

PROGRAMME SPECIFICATION

1. General information

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| Awarding body / institution | Leeds Trinity University |
| Teaching institution | Leeds Trinity University |
| 'Parent' School (<i>ICE / SAC / SSHS</i>) | Institute of Childhood and Education |
| Academic Group | Primary Education |
| Professional accreditation body (if applicable) | Teaching Regulation Agency (TRA) |
| Final award (<i>e.g. BA Hons</i>) | BA (Hons) |
| Title of programme(s) | Primary Education: Later Years (5-11) (with QTS) |
| Subsidiary award(s) (<i>if any</i>) | Certificate of Higher Education; Diploma of Higher Education; Ordinary Degree |
| Honours type (<i>Single / Joint / Combined</i>) | Single |
| Duration and mode(s) of study | 3 years full-time |
| Month/year of approval of programme | |
| Start date (this version) (<i>month and year</i>) | September 2019 |
| Periodic review next due (<i>academic year</i>) | 2023/24 |
| JACS subject code(s) (<i>Level 3</i>) (Please refer to HESA listing on AQO website) | X100 Training teachers |
| HECoS (formerly JACS) subject code(s) (<i>Level 3</i>) | 100511 Primary teaching |
| UCAS course code & route code (available from Admissions) | X122 |
| SITS codes (<i>Course / Pathway / Route</i>) (available from Student Administration) | PEDLATN |
| Delivery venue(s) | Leeds Trinity University |

2. Aims of the programme

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| Rationale and general aims, including what is special about this programme |
| The Institute of Childhood and Education has a vision for the development of outstanding teachers which places the pupil at the heart of teacher education. Through a research-informed degree programme and a variety of school training experiences, students will be equipped with the |

knowledge, professional skills and research literacy needed to meet the challenges and rewards of working in a 21st century school.

On a Leeds Trinity Initial Teacher Training programme students can expect to become well-rounded professionals, capable of self-reflection and resilience. They will be encouraged to constantly question, update and improve their practice in pursuit of meeting the needs of all the pupils with whom they work. Recognition of the diverse needs of individuals and communities, alongside a strong sense of social justice, is integral to the Institute's community of trainee teachers, alumni, school partners and University colleagues. The programme itself is designed to prepare students thoroughly for their first year of teaching and their future career – whether this be as a class teacher, a school leader, or into further academic study.

Training for a professional qualification and achieving an academic degree at the same time is challenging. The approach of this programme involves integration of all the modules and four inter-related strands which underpin students' professional and academic development. These four strands together support student understanding of how theory and practice are related and all taught modules at University underpin professional training in the school environment.

The aims of the Primary Education (Later Years 5-11) programme are:

1. to provide a high quality education in a supportive learning environment, underpinned by the vision, values and mission of Initial Teacher Education, the Institute of Childhood and Education (ICE) and the University;
2. to provide skills, knowledge and understanding to address current national priorities in primary education;
3. to provide an academically challenging, stimulating and rigorous programme, which incorporates the standards required for Qualified Teacher Status (QTS) in the primary school;
4. to ensure students have the academic understanding and skills to engage in lifelong learning;
5. to ensure students are highly employable in a competitive job market and sustain their chosen career pathway;
6. to prepare students to work in a perpetually developing education system;
7. to ensure that students have the professional and academic skills to meet the diverse needs of all children;
8. to enable students to become reflective and critical practitioners who mediate policy and practice in the best interests of the children, families and communities that they serve.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc. codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

Knowledge and understanding

On successful completion of the programme students will:

- K1 Have secure knowledge of relevant subject(s) and curriculum areas in order to foster and maintain pupils' interest in the subject, and address misunderstandings;
- K2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;

- K3 Demonstrate knowledge and understanding of early English (including Systematic Synthetic Phonics), early maths and other national priority areas within the early years or primary curriculum;
- K4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on planning, teaching and assessing;
- K5 Demonstrate knowledge and understanding of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education and development;
- K6 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities;
- K7 Know how to manage behaviour effectively to ensure a positive and safe learning environment.

Intellectual skills

On successful completion of the programme, students will be able to:

- I1 Reflect systematically and critically on the effectiveness of lessons and approaches to teaching and learning;
- I2 Engage in critical evaluations of current national priority areas, including educational policies and research;
- I3 Reflect on and critically evaluate the impact of their learning on their professional practice;
- I4 Critically evaluate the ethics and values related to the teaching profession, including ethical issues related to research within early years and school settings;
- I5 Engage in critical evaluation and analysis of academic and practitioner research and literature;
- I6 Question complex ideas and theories and present arguments and conclusions effectively through oral and/or written communications;
- I7 Demonstrate an ability to apply research skills at an appropriate level in both academic study and professional practice;
- I8 Develop a personal and professional perspective on educational practices, understanding the limits of their knowledge and experience.

