

## SECTION 2: PROGRAMME SPECIFICATION

The programme specification is a concise description of the learning opportunities provided by the course and an outline of the ways these opportunities can be achieved and demonstrated.

### PROGRAMME SPECIFICATION – BA (HONS) Primary Initial Teacher Education with QTS

1.	<b>AWARDING INSTITUTION/BODY</b>	University of Worcester
2.	<b>TEACHING INSTITUTION</b>	University of Worcester
3.	<b>PROGRAMME ACCREDITED BY</b>	QTS accredited by the NCTL
4.	<b>FINAL AWARD</b>	BA Hons
5.	<b>PROGRAMME TITLE</b>	Primary Initial Teacher Education with QTS
6.	<b>PATHWAYS AVAILABLE</b>	X 121 (Early Years) x122 (Later Years)
7.	<b>MODE AND/OR SITE OF DELIVERY</b>	University of Worcester and Partnership Schools
8.	<b>MODE OF ATTENDANCE</b>	Full time
9.	<b>UCAS CODE</b>	X 121 (Early Years) x122 (Later Years)
10.	<b>SUBJECT BENCHMARK STATEMENT AND/OR PROFESSIONAL BODY STATEMENT</b>	DfE Teachers' Standards (2012, updated 2013) <a href="https://www.education.gov.uk">https://www.education.gov.uk</a>
11.	<b>DATE OF PROGRAMME SPECIFICATION PREPARATION/REVISION</b>	September 2012 (new template) May 2012 - change to module title (section 14) PITE3003 changed to Professional Research in Specialist Subject. July 2012 - removal of references to Every Child Matters to reflect new Government policy Update name changes of Teaching Agency (was TDA) and also update references made to new Teachers' Standards (2012) May 2013 - PITE1005 MFL (changed name to 'Languages' and also the assessment pattern from assignment to assessed micro-lesson (in light of new National Curriculum 2014) May 2013 - PITE2005ICT – changed assessment pattern to include a five minute digital resource PITE3002 Research Methods - changed assessment pattern from research proposal to poster PITE3006 Foundation Subjects - changed assessment pattern to include presentation July 2013 - change of Government Agency name from TA to NCTL. August and October 2014 – amendment to regulations.

#### 1. EDUCATIONAL AIMS OF THE PROGRAMME

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

- study of the whole curriculum including all National Curriculum subjects and RE;
- a placement in a non-school educational setting to gain insights into the skills, knowledge and working of other education related professionals;
- PRiSS – a school-based research project into a selected aspect of the special interest curriculum area;
- the opportunity to enhance subject knowledge, skills and understanding in ICT

- the use of professional profiling documents to monitor and support development in knowledge, skills, understanding and competencies in the core subjects and ICT;
- the involvement of students in recording and assessing their professional development via the PDP;
- partnership with schools through the delivery of the course and the support and assessment of students on school experience.

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

- creativity, commitment and enthusiasm for innovative classroom practice, together with the knowledge, intellectual and managerial skills required of the graduate professional in ensuring the well-being and educational development of all learners;
- intellectual and innovative capability, critical judgement and skilled communication that can be employed in the workplace;
- ability to pursue specialist knowledge and understanding;
- capacity to support and contribute to the policies and practices of the workplace and to share in the collective responsibility for their implementation;
- commitment to reflect on and improve professional practice and take increasing responsibility or identifying and meeting their own continuing professional development (CPD) needs;
- understanding of relevant educational issues and theories and the ability to apply these in the workplace;
- ability to meet the DfE Teachers' Standards.

**13. INTENDED LEARNING OUTCOMES AND LEARNING, TEACHING AND ASSESSMENT METHODS**

This programme is designed to meet specific requirements laid down by DfE and the NCTL and against which judgements by OFSTED inspections will be made. The work of practising teachers should also be informed by an awareness of legislation concerning the well-being of children and young people set down in 'Working together to safeguard children' (DFE 2013) [http://media.education.gov.uk/assets/files/pdf/w/equia\\_working\\_together\\_2013.pdf](http://media.education.gov.uk/assets/files/pdf/w/equia_working_together_2013.pdf)

<http://media.education.gov.uk/assets/files/pdf/w/working%20together.pdf>

Further information on safeguarding and school placements can be found in the full course handbook.

