PROGRAMME SPECIFICATION

|  |  |  |
| --- | --- | --- |
| **1.** | **Awarding Institution** | University of Huddersfield |
| **2.** | **Teaching Institution** | The University of Huddersfield |
| **3.** | School and Department | School of Education and Professional Development  Department of Initial Teacher Education |
| **4.** | **Course accredited by** |  |
| **5.** | **Mode of delivery** | Full Time |
| **6.** | **Final award** | BA (Hons) with recommendation for the award of QTS |
| **7.** | **Course title** | BA (Hons) Primary and Early Years Education with QTS |
| **8.** | **UCAS code** | X12C |
| **9.** | **Subject benchmark statement** | Teachers’ Standards (DfE, 2012) and Education Studies (QAA, 2015) |
| **10** | **Date of Course Specification Approval** | March 2018 |

# 11. EDUCATIONAL AIMS OF COURSE

This course is designed to provide students with the theoretical knowledge, understanding and practical skills to enable them to attain a level of professional competency, as measured against the current Teachers’ Standards (DfE) and to gain an academic award which not only prepares students for professional practice, but ensures that they are suitably equipped to undertake further academic postgraduate study. The successful completion of the course will lead to recommendation for the award of a BA Honours Degree in Primary Education (Early Years and Key Stage 1) with Qualified Teacher Status.

The course will encourage the development of a personal philosophy and explore the process of being and becoming a teacher. It will help students to engage with the values, ideologies, theories, ethics and pedagogy central to education. A fundamental aim is to facilitate development of understanding of how children develop and learn in the early years and across the primary age phase, while preparing students to specialise in the 3-7 years age range.

The course aims to encourage students to become lifelong learners, equipped with the knowledge, skills and attitudes to develop further their personal and professional development. The course recognises the ever changing nature of the social context in which students and teachers study and work. An emphasis across all years of the BA (Hons) Primary Education (Early Years and Key Stage 1) Course is the importance of understanding diversity (in all its forms) and the need to eradicate prejudice and inequality in order to remove barriers to learning for all children.

The course values equality and diversity and fully complies with the statutory requirements of the Equality Act (2010).

**Specific Aims**

The specific aims of the BA (Hons) Primary Education (Early Years and Key Stage 1) with QTS course are to:

* Produce outstanding teachers who are well able to make a significant contribution to the lives of all children
* Encourage and support the development of reflective, resilient, creative, independent and innovative teachers, through collegiate partnership working with schools and the modelling of good practice within the University
* Provide students with the theoretical knowledge, understanding and practical skills to enable them to attain a level of professional competency, as measured against the current Teachers’ Standards (DfE) and to become lifelong learners
* Encourage the development of personal values and a philosophy through a study of the ideologies, theories, ethics and pedagogy central to Primary and Early Years education
* Provide diverse opportunities for structured and analytical observation of the teaching and learning in schools, including alternative and early years settings
* Facilitate learning through practice in a variety of teaching contexts across the primary age range, predominantly in Key Stage 1 and the Early Years Foundation Stage (EYFS)
* Provide opportunities for students to interrogate, reflect on and engage critically with research, theory, policy and practice
* Facilitate critical engagement with educational change both nationally and internationally

Facilitate understanding of how children develop and learn in the primary and early years of education, specialising in the EYFS (3-5) and key Stage 1 (5-7)

* Support the development of key transferable skills
* Equip students to become independent learners, with a range of ethically appropriate research skills that enable them to develop informed and structured arguments about educational issues
* Critically appraise the nature of inclusive practice with a particular emphasis on meeting social, cultural and linguistic diversity and the needs of children with SEND
* Promote the mental health and well-being of children to ensure their progress and positive outcomes
* Be competent to safeguard and protect children from harm

# INTENDED LEARNING OUTCOMES

**A: Knowledge and Understanding**

1. Attain a secure knowledge and understanding of the statutory and non-statutory requirements for teaching and learning in the EYFS and across the primary age range.
2. Develop a critical understanding of theoretical frameworks that attempt to explain learning, education and schooling and be able to explain and apply theories of child development as appropriate.
3. Demonstrate secure subject-based and pedagogical knowledge, understanding and skills.
4. Develop a critical understanding of the effects of cultural, social, linguistic and gender differences on attitude and attainment and the methods designed to counter discrimination and remove barriers to learning.
5. Demonstrate knowledge and understanding of the diverse needs of learners, including those with Special Educational Needs and Disabilities, and the principles and practice of entitlement and inclusion for all pupils.
6. Demonstrate in-depth knowledge and understanding of how to safeguard and protect children from harm in accordance with local and national statutory requirements.
7. Demonstrate knowledge and understanding of the importance of working in partnership with parents/carers and other professionals.

**B. Intellectual/Cognitive Outcomes**

1. Systematically analyse, interpret and critically evaluate evidence, arguments and theoretical perspectives from the academic study of education.
2. Synthesise concepts, theories and information to form well- reasoned, evidence based arguments.
3. Integrate theoretical perspectives from the academic study of education to critically and reflectively inform and evaluate their own philosophy, ideology and practice.
4. Apply critical understanding of research methodology to the collection, analysis and presentation of data.
5. Work independently and increasingly as autonomous learners to develop increased intellectual independence

**C: Subject Practical Outcomes**

1. Apply theoretical, pedagogical and subject-specific knowledge and understanding in practical contexts
2. Develop practical teaching skills and personal professional values which contribute positively to learners’ progress.
3. Manage behaviour for learning through positive and developmentally appropriate strategies

Secure equality of opportunity for all learners including children with SEND

Take a proactive stance on safeguarding children and protecting them from harm

1. Develop effective and supportive working relationships with children, colleagues, parents/carers, other professionals and the wider community
2. Demonstrate appropriate professional attributes, including the ability to act on advice, team working and communication skills and the ability to critically reflect on their own practice.
3. Meet all of the Teachers’ Standards (DfE 2012)

