

**Programme Specification for BA (Hons) Teaching in Primary Education Top Up
(with recommendation for QTS)**

This document applies to Academic Year 2023/24 onwards

1.	Awarding institution/ body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	QTS recommendations made by the individual teaching institution to the Teaching Regulation Agency (The TRA is sponsored by DfE and is responsible for regulating the profession).
4.	Final award or awards	BA (Hons) Teaching in Primary Education (with recommendation for QTS) Exit Awards BA (Hons) Teaching in Primary Education (with recommendation for QTS) BA Teaching in Primary Education (with recommendation for QTS) BA (Hons) Teaching in Primary Education
5.	Programme title	BA (Hons) Teaching in Primary Education
6.	Pathways available	Single Honours BA (Hons) Teaching in Primary Education (with recommendation for QTS) Early Years (3-7) BA (Hons) Teaching in Primary Education (with recommendation for QTS) Later Years (5-11)
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance and duration	16 months - Part Time
9.	UCAS Code	N/A - Direct Entry
10.	Subject Benchmark statement and/or professional body statement	DfE Teachers' Standards (2011, updated 2013) FHEQ level 6
11.	Date of Programme Specification preparation/ revision	Approved June 2023 July 2023, annual updates

12. Educational aims of the programme

This 16-month course provides a progression route from a Foundation Degree to top up to an Honours Degree in Teaching in Primary Education. This course is designed for students who already have experience of working or volunteering in a primary school setting as integrated into the degree is the opportunity to develop the knowledge, skills, understanding and application to practice, to meet the Teachers' Standards for the award of Qualified Teacher Status (QTS). This is achieved through work-based learning in an educational setting in which the student has secured employment or a voluntary role by the beginning of the course. To note, the University recommends the student to the Teaching Regulatory Agency for the award of QTS. This course is part-time and is structured around 1 day a week of taught sessions in university and 2 days a week of placement time in school.

Our strong partnership with schools together with experienced and research-active tutors provides high quality training which leads to inspirational and outstanding teachers.

A number of distinctive features ensure that this programme is current, exciting and challenging for students, tutors and partnership colleagues:

- Study of the whole primary curriculum including Early Years Foundation Stage (EYFS), and all National Curriculum subjects including Religious Education (RE), Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE);
- A placement in two different settings to experience educational practice across the full age phase for which students are training;
- School-based research project into an aspect of a special interest curriculum area;
- Strong links with employers (school colleagues) and ensuring the 'golden thread' from ITTE to Early Career Teacher and beyond by working with the local Teaching School hub to deliver the Early Career Framework;
- Integrated work on well-being and resilience for all as part of one of the curriculum strands
- A focus on student support and tracking of progress through a successful personal and academic tutoring system;
- A coherent programme designed around four key modules: professional studies, teachers as evidence informed practitioners, teaching and learning for core subjects and PE and subject knowledge for foundation subjects and school experience. These are underpinned by the eight areas of the University of Worcester Teacher Training Curriculum (Professional Behaviours, Behaviour Management, Pedagogy, Curriculum, Assessment, Critical Thinking, Inclusion, Diversity and Global Citizenship and Resilience and Well-being for All);
- Representation through the Student Staff Liaison Committee (SSLC) of the interests and experiences of all students, including those from typically under-represented populations (including LGBT+, BAME, SENDi and other protected characteristics) in the delivery and content of the programme.

The aims of the programme are to ensure students:

- Develop an understanding of how high-quality education and teaching leads to inspirational and outstanding teachers through an approach which is specific to individual needs and underpinned by current evidence and research;
- Develop secure subject knowledge in all areas of the Primary National Curriculum.
- Develop 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;
- Develop as critically reflective practitioners and take increasing responsibility for identifying and meeting their own continuing professional development (CPD) needs;
- Have thorough knowledge of the Early Years and primary curriculum and associated frameworks, including how to support wider educational opportunities for all learners;
- Discuss and debate current educational issues and theories and have the ability to respond to these within the workplace;
- Have a critical understanding of how children learn and understand the importance of ensuring challenging learning experiences and positive outcomes for all.
- Develop a secure knowledge of formative and summative assessment and adaptive teaching strategies to support all learners.
- Develop fundamental skills required to ensure robust subject knowledge in English and Maths.

Completion of this course will allow you to enter teaching or other careers within education by preparing you to engage with the Early Career Framework (ECF).

