational setting to establish the nature and detailed operation of recent government legislation such as the Every Child Matters agenda

All modules are compulsory, where attendance, participation and completion of tasks are required in order to pass.

16 QAA Academic Infrastructure

The course has made careful reference to the QAAA Framework for Higher Education Qualifications (FHEQ) and the QAA Code of Practice, specifically, the sections on admissions, assessments placements. During each year of study designated units have formal assessable components attached, each holding credit points (totalling 120 credits per academic year). The

assessable components follow the National Qualifications Framework whereby Year 1 = Level 4, Year 2 = Level 5 and Year 3 = Level 6. Some Year 2 (Level 5) and all Year 3 (Level 6) assessable elements carry weight toward the final award of BA (Hons) in Primary Initial Teacher Education.

Candidates are recommended for Qualified Teacher Status to the Secretary of State for Education after the successful completion of the following: all course units; final school experience; subject profiles; relevant QTS Skills Tests.

17 Support for students

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. The Disability Service within Student Services provides specialist academic and other support on a one to one basis, makes recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled students to allow them to manage their own learning development.

Students experience a wide variety of teaching and learning approaches e.g. lectures, workshops, group work, seminars, internet resources. Other support consists of:

- Three day induction programme, including Library induction.
- Student Course Handbook and School Experience Handbook.
- All students have a personal tutor who monitors progress and offers support.
- All students have a supervising tutor when on school experience.
- Study skills provided within course and separately by Student Services.
- Students will be supported by Learning Support Services (Library, IT, Media and Print) and by Students Welfare Services (careers, counselling).
- SOLE page (Student Online Learning Environment)

18 Admissions policy, criteria and procedures

The University wishes to recruit students who have a strong commitment to teaching as a career. It is expected that candidates for interview will have gained some appreciation of the demands and expectations of teaching as a result of recent experience in primary schools. A conscious decision about commitment to teaching would be based on this experience.

The University seeks students from a variety of backgrounds and with differing personality characteristics. Successful candidates need to demonstrate lively flexible minds. They should also demonstrate a commitment to a career in teaching, and be able to communicate clearly and grammatically in spoken and written standard English. It is also desirable they display qualities of resilience, adaptability and determination with imagination and sensitivity to the needs of others. They will be people who also have a disposition to carry on learning and who have a keenness to share their interest with others.

Students should have :

At least 6 GCSEs (or equivalent) with at least 3 at Grade C or above to include English, Mathematics and Science.

The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University web pages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University web pages or from the Registry Admissions Office (01905 855111)

Candidates also need to meet the Secretary of State's requirements for physical and mental fitness to teach and also police clearance through CRB.

Admissions Procedures

Candidates will be invited for interview, and the process consists of a written task, a group task, a presentation and an individual interview. The interview panel includes representatives from these centrally involved in the training process, including school staff.

There is a limited opportunity for a small number of students with qualifications such as foundation degrees to enter year 2 of the course. The general entry requirements mirror those detailed above.

Full-time applicants apply through UCAS X121 (EY) / x122 (LY)

Direct entry applicants apply directly to University of Worcester

Admissions / selection criteria

There is a rigorous selection process which encompasses the different elements of the interview process (outlined above).

Applicants are observed in group activity and presentation to assess their collaborative skills, reflection on their experience in school and also their spoken English.

The interview process unpicks their commitment to teaching based on their time in a primary school and their ability to reflect on their experiences working with children. A realistic view of teaching is also looked at based on experience which needs to be supported with a good knowledge of current issues relating to primary education.

19 Methods for evaluating and improving the quality and standards of teaching and learning

Review and evaluation of the course will continue to use a cumulative process which derives data from student and tutor evaluations of components, student, teacher and tutor evaluations of school experience in each year, and the annual External Examiners' reports. These inform the Course Committee, which is charged with monitoring and evaluating the health of the course and the minutes of the meetings pass to the Institute Board. The Course Leader's Annual Monitoring Report takes account of the evidence collected and analysed during the year. These Annual Monitoring Reports include an action planning section, which is commented upon in subsequent years' reports, and which guide the future planning of the course team.

Annual Reports are scrutinised by the Institute, which also monitors the implementation of action plans and ensures that course and institutional issues are considered and acted upon. In addition Newly Qualified Teachers (NQTs) are surveyed nationally by the TDA and this information feeds back into the evaluation process. The course has also been regularly inspected by OfSTED when they have surveyed Primary ITE provision at the University and this has provided positive feedback.

In all these ways, a continuous cycle of monitoring, evaluation and implementation can be offered at institutional, the whole course and individual module level.

These methods for evaluating and improving quality and standards of teaching and learning follow the general procedures set out in the University Quality Assurance Handbook. Procedures are undertaken which ensure that students can give feedback on the progress of modules so that adjustments can be made, as appropriate. The holding of Student Course Consultative Committee meetings allow specific issues raised by students to be taken forward by student representatives, as necessary, to the Course Committee.

