

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School (<i>ICE / SAC / SSHS</i>)	Institute of Childhood and Education
Professional accreditation body (<i>if applicable</i>)	NCTL
Final award (<i>eg. BA Hons</i>)	BA (Hons)
Title of programme(s)	Primary Education in the Later Years 7-11 (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
Start date (<i>this version</i>) (<i>month and year</i>)	September 2017
Periodic review next due (<i>acad. year</i>)	2021
JACS subject code(s) (<i>Level 3</i>) (Please refer to HESA listing on AQO website)	
UCAS course code & code name	X123 BA/PELY
SITS codes (<i>Course / Pathway / Route</i>)	PEDLATE
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims, including what is special about this programme

We have a vision for the development of outstanding teachers which places the pupil at the heart of teacher education. Through research informed taught sessions, and a variety of school placements and experiences, you will be equipped with the expertise and reflective capability to meet the challenges and rewards of working in a 21st century school.

Modification to Section 9 ie final bullet point includes clear deadline re transfer to education project module (September 2017).

Module modification – changed to Semester 1 delivery (September 2017)

Modifications AG 26.1.18

Modifications (PED4302/5632/6242) AG Chair's action 11.5.18

Rationale and general aims, including what is special about this programme

As a student on a Leeds Trinity Initial Teacher Training Course, you can therefore expect to become a dynamic teacher capable of self-reflection and resilience so that you constantly question, update and improve your practice in pursuit of becoming the best teacher you can be. The programme will enable you to become adaptable, passionate, and creative and to place your pupils' progress as central to all your work.

The course itself is designed to enable you to meet challenges you face with a well devised set of skills. Your work in Professional Studies and Curriculum strands will enable you to confidently plan lessons and sequences of lessons with pupil progress in mind, as well as to create engaging learning experiences for all your learners, regardless of ability levels. You will be able to teach your subject/s well through careful scrutiny of best practice and attention to typical misconceptions that pupils make in the age phases you are training to teach in. Classroom skills such as skilled and differentiated questioning, creating a purposeful classroom learning environment and fostering a love of learning are central to your learning in these modules. The key facets of innovative assessment, both formative and summative, will form the basis of your school based work so that you are certain how your teaching leads into assessment (and vice versa) in order to raise achievement and enable appropriate levels of challenge. The programme is co-constructed with our partnership schools, to facilitate outstanding learning and teaching in the classroom.

Your work in the Professional Practice strand will enable you to become the very best professional educator possible on completion of your degree. You will become confident in your roles and responsibilities as a teacher, legally and pastorally. As a professional teacher you will be able to build up highly effective relationships with your pupils to enable learning in curriculum areas you teach. You will learn how to manage groups effectively, and how to ensure your classroom is a positive learning environment. As a pastoral teacher you will be able to successfully handle different learning and emotional needs, as well as how and when to refer pupil situations on to others as and when appropriate. You will also experience working with parents and guardians as well as non-teaching staff who enable learning to happen in the school environment for all pupils.

A distinctive feature of the programme is its specific focus on the skills and knowledge required to teach all Key Stage 2 national curriculum subjects, which leads to excellent employment prospects for all our Graduates.

The aims of the Primary Education Later Years (7-11). programme are:

- to provide you with high quality education in a supportive learning environment underpinned by the vision, values and mission of Initial Teacher Training, the Institute of Childhood and Education (ICE) and the University;
- to provide you with skills, knowledge and understanding to meet current national priorities in primary education;
- to provide an academically challenging, stimulating and rigorous programme, which incorporates the standards required for Qualified Teacher Status (QTS) in the primary school;
- to ensure you have the academic understanding and skills to become lifelong learners;
- to ensure you continue to be highly employable in a competitive job market;
- to meet your needs of preparing to work in a perpetually developing education system;

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Rationale and general aims, including what is special about this programme

- to ensure that you have the professional and academic skills to meet the learning needs of children;
- to become reflective professional practitioners.