**D. Key/Transferable Outcomes**

1. Develop responsibility for independently managing workloads, including planning, organisation and time management.
2. Set targets for personal development and achievement; implement action to secure the achievement of targets
3. Gain proficiency in planning, researching and writing, in an appropriate academic form, informed, evidence based arguments.
4. Consider different perspectives on issues and problems and evaluate them in a critical, sceptical manner to arrive at supported conclusions
5. Communicate effectively using a variety of media and communicate complex ideas clearly both orally and in written form
6. Use ICT appropriately in a range of contexts
7. Demonstrate insight and confidence in leading and working cooperatively with others
8. Be sensitive to contextual factors and the personal attitudes and values that shape behaviour
9. Operate as an autonomous learner and reflective practitioner

**13. Course Structures and Requirements, Levels, Modules, Credits and Awards**

|  |  |  |
| --- | --- | --- |
| Year 1 | Year 2 | Year 3 |
| DFB4230  Initial Professional Development and School Based Training: Theories and Strategies for Teachers and Learners  30 Credits | DIB6230  Initial Professional Development and School Based Training: Creative Teachers and Creative Learners  30 Credits | DHB 5340  Initial Professional Development and School Based Training: Curriculum, Assessment and Data  40 Credits |
| DFB5230  Introduction to Core Curriculum Studies:  English, Maths and Science  30 Credits | DIB5620  Advanced Core Curriculum Studies: English, Maths and Science  20 Credits | DHB5520  Diversity, Equality and Inclusion  20 Credits |
| DFB5420  Teaching and Learning in the Foundation Areas and RE 1  20 Credits | DIB5720  Teaching and Learning in the Foundation Areas and RE 2  20 Credits | DHB5820  Subject Leadership and  Management in the Primary School and EYFS  20 Credits |
| DFB5540  Teaching and Learning in the Early Years Foundation Stage  40 Credits | DIM1130  Safeguarding Children and Young People  30 Credits | DHB5940  Dissertation: A Research Project in Primary/Early Years Education  40 Credits |
|  | DIB5820  Working with Children with Special Educational Needs and Disabilities  20 Credits |  |

|  |  |
| --- | --- |
| **Year 1 (Foundation level)** | **Progression requirements** |
| **Year Long Modules (Compulsory)** |  |
| DFB4230 Initial Professional Development and School Based Training: Theories and Strategies for Teachers and Learners (30 credits)  DFB5230 Introduction to Core Curriculum Studies: English, Maths and Science (30 credits)  DFB5420 Teaching and Learning in the Foundation Areas and RE 1 (20 credits)  DFB5540 Teaching and Learning in the Early Years Foundation Stage (40 credits) | Students will not be eligible for *tutor re-assessment* in DFB4230 as this module is linked to the Teachers’ Standards. However, in some cases a student’s placement may be extended in order to allow successful completion and progression.  Students will have passed all elements of all modules before progressing to the next year of the Course.  Students who fail module DFB4230, or make the decision not to pursue QTS, have the right to transfer onto other courses within the Undergraduate Framework.  Subject to the above requirements, the University Regulations for Awards on referral, failure and subsequent reassessment of modules apply.  **Exit Award**  Students who accrue 120 credits can exit the programme with a Certificate in Higher Education.  **Award:** Certificate in Higher Education in Primary Education (Early Years and Key Stage 1) |

|  |  |
| --- | --- |
| **Year 2 (Intermediate Level)** |  |
| **Year Long Modules (compulsory)** | **Progression requirements** |
| DIB6230 Initial Professional Development and School Based Training: Creative Teachers and Creative Learners (30 credits)  DIB5620 Advanced Core Curriculum Studies: English, Maths and Science (20 credits)  DIB5720 Teaching and Learning in the Foundation Areas and RE 2 (20 credits)  DIM1130 Safeguarding Children and Young People (30 credits)  DIB5820 Working with Children with Special Educational Needs and Disabilities (20 credits) | Students will not be eligible for *tutor re-assessment* in DIB6230 as this module is linked to the Teachers’ Standards. However, in some cases a student’s placement may be extended in order to allow successful completion and progression.  Students will have passed all elements of all modules before progressing to the next year of the Course.  Students who fail module DIB6230, or who make the decision not to pursue QTS, have the right to transfer onto other courses within the Undergraduate Framework, or take a module from the Undergraduate Framework to replace module DIB6230. (In year 3 they must also substitute module DHB5340).  Subject to the above requirements, the University Regulations for Awards on referral, failure and subsequent reassessment of modules apply.  **Exit Award Year 2:**  Students who accrue 240 credits have the option of exiting the course with a Diploma in Higher Education.  **Award:**: Diploma in Higher Education in Primary Education (Early Years and Key Stage 1) |

|  |  |
| --- | --- |
| **Year 3 (Honours level)** |  |
| **Year Long Modules (compulsory)** | **Progression requirements** |
| DHB5340 Initial Professional Development and School Based Training: Curriculum, Assessment and Data (40 credits)  DHB5820 Subject Leadership and Management in the Primary School and EYFS (20 credits)  DHB5520 Diversity, Equality and Inclusion (20 credits)  DHB5940 Dissertation:A Research Project in Primary/Early Years Education (40 credits) | Students will not be eligible for *tutor re-assessment* in DHB5340 as this module is linked to the Teachers’ Standards. However, in some cases a student’s placement may be extended in order to allow successful completion and progression..  In order to be recommended for QTS at the end of Year 3, students must pass module DHB5430. For students who fail module DHB5340, or make the decision not to pursue QTS at some point during year 3, an exit award of BA (Hons) Primary Education (Early Years and Key Stage 1) (Non QTS) is available if they undertake and pass a substitute module from the Undergraduate Framework.  To quality for an honours degree students must have successfully gained 360 credits.  Subject to the above requirements, the University Regulations for Awards on referral, failure and subsequent reassessment of modules apply.  Final Award:  BA (Hons) Primary Education (Early Years and Key Stage 1) with QTS |

# 14. TEACHING, LEARNING AND ASSESSMENT

Further information on University policies relating to Teaching, Learning and Assessment Strategies; Regulations for Awards and Student Handbooks can be found at <http://www.hud.ac.uk/registry/teaching/index.htm>.