**Learning Outcomes:**

**Knowledge and Understanding**

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

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

**Cognitive and intellectual skills**

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

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

**Subject and other skills**

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

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

### **Professional Skills and abilities and Employability Skills and abilities**

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

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

The course engages students in the use of online technologies including Blackboard and Pebblepad. Support materials are posted on the VLE to complement teaching sessions and also to engage students in online communities to reflect on theory and practice. All module outlines, assessment details and also course management information (including Student Academic Representatives (StAR) meeting minutes) are also uploaded on Blackboard and monitored by the course leader.

### **Learning and teaching**

The Primary Team is committed to our graduates being 'independent or autonomous learners, able to formulate effective strategies for high level learning such that they can succeed at their studies and manage their own continuing development'. This will ensure they 'will be capable of conducting effective research and will have the knowledge and skills to apply and disseminate their findings within relevant communities, and to communicate outcomes effectively to a variety of audiences'. This will also equip them 'with the skills, attributes and knowledge to be able to manage and be effective within their own career and make a significant contribution to society' (UoW Learning and Teaching Strategy September 2010/11).

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

- Tutor-led workshops and fieldwork, primarily to introduce underpinning knowledge, theoretical argument, practical skills, central issues, key texts and inter-professional fields of study;
- study of key texts and supplementary reading to enable students to identify subject matter that will enhance their understanding and intellectual ability;
- participation in group discussion, presentation and debate, to encourage students to develop their skills of critical analysis and further increase involvement and collaboration in order to improve their interpersonal, group and communication skills;
- case studies and problem solving tasks to provide opportunities to develop approaches that will deepen levels of understanding and professional judgement, including multi-agency approaches;
- development of practice-based competence and skills of critical reflection through guided individual mentoring during placements.

## **14. ASSESSMENT STRATEGY**

The BA (Hons) Degree in Primary Initial Teacher Education seeks to satisfy two bodies: the University of Worcester (honours degree requirements) and the DfE (Professional Standards for Qualified

Teacher Status). The degree worthiness is determined by the assessment of academic standards in University-based work and the standards for QTS are demonstrated during 120 days of school experience. However, these two forms of assessment should not be seen as mutually exclusive. Each of the elements of the programme (Core Subjects, Foundation Subjects, Professional Studies and SE) are seen as supporting and complementing the others. For example, to triangulate learning many of the University-based assignments will draw upon experiences encountered by students whilst on SE, and the University-based learning will be put into practice and assessed through tasks and teaching whilst on SE.

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

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

**Criteria for devising assessments:**

- be appropriate to the level of the award;
- clearly relate to the learning outcome(s) of the module;
- use valid and reliable marking techniques;
- allow the student to demonstrate her/his analytical and reflective skills;
- allow students to integrate theory with practice and draw upon their school and professional experience;
- give opportunity for the student to demonstrate their professional development;
- maintain ethical standards.

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

**Assessment of Core Subjects, Foundation Subjects and Professional Studies**

Both formative and summative assessments are seen as essential components within the degree programme. All assessments at Level 4 have a strong diagnostic element in that they will be a vehicle for informing students of progress in the various elements of the programme. Emphasis is placed throughout the programme on the development of analysis, evaluation and synthesis including the relationship between theory and practice. The style of assessment has been determined by Module Leaders, taking account of teaching and learning styles, the content and learning outcomes for each module and the point within the degree at which both teaching and assessment take place. They include: written reports; journals; practical exercises; audits; individual or group presentations; case study analysis and research reports. Detailed consideration has been given to the pattern of assessment and the following factors have been taken into consideration:

- the avoidance of peaking of assignments;
- the avoidance of overburdening students;
- that students attend all timetabled commitments.

Consequently submission dates will be rigorously adhered to, as indicated in the University regulations. Further information on assessment, non-submission or late submission of coursework, module marking scales, cheating and mitigating circumstances, re-assessment and classification of Degree with Honours are detailed at: <http://www.worcester.ac.uk/registryservices/documents/UndergraduateRegulatoryFramework2007entry.pdf>

### **Assessment of SE**

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

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

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

Full information on the assessment of SE, together with details of re-assessment of SE, the roles of School Mentors, University Tutors and students, and procedures for raising concerns during SE are included in the *School Experience Handbook (2013)*.

## **15. PROGRAMME STRUCTURE AND REQUIREMENTS**

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

The programme includes:

- modules relating to all Core and Foundation Subjects of the National Curriculum and Religious Education;
- Professional Studies modules where more general issues relating to children's learning, teaching and classroom management, school and classroom contexts and wider educational issues will be considered;
- a PRiSS project where students select a curriculum area of special interest in which to undertake some school based research;
- an experience in a non-school educational setting to establish the nature and detailed operation of recent government legislation.