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 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme students will have *demonstrated*

Knowledge and understanding

- K1 Have a secure knowledge of the relevant subject(s) and curriculum areas, to be able 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 an understanding of and take responsibility for promoting high standards of numeracy, literacy, articulacy and the correct use of standard English;
- K4 Demonstrate a clear understanding of systematic synthetic phonics;
- K5 Demonstrate a clear understanding of appropriate teaching strategies for early mathematics;
- K6 Demonstrate a clear understanding of national priorities for primary education;
- K7 Demonstrate knowledge and understanding of how pupils learn and how this impacts on planning, teaching and learning;
- K8 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- K9 Demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education and development;
- K10 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;
- K11 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements, and know how to make use of this data;

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K12 Know how to promote good progress and outcomes for pupils;

K13 Know how to manage behaviour effectively to ensure a positive and safe learning environment;

and be able to:

Intellectual skills

- I1 Reflect systematically and critically on the effectiveness of lessons and approaches to teaching and learning;
- I2 Contribute to the design and provision of an engaging curriculum within the relevant subject areas;
- I3 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- I4 Critically examine and reflect on their own professional practice;
- I5 Reflect on and evaluate the impact of their learning on their professional practice;
- I6 Accommodate new ideas;
- I7 Present written arguments;
- I8 Question complex ideas and theories;
- I9 Communicate a personal and professional perspective on educational practices.

Physical 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 Be able to model and organise provision for Physical Education, appropriate to the age group taught.

Employability skills

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- 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 **Teamworking** – 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 and Initial Teacher Training (ITT) criteria (DfE, 2011/12) and therefore be eligible for the award of Qualified Teacher Status.

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3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)

All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.

This 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	
<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>:</p> <p>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 the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:</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>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 disciplinary principles; ii) application of concepts outside their initial context; 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 the discipline including successful completion of at least one professional placement or school-based training component.</p>

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Guidance

The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.

Generic Learning outcomes for the award of an Ordinary Degree:

On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, **in addition to the outcomes for a Diploma**:

- i) an ability to make flexible use of disciplinary concepts and techniques;
- ii) critical evaluation of approaches to solving problems in a disciplinary context;
- iii) an ability to work autonomously within a structured learning experience;
- iv) effective communication of the results of their work in a variety of forms;

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.

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The programme content is shaped by the Primary National Curriculum together with current national priorities for primary education and therefore has three distinct but connecting strands through each level.

The Professional Practice modules focus on the skills and attributes required by the professional practitioner in the primary classroom, including the knowledge of how to organise and manage classrooms for the most effective learning experience for children. Students will undertake their school-based training in at least two different schools over the three years and will be assessed against the Teachers' Standards (2012) in order to meet the requirements for QTS.

To support their on-going professional development towards becoming 'Outstanding' teachers, students provide evidence of preparing for and improving their professional practice, through Professional Learning and Development modules, evidencing actions against professional and academic targets.

The Professional Studies modules focus on applied pedagogy including pedagogical theories, teaching learning and assessment, and meeting the needs of all pupils. During level 6 studies, students will undertake an in-depth study as well as exploring the political and social influences on primary education.

The Curriculum Studies modules will provide students with the subject knowledge, relevant competencies and pedagogical skills to delivery all Key Stage 2 national curriculum subjects to facilitate effective pupil learning and progress.