**Rationale**

A wide variety of teaching and learning strategies will be employed to support and challenge diverse students. The teaching and learning strategies employed will be structured so as to model and develop the ability to:

* interrogate and critically reflect on current educational issues;
* engage with and critically analyse policy, research findings and theoretical frameworks;
* evaluate practical situations and find solutions to problems;
* develop reasoned arguments and communicate ideas and opinions to a variety of audiences for a range of purposes;
* select and implement different approaches to teaching and learning based on analysis of the context and informed judgement;
* develop understanding of diversity (in all its forms) and the need to eradicate prejudice and inequality, in order to remove barriers to learning.

**Programme of Delivery**

Teaching and learning activities will be varied and take place in a wide range of settings and contexts. Students will be required to reflect critically on these as part of the learning experience. Visiting lecturers will support the teaching programme within the University. Structured school-based teaching placements and experiences in partnership schools, special schools, alternative and early years’ settings, will form a key part of the students’ professional development.

**Methods of Delivery**

The University will work in close partnership with schools, EYFS settings and alternative education providers. A substantial part of the students’ learning therefore will take place during school experience and on block placement. The University components of the course require students to draw on their experiences in school and when in schools they are expected to be able to apply what they learn in University to the classroom situation.

In order to optimise the educational opportunities for students the programme will offer all students a range of learning, teaching and assessment methods to accommodate and to provide support for individual learning needs.

To facilitate an understanding of diversity students will experience, observe and support teaching in a wide range of socio-economic contexts; critically appraising inclusive practice, with an emphasis on meeting social, cultural and linguistic diversity and removing all barriers to learning.

**Keynote Lectures**

These will be used to present key concepts and theories and to introduce new topics. They will provide basic frameworks for later discussion and learning activities in tutorials and seminars. This form of teaching will also be used when visiting speakers are invited to provide additional expert input on specific educational issues.

**Seminars and Flipped Learning**

This approach provides individuals and groups of students with opportunities for discussion and personal reflection. It will make use of IT and online resources. Students will present papers based on their own individual or collaborative research on specific areas, allowing them to discuss and interpret research findings and apply them to their own learning. Also, they will experience a wide range of interactive teaching approaches. The aim is to encourage students to:

* reflect upon and discuss issues relating to educational practice to develop a greater depth of understanding;
* learn to think critically about education, schooling, teaching and learning;
* present reasoned and clear arguments;
* interrogate, discuss and reflect upon issues relating to their own professional development, suggesting action as a result of reflection.

**Interactive workshops**

In these sessions the focus is on enabling students to explore practical aspects of teaching and learning across the whole of the primary curriculum and in the EYFS. Students will have the opportunity to explore and analyse:

* pedagogical and subject specific knowledge, understanding and skills;
* basic techniques and strategies which are essential to all teaching activities;
* the ability to identify and employ effectively, appropriate classroom resources.

**Individual and group tutorials**

These sessions will provide opportunities for students to receive individualised and small group support. A major focus in these tutorial sessions will be professional development planning to facilitate evaluation of progress and target setting for future development.

**Directed learning tasks**

These tasks will include:

* practical school-based activities necessitating observation, data collection and interpretation of findings to support students in their developing understanding of classroom interactions and the teacher’s role;
* activities aimed at developing subject knowledge across the national primary and EYFS curriculum;
* action planning, school- based practice and personal development activities.

Ethical considerations associated with research with children and young people are addressed within the modules where students are expected to undertake school-based research tasks.

**Teaching Placements**

All students are required to complete 120 days teaching placement in schools where they will observe practitioners and develop their teaching in a variety of contexts. They will plan lessons, teach whole classes, groups and individual learners and make assessments of pupils’ learning. All students are required to evaluate their progress on a weekly basis and periodically during each teaching placement. The process of reflection is facilitated through lesson evaluations as well as observations and feedback from their School Mentors and university Link Tutors.

Students will be involved in teaching and learning activities for a minimum 60 days in the University setting each year and a minimum of 120 days will be allocated to block placements over the duration of the course. This enables the course to be compliant with the national statutory requirements for initial teacher training. Each year students undertake a block teaching placement of a minimum of six weeks in year 1, a minimum of eight weeks in year 2 and a minimum of 10 weeks in year 3; expectations of time a student will spend teaching increases with the length of the placement.

Students also undertake school experiences linked to their academic work. These experiences focus on specific areas that a student needs to have detailed knowledge of e.g. Special Educational Needs and Disabilities, literacy and mathematics, diversity and inclusion and PE. They also make sure that students are fully compliant with DfE criteria, which necessitates a student teacher has experience in different key stages, across phases and in a variety of contexts e.g. inner city and rural settings.

**School led education and training**

This will take place both in the University and schools by University tutors and teachers drawn from partnership of schools. Tutors and teachers will teach on both sites. This addresses current government priorities, which encourages practitioners and HE providers to work in a collegiate manner to educate and train intending teachers. Practical school based experience is integral to the Course delivery and there is an assessed block school based training placement in each year.

**Integration of Assessment Opportunities**

Significant emphasis will be placed on integration of assessment within the practical elements of the course, through specific assignments which require students to carry out case studies with small groups of pupils in schools and EYFS settings. Assessment of module outcomes will be formative as well as summative and as such considered to be an important aspect of the teaching and learning process. Through the Initial Professional Development (IPD) modules students will be encouraged to reflect on and evaluate their own learning and identify targets and strategies for development. The assessment strategy involves school based and University based education and training.