Practical skills

On successful completion of the programme, students will be able to demonstrate:

- P1 Sufficient physical capability to ensure the safety of children or negotiate reasonable adjustments to accommodate any physical challenges;
- P2 Ability to model and organise provision for Physical Education, appropriate to the age group taught.

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Team-working** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

Students recommended for the award of Qualified Teacher Status (QTS) will have met the Teachers’ Standards (DfE, 2012) and therefore be eligible for the award of Qualified Teacher Status.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

The programme combines the required outcomes to recommend successful candidates for the award of QTS on completion of the Teachers’ Standards (2012) with relevant aspects of the QAA Subject Benchmark Statement for Education Studies (2015).

4. Learning outcomes for subsidiary awards

| Guidance | |
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| <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> | <p>Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>: On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to primary education; ii) make sound judgements in accordance with basic theories and concepts related to education; iii) evaluate the appropriateness of different approaches to solving problems within primary education; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to primary education.</p> |
| <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p> | <p>Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>: On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of key principles related to primary education; ii) application of concepts outside their initial context and across the field of education and educational settings; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to primary education including successful completion of at least one school-based training component.</p> |
| <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p> | <p>Generic Learning outcomes for the award of an <u>Ordinary Degree</u>: On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of concepts and techniques related to primary education; ii) critical evaluation of approaches to solving problems in an educational context; iii) an ability to work autonomously within a structured learning experience; |

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| | iv) effective communication of the results of their work in a variety of forms; |
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and will have had the opportunity to develop transferable skills relevant to employment related to primary education including successful completion of two school-based training placements.

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The programme content is shaped by the Primary National Curriculum and current national priorities for primary education. Primary Education in the Later Years has at its core four strands which are studied throughout the programme at each level.

The 'Curriculum and Pedagogy' strand will enable students to confidently plan individual and sequences of lessons with pupil progress in mind, as well as to create engaging learning experiences for all learners. Students will engage in careful scrutiny of best practice in teaching and learning across the curriculum for the age phase[s] they are training to specialise in. Professional knowledge and skills, such as differentiated questioning, addressing misconceptions, creating a purposeful classroom learning environment and fostering a love of learning are central to learning in these modules. The key facets of creative and critical thinking, alongside innovative and robust assessment strategies, will inform school-based training experiences and support critical reflection and evaluation of individual teaching practice. The programme includes expert tuition from practitioners across the partnership, to facilitate outstanding teaching and learning in the classroom.

The 'Teaching Professional' strand will enable students to become the very best professional educator possible on completion of their degree. Students will become confident in their roles and responsibilities as a teacher, including legal and pastoral care. Students will be able to build up highly effective relationships with pupils, their families and the local communities which schools serve. As a 'child-centred' practitioner they will be able to successfully handle different learning and emotional needs, as well as experience working with wider support services and networks as appropriate. The programme is designed to be responsive: national priorities as identified by DfE and Ofsted will be integral at each level of study and will equip students with the key knowledge and understanding required to be successful in school-based training.

At Leeds Trinity University, we understand that primary schools exist in a rapidly changing environment. We have designed a 'Research Literacy' strand for the programme which is dedicated to establishing students' skills in working with education research. Students will learn to critically scrutinise research and education policy in order to determine 'best practice'. In the final year, students will engage in a chosen area of specialist study, such as SEND, assessment, or outdoor learning, which will include an in-depth practitioner enquiry project. This will provide students with key skills to be confident in enquiry into classroom and school practices during their early careers.

The fourth strand is 'School-based Training': here, students will work alongside experienced practitioners and mentors to develop professional skills and attributes. Students have opportunity to apply learning from University sessions and reflect on experiences in the school setting. Throughout each block of school-based training students will evaluate their own performance against professional standards and work towards becoming a qualified teacher.

The programme retains a 20-credit module structure, which is consistent with regional and national ITE providers. This ensures that each level of school-based training is awarded 20 credits towards a students' overall degree. A further 100 credits in each level are attained through academic modules, many of which are integrated with school-based training and other professional experiences. This programme structure and module weighting gives recognition to the way in which students are simultaneously gaining an academic degree and a professional qualification of QTS, both of which have required standards to be met.

The four strands are assessed within a modular structure; however, each assessment gives recognition to the professional skills and knowledge base which form other strands and modules. The design of modules and assessment tasks are built on the predication that theory and practice, and the relationship between the two, are the fundamental foundations for developing confident and competent practitioners.