Programme Structure

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

	Professional studies Strand	Curriculum Strand		Professional Practice Strand		
	Professional studies	Core Curriculum	Foundation Subjects	Professional Learning and Development	School based training	CPD days led by school partners
Level 4 'Introducing'	PED 4292 Development Learning and Teaching	PED 4312 English Maths and Computing	PED 4332 Introducing the foundation subjects	PED 4012 Professional Learning and Development 1	PED 4302 Teaching in a Primary School 1	SSP Conference
		PED 4322 English Maths and Science				
Level 5 'Developing'	PED 5472 Inclusion, Learning and Teaching	PED 5522 English, Maths and Science with DT	PED 5532 Developing the foundation subjects and Religious Education	PED 5012 Professional Learning and Development 2	PED 5632 Teaching in a Primary School 2	PE Conference
					PED 5502 Learning in an Alternative Context	
Level 6 'Enhancing'	PED 6272 Teachers for the 21 st Century	PED 6292 English, Maths and Science	PED 6312 Developing the creative curriculum	PED 6012 Professional Learning and Development 3	PED 6242 Teaching in a Primary School 3	EAL Conference
	PED 6202 Practitioner Enquiry					

6. Structure

BA (Hons) Primary Education in the Later Years 7-11 (QTS)

Duration: 3 years full-time

Total credit rating: 360

Level 4

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

Core: Candidates are required to take:

PED 4012	Professional Learning and Development 1	Sem 1 & 2	20 credits
PED 4292	Development, Learning and Teaching	Sem 1 & 2	20 credits
PED 4302	Teaching in the Primary School 1 [SBT]	Sem 1 & 2	20 credits
PED 4312	English, Maths and Computing	Sem 1	20 credits
PED 4322	English, Maths and Science	Sem 2	20 credits
PED 4332	Introducing the foundation subjects	Sem 1	20 credits
PED 4342	<i>Educational Project*</i>	Sem 2	20 credits

Level 5

Progression requirements: 120 credits

Core: Candidates are required to take:

PED 5012	Professional Learning and Development 2	Sem 1 & 2	20 credits
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PED 5472	Inclusion, Learning and Teaching	Sem 1 & 2	20 credits
PED 5502	Learning in an Alternative Context	Sem 1	20 credits
PED 5522	English, Maths and Science with DT	Sem 2	20 credits
PED 5532	Developing the foundation subjects and Religious Education	Sem 1	20 credits
PED 5632	Teaching in the Primary School 2 [SBT]	Sem 1 & 2	20 credits
PED 5662	<i>Educational Project*</i>	Sem 2	20 credits

Primary Education students may choose to undertake the Catholic Education option during Level 5 study which includes two modules from the Catholic Certificate in Religious Studies (CCRS). As these are additional modules, any academic credit achieved from these will not contribute to Primary Education programme outcomes.

Level 6 – with effect from September 2018

Progression requirements: 120 credits from Level 4 and 120 credits from Level 5.

Core: Candidates are required to take:

PED 6012	Professional Learning and Development 3	Sem 1 & 2	20 credits
PED 6202	Practitioner Enquiry	Sem 1 & 2	20 credits
PED 6242	Teaching in the Primary School 3 [SBT]	Sem 1 & 2	20 credits
PED 6272	Teachers for the 21 st Century	Sem 2	20 credits
PED 6292	English, Maths and Science	Sem 1	20 credits
PED 6312	Developing a creative curriculum	Sem 2	20 credits
PED 6332	<i>Educational Project*</i>	Sem 2	20 credits

**For students not progressing on the QTS route – see Section 8*

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 in the Later Years 7-11 (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 training in 'how to teach' and 'lead learning' with a critical understanding of the principles underpinning effective professional practice. The following approaches are prioritised within delivery across all modules in line with the Institute of Childhood and Education's action plan for the Leeds Trinity Learning, Teaching, and Assessment Strategy 2015 – 2019,

Teaching:

- Ensuring effective use of technology
- Small group activities
- Use of Moodle

Learning:

- To further improve the use of research-informed practice
- Sharing of innovative and best practice
- Student-led enquiry

Assessment:

- To monitor and record the use of peer assessment

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- Recording of formative assessment
- Ensuring high quality feedback
- Each module has a bespoke handbook

Additional all modules are co-constructed with the support of partnership schools and are achieved by the following:

- The use of professionals from partner schools in delivery of specific sessions;
- Contribution from partners in the assessment of aspects of modules;
- Data regarding practices in partner schools informing the design of modules and assessments including 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 in a professional work-based setting..Students will be required to demonstrate the personal and professional conduct expected of trainee teachers throughout the programme in University-based and school-based training.