**Assessment**

Formative assessment is provided in the following ways:

* Formative assessment is an ongoing process, embedded through all taught sessions, used by tutors to identify students’ learning needs, plan teaching and learning and support their progression through the programme.
* Regular reviewing and updating of the student’s Personal and Professional Development Portfolio (PDP). This portfolio provides a record of the process of initial assessment and ongoing formative assessment to support the development of professional practice throughout the course. Items include: records of their teaching during school block placements, records of their subject knowledge and development, records of the weekly meeting with their mentor, observations of their teaching by school mentors and University tutors, feedback from assignments, their placement reports and the pen portrait detailing their developmental targets and progress throughout the programme.
* Students are offered formative feedback to support each module assignment. In addition, summative feedback on assignments provides developmental feedback to support students to develop their academic writing further.
* In the professional practice modules, students will receive detailed written feedback arising from teaching observations from their School Mentors and University Link Tutors. In addition, each student is given a formal mid – point review in which their progress is assessed and targets for development are set.
* Students will be awarded a formative grade against each of the eight Teachers’ Standards after each of their block teaching placements in order to set targets for further development, implement interventions and support their progress towards the final summative judgement against the Teachers’ Standards. Where a student is not making sufficient progress during the teaching placements, the Enhanced Support procedures will be implemented, an extra placement may be required and/or the Fitness to Practice procedures may be invoked.
* Throughout the course students will be able to access advice from module tutors on correct forms of referencing using the University referencing framework.

The summative assessments for the courses are designed to require intellectual rigour, the ability to integrate theory and practice, and the ability to communicate effectively. Some of the assessment requirements are closely related to the core activities of a teacher and involve a range of tasks including planning, preparation and teaching, portfolio development, analysing the impact of their teaching on pupils’ progress, developing reflective practice and analysis of current policy and academic literature.

The students’ ability to meet the Teachers’ Standards are assessed formally using the Partnership Grading Criteria which has been developed based on the NASBIT/UCET criteria and Ofsted guidance. School Mentors will make a significant contribution to the assessment of the Teachers’ Standards through their placement reports and feedback. The final grade for the Standards will be agreed between School Mentors and University Link Tutors in relation to the grading criteria developed by the Partnership.

To pass the course students will be required to demonstrate a good level of competency overall across the professional standards and must at least achieve a satisfactory level of performance judged against the Teachers’ Standards i.e. Grade 3. Providers of ITE cannot pass students who have not achieved all of the Teachers’ Standards at this level.

**15 SUPPORT FOR STUDENTS AND THEIR LEARNING**

The principal features of the support for students are as follows:

* The course begins with an induction programme which includes an overview of the course; an introduction to study skills; an introduction to academic writing skills and expectations regarding academic conduct; an introduction to the University’s VLE, a guide to Computing and Library Services and an introduction to the Student Services. It will also include an explanation of the Personal and Professional Development Planning process, and introduction to the modules, staffing, facilities and resources. They will also be introduced to the Teacher Unions, professional expectations, the University’s Fitness to Practice policy and Safeguarding.
* At the beginning of the course, students will be allocated a personal and academic tutor (PAT) who will offer pastoral support, academic counselling and guidance, maintain an overview of academic progress, maintain an overview of problems which may lead to a claim for extenuating circumstances, coordinate the preparation of references, and refer the student to other university support mechanisms as appropriate.
* Students will be provided with a Student Handbook, which contains information about university facilities, course organisation, assessment regulations, and advice on the presentation of assignments.
* Throughout the course students will have access to email and face-to-face tutorial support from both module tutors and personal academic tutors.
* The Academic Skills Tutor within the School of Education and Professional Development will be available to provide academic support in a range of contexts including; support for students with dyslexia; support for adult learners who are returning to study; tutorials for all students covering generic academic skills and academic writing skills workshops.
* The Progress Tutor within the School of Education and Professional Development will be available to provide additional support for students who are making less than expected progress due to personal or practical problems that require more than support for academic skills.
* Students will have access to the provision of the Directorate of Student Services, which includes the Careers Advisory Service, the Chaplaincy, the Faith Centre, Counselling Service, and Disability Support Service.
* All the modules incorporate formative assessment enabling students to receive interim feedback on the quality of their work prior to the formal submission.
* Module tutors provide academic advice and support to students on issues relating to the modules which they teach.
* Reasonable adjustments are made to course assessment processes to enable students with disabilities to have equality of opportunity in line with the Equality Act, 2010. Depending on the nature of the disability these may include for example, the submission of a full draft for all module assignments and regular individual tutorials to support students through each module assignment. Adjustments will also be made to school placements to enable students to complete placements successfully.
* Clear guidelines for the planning and presentation of assessed work including planning frameworks, writing frames, course readers and clear criteria for assessment are provided for all assignments.

**Supporting students during school led training**

During the Initial Professional Development and School Based Training modules, teaching is focused on developing students’ skills in reflection and target setting, as well as their emotional development and resilience to support their professional practice.

Students will be supported in schools by a Senior Mentor, a Class Mentor and a University Link Tutor. The mentoring system within schools is developed in partnership through provision of opportunities for training and discussion at the University (mentor development and updating), Mentor conferences and a quality designation process.

*Senior Mentor*

Senior Mentors have overall responsibility for the organisation and moderation of the mentoring programme within their school. They will provide an induction to the school, support Class Mentors in their coaching and mentoring role, monitor the students’ experience in the school, provide pastoral and professional support to the student and liaise with the University Link Tutor to monitor and support the students’ progress.

*Class Mentor*

Class Mentors will provide a role model for professional practice and have responsibility for the majority of the formative assessment of the student assigned to their class. They will support them as a beginning teacher, observe them weekly and provide feedback, identify targets for further development and keep the Senior Mentor informed of the student’s progress throughout the teaching placement. It is acknowledged that in some small schools, the Senior Mentor and Class Mentor will be one and the same person.