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s

Knowledge and Understanding		
1.	Apply knowledge and understanding of the key concepts and principles relating to the role of a teacher making links to current and relevant evidence and research, including from the Core Content Framework (DFE, 2019)	TIPE3114, TIPE3115
2.	Critically evaluate, synthesise and systematically apply knowledge of the curriculum and a range of pedagogical approaches to deploy effective classroom practice.	TIPE3113

Cognitive and Intellectual skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
3.	Critically reflect on the ways that children learn informed by current research and demonstrate intellectual curiosity that will lead to ongoing learning.	TIPE3111
4.	Review, consolidate, extend and apply knowledge to construct arguments and justifications relating to high quality teaching and learning and propose viable and creative solutions to problems.	TIPE3112

Skills and capabilities related to employability		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
5.	Apply high levels of initiative and personal responsibility to advance professional development	TIPE3111
6.	Deploy accurately established techniques of analysis and enquiry to enhance subject knowledge and produce outcomes which impact future educational practice.	TIPE3112
7.	Communicate information, problems and solutions in a professional way to specialist and non-specialist stakeholders	TIPE3113
8.	Apply knowledge and understanding of different learning environments to create high quality teaching and learning which takes account of equality, inclusion and safety.	TIPE3114

Transferable/key skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
9.	Exhibit excellent intrapersonal and interpersonal skills demonstrating the ability to work autonomously to critically assess and manage learning.	TIPE3112
10.	Apply high degrees of digital capability to communicate and collaborate online	TIPE3114
11.	Engage with a wide audience and manage team-work effectively, demonstrating an understanding of techniques to advance their own scholarship.	TIPE3114, TIPE3115
12.	Apply knowledge of inclusive practice, diversity, global citizenship and equal opportunities within the workplace to demonstrate social responsibility	TIPE3111

Learning, teaching and assessment

The programme aims and learning outcomes have been developed in accordance with the University's Curriculum Design Policy. Students completing the BA (Hons) Teaching in Primary Education Top Up (with QTS) are required to meet the standards for an honours degree whilst also meeting the standards for Qualified Teacher Status (QTS). Students are challenged to reach their full potential through a programme designed to inspire, motivate and enthuse. This is achieved through the University of Worcester School of Education partnership comprising a combination of university-based teaching and work-based learning. Students work towards an undergraduate degree as well as develop their skills in the University's graduate attributes.

Teaching

The BA (Hons) Teaching in Primary Education Top Up (with QTS) is an opportunity to combine work-based learning with a structured programme. The programme's primary aim is to enable students to become excellent classroom practitioners and to understand the latest evidence about effective learning and teaching. The programme is structured to encourage wider participation with a particular focus upon enabling those who already have experience in education to further their qualifications and career. This will be achieved through a variety of modes of study:

- 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 enables students to identify subject matter that will enhance their understanding and intellectual ability whilst providing opportunities to critically reflect upon policy and practice;
- Participation in group discussion, presentation and debate, encourages students to develop their skills of critical analysis and further increases involvement and collaboration in order to enhance their interpersonal, group and communication skills;
- Case studies and problem-solving tasks 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 personalised support and mentoring during placements;
- Working with expert colleagues in school to develop and refine practice;
- Personalised support through the Personal Academic Tutor (PAT) system.

All UW QTS courses are aligned to the 8 areas of the UW teacher training curriculum (Professional Behaviours, Behaviour Management, Pedagogy, Curriculum, Assessment, Critical Thinking, Inclusion, Diversity and Global Citizenship and Resilience and Well-being for All). Students will receive formative feedback against these areas through the Formative Progress Descriptors which break down the UW teacher training curriculum to provide clear benchmarks for assessment. These Formative Progress Descriptors are available on Pebble-pad which is an Electronic Reflective Portfolio (ERP) which school-based mentors and university tutors will use to provide individual feedback. These areas are purposefully integrated within the school placement work as well as the university-based modules.

The Programme modules are as follows:

- TIPE 3111- Professional Studies. This module explores professional issues such as planning, assessment, inclusion, behaviour, and Early Years practice.
- TIPE 3112 – Teachers as evidence-informed practitioners. This module is an action research project. Students will learn about the methodology of action research as well as explore in detail an area of professional practice (in negotiation with the supervising tutor).
- TIPE 3113 – Teaching and Learning. This module explores the subject specific knowledge and pedagogy for each of the National Curriculum subjects. This also includes PSHE, RSE and RE.

- TIPE 3114 – School Experience. This module is mostly based in school developing your overall understanding of the role of the teacher. You will also develop your practical experience of how the role of individual teachers interact with the wider educational climate.
- TIPE 3115 – Achieving QTS. This module is achieved as a pass/fail against the Teachers' Standards. For students leaving the course with an exit award without QTS, this module is non-compulsory.

