



## **PROGRAMME SPECIFICATION**

### **1. General information**

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>Professional accreditation body</b>	<b>n/a</b>
<b>Final award</b>	<b>BA (Hons)</b>
<b>Title of programme(s)</b>	<b>Primary Education in the Later Years (QTS)</b>
<b>Subsidiary award(s)</b>	<b>n/a</b>
<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	<b>n/a</b>
<b>Duration and mode of study</b>	<b>3 years full-time</b>
<b>Start date</b>	<b>September 2012</b>
<b>Periodic review next due</b>	<b>AY 2016/17</b>
<b>UCAS course code &amp; code name</b>	<b>X123 BA/PELY</b>
<b>Venue</b>	<b>Leeds Trinity</b>

### **2. Aims of the programme**

<b>Rationale and general aims</b>
<p>The BA Hons Primary Education in the Later Years is designed to provide an academic and professional programme for the development of reflective Later Years practitioners. Graduates will be able to make a positive contribution to the learning of young children, due to their ability to apply theoretical knowledge to the practical environment of school.</p> <p>The aims of the programme are:</p> <ol style="list-style-type: none"> <li>1. To offer a challenging and stimulating learning experience, which will challenge students within a supportive learning environment;</li> <li>2. To enable students to make links between concepts and theories and apply these to their professional development as teachers;</li> <li>3. To offer a range of teaching and learning approaches using the technology and facilities available so as to meet all students' individual learning needs;</li> <li>4. To ensure that graduates can meet the ever changing needs of the educational environment, through their reflective, professional approach.</li> </ol>

### **3. Student learning outcomes of the programme**

**Learning outcomes in terms of:**

- **Knowledge and understanding (K)**
- **Application (A)**
- **Reflection (R)**
- **Key / transferable skills (T)**

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

**Knowledge and Understanding (K)**

Degree programmes should enable students to demonstrate that they have acquired the ability to understand theoretical knowledge and research evidence about:

- K1 the processes of learning, including some of the key paradigms and their impact on educational practices
- K2 the effects of cultural, societal, political, historical and economic contexts on learning, including education policies, moral, religious and philosophical underpinnings, and issues of social justice
- K3 formal and informal contexts for learning. Educational contexts will include some understanding of their own education system and other education systems, and the values underpinning their organisation
- K4 a range of research perspectives and methodologies applied to education
- K5 the complex interactions between education and its contexts, and relationships with other disciplines and professions

**Application (A)**

Courses should enable students to apply their subject knowledge and understanding through:

- A1 the analysis of complex situations concerning human learning and development in particular contexts, including their own learning
- A2 the use of examples of the implementation of policies in practice
- A3 the accommodation of new ideas and the provision of well argued conclusions relating to issues, such as the impact of globalisation on education systems, social justice, sustainable development, social inclusion and the knowledge economy
- A4 consideration of the international and intercultural dimension of education, the effect of the increasing use of the internet, and the impact of increased worldwide mobility

**Reflection (R)**

Courses should provide opportunities for students to:

- R1 reflect on their own value systems, development and practices
- R2 question concepts and theories encountered in their studies
- R3 interrogate the assumptions underpinning theory and research
- R4 reflect on their own development and practices

**Key/transferable Skills (T)**

By the end of their degree programme, students should be able to demonstrate ability to:

- T1 construct and communicate oral and written arguments
- T2 use information and communication technology (ICT), including word processing, databases, internet communication, information retrieval and online searches
- T3 interpret and present relevant numerical information
- T4 work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team
- T5 improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning
- T6 analyse, synthesise, evaluate, and identify problems and solutions

See also the generic objectives set out in section 4 below.

Statement of congruence with the relevant published subject benchmark statements
<p>This programme combines relevant aspects of the QAA benchmark statements for Education Studies (2007).</p> <p>The programme also meets the requirements to recommend successful candidates for the award of QTS on completion of the QTS Standards that came into force in September 2012.</p>

#### 4. Learning outcomes for Certificates and Diplomas of Higher Education and ordinary degrees

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

#### 5. Content

### Summary of content by theme (providing a 'vertical' view through the programme)

Primary Education in the Later Years has at its core professional practice and professional studies. Professional practice relates to the skills and attributes required by the professional practitioner in the primary classroom including knowledge of how to organise and manage classrooms for the most effective learning experience for children. Professional studies relates to the underpinning theory related to child development, learning theory and the theories and rationale related to teaching, learning and assessment. In addition, students will engage with the subjects of the wider National Curriculum. Teaching in the primary school 1-3 assess students' developing professional skills, knowledge and attributes in school based training. Students will, normally, experience two contrasting schools over the three years and will be assessed against Standards in order to meet the requirements for QTS.