*University Link Tutor*

Students will be visited during their placements by their University Link Tutor who will be able to advise on issues relating to the practical implementation of the school-based initial professional development programme and who will moderate with the Senior Mentor, judgements about a student’s progress towards achieving the professional standards.

The Personal Development Plan (PDP) provides a means of support for students to measure their personal and professional development during their course. The PDP contains their weekly meeting records with their Senior Mentor, observation reports, assignment feedback, and their pen portrait which records their targets for further development from their initial needs audit through to their targets for induction as an NQT.

Support for disabled students through the placements is negotiated with partner schools and is specific to address the individual needs of students. Reasonable adjustments are made to the school-based training where this is deemed appropriate, to enable trainees to demonstrate competence in the Teachers’ Standards.

**Enhanced Support Procedure**

Students who are identified as making less than expected progress during their block teaching placement are provided with Enhanced Support. Students are introduced to the enhanced support procedure during their induction and the documentation for Enhanced Support is available to them on the Partnership website and in the course handbook. The procedure is designed to support students to make rapid progress through the setting of SMART targets with additional support mechanisms in place through their placement school or the University. As part of this process an extra placement may be required and/or the Fitness to Practice procedures may be invoked.

# 16. CRITERIA FOR ADMISSION

The selection process for the course is designed to assess the entry criteria for Initial Teacher Training outlined in the Initial Teacher Training Criteria (NCTL 2018):

C1.1 All entrants to ITT primary courses must have achieved a standard equivalent to grade 4 in the GCSE examinations in English, mathematics and a science subject

C1.3 All entrants must have taken part in a rigorous selection process designed to assess their suitability to train to teach

C1.4 All entrants starting ITT courses must have passed the professional skills tests prior to entry.

**Requirements for Standard Entry:**

The academic entry requirements are normally one of the following:

* BBB at A Level or equivalent
* 120 UCAS tariff points from a combination of Level 3 qualifications
* DDD in BTEC Level 3 Extended Diploma in a relevant area

In addition to these:

* **Applicants must have** achieved a standard equivalent to grade 4 in the GCSE examinations in English, mathematics and a science subject
* Applicants must demonstrate that they have the intellectual and academic capabilities needed to meet the required Teachers’ Standards by the end of the programme, including the ability to communicate effectively.
* Applicants are required to achieve a pass in the Professional Skills Tests in Literacy and Numeracy prior to the commencement of the course. All offers of places will be conditional upon candidates achieving a pass in both of these tests.
* We welcome applications from international students, but they must meet all of the entry requirements outlined above in order to be compliant with the Criteria for Initial Teacher Training. An IELTS tariff of 7 is required and applicants must be prepared to attend an interview at the University.

**Medical Fitness**

In order to ensure that trainees have the health and physical capacity to teach, candidates for the BA (Hons) course who are offered a conditional place are required to complete a confidential Declaration of Health questionnaire and in exceptional cases may be required to undergo a medical examination at their own expense before final acceptance. These procedures will be carried out under arrangement, approved by the University medical officer.

**Disclosure and Barring Service and other Background Checks**

All candidates seeking entry to this Programme will be screened in accordance with the DfE’s guidelines prevailing at the time of entry. Candidates who have lived or worked outside the UK will undergo the same checks as other applicants and in addition further checks will be carried out in accordance with the Home Office guidance, so that events that occurred outside the UK can be considered.

**Accreditation of Prior Learning (APL)**

Students following the ITE programmes are developing pedagogic skills, knowledge and understanding via a carefully planned and integrated programme. Accreditation for prior learning is rare. However, requests will be considered with reference to the University regulations on accreditation of prior learning.

**The Interview Process**

The Admissions Tutor takes responsibility for recruitment working closely with the course tutors and partnership schools. All appropriately qualified candidates will be required to attend an interview. This will be as a result of scrutiny of the application form where academic qualifications and suitability for the course will be assessed in relation to the selection criteria. All interviews include a University and school based element and selection procedures include teaching, presentation and written tasks.

What we are looking for:

1. Enthusiasm and a genuine desire to inspire young people
2. A commitment to helping every child to make the most of their talents
3. Excellent communication and inter-personal skills
4. Professionalism and a realistic understanding of the role of an early years/primary school teacher
5. Resilience and the willingness to receive and act on advice
6. The ability to manage time effectively
7. Evidence of self-motivation in personal learning

We advise candidates to spend some time gaining experience in a primary school in Nursery or Reception and Key stage 1 to give them a greater insight into their career choice and help them to decide whether teaching is right for them. Other areas of relevant experience may also support the application.

1. **METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

**Mechanisms for review and evaluation:**

* Module evaluation by students
* Module Leader’s Report
* Course evaluation by students
* Moderation at the University by all tutors involved in the assessment process
* Annual course evaluation prepared by the Course Leader, considered by the Course Committee, and then by the Annual Evaluation Committee.
* School Board
* Peer observation of teaching
* External Examiner’s reports
* External Examiner’s report and responses from the course team are reported in the Course Annual Evaluation Report.
* School Teaching and Learning Committee.
* School Accreditation and Validation Panel approves amendments to the course, structure and module specifications
* Subject review/revalidation
* The development of an Annual Self-Evaluation Document for Ofsted
* Regular evaluations of the course by Partner schools
* Module Leader Reports
* Subject Reviews
* Regular contact with former students, information from this is used to inform course evaluation
* The Newly Qualified Teacher Survey
* National Student Survey (NSS)
* Regular Ofsted Inspections
* Course Improvement Planning process
* Student/mentor evaluations of placement

**Committees with responsibility for monitoring and evaluating quality and standards:**

* Student Panel
* Course Committee
* School Board
* School Teaching and learning Committee
* University Teaching and Learning Committee
* Course Assessment Board
* School Accreditation and Validation Panel
* Annual Evaluation Committee

**Mechanisms for gaining student feedback on the quality of teaching and their learning experience:**

Feedback is obtained from students through online questionnaires, module evaluations and a course evaluation at the end of each academic year. Student Panels along with the data collected from all the evaluation procedures, provide another opportunity for student feedback. Student Panels are held twice during the academic year, and student representatives report their comments to the Course Committee. Module Reviews and Course Reviews.