Contact time

In a typical week, a trainee will have 6 contact hours of teaching delivered at the university 1 day a week. There is less contact time taken in the final term, due to an increased emphasis on work-based learning during full-time placements.

Contact Hours:

Typically, students will be engaged with the course 3 days a week. There are also 2, 6-week fulltime placements where students will attend school for the full 5 days.

A typical week:

6 hours of seminar sessions (1 day a week) on campus.

In addition, students will be expected to engage in online research, completing learning activities and accessing learning materials each week for around 12.5 hours per week. This includes independent study preparing for assessments. Students will complete placement and school experience in line with DfE requirements.

Students will complete two days a week of work-based learning in a school setting. Individual tutorial sessions will also be provided for academic progress and assignment support.

Independent self-study

In addition to the formal contact time, students are expected to undertake personal self-study. Typically, this will involve pre-reading, post reading, completion of audits in English, Maths and Science and directed study tasks equating to approximately 12.5 hours per week. Independent learning is supported by a range of excellent learning facilities, including Student Services support workshops, The Hive and library resources, the virtual learning environment, and electronic learning resources.

Teaching staff

Students will be taught by the Department for [Primary Education teaching team](#) whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes subject specialists in both core and foundation subjects as well as specialists in pedagogical areas such as behaviour and inclusion.

Teaching is informed by research and consultancy, and all staff should have a teaching qualification and will be or, working towards being a fellow of Advance HE.

Assessment

The course provides opportunities to assess understanding and learning formatively and summatively across the programme. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade. A typical formal summative assessment pattern for each year of the course is:

Year 1:

- 1 x 4000 word written assignment
- 1 x 5000 word research project plus 1000 word poster
- 1 x 3000 word written assignment plus 10 minute presentation

Year 2 (term 1)

Reflective Portfolio (equivalent to 4000 words)
Assessment against Teachers' Standards for recommendation for Qualified Teacher status (QTS).

Formal formative assessment may include assessments such as presentations and target setting reflection. Formal summative assessment may take the form of written assignments, presentations and a research project (independent study).

14. Assessment strategy

The BA (Hons) Teaching in Primary Education Top Up (with QTS) 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 the number of days of school experience, as regulated by the DfE. However, these two forms of assessment should not be seen as mutually exclusive and work in partnership to ensure success in achieving degree status together with recommendation for QTS. There is a comprehensive partnership between university and partnership schools which seeks to enhance knowledge, skills and understanding required to be successful on the programme. A comprehensive assignment brief is provided for all summative assessment items containing explicit criteria that are aligned to the module learning outcomes. The assignment brief will clearly indicate to students what they need to do to complete the assignment successfully. Formative assessment and related feedback is aligned to summative assessment items, to enable students to achieve the modular and programme outcomes. The design of the assessment procedures has been guided by the UW Assessment policy and develops assessment literacy by:

- Evidencing satisfactory completion of programme and professional requirements, including the accumulation of credit points and degree grading;
- Reflecting the diversity of requirements that teachers must be competent in meeting;
- Enabling all participants in the programme to determine the extent to which the learning objectives for each module have been met;
- Providing a variety of assessments to meet the differing learning styles of students as part of an inclusive assessment strategy;
- Ensuring evidence of a student's progress and information enabling tutors to diagnose learning difficulties experienced by the students and to monitor the programme effectively;
- Giving feedback to students on their progress and development;
- Providing support in moving from dependent to independent learning.

Criteria for devising assessments

All assessments:

- are appropriate to the level of the award (informed by national and institutional credit frameworks and the expectations of the UK Quality Code for Higher Education);
- clearly relate to the learning outcome(s) of the module;
- use valid and reliable marking techniques in line with university policy;
- allow the student to demonstrate analytical and reflective skills;
- allow students to integrate theory with practice and draw upon professional experience;
- maintain ethical standards.

Feedback from formative assessment is closely aligned to the summative assessments mentioned above to aid this process and enables students to achieve outcomes at module and programme level. The pattern of assessment takes into account the following:

- the avoidance of peaking of assignments;
- the avoidance of overburdening students.

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, academic misconduct and mitigating circumstances, re-assessment and classification of Degree with Honours are detailed at:

<https://www.worcester.ac.uk/registryservices/documents/TaughtCoursesRegulatoryFramework.pdf>

Assessment of Professional Practice

The assessment of professional practice, to evidence meeting the Teachers' Standards, is required to recommend students to the TRA for Qualified Teacher Status. Students are required to have met the Teachers' Standards by the end of their training period in order to be recommended for Qualified Teacher status. Assessment is based on meeting the Teachers' Standards (DfE, 2013) which will be determined through a professional discussion between trainee, school mentor and University tutor. Students will then be recommended for QTS at exam board. It will not contribute to the Honours degree marks. A copy of the Teachers' Standards can be found [here](#).