## 6. Structure

### BA (Hons) Primary Education in the Later Years (QTS)

**Duration:** 3 years full-time  
**Total credit rating:** 360

#### **Level 4** – with effect from September 2012

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

**Core:** Candidates are required to take:

PED 4002	Introduction to Professional Practice	Sem 1 & 2	20 credits
PED 4012	Development, Learning and Teaching	Sem 1 & 2	20 credits
PED 4022	Teaching in the Primary School 1 [SBT]	Sem 2	20 credits
PED 4032	English, Maths and ICT	Sem 1	20 credits
PED 4042	English, Maths and Science	Sem 2	20 credits
PED 4052	PE, MFL and Geography	Sem 1 & 2	20 credits

#### **Level 5** – with effect from September 2013

Progression requirements: 120 credits

**Core:** Candidates are required to take:

PED 5462	Developing Professional Practice	Sem 1 & 2	20 credits
PED 5472	Inclusion, Learning and Teaching	Sem 1 & 2	20 credits
PED 5441	Teaching in the Primary School 2A [SBT]	Sem 1	10 credits
PED 5451	Teaching in the Primary School 2B [SBT]	Sem 2	10 credits
PED-53845501	Learning in an Alternate Context	Sem 2	10 credits
PED 5391	RE and Catholic Education	Sem 2	10 credits
PED 5492	English, Maths and Science with DT	Sem 1	20 credits
PED 5502	PE, MFL and Geography	Sem 1 & 2	20 credits

#### **Level 6** – with effect from September 2014

Progression requirements: 120 credits

**Core:** Candidates are required to take:

PED 6962	Evaluating Educational Practice	Sem 1 & 2	20 credits
PED 6972	Practitioner Enquiry	Sem 1 & 2	20 credits
PED 6982	Teaching in the Primary School 3 [SBT]	Sem 2	20 credits
PED 6992	English, Maths and Science	Sem 1	20 credits
PED 6011	ICT	Sem 1 & 2	10 credits
PED 6012	History, Art and Music	Sem 1 & 2	20 credits
PED 6021	Addressing Key Issues in Legal and Ethical Responsibilities	Sem 2	10 credits

## **Learning, teaching and assessment**

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

In accordance with the Leeds Trinity Learning, Teaching and Assessment Policy 2008-2013, the department is keen to:

- *engage, empower and increase the independence of students;*
- *personalise learning and feedback as much as possible;*
- *learn from others and innovate in the curriculum and pedagogy;*
- *integrate learning, its support, scholarship and research where appropriate.*

This is achieved in part via an effective progress tutoring system, which will be enhanced to include more focused academic development exercises. Ongoing development of formative and summative feedback; curriculum design to meet new national agendas and to use staff research and scholarship to enhance learning opportunities both within the curriculum and in experiences such as study abroad.

Students completing the BA (QTS) Primary Education in the Later Years are challenged to reach the standards required to fulfil an honours degree in primary education combined with the professional standards related to Qualified Teacher Status. Teaching within College is focused on developing their skills in acquiring new knowledge; assimilating skills and understanding from a range of sources and developing the thinking and problem solving skills to evaluate the underpinning theory. They are expected to become reflective classroom practitioners who can accommodate the needs of a diverse classroom population, whilst fulfilling the requirements related to professional values, skills, knowledge and attributes.

Teaching within the department reflects our understanding of good practice in learning and teaching; combining the best of interactive learning with a development of the students' independent learning skills related to reading; research; reflection and evaluation. Tutors across the programme model effective use of interactive whiteboards; ICT; practical activities and group work as well as challenging debate and reflection of new theoretical material.

ICT within the Primary Education programmes is delivered both as a skills development programme and integrated within learning and teaching. Modules where ICT is defined in the title will include discrete ICT skills elements. In addition to this ICT will be embedded in programme delivery through the ICT tutors working alongside other colleagues and supporting their use of ICT in learning and teaching with the students. At Level 6, ICT is evaluated for how it can be utilised to best effect in the classroom in learning and teaching.