Throughout all levels of the programme, students will complete Professional Learning and Development modules to develop the skills and attributes of effective and reflective professionals through contribution to school-based learning and self-evaluation with regard to meeting the Teacher's Standards (2012).

During the first year of the programme students will be introduced to modules which focus on the knowledge and theories which underpin the Teachers' Standards (2012). In addition, students will have the opportunity to undertake modules focusing on curriculum and applied pedagogy which will be developed collaboratively with school partners.

Students will become familiar with a variety of pedagogical approaches to teaching, learning and assessment and the common themes, core and foundation subjects and frameworks used professionally. They will acquire 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 an understanding of the principles of inclusion and how professionals meet the needs of individual learners. There will be the opportunity to engage with, critically examine and evaluate theory and research.

In Level 6 students will have the opportunity to further develop their knowledge and skills, enabling them to 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 Practitioner Enquiry module where they will carry out a small-scale investigation into an aspect of their own professional practice, enabling them to develop an in-depth personal perspective on their own learning and development. In their final modules and through their 'Passport to Induction' students will be supported in preparing for the transition from trainee to NQT.

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Students will have a dedicated Development Tutor throughout their programme who will be a member of the Primary Education teaching team, and who will support their engagement with the Professional Learning and Development element of the programme. Each assessed block of teaching will be supported by a named mentor in school. A 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. The University virtual learning environment (VLE), Moodle, will be utilised to provide online support from peers, tutors, Lead Mentors and Programme Leaders throughout the programme. Students are able to request support from the Mentors, Development Tutors, Link Tutors, University Tutors and the Programme Leader at any time throughout the programme. They also have access to the Deputy Director (UG) of the Institute for Childhood and Education (ICE).

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7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme																				Skills development													
	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	I1	I2	I3	I4	I5	I6	I7	I8	I9	P1	P2	E1	E2	E4	E5	E6	E7	E8	E9		
Lighter or hatched shading indicates modules that are not core, ie. not all trainees on this programme will undertake these.	Secure knowledge of the relevant subject	Critical understanding of developments in the subject and curriculum areas	Understanding of and take responsibility for promoting high standards of literacy, articulation	Understanding of systematic synthetic phonics	Understanding of appropriate teaching strategies for early mathematics	Understanding of national priorities for primary education	Knowledge and understanding of how pupils learn	Understanding of how a range of factors can inhibit pupils' ability to learn	Awareness of the physical, social and intellectual development of children	Understanding of the needs of all pupils	Understand the assessment process	Know how to promote good progress and outcomes for pupils	Know how to manage behaviour effectively to ensure a positive and safe learning environment	Reflect systematically and critically on the effectiveness of lessons and approaches to T&L	Contribute to the design and provision of an engaging curriculum within the relevant subjects	Take responsibility for improving teaching through appropriate Prof. Dev responding to advice and feedback	Critically examine and reflect on their own professional practice	Reflect on and evaluate the impact of their learning on their professional practice	Accommodate new ideas	Present written arguments	Question complex ideas and theories	Communicate a personal and professional perspective on educational practices	Have sufficient physical capability to ensure the safety of children or negotiate reasonable adjustments to accommodate any physical challenges	Be able to model and organise provision for Physical Education, appropriate to the age group taught	Manage time effectively and accept responsibility	Co-operate with others	Critical reasoning	Presentation of information	Numeracy skills	Application of Information Technology	Generate ideas and take opportunities	Embrace diversity		
PED 4012 Professional Learning & Development 1																																		
PED 4292 Development, Learning and Teaching																																		
PED 4302 School-Based Training 1																																		
PED 4312 English, Maths and Computing																																		
PED 4322 English, Maths and Science																																		
PED 4332 Introducing the foundation subjects																																		
PED 4342 Educational Project (Minimum expectations)																																		
PED 5012 Professional Learning and Development 2																																		