Tutors, partnership colleagues and mentors undertake continuous formative assessment of students' portfolio and practice, whilst they are on School Experience and monitor this in order to provide timely and supportive feedback, setting appropriate targets to ensure the formative assessment can feed into successful completion of summative assessments. Formative assessment is underpinned by the University of Worcester curriculum which embeds the DfE's Core Content Framework (CCF) (DfE, 2019). There is a range of assessment methods, a balance of formative and summative assessment and clear, subject specific grade descriptors for each assessment benchmarked to the University generic descriptors. Full information on the assessment of School Experience, together with details of re-assessment of School Experience, the roles of School Mentors, University Tutors and students, and procedures for raising concerns during School Experience are included in the current Primary Partnership Handbook.

Students who have completed all mandatory modules but do not choose to complete Module TIPE3115 (achieving QTS) will not be recommended for QTS and will exit the course with the **BA (Hons) Primary Education**.

15. Programme structures and requirements

The BA (Hons) Teaching in Primary Education Top Up (with QTS) is a 16-month, part-time course. In addition, satisfactory completion of current requirements by the DfE for the recommendation of QTS to the TRA is a requisite for those exiting with QTS.

Single Honours at Level 6

Level 6			
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
TIPE3111	Professional Studies	30	M
TIPE3112	Teachers as Evidence Informed Practitioners	30	M
TIPE3113	Teaching and Learning	30	M
TIPE3114	School Experience	30	M
TIPE3115	Achieving QTS *	0	O

All modules are mandatory except TIPE3115.

*There is an option to transfer to a **BA (Hons) Primary Teaching**, which will not include recommendation for QTS. This is facilitated by NOT selecting TIPE3115.

Students must take 120 credits from the table above to include all mandatory modules. All students will be enrolled upon the TIPE3115 which is non-credit bearing unless they opt to follow the non-QTS route which will allow students to achieve their degree but without the award of Qualified Teacher Status. Students wishing to obtain QTS will need to complete at least 120 days placement in school in order to be compliant with the requirements of the Department for Education.

16. QAA and professional academic standards and quality

This award is located at Level 6 of the [OfS sector recognised standards](#).

The course has made careful reference to the Framework for Higher Education Qualifications (FHEQ), the [UK Quality Code for Higher Education](#) and the [Office for Students](#) recognised standards. Throughout the course, content will be linked to the DFE [Core Content Framework](#) for teacher training.

Students are recommended for QTS to the TRA if they have met the current requirements for QTS and after the successful completion of the mandatory modules for the QTS pathway. Recommendation for QTS will be made if students have met the criteria of the [Teachers' Standards](#).

17. Support for students

Student support is a central component of this course and is available from within the Primary Department of the School of Education and from the wider university.

Induction

Induction is a very important part of the course as information relating to the course and the support that can be accessed will be provided. There will be sessions from Student Services, Library Services and Registry to ensure Students are aware of the support services available. Subject Tutors will be available during sessions and tutorials with Personal Academic Tutors will be scheduled. A formative assignment is completed to assist students in completing summative assessments.

Personal Academic Tutors

Informed, intellectual discussion with academic staff lies at the heart of the learning experience. All students registered for the programme are allocated a Personal and Academic Tutor (PAT) for the duration of the programme. Regular meetings between the student and PAT ensure that there is access to both academic and pastoral support. In addition, the Programme and Module leads are another source of support for students. The Personal Academic Tutor will also be responsible for writing the student's academic reference on completion of the course. Developing effective study skills is an essential element in achieving academic success.

Further Support

Whilst the Personal Academic Tutor will be the student's first point of contact for support with developing academic skills, it may also be useful for them to access some of the additional support the University provides. This includes a diverse range of [Study Skills Support](#); wider support is available from [Student Services](#) and the [Disability and Dyslexia Service](#). All students completing a level 6 dissertation are supervised by a tutor. During School Experience, a university tutor and a school-based mentor will be allocated for support when on placement in school.

Mentoring

During School Experience, a university tutor and a school-based mentor will be allocated for support when on placement in school. The university supports school-based mentors by providing a high-quality mentoring curriculum that ensures that students receive effective support during their work-based learning.

All students completing a level 6 action research project (dissertation) are supervised by a tutor.