**Staffing and Management**

**Course Management**

The key responsibilities within the Partnership are outlined below. Partner schools play a full part in the development, delivery and evaluation of all aspects of the course, from recruitment to involvement in NQT and employability activities.

*Role and responsibilities of the University:*

* course organisation and management
* recruit and approve applicants to the programme (in partnership with colleagues in schools);
* design induction programmes for student teachers in collaboration with schools and early years settings;
* enrol student teachers;
* review and update materials;
* deliver subject-specific and Initial Professional Development (IPD) programmes;
* monitor all aspects of the provision to ensure quality;
* engage with local schools and early years settings and manage mentoring arrangements;
* appoint an External Examiner;
* organise and manage mentor development, partnership meetings and conferences (in partnership with colleagues in schools).

*Role and responsibilities of schools and early years’ settings:*

* provide suitable physical contexts for education and training;
* support students at all stages of their development;
* mentor students both at the classroom level and in the wider school context;
* provide tutorial support to students on the programme;
* be actively involved in assessment, moderation and feedback;
* engage in Course development.

**Roles within the Course**

In order to implement the partnership effectively there needs to be a clear definition of the various roles and who performs them. These roles are clearly outlined in the specific handbooks relating to the course.

***General Roles***

Course Leader

Admissions Tutor

Examinations Tutor

Module Leader

Module Tutor

Personal/ Academic Tutor

Academic Skills Tutor

Progress Tutor

Academic Librarian.

***Additional Roles***

These roles are detailed in the Course and Partnership Handbooks

Partnership Lead

NQT Lead

Link Tutor

Senior Mentor

Class Mentor

Senior Moderator

External Examiner

**Responsibilities**

***Administration***

|  |
| --- |
| Head of Department  Head of Division  Primary Subject Leader |
| Course Leader  Cohort Lead |
| Examinations Tutor |
| Admissions Tutor |
| Partnership Lead  NQT Lead. |

***Teaching***

Academic/Personal Tutor

Module Leader

Module Tutor

Link Tutor

**Staff Development**

Staff development is essential to ensure that the student learning experience is of the highest quality at module and programme level. Evaluation is a key to this process and will feed into the programme quality assurance procedures. All teaching staff will have opportunities to review and reflect on their own methods to enable them to identify best practice and set key targets for future personal development. Peer observation plays an important part of the developmental process and is undertaken on an annual basis. For University staff, these will contribute to the annual appraisal process with the Head of Division and inform staff development needs.

All course tutors attend conferences, are active in research and scholarship and regularly attend policy briefings in relation to secondary education and their subject. Teaching staff are also studying for higher degrees and participate in national and international conferences. Their work as part of the School of Education’s research groups informs module development and their teaching. Tutors regularly share their research with students, modelling the critically reflective practice they aim to develop in students.

**Staff development priorities:**

* Staff participating in funded research projects and academic conferences and/or gaining further professional qualifications;
* Continued Professional Development with regard to updating professional and subject – specific knowledge

**Appointment of new part-time tutors**

Part-time hourly paid tutors are appointed to the University pool in accordance with the University Procedures for Recruitment and Selection, which includes approval by the Course Leader and SAVP. Conditions for approval or for non-approval must be recorded.

# REGULATION OF ASSESSMENT

Regulations are outlined in the University Regulations for Awards and Student Handbook of Regulations.

<http://www2.hud.ac.uk/registry/awards_regulations.php>

<http://www2.hud.ac.uk/registry/students_handbook.php>

**Role of External Examiners**

External Examiners are appointed by School Boards and approved by University Teaching and Learning Committee.

They monitor and comment on:

* the quality of student work
* the appropriateness of approaches to teaching, learning and assessment as indicated by student performance
* the relevance and currency of the curriculum and the adequacy of learning resources
* the strengths and weaknesses of cohorts of students
* the quality of assessment procedures
* the conduct of examination boards
* moderation of students’ practical teaching in school and file scrutiny.

1. **INDICATORS OF QUALITY AND STANDARDS**

Externally this Course is monitored by External Examiner scrutiny and for compliance by Ofsted; at the last inspection in 2016, the Course was judged ‘Good’ with the capacity to be outstanding. Both judge the quality of provision and outcomes. Internally it is evaluated through the University regulatory systems e.g. Course Evaluations, Module Evaluations, Course Committee, Annual Evaluation Committee.

A recent School Subject Review judged the course provision as ‘Good’.

The Team also meet with Partner colleagues to review and moderate initiatives, progress and outcomes; partners act as ‘critical friends’ and comment on the quality of the course and the standards achieved by students.

**20. GLOBAL CITZENSHIP AND SUSTAINABLE DEVELOPMENT**

The concept of global citizenship underpins the course. Concepts of social justice, the appreciation of diversity are embedded across the modules and students are encouraged to critically reflect on their practice and their impact on pupils’ development and progress.

The Course operates within, and has a commitment to, the School ethos for sustainability. This is borne out by mindful use of resources, full utilisation of the University’s VLE and communicating sustainability agendas as appropriate in the context of teaching delivery.

**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 he/she 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 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. More information may also be found in the Partnership and School Based Training Handbook and in the specific Module Handbooks.