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

### Course Diagram

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

To meet the needs of those students who wish to complete their degree without QTS, module PITE3008 enables them to achieve the necessary credits. The assessment strategy is slightly altered in that students completing the non-QTS module will only have to satisfy the UoW assessment criteria for honours degree requirements and not those of the DfE as well. Therefore, those students will take all other mandatory modules with the option of PITE3008 in lieu of PITE3007.

### 16. QAA AND PROFESSIONAL ACADEMIC STANDARDS AND QUALITY

The course has made careful reference to the QAA Framework for Higher Education Qualifications (FHEQ) and the UK Quality Code for Higher Education <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx> specifically, the sections on admissions, assessments and placements. During each year of study designated units have formal assessable components attached, each holding credit points (totalling 120 credits per academic year). The assessable components follow the FHEQ whereby Year 1 = Level 4, Year 2 = Level 5, and Year 3 = Level 6. Some Year 2 (Level 5) and all Year 3 (Level 6) assessable elements carry weight toward the final award of BA (Hons) in Primary Initial Teacher Education.

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

## 17. SUPPORT FOR STUDENTS

- The University has an Equality Framework 2012-17 which, together with equality schemes and action plans, promotes equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. Please go to: [http://www.worc.ac.uk/personnel/documents/DEC1212b\\_Equality\\_Framework\\_14\\_6\\_12](http://www.worc.ac.uk/personnel/documents/DEC1212b_Equality_Framework_14_6_12)
- The Disability and Dyslexia Service provides specialist academic and other support on a one-to-one basis, makes recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled students to allow them to manage their own learning development. Please see <http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

### Academic support

Support is offered to students through a structured 'staging post' Academic Tutoring system (outlined in the course handbook). Students are asked to bring to these academic tutorials copies of their assignment feedback so that this can be discussed at tutorials and targets set to ensure students are continually improving. Details of academic learning resources which support their assessments are detailed in all module outlines – see below.

### Support with referencing

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

- five day induction programme, including sessions with Academic Education Librarian;
- Student Course Handbook and SE Handbook;
- all students have an Academic Tutor who monitors progress and offers support through a structured staging post tutorial system;
- all students have a Supervising Tutor when on SE.

## 18. ADMISSIONS

### Admissions policy

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

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

### Entry requirements

The current minimum UCAS Tariff requirements for entry to the course are published in the prospectus and can be gained from a maximum of 3 ½ A levels (or equivalent level 3 qualifications). Non-standard entrance mature students undertaking an ACCESS course will need to demonstrate

subject knowledge in a National Curriculum area. These students will be asked to pass the Access to Higher Education Diploma with a minimum of 45 credits at Level 3, of which at least 25 should be at merit or distinction. Candidates should also have a minimum of five days' recent experience in a UK primary classroom.

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

### **Recognition of Prior Learning**

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

### **Admissions procedures**

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

Each year we receive an allocation of places from the Teaching Agency for a direct entry route in Year 2 of the programme. Students with qualifications such as foundation degrees in an education related subject or students transferring from Early Childhood or Education Studies are invited to apply. The general entry requirements mirror those detailed above. Full-time applicants apply through UCAS X121 (EY) / x122 (LY). Direct entry applicants apply directly to University of Worcester

### **Admissions/selection criteria**

There is a rigorous selection process which encompasses the different elements of the interview process (outlined above). Applicants are observed in group activity and presentation to assess their collaborative skills, reflection on their experience in school and also their spoken English. The interview process unpicks their commitment to teaching based on their time in a primary school and their ability to reflect on their experiences working with children. A realistic view of teaching is also looked at based on experience which needs to be supported with a good knowledge of current issues relating to primary education.

From September 2013 all students starting a teacher training programme need to have successfully passed the Department of Education Professional Tests in Numeracy and Literacy before starting the programme. Guidance on how to register and take these tests can be found at <http://www.education.gov.uk/get-into-teaching/Search.aspx?terms=skills%20tests>.

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

Review and evaluation of the course will continue to use a cumulative process which derives data from student and Tutor evaluations of components, student, Teacher and Tutor evaluations of SE in each year, The NSS and the annual External Examiners' reports. These inform the Course Management Committee, which is charged with monitoring and evaluating the health of the course, and the Minutes of the meetings pass to the Institute Board. The Course Leader's Annual Evaluation Report takes account of the evidence collected and analysed during the year. These Annual



Evaluation Reports include an action planning section, which is commented upon in subsequent years' reports, and which guide the future planning of the course team.