6. Structure

BA (Hons) Primary Education in the Later Years (5-11) (QTS)

Duration: 3 years full-time

Total credit rating: 360

Level 4 – with effect from September 2019

Please see section 8 and refer to the Prospectus for entry requirements.

Core: Candidates are required to take:

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| PED4312 | Introduction to the primary curriculum (5-11) 1 | Sem 1 | 20 credits |
| PED4012 | Introduction to the teaching profession | Sem 1 | 20 credits |
| PED4332 | Introduction to a broad and balanced curriculum | Sem 1 & 2 | 20 credits |
| PED4322 | Introduction to the primary curriculum (5-11) 2 | Sem 2 | 20 credits |
| PED4422 | Understanding learners and learning | Sem 2 | 20 credits |
| PED4302 | School-based training 1 | Sem 2 | 20 credits |
| <i>PED4342</i> | <i>Educational Project*</i> | <i>Sem 2</i> | <i>20 credits</i> |

Level 5 – with effect from September 2020

Progression requirements: minimum of 120 credits from Level 4

Core: Candidates are required to take:

| | | | |
|----------------|--|--------------|-------------------|
| PED5742 | Developing the primary curriculum (5-11) 1 | Sem 1 | 20 credits |
| PED5752 | Becoming a teaching professional | Sem 1 | 20 credits |
| PED5762 | School-based training 2 | Sem 1 & 2 | 20 credits |
| PED5772 | Developing the primary curriculum (5-11) 2 | Sem 2 | 20 credits |
| PED5782 | Understanding inclusion | Sem 2 | 20 credits |
| PED5792 | Introducing practitioner enquiry | Sem 2 | 20 credits |
| <i>PED5662</i> | <i>Educational Project*</i> | <i>Sem 2</i> | <i>20 credits</i> |

Level 6 – with effect from September 2021

Progression requirements: minimum of 120 credits from Level 5

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|----------------|---|--------------|-------------------|
| PED6434 | Enhancing the primary curriculum (5-11) | Sem 1 & 2 | 40 credits |
| PED6444 | Enhanced enquiry project | Sem 1 & 2 | 40 credits |
| PED6972 | Educational debates | Sem 1 & 2 | 20 credits |
| PED6962 | School-based training 3 | Sem 1 & 2 | 20 credits |
| <i>PED6332</i> | <i>Educational Project*</i> | <i>Sem 1</i> | <i>20 credits</i> |

*Students may request or be advised to enrol on this module as a replacement for the School-based training module in that year. See further details in Section 9 Progression, classification and award requirements.

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

Students completing the BA (Hons) Primary Education: Later Years (5-11) (with QTS) are required to meet the standards for an honours degree in primary education whilst also meeting the standards for Qualified Teacher Status. In order to facilitate this, the programme structure has been designed to integrate 'university-based' and 'school-based' training, both underpinned with a critical understanding of the principles of effective professional practice. The following approaches are prioritised within delivery across all modules in line with the Leeds Trinity Learning, Teaching, and Assessment Strategy 2015 – 2020:

Teaching and learning:

- Effective use of technology, including the VLE
- Combination of large group and small group teaching and learning activities to support peer learning
- Embedded research-informed practice
- Opportunity for student-led enquiry.

Assessment:

- Peer assessment opportunities
- Frequent formative assessment
- High quality feedback and feed-forward.

The programme is co-constructed with the support of partnership schools, including the following:

- The use of professionals from partner schools in delivery of specific sessions;
- Contribution from partners in the assessment of aspects of modules;
- Inclusion of data regarding practices in partner schools, such as policy evaluation, schemes of work, curriculum innovation or case studies.

All students will be required to complete three periods of assessed School-Based Training (SBT) in partnership schools to equip them with the knowledge, understanding and skills for teaching across the age phase. School-Based Training modules enable students to demonstrate their progress in meeting the QTS standards, including personal and professional conduct, in a professional educational setting. Each assessed block of teaching will be supported by a named mentor in school. A University Link Tutor will visit at all levels, providing a source of support to students and school partners, a quality assurance role and a moderation role in relation to assessment against the Teachers' Standards.

During Level 4 of the programme, students will be introduced to the knowledge and theories which underpin the Teachers' Standards (2012). In addition, students will undertake modules focusing on curriculum and pedagogy, which will be developed collaboratively with school partners. Students will become familiar with a variety of pedagogical approaches to teaching, learning and assessment for the National Curriculum for Key Stages 1 and 2. They will acquire an introductory

knowledge and understanding of child development, learning environments, roles and responsibilities of the teacher and safeguarding requirements.