**Appendix 1: DRAFT OUTLINE ASSESSMENT SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** |  | **Formative Assessment** | **Summative Assessment** |
| 3 | Induction |  |  |
| 4 | Teaching 1 |  |  |
| 5 | Teaching 2 |  |  |
| 6 | Teaching 3 | Yr3 DHB5520 Diversity, Equality and Inclusion |  |
| 7 | Teaching 4 |  |  |
| 8 | Teaching 5 | Yr2 DIB5620 Advanced Core Curriculum Studies: English, Maths & Science | Yr3 DHB5520 Diversity, Equality and Inclusion |
| 9 | Teaching 6 |  |  |
| 10 | Teaching 7 |  |  |
| 11 | Teaching 8 | Yr1 DFB5420 Teaching and Learning in the Foundation Areas and RE 1 | Yr2 DIB5620 Advanced Core Curriculum Studies: English, Maths & Science |
| 12 | Teaching 9 |  |  |
| 13 | Teaching 10 | Yr2 DIM1130 Safeguarding Children and Young People |  |
| 14 | Teaching 11 |  | Yr1 DFB5420 Teaching and Learning in the Foundation Areas and RE 1 |
| 15 | Teaching 12 | Yr1 DFB5230 Introduction to Core Curriculum Studies: English, Maths & Science | Yr2 DIM1130 Safeguarding Children and Young People |
| 16 | Christmas |  |  |
| 17 | Christmas |  |  |
| 18 | Christmas |  |  |
| 19 | Teaching 13 |  |  |
| 20 | Teaching 14 | Yr3 DHB5340 IPD and SBT: Curriculum, Assessment & Data | Yr1 DFB5230 Introduction to Core Curriculum Studies: English, Maths & Science |
| 21 | Teaching 15 |  |  |
| 22 | Teaching 16 |  |  |
| 23 | Teaching 17 |  |  |
| 24 | Teaching 18 | Yr1 DFB5540 Teaching and Learning in the EYFS | Yr3 DHB5340 IPD and SBT: Curriculum, Assessment & Data |
| 25 | Teaching 19 | Yr3 DHB5820 Subject Leadership and Management in the Primary School and EYFS |  |
| 26 | Teaching 20 |  |  |
| 27 | Teaching 21 |  | Yr3 DHB5820 Subject Leadership and Management in the Primary School and EYFS |
| 28 | Teaching 22 | Yr2 DIB6230 IPD and SBT: Creative Teachers & Creative Learners | Yr1 DFB5440 Teaching and Learning in the EYFS |
| 29 | Easter |  |  |
| 30 | Easter |  |  |
| 31 | Easter | Yr1 DFB4230 IPD and SBT: Theories & Strategies for Teachers & Learners |  |
| 32 | Teaching 23 |  | Yr2 DIB6230 IPD and SBT: Creative Teachers & Creative Learners |
| 33 | Teaching 24 |  |  |
| 34 | Teaching 25 | Yr2 DIB5820 Working with Children with Special Educational Needs and Disabilities |  |
| 35 | Teaching 25 | Yr3 DHB5940 Dissertation: A research Project in Primary /Early Years Education |  |
| 36 | Teaching 26 |  | Yr2 DIB5820 Working with Children with Special Educational Needs and Disabilities |
| 37 | Teaching 27 |  |  |
| 38 | Teaching 28 | DIB5720 Teaching and Learning in the Foundation Areas and RE 2 | Yr1 DFB4230 IPD and SBT: Theories and Strategies for teachers & Learners |
| 39 | Teaching 29 |  | Yr3 DHB5940 Dissertation: A research Project in Primary /Early Years Education |
| 40 | Teaching 30 |  | DIB5720 Teaching and Learning in the Foundation Areas and RE 2 |
| 41 | Teaching 31 |  |  |
| 42 | Teaching 32 |  |  |

**Appendix 2: Mapping to current Subject Benchmark Statements**

|  |  |
| --- | --- |
| **Course Outcomes** | **Quality Assurance Agency for Higher Education (QAA) Subject Benchmarks**  **Education Studies (2015)** |
| **A: Knowledge and Understanding** |  |
| A1  A2  A3  A4  A5  A6  A7 A8  A9  A10  A11  A12 | R 5.6  KU 5.1, 5.3  KU 5.2, 5.3  KU 5.2  KU 5.3, KU 5.4  KU 5.1, 5.3  KU 5.4  KU 5.4  A 5.5  A 5.5  KU 5.1, 5.3  KU 5.3 |
| **B Intellectual and Cognitive Outcomes** |  |
| B1 – B12 | KU 5.1, A 5.5, R 5.6 |
| **C Subject Practical Outcomes** |  |
| C1 to C15 | A 5.5, R5.6, TS 5.7 |
| **D: Key/Transferable Outcomes** |  |
| D1 to D10 | TS 5.7 |