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

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

These methods for evaluating and improving quality and standards of teaching and learning follow the general procedures set out in the University's [framework for the management of quality assurance and enhancement](#). Procedures are undertaken which ensure that students can give feedback on the progress of modules so that adjustments can be made as appropriate through end of module evaluation forms. The holding of StAR meetings allows specific issues raised by students to be taken forward by the Year StARs at the Course Management Committee.

## **20. REGULATION OF ASSESSMENT**

The course operates under the University's Undergraduate Regulatory Framework.

### **Requirements to pass modules:**

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

### **Submission of assessment items:**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

### **Retrieval of failure:**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).
- a failure on PITE1008, PITE2008 and PITE3007/8 only qualifies for one opportunity for reassessment.

**Requirements for progression:**

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

**Requirements for Awards**

<b>Award</b>	<b>Requirement</b>
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

**Classification**

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

- classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile;
- classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate. PITE2008 and PITE3007/8 will not be considered in the calculation process. For further information on honours degree classification, see the [Undergraduate Regulatory Framework](#).

**21. INDICATORS OF QUALITY AND STANDARDS**

Data indicates that a very high percentage of graduates from the course find employment as teachers.

An inspection by OFSTED of the Degree Course in 2008 and 2010 concluded that the quality of the course was outstanding and in 2008 UoW was designated as a grade A provider for primary initial teacher education.

External Examiners' reports for 2013-14 indicated that:

*'the programme team are responding to developments on a national level and this is evident in both university and school based elements of the course. Student outcomes, both academic and professional, are of a high quality and this is reflected in the vast majority having secured employment. The partnership between the University and school remains a strength and grading procedures are rigorous and clear.*

*Student feedback indicated that praise for the course was high and the support they had received from the course team.*

*73% of Graduating students in 2012-13 received First Class / 2.1 honours degrees in Primary Initial Teacher Education*  
*93% of students on programme completed programme and gained full award in 2012-13*

The NSS data continues to be very encouraging with an increase in a number of areas which mirrors the data from the end of module evaluation data. **Overall satisfaction for the course for 2012-13 is at 77%.**

An extremely encouraging area is that **'would you recommend this course to others' rated at 4.1 which confirms our comments about the course being relevant and current which develops outstanding primary school teachers.**

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

## **22. GRADUATE DESTINATIONS, EMPLOYABILITY AND LINKS WITH EMPLOYERS**

### **Graduate destinations**

As this programme has a professional qualification and professional standards attached to it, the majority of our students go into primary schools as their progression route. A small number of students, who take the non-QTS route, will go into professions related to teaching (eg teaching assistant, social care etc). Trainees continue to achieve extremely well in terms of employment in teaching. In 2011-12, 93% of undergraduate trainees are employed. Our ITT leavers make a substantial contribution to the region, with 71% remaining in the wider region, 31% in Herefordshire and Worcestershire alone.

### **Student employability**

Students undertaking the BA (Hons) ITE have many opportunities to build links with employers. Each student will spend time in at least four different primary schools in the West Midlands during their time at the UoW as work-based learning. Other students will be able to spend time in Special Education Needs schools and bases in Worcestershire, Herefordshire, Gloucestershire and West Midlands.

During Year 2, all students will also be involved in Beyond the Classroom module where they will spend upwards of 25 hours in a voluntary capacity in an education-based activity.

Students are also encouraged to become involved in University incentives to help deliver skills and attributes required by employers. These include the Worcester Award, University Scholarships to undertake voluntary work abroad over the summer period and to gain interpersonal skills through the StAR system. Students are also encouraged to take part in additional qualifications to improve employability skills. These currently include a Child Exploitation and Online Protection Certificate (CEOP), Signalong and First Aid training. Further sports qualifications are offered in partnership with the Institute of Sports and Exercise (swimming qualifications, coaching certificates).

In the final year of study the programme offers an intensive programme of sessions to help with applications for jobs. These include:

- meeting with Academic Tutor to discuss supporting statements for job applications and to scrutinise application forms;
- 'mock interviews' with a panel of experts to help prepare for job market;
- guest teaching sessions from employers to help tailor application forms to match employer requirements.

*Final Year students are also given input into further study opportunities including registering for Level 7 Masters study.*

### **Links with employers**

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

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

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

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