Primary Education is a practical and professional programme involving academic rigour and practical professional development. To ensure that graduates are prepared to teach across the National Curriculum subjects the degree includes modelling of skills as well as academic input. As such, modules where the focus is clearly on practical subjects will exceed normal institutional guidance. The assessment load will reflect the expectations, but for each individual subject area to be appropriately covered, the hours for taught sessions will be increased. Students in Primary Education will expect this coverage and it is not possible to deliver such a high quality programme without it.

As the course progresses from level 4 to level 6, students' research skills are scaffolded so that they are initially introduced to papers written by, or reflecting on, key educational and developmental theorists; they develop analysis skills; and in levels 4, 5 and 6 they hone their own research capability by engaging in practitioner enquiry.

Teaching is a balance of lecture, workshop, tutorial and independent study tasks. Through this balance students receive relevant input on the area of study; they are supported in their

engagement with new material and guided in how to develop their understanding and then encouraged to review and evaluate their learning independently. Tutors make good use of CLARCS packs for independent reading and the VLE for support materials, online assessments, sharing good practice and links to additional materials.

All students are required to complete four periods of assessed school-based training 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 in a professional work – based setting. In the BA (QTS) Primary Education in the Later Years students will follow a clear route through school based training, with National Curriculum modules supporting their preparation.

Students will be required to demonstrate the personal and professional conduct expected of trainee teachers throughout the programme in college-based and school-based training.

### **Assessment Strategy**

The programme Assessment Strategy is to:

- i) test the realization of the programme and module objectives;
- ii) use a range of appropriate assessment instruments;
- iii) assess the students' developing teaching competences;
- iv) assess the students' developing academic engagement, skills, knowledge and understanding;
- v) link assessment criteria to module objectives;
- vi) assess relevant cognitive, literacy, ICT and mathematical skills;
- vii) assess the students' knowledge and understanding of primary education;
- viii) assess the students' ability to meet the QTS standards;
- ix) monitor their ability to apply knowledge, understanding and skills in a professional context;
- x) make effective use of tutor and student time.

The current assessment balance incorporates a mix of unseen examinations, seen examination, data analysis tasks, essays, practical reports, presentations and case study exercises. Clear assessment criteria are provided at every stage of the scheme, with the greatest demands in terms of analysis and synthesis of material, evaluation, research and critical thinking being clearly made at Levels 5 and 6.

Examinations used at Level 6 provide the opportunity to assess how far students are able to reflect on often very complex conceptual issues, that are set in a school context. They provide opportunities for students to consider recent research in specific areas; reflect on issues, contradictions and dilemmas; reach conclusions, construct and present argument. Seen examinations provide a mechanism for dealing with breadth versus depth, and areas where the knowledge and literature base is extensive, unseen examinations demand that students can synthesise and evaluate a range of issues raised during the course and critically reflect these, presenting a concise argument.

It is a requirement that trainees are also assessed against the Standards for the award of Qualified Teacher Status for 2012. Primary Education module assessment will address one or more of the Standards in order to give trainees the opportunity to experience the standards in College, however all standards will be assessed in school-based training. If a trainee fails to meet the standards for a placement, then their performance is reviewed at the SBT pre-Panel of Examiners. The pre panel will make a recommendation to the panel of examiners; it is at the discretion of the panel of examiners whether a students should be given a further opportunity to resit SBT. Practical teaching will be assessed on a Pass/Fail basis for each assessed placement.