18. Admissions

Admissions policy

The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age. The University seeks students from a variety of backgrounds and with differing personality characteristics who have a commitment to a primary school teaching career. Successful candidates need to demonstrate enthusiasm, commitment and creativity. 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 professional interests with others.

Entry requirements

- A minimum of 4 GCSEs at grade C/4 which must include Maths, English and a Science (equivalent qualifications will be considered*)
- Students must hold a Foundation Degree or equivalent level 5 qualification in a teaching and learning field.
- Students must have secured employment or voluntary work within a primary school setting by the beginning of the course and this school must agree to support the requirements of the placements for the 16-month duration of the course by signing a University, work-based learning contract.

See [Admissions Policy](#) for other acceptable qualifications.

Admissions procedures

Applicants apply directly to University of Worcester (UW). All applications received will be scrutinised in order to assess eligibility for interview. Candidates invited for interview will undertake a rigorous process, consisting of:

- An individual interview to assess suitability for entry to the course. Students will be expected to hold a foundation degree and have some relevant experience in a school setting.
- A follow up interview between a member of the course team and the main placement school headteacher to discuss the arrangements for training and explain the work-based learning contract.
- If the school is not part of the current University of Worcester partnership, then they will need to be quality assured by the partnership team and complete the Partnership Agreement.

Where possible, the interview panel includes representatives from colleagues involved in the training process, including partnership colleagues.

Admissions/selection criteria

Applicants will be offered a conditional place on the course subject to:

- Meeting the entry requirements
- Successful outcome at interview by demonstrating:
 - Awareness of the breadth and challenge of the role of teacher
 - Commitment to and understanding of qualities and skills required of a teacher
 - Awareness of some of the current educational changes/priorities
 - Understanding of professionalism as expected of a teacher/trainee teacher

Disclosure and Barring Service (DBS) requirements

The [Department for Education](#) requires all trainee teachers, prior to starting the course, to satisfactorily complete a medical questionnaire to demonstrate their fitness to teach and to get a Disclosure and Barring Service (DBS) check.

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).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

19. Regulation of assessment

The course operates under the University's **Taught Courses Regulatory Framework**

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark for TIPE3111, TIPE3112, TIPE3113 and TIPE3114 is D-.
- A student is 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.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.
- TIPE3115 is a pass / fail module assessing whether the students have met the minimum requirement for the Teachers' Standards.

Submission of assessment items

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module. The module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

This course is subject to the University's Fitness to Practice procedures.

Requirements for Awards

BA Primary Teaching (non honours)	Passed a minimum of 60 credits at Level 6, from any of the modules (excluding the Teachers as evidence informed practitioners - TIPE3112 module) plus TIPE 3115 as specified on the award map
BA (Hons) Teaching in Primary Education (with recommendation for QTS)	Passed a minimum of 120 credits at Level 6, as specified on the award map plus passed TIPE3115 resulting in the recommendation for QTS.
*There is an option to transfer to a BA (Hons) Primary Teaching , which will not include recommendation for QTS. This is facilitated by NOT selecting TIPE3115.	

Classification

Classification is determined on the profile of the 120 credits attained at level 6 only. For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

20. 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, will go into professions related to teaching (e.g. teaching assistant, social care etc.). Students continue to achieve extremely well in terms of employment in teaching.

Student employability

Students undertaking the BA (Hons) Teaching in Primary Education Top Up (with QTS) have many opportunities to build links with employers. Each student will spend time in at least two different primary schools during their time on the course as work-based learning. Students will come to the course with their main placement school, but the University Primary Partnership team will provide Quality Assurance of all placements to ensure consistent standards of training. The alternative placement will be organised by the Partnership Team in collaboration with the needs of the main school and the student. The course runs over 3 days a week, typically 1 day in University and 2 days in school. These days will be kept consistent to allow students to maintain employment throughout the course. There will be an expectation for 2 fulltime, 6 week placements in order for the course to be compliant with DFE requirements for the award of QTS. Students are also encouraged to become involved in University initiatives to help develop skills and attributes required by employers. Throughout the programme, there is an emphasis on employability through:

- Adhering to workload strategy policy (DfE) and exploring this during sessions;
- Meetings with Personal Academic Tutor to discuss supporting statements for job applications and to scrutinise application forms;
- Embedded graduate attributes throughout the course;
- Employability session;
- Students are also briefed on 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 the entire Primary age range. 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 Student Staff Liaison Committee (SSLC) 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.
- School mentors and class teachers provide guidance for students whilst on school experience and work together with university colleagues and the student to support and ensure smooth delivery.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if 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 associated course documentation e.g. course handbooks, module outlines and module specifications.