Within Level 5, students will build upon knowledge acquired during their Level 4 studies to continue to develop their professional practices and understanding, and enable reflection and critical evaluation of school based experiences. There will be a focus on developing pedagogical approaches to teaching and learning, as well as developing understanding of the principles of inclusion and meeting the needs of individual learners. There will be the opportunity to engage with, critically examine and evaluate theory and research. Students will engage in a small scale practitioner enquiry project. They will further explore learning in a different setting to the mainstream classroom by undertaking study and a two-week placement in another context.

In Level 6, students will have the opportunity to further develop as critical, reflective practitioners with a sound understanding of what it means to be an 'Outstanding' primary school teacher. Students will engage in a year-long research module where they will carry out an investigation into an aspect of professional practice, enabling them to develop an in-depth personal and professional perspective.

Students will be provided with personal, professional and academic support throughout the programme.

7b) Programme learning outcomes covered

| | Assessed learning outcomes of the programme | | | | | | | | | | | | | | | | Skills development | | | | | | | | | |
|--|---|--|--|------------------|---|-----------------------|----------------------|--|---|--|--|--|---|---|--|---|-------------------------------------|-----------------|-------------|-----------------------------|-----------------|---------------|-------------------------|-------------------|-------------------------------|------------------------------------|
| | K1 | K2 | K3 | K4 | K5 | K6 | K7 | I1 | I2 | I3 | I4 | I5 | I6 | I7 | I8 | P1 | P2 | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 |
| Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these. | Secure curriculum knowledge | Critical understanding and scholarship | English, SSP, maths and priority areas | How pupils learn | Pupils' physical, social and intellectual development | Pupils' diverse needs | Behaviour management | Critical reflection on approaches to teaching and learning | Critical evaluation of national priority areas: policy and research | Critical reflection on own professional practice | Ethics and values related to the teaching profession | Evaluation and analysis of research and literature | Question complex theories and present arguments | Apply research skills to academic study and professional practice | Personal and professional perspective on policy and practice | Ensure the safety of children and make reasonable adjustments | Model and organise provision for PE | Self-management | Teamworking | Business & sector awareness | Problem-solving | Communication | Application of numeracy | Application of IT | Entrepreneurship / enterprise | Social, cultural & civic awareness |
| PED4312 Introduction to the primary curriculum (5-11) 1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PED4012 Introduction to the teaching profession | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PED4332 A broad and balanced curriculum | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PED4322 Introduction to the primary curriculum (5-11) 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PED4422 Understanding learners and learning | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| PED4302 School-based training 1 | █ | | █ | █ | | █ | █ | | █ | █ | | | █ | | █ | █ | | █ | █ | █ | | █ | █ | █ | | █ | |
| PED4342 Educational Project | | █ | | | █ | █ | | █ | | █ | █ | █ | █ | | | | | █ | | █ | | █ | | | | | █ |
| PED5742 Developing the primary curriculum (5-11) 1 | █ | | █ | █ | | █ | | █ | | █ | | █ | | | | | | █ | █ | █ | █ | █ | | | | | |
| PED5752 Becoming a teaching professional | | | | █ | █ | █ | █ | | █ | █ | █ | | | | █ | █ | | █ | | | | | | | | | █ |
| PED5762 School-based training 2 | █ | | █ | █ | | █ | | █ | | █ | | █ | | █ | █ | █ | | █ | █ | █ | █ | █ | █ | █ | | █ | █ |
| PED5772 Developing the primary curriculum (5-11) 2 | █ | | █ | █ | | █ | | █ | █ | █ | █ | █ | | | | | | █ | █ | █ | | | | █ | | █ | |
| PED5782 Understanding inclusion | | █ | | █ | █ | | █ | █ | █ | █ | █ | | | █ | █ | | | █ | █ | █ | | | | | | | █ |
| PED5792 Introducing practitioner enquiry | | █ | | █ | | █ | █ | █ | █ | █ | █ | █ | | | | █ | | █ | █ | █ | | | | █ | █ | █ | █ |
| PED5662 Educational Project | | █ | | | █ | █ | | █ | | █ | █ | █ | █ | | | | █ | | █ | | █ | | | | | | █ |
| PED6962 School-based training 3 | █ | | █ | █ | | █ | █ | █ | █ | █ | | | █ | █ | █ | | | █ | █ | █ | █ | █ | █ | █ | | █ | █ |
| PED6434 Enhancing the primary curriculum (5-11) | █ | █ | | | █ | | █ | █ | █ | █ | █ | █ | █ | | | | █ | | | █ | █ | █ | █ | | █ | █ | █ |
| PED6444 Enhanced enquiry project | | █ | | | | | █ | █ | █ | █ | █ | █ | | | | █ | | █ | █ | █ | | | █ | █ | █ | █ | █ |
| PED6972 Educational debates | | █ | | | | | █ | █ | | █ | █ | █ | █ | | | | | █ | █ | █ | | | | | | | █ |
| PED6332 Educational Project | | █ | | | █ | █ | | █ | | █ | █ | █ | █ | | | | | █ | | █ | | █ | | | | | █ |