## 7b) Module details

Module number and name	Learning and teaching methods	Assessment					Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)	
		Component form (eg. Assessed essay or Unseen paper)	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail					Timing (Semester & indicative teaching week)
PED 4002 Introduction to Professional Practice	Lectures, workshops and seminars	Essay	2,500 words	45%	50%	45%	Mid-course	Alison Lesurf	
		Case Study Plan	1,250 words	10% P/F	P	F	End of course		
		Case study reports	1,250 words	45%	50%	45%			
PED 4012 Development, Learning and Teaching	Lectures, workshops and seminars	Poster and Presentation	2,500 word equivalent	50%			End of Sem 1	Simon Fiddes	
		Assignment	2,500 words	50%			End of Sem 2		
PED 4022 Teaching in the Primary School 1 [SBT]	School-based training	Summative judgements recorded in the assessment booklet drawing on evidence from the placement (SBT)	Placement - continuous assessment	100%			End of Sem 2	Simon Fiddes	Partnership schools
PED 4032 English, Maths and ICT	Lectures, workshops and seminars	English: assignment	1,500-word equivalent	10% P/F	P	F	End of Sem 1	Mary McKay Chris Mullarkey Marie Pearson Katie Hartshorne	
		Maths: oral and visual presentation	1,500-word equivalent	45%	50%	45%			
		ICT: e portfolio	1,500-word equivalent	45%	50%	45%			
PED 4042 English, Maths and Science	Lectures, workshops and seminars	English: exam Maths: exam Science: self audit and reflective report	1 hour 1 hour 1,500-word equivalent	1/3 1/3 1/3			End of Sem 2	Mary McKay Simon Fiddes Chris Mullarkey	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form (eg. Assessed essay or Unseen paper)	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
PED 4052 PE, MFL and Geography	Lectures, workshops and seminars	PE: Portfolio of tasks  MFL: group presentation, lesson plan and rationale  Geography: coursework	1,500 word equivalent 1,500 word equivalent 1,500 word equivalent	1/3 1/3 1/3	End of Sem 2  End of Sem 1  End of Sem 1	Jenny Stuart Collins  Alison Lesurf  Diane Maguire	
PED 5462 Developing Professional Practice	Lectures, workshops and seminars	Seen exam	3 hours	100%	End of Sem 2	Jenny Stuart-Collins	
PED5472 Inclusion, Learning and Teaching	Lectures, workshops and seminars	Seen paper  Case study	1 ½ hours 2,500 words	50% 50%	End of Sem 1 End of Sem 2	Bev Forrest	
PED 5441 Teaching in the Primary School 2A [SBT]	School-based training	Summative judgements recorded in the assessment booklet drawing on evidence from the placement (SBT)	Placement - continuous assessment	100%	End of Sem 2	Simon Fiddes	Partnership schools
PED 5451 Teaching in the Primary School 2B [SBT]	School-based training	Summative judgements recorded in the assessment booklet drawing on evidence from the placement (SBT)	Placement - continuous assessment	100%	End of Sem 2	Simon Fiddes	Partnership schools
PED 5381 Learning in an Alternate Context	Lectures, workshops and seminars	Reflective Study	2,500 words equivalent	100%	End of Sem 2	Bev Forrest	Includes off site placement
PED 5391 RE and Catholic Education	Lectures, workshops and seminars	Essay  Portfolio	1,500 words 1,500 word equivalent	50% 50%	End of first 10 weeks End of Sem 2	Robert Boulter Sarah Trussler	



Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form (eg. Assessed essay or Unseen paper)	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
PED 5492 English, Maths and Science with DT	Lectures, workshops and seminars	English: reflective practice assignment	1,500 word equivalent	1/3	End of Sem 1	Mary McKay Chris Mullarkey Simon Fiddes	
		Maths: assignment	1,500 word equivalent	1/3			
		Science with DT: reflective practice assignment	1,500 word equivalent	1/3			
PED 5502 PE, MFL and Geography	Lectures, workshops and seminars	PE: essay	1,500 words	1/3	End of Sem 1	Jenny Stuart-Collins	
		MFL: essay	1,500 words	1/3		Alison Lesurf	
		Geography: essay	1,500 words	1/3	End of Sem 2	Diane Maguire	
PED 6962 Evaluating Educational Practice	Lectures, workshops and seminars	Essay	2,200 words	50%	End of Sem 1	Chris Mullarkey	
		Seen exam	1.5 hours	50%	End of Sem 2	Alison Lesurf	
PED 6972 Practitioner Enquiry	Lectures, workshops and seminars	Plan of enquiry & review of the literature	2,500 words	50%	End sem 1	Mary McKay	
		Practitioner enquiry report	2,500 words	50%	End sem 2		
PED 6982 Teaching in the Primary School 3 [SBT]	School-based training	Summative judgements recorded in the assessment booklet drawing on evidence from the placement (SBT)	Placement - continuous assessment	100%	End Sem 2	Simon Fiddes	
PED 6992 English, Maths and Science	Lectures, workshops and seminars	Synoptic assignment	5,000 words	100%	Sem 1	Mary McKay Simon Fiddes Chris Mullarkey	
PED 6011 Learning with ICT	Lectures, workshops and seminars	Essay and multimedia resource	2,500 word equivalent	100%	Sem 1	Marie Pearson	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form (eg. Assessed essay or Unseen paper)	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
PED 6012 History, Art and Music	Lectures, workshops and seminars	Reflective practice assignment	5,000 word equivalent	100%	End of Sem 2	<b>Bev Forrest</b> <b>Robert Boulter</b> <b>Jenny Stuart-Collins</b>	
PED 6021 Addressing Key Issues in Legal and Ethical Responsibilities	Lectures, workshops and seminars	Response to case studies	2,500 words	100%	End of Sem 2	<b>Diane Maguire</b> <b>Caroline Tobbell</b>	