**Appendix 3: COURSE LEARNING OUTCOMES MAPPED ONTO MODULES**

The course learning outcomes in section 12 are mapped against the course modules in the following table.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Course Outcomes*** | ***Foundation Level*** | | | | ***Intermediate Level*** | | | | | ***Honours Level*** | | | |
|  | DFB5420 Teaching and Learning in the Foundation Areas and RE (20 Credits) | DFB5540  Teaching in the Early Years Foundation Stage  (40 Credits) | DFB5230 Introduction to Core Curriculum Studies: English, Maths & Science  (30 Credits) | DFB5230  Initial Professional Development and School-Based Training: Theories & Strategies for Teachers & Learners (30 Credits) | DIB5620 Advanced Core Curriculum Studies: English, Maths & Science  (20 Credits) | DIB5820 Working with Children with Special Educational Needs and Disabilities  (20 Credits) | DIM1130  Safeguarding Children and Young People  (30 Credits) | DIB6230Initial Professional Development and School-Based Training: Creative Teachers & Creative Learners  (20 Credits) | DIB5720 Teaching and Learning  In the Foundation Areas and RE (2)    (20 credits) | DHB5820Subject Leadership and Management in the Primary School and EYFS (20 Credits) | DHB5520Diversity, Inclusion and Equality (20 credits) | DHB5340 Initial Professional Development and School-Based Training: Curriculum, Assessment & Data (40 Credits) | DHB5940 Dissertation: A Research Project in Primary /Early Years Education  (40 Credits) |
| ***A: Knowledge and Understanding*** | | | | | | | | | | | | | |
| A.1 | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* |
| A.2 | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* |
| A.3 | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* |  | *✓* | *✓* | *✓* |  | *✓* | *✓* |
| A.4 |  | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* |  |
| A.5 |  | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* |  |
| A.6 |  | *✓* |  | *✓* |  | *✓* | *✓* | *✓* |  | *✓* | *✓* | *✓* |  |
| A.7 |  | *✓* |  | *✓* |  | *✓* | *✓* | *✓* |  | *✓* | *✓* | *✓* |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **B: Intellectual/Cognitive Outcomes** | | | | | | | | | | | | | |
| B.1  B.2 |  |  |  | *✓* |  | *✓* | *✓* | *✓* |  | *✓* | *✓* |  | *✓* |
| B.3 | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* |
| B.4 |  |  |  |  |  |  |  |  |  | *✓* | *✓* |  | *✓* |
| B.5 |  |  |  | *✓* |  |  |  | *✓* |  | *✓* |  | *✓* | *✓* |
| **C: Subject Practical Outcomes** | | | | | | | | | | | | | |
| C.1,2,3 | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* |  | *✓* | *✓* | *✓* |  | *✓* |  |
| C.4 |  | *✓* |  | *✓* |  | *✓* | *✓* | *✓* |  | *✓* | *✓* | *✓* |  |
| C.5 |  | *✓* |  | *✓* |  | *✓* | *✓* | *✓* |  | *✓* | *✓* |  |  |
| C. 6,7,8 | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* | *✓* |
| **D: Key/Transferable Outcomes** | | | | | | | | | | | | | |
| D.1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| D. 2 |  | ✓ |  |  |  |  |  | ✓ |  | ✓ |  | ✓ | ✓ |
| D. 3 | ✓ | ✓ | ✓ |  | *✓* | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ |
| D.4 | ✓ | ✓ | ✓ | ✓ | *✓* | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| D. 5, 6 | ✓ | ✓ | ✓ | *✓* | *✓* | ✓ | *✓* | *✓* | *✓* | ✓ | ✓ | ✓ | ✓ |
| D.7, 8, 9 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Appendix 4: MAPPING THE PDP PROCESS**

Note: evidence of achievement of progress towards the Teachers’ Standards are collated and recorded in the Personal Development Portfolio. The compilation of this evidence, reflection evaluation and target setting will form part of all Initial Professional Development and School Based Training modules across the three years of the course.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 3** |
| **Year 1** | Progress Review 1  Initial needs identification/ assessment; action planning and target setting; commence pen portrait | Progress Review 2  Review of achievement and target setting; peer and tutor review; feedback and feed forward individual student/tutor guidance on preparation for first block placement | Progress Review 3  Review of block placement, identification of strengths and areas for future work; peer and tutor review of target setting for Year 2  Tracking of progress towards the Teachers’ Standards  Identification of academic targets – in the context of feedback and grades from Year 1. |
| **Year 2** | Progress Review 4  Check progress towards targets on action plan and review these; update progress tracker as necessary | Progress Review 5  Review of achievement to date and target setting; peer and tutor review; feedback and feed forward; individual student/tutor guidance on preparation for second block placement | Progress Review 6  Review of block placement; identification of strengths and areas for future work; peer and tutor review of target setting for Year 3;  Tracking of progress towards the Teachers’ Standards;  Identification of academic targets – in the context of feedback and grades from Year 2  Preparing for honours level study |
| **Year 3** | Progress Review 7  Check progress towards targets on action plan; identify any areas that need addressing prior to commencing final block placement. | Progress Review 8  Review of achievement to date and target setting; peer and tutor review; feedback and feed forward; individual student/tutor guidance on preparation for final block placement. | Progress Review 9  Review of block placement; identification of strengths and areas for future work; peer and tutor review of target setting for NQT year;  Tracking of progress towards the Teachers’ Standards and audit of evidence;  QTS viva and sign off;  Employability activities and preparation for the NQT year. |

**Appendix 5: MAPPING THE TEACHERS’ STANDARDS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Module Code  TA Standard | | DFB  4230 | DFB  5230 | DFB  5420 | DFB  5540 | DIB  6230 | DIB  5620 | DIB  5720 | DIB  5820 | DIM  1130 | DHB  5340 | DHB  5520 | DHB  5820 | DHB  5940 |
| TS1 | **Set high expectations which inspire, motivate and challenge pupils** | X | X | X | X | X | X | X | X |  | X | X |  |  |
| TS2 | **Promote good progress and outcomes by pupils** | X | X | X | X | X | X | X | X | X | X | X | X | X |
| TS3 | **Demonstrate good subject and curriculum knowledge** | X | X | X | X | X | X | X |  |  | X | X | X | X |
| TS4 | **Plan and teach well - structured lessons** | X | X | X | X | X | X | X |  |  | X | X |  |  |
| TS5 | **Adapt teaching to respond to the strengths and needs of all pupils** | X | X | X | X | X | X | X | X | X | X | X |  |  |
| TS6 | **Make accurate and productive use of assessment** | X | X | X | X | X | X | X | X |  | X |  | X |  |
| TS7 | **Manage behaviour effectively to ensure a good and safe learning environment** | X |  | X | X | X | X | X | X | X | X | X |  |  |
| TS8 | **Fulfil wider professional responsibilities** | X |  |  |  | X |  |  |  |  | X | X | X | X |
| **Part 2 Standards** | **Personal and Professional conduct** | X | X | X | X | X | X | X | X | X | X | X | X | X |