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, of which at least 3 should be GCE or VCE 'A' levels (or equivalent at level 3) and GCSE English Language, Maths and Science at minimum grade 5 (or appropriate national requirements).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with no component below 5.5, or equivalent test.

Applicants must meet the requirements for 'Training to Teach' and have a satisfactory enhanced check from the Disclosure and Barring Service. Students will have had to have passed the QTS Skills Tests prior to commencement of study. Students from overseas would be subject to the checks detailed at:

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

Placements – Working with Children:

With effect from February 2015, it is a statutory requirement that all students working with children in any setting have a responsibility to disclose whether they or others in their household ("by association") are or would be disqualified under the Childcare (Disqualification) Regulations 2009. For details please refer to this link:

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

All QTS programmes require successful interviews.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Recognition of Prior Learning Principles and Guidelines.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

All taught modules PLUS school-based training OR Education Project must be passed for progression. A substantive attempt (i.e. a mark of 20% or more) must be made at all elements of a module, unless otherwise stated on the module descriptor, but an overall grade of 40% or higher is required for credits, unless other requirements are stated on the module descriptor.

The programme has an expectation of 100% attendance. It will be the student's responsibility to ensure they are registered and, when late, students will be expected to make their presence known to the tutor for registration. Any student falling below a reasonable attendance level, such that the University is not confident that they will be adequately prepared to meet the expectations of placement will be investigated under the Student Academic and Professional Misconduct Procedure. Any student who is found to be insufficiently prepared for SBT, through non-attendance at preparation sessions or lack of appropriate preparation for teaching, will be withdrawn from the school-based training module. This will ensure that no trainee will jeopardise pupil progress and well-being through absence from taught sessions.

Similarly, any student whose behaviour fails to comply with the Teachers' Standards may be investigated under the Student Academic and Professional Misconduct Procedure. Students investigated under the procedure may be required to attend a hearing of a Student Academic and Professional Misconduct Panel. Schools reserve the right to withdraw any student from SBT who is acting unprofessionally, is insufficiently planned and who is jeopardising the education and/or safety of the children, pending further investigation.

Whether the outcomes from the above circumstances are deemed to be failure against Teachers' Standards (by the Panel of Examiners) or a matter of professional misconduct (by the Student Academic and Professional Misconduct Panel) the outcome may be withdrawal from SBT and a resultant fail mark. There is not an automatic right to resit for SBT modules.

SBT is continuous assessment. If a student fails to attend SBT they automatically fail the module and the associated credits. Their case will be reviewed at the Panel of Examiners who will make a recommendation to the Board of Examiners regarding progression. In more serious cases this may result in denial of resit.

Marginal condonement consideration is not permitted for SBT modules.

100 credits at Level 5 and 100 credits at Level 6 will be factored into the degree classification. The SBT modules will not contribute to the final degree classification.

If a student fails SBT 1 in Level 4 they may re-sit at the same time in the following academic year.

If a student fails SBT 2 in Level 5 they may re-sit at the same time as Level 4 school-based training in the following academic year.

If a student fails SBT 3 in Level 6 they may re-sit in the following September.

If a student decides they no longer wish to train for the award of QTS, or is advised that they will not meet the standards for the award of QTS, they may request to transfer to the relevant 20 credit *Education Project* module (PED4342, PED5662, and PED6332) on or before the last day of the penultimate week of school-based training. At achievement of 120 credits in Level 4 or Level 5, students may request to transfer to another relevant degree programme; at Level 6, the BA (Hons) Primary Education Later Years (5-11) will be awarded without recommendation for Qualified Teacher Status (QTS).

The following regulations apply, together with the General Academic Regulations:

- Programme Regulations for Taught Undergraduate Degrees
- Additional Regulations for Bachelor of Arts (QTS) Degrees

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

All modules must be passed prior to progression. School-based training 1 (PED 4302) must be passed before students can progress to School-based training 2 (PED 5632). School-based training 2 is a pre-requisite for progression to School-based training 3 (PED 6242).

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.