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	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	I1	I2	I3	I4	I5	I6	I7	I8	I9	P1	P2	E1	E2	E4	E5	E6	E7	E8	E9					
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PED 5662 Educational Project (Minimum expectations)																																					
PED 6012 Professional Learning and Development 3																																					
PED 6202 Practitioner Enquiry in Learning, Teaching and Assessment																																					

	Assessed learning outcomes of the programme																				Skills development													
	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	I1	I2	I3	I4	I5	I6	I7	I8	I9	P1	P2	E1	E2	E4	E5	E6	E7	E8	E9		
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8. Entry requirements

Honours degree programmes
<p>Applicants should normally have achieved the following prior to registration for the programme:</p> <p style="padding-left: 40px;">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).</p> <p>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, eg. the International English Language Testing Service (IELTS), with no component below 5.5, or equivalent test.</p> <p>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:</p> <p>https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants</p> <p>Placements – Working with Children:</p> <p>With effect from Feb 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:</p> <p>https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006</p> <p>All QTS programmes require successful interviews.</p> <p>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 Principles and Guidelines for the Recognition of Prior Learning.</p>

9. Progression, classification and award requirements

<p>Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)</p>
<p>All modules/SBT 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.</p> <ul style="list-style-type: none"> • 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

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, eg. exclusion of Level 4 module marks from Foundation Degree classification)

training. 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 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 will re-sit same time next academic year.
- If a student fails SBT 2 they will re-sit the same time as Level 4 school-based training in the following academic year.
- If a student fails SBT 3 they will re-sit in September.
- If a student decides they no longer wish to train for the award of QTS they may request to transfer to the relevant 20 credit *Education Project* module (PED 4342, PED 5662, PED 6332) on or before the last day of the penultimate week of school-based training. At achievement of 120 credits Level 4 and 5 students may request to transfer to another degree programme; at Level 6, the BA (Hons) Primary Education Later Years 7-11 will be awarded without recommendation for Qualified Teacher Status (QTS).

10. Prerequisites

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

All core modules must be passed prior to progression. Teaching in the Primary School 1 (PED 4302), must be passed before students can progress to Teaching in the Primary School 2, (PED 5632). Teaching in the Primary School 2 is a pre-requisite for progression to Teaching in the Primary School 3, (PED 6242).

11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

The programme will have one 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 school-based provision at Level 6, providing a report as an appendix to the External Examiner's report.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

The programme includes placements in schools at each level.

Students will be presented with opportunities to study abroad as part of an alternative placement – whilst these placements will be facilitated by Institute staff, the students will be expected to arrange the visits and manage their own health and safety, in line with University Health and Safety regulations.

The Director of the Institute will be required to approve international travel.

Although RE is embedded within curriculum modules, Primary Education students may also choose to undertake the Catholic Education option during Level 5 study. This includes two modules from the Catholic Certificate in Religious Studies (CCRS). As these are additional modules, any academic credit achieved from these will not contribute to Primary Education programme outcomes.

Teachers' 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

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- 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, an
- d 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

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- 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.

'For any students undertaking any part of their programme as study abroad, the Taught Course Academic Regulations will apply.'

13. 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 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.

Students undertaking this programme must meet various requirements regarding their 'suitability to teach' (available here: <https://www.gov.uk/government/publications/initial-teacher-training-criteria>) and this suitability includes a specified health and physical capacity.

Suitability to teach is monitored throughout the programme and, if student circumstances change, further action to support progression may be required.

Glossary of Abbreviations

DfE	Department for Education
ITE	Initial Teacher Education
ITT	Initial Teacher Training
QTS	Qualified Teacher Status
SBT	School-based Training
TS	Teacher's Standards (2012)