## 7. 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 C (or appropriate national requirements).

Some equivalent qualifications and the current typical offer conditions in terms of 'A' level grades are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

Applicants must meet the requirements for 'Training to Teach' and have a satisfactory enhanced CRB. For 2013 entry: Prior to entry students will have had to have passed the QTS Skills Tests or equivalent. For 2014 entry: students must have passed QTS skills tests or equivalent prior to application.

## 8. Progression, classification and award requirements

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

(Modules which must be passed for progression and award; any deviation from the standard College stipulations for award classification)

All modules/SBT must be passed for progression. A substantive attempt (ie. 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. For students who do not wish to take L6 SBT for QTS have a right exceptionally and with the agreement of the Head of Department, to apply to do a 20c Dissertation module for credits and aim for a non-QTS degree.

For students who have temporarily withdrawn for more than one academic year it is a requirement that they can demonstrate that during the period of withdrawal they have maintained currency with practice, prior to acceptance back onto the course. This will be made clear to the student and placed as a condition on any temporary withdrawal form at the point of withdrawal.

Prior to each period of school-based training, PED will hold a progression panel to ensure that all students are ready to progress to SBT:

- The programme has an expectation of 100% attendance for progression to SBT. Attendance will be recorded via the electronic mark system or via signature where a group is large. 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 may be required to withdraw as they will not be prepared for school based placement. In such cases the Panel of Examiners will make a recommendation for the denial of progression to the Board of Examiners. In more serious cases this may result in denial of resit.
- Where a student has demonstrated a serious lack of professionalism in a school context they will be required to withdraw from the school placement immediately and will not be permitted to continue with their school placement. Their conduct will be reviewed by the Chairperson of the Panel of Examiners who will make a case to the Student Conduct Panel regarding professional misconduct. The Student Conduct Panel will make a decision regarding continuation.

- SBT is continuous assessment. If a student withdraws from 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 in L4 they will resit same time next academic year.
- If a student fails SBT2A they will resit either i) Same time as SBT 2B and then complete SBT 2B academic Week 42 onwards or ii) Same time the following academic year.
- If a student fails SBT 2B they will either i) resit academic Week 42 onwards or ii) same time the following academic year.
- If a student fails L6 SBT they will resit in September.

## 9. Prerequisites

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

*Include the rationale which justifies imposition of the prerequisite(s).*

As for Leeds Trinity regulations, all modules must be passed prior to progression. Teaching in the Primary School 2A must be passed before students can progress to Teaching in the Primary School 2B

## 10. External examining arrangements

External examining arrangements

(eg. joint with another programme or separate, single/multiple examiners and which modules covered by each)

The programme will have 1 external examiner who will consider work at Levels 5 and 6.

An external moderation team of External Examiners and school staff independent of the Leeds Trinity partnership moderate provision at Level 6, providing a report as an appendix to the external examiner's report at this level.

## 11. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees

The programme includes placements in school at each level.

Students will be presented with opportunities to study abroad to improve their languages or as part of an alternative placement – whilst these placements will be facilitated by department staff, the students will be expected to arrange the visits and manage their own health and safety.

## Teaching Standards 2012:

### **PART ONE: TEACHING**

#### **A teacher must:**

#### **1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2 Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

#### **4 Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of

children, and know how to adapt teaching to support pupils' education at different stages of development

- 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; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others



- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## **12. Additional support needs**

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme  
(Key aspects of the Equality Impact Assessment for the Department – see Form NP2G for further details)

Students throughout the course must meet the requirements of 'Training to Teach' or equivalent. Students are required to have an Enhanced CRB. Any disclosures must be reviewed by the Internal CRB Panel and deemed acceptable.