20 Regulation of assessment

Students are assessed by course work. The minimum pass mark is D- for each module. Progression at Level 4 normally requires 120 credit points. However a student may progress to level 5 with one fail in PITE 1008 with one opportunity for redemption.

Progression at Level 5 normally requires 120 credit points. However a student may progress to level 6 with one fail in PITE 2008 with one opportunity for redemption. Students will only be entitled to one re-take of PITE 1008, PITE 2008 and PITE 3007. Should a student fail a re-take of PITE 3007 they will be required to complete a written assignment of 3,000 words.

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

The following awards will be available to students who meet the following requirements:

Award	Requirement
Certificate in Higher Education	Passed 120 credits at Level 4 or higher
Diploma in Higher Education	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6

Degree with honours

Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6 including 30 credits from the Independent Study;

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- classification determined on the profile of the best 3 module (45 credits) grades attained at Level 5 and the best 8 module (120 credits) at Level 6 or
- classification determined on the best 8 module (120 credits) grades attained at Level 6 only

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

PITE2008 and PITE3007/8 will not be considered in the calculation process.

Information on Examination Boards (such as membership, frequency of meetings, responsibilities) and on External Examiners are detailed in *University of Worcester Undergraduate Regulatory Framework: 2007 entry*

21 Indicators of quality and standards

- Data indicates that a very high percentage of graduates from the course find employment as teachers.
- An inspection by OFSTED of the Degree Course in 2008 and 2010 concluded that the quality of the course was outstanding and in 2008 the University of Worcester was designated as a grade A provider for primary initial teacher education.
- External Examiners' reports indicate that the course is as good as, or better than, other courses nationally in producing effective teachers.
- University College Worcester has the Investor in People kitemark, which was renewed in 2005.
- In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

22 Career Opportunities & Links with Employers

The award of Qualified Teacher Status enables graduates from this course to teach across two consecutive age ranges, either Foundation stage (ages 3-5), school years 1-2 (ages 5-7), school years 3-4 (ages 7-9), school years 5-6 (ages 7-9).

Schools are actively involved in the design, evaluation and delivery of the course in the following ways:

- School mentors form part of the Primary Partnership Steering Group, which advise on all aspects of partnership from funding, to the timing of school experience and the revalidation of courses.
- The Undergraduate Course Management Committee meets every term with members of staff, students and schools to discuss and advise on course issues.
- Head teachers and senior staff regularly take part in the interview process for new applicants for the course
- School mentors and class teachers attend regular training sessions at the University and

advise on Partnership issues

A few graduates have chosen to enter related occupations in social and childcare work.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in Annual Monitoring Reports, Course Handbooks, School Experience Handbooks, PDRP Handbook, Minutes from Course Committees, External Examiners Reports.

AWARD MAP FOR A SINGLE HONOURS AWARD

Title: ...BA (Hons) Primary Initial Teacher Education

Year: 1

Last Updated:

(Subject to Approval)

LEVEL 4							
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Prerequisites (Code of Module required)
			Single Hons	Major	Joint	Minor	
PITE 1001	Professional Studies 1	15	M				
PITE 1002	Core Subjects 1 English	15	M				
PITE 1003	Core Subjects 2 Mathematics	15	M				
PITE 1004	Core Subjects 3 Science	15	M				
PITE 1005	Foundation Subjects 1	15	M				
PITE 1006	Foundation Subjects 2	15	M				
PITE 1007	Foundation Subjects 3	15	M				
PITE 1008	School Experience 1	15	M				

Single Honours Requirements at Level 4

See also: *Subject specific rules and Course specific rules for any additional requirements relating to particular courses.*

LEVEL 5							
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Prerequisites (Code of Module required)
			Single Hons	Major	Joint	Minor	
PITE 2001	Professional Studies 2	15	M				
PITE 2002	Beyond the Classroom	15	M				

PITE 2003	Core subjects 4	30	M				
PITE 2005	Foundation Subjects 4	15	M				
PITE 2006	Foundation Subjects 5	15	M				
PITE 2007	Foundation Subjects 6	15	M				
PITE 2008	School Experience 2	15	M				

Single Honours Requirements at Level 5

LEVEL 6							
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Prerequisites (Code of Module required)
			Single Hons	Major	Joint	Minor	
PITE 3001	Professional Studies 3	15	M				
PITE 3002	Research in Education	15	M				
PITE 3003	Professional development Research Project	30	M				
PITE 3005	Core Subjects 5	15	M				
PITE 3006	Foundation Subjects 7	15	M				
PITE 3007	School Experience 3	30	M				
PITE 3008	School Experience 3 / non QTS	30	O				

Single Honours Requirements at Level 6