

## Programme Specification for BA (Hons) Primary Initial Teacher Education with QTS

This document applies to academic year 2023/24 onwards		
1.	<b>Awarding Institution/Body</b>	University of Worcester
2.	<b>Teaching Institution</b>	University of Worcester
3.	<b>Programme Accredited By</b>	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.	<b>Final Award or Awards</b>	BA (Hons)
5.	<b>Programme Title</b>	Primary Initial Teacher Education with QTS
6.	<b>Pathways Available</b>	Single Honours
7.	<b>Mode and/or Site of Delivery</b>	University of Worcester
8.	<b>Mode of Attendance and Duration</b>	Full time
9.	<b>UCAS Code</b>	X121 (Early Years) X122 (Later Years)
10.	<b>Subject Benchmark Statement and/or Professional Body Statement</b>	DfE Teachers' Standards (2011, updated 2013) <a href="https://www.education.gov.uk">https://www.education.gov.uk</a>
11.	<b>Date of Programme Specification Preparation/ Revision</b>	March 2019. August 2019 - AQU amendments to Section 19. December 2019 - new Dissertation module. August 2020 – AQU amendments to Section 19. September 2020 – new module added to award map. December 2020 – School updates. July 2021 – CL updated August 2021 – AQU amendments. July 2022 – added PITE3103 to the corresponding ILO. Summer updates. August 2022 – AQU amendments July 2023 – annual updates September 2023 – CL annual update and update to Requirements for Awards

### 12. Educational aims of the programme

This three-year programme is designed to develop the knowledge, skills, pedagogical and professional understanding required to prepare trainees for recommendation of Qualified Teacher Status (QTS) to The Teaching Regulatory Agency (The TRA is sponsored by the DfE and are responsible for regulating the profession through meeting the DfE Teachers' Standards). There are two distinctive pathways, , designed to ensure that trainees are qualified to teach the 3-11 years age range through embarking upon either an Early Years pathway (3-7 years) or Later Years pathway (5-11 years).

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 EYFS, all National Curriculum subjects, RE and PSHE;
- A placement in a non-school educational setting to gain insights into the skills, knowledge and working of other education related professionals;
- School-based research project into a selected aspect of a special interest curriculum area;

- Strong links with employers for trainees, Early Career Teachers and beyond;
- An emphasis on mental health and well-being for all stakeholders;
- A focus on student support and tracking of progress through a successful personal and academic tutoring system;
- A coherent programme designed around five key themes: professional practice, developing self, research informed teaching, subject knowledge for core subjects and PE and subject knowledge for foundation subjects;
- Representation of the interests and experiences of those from minority 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;
- 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 an appropriate understanding 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 learning experiences meet the needs of all.

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

<b>Knowledge and Understanding</b>		
<b>LO No.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1	Evidence that they have met the Teachers' Standards (DfE, 2011) including the required personal and professional conduct necessary for professional practice	PITE 3101 PITE 3106
2	Evaluate relevant educational theory, current research, policy documents and government initiatives to inform teaching, learning and assessment, to enhance professional practice	PITE 3102 PITE 3103
3	Demonstrate a comprehensive knowledge and conceptual understanding of child development to address pupil needs	PITE 3102
4	Apply knowledge and understanding of the curriculum and associated pedagogies in schools and settings	PITE 3104 PITE 3105

<b>Cognitive and Intellectual skills</b>		
1	Provide critical and reflective analysis of practical and theoretical situations related to educational practice and child development, demonstrating creative and independent thought	PITE 3102 PITE 3106
2	Critically examine and reflect upon own practice to evaluate successes and needs relating to personal and professional development	PITE 2101 PITE 3101 PITE 3104 PITE 3105
3	Apply knowledge and understanding of research methodology and ethical considerations to own professional practice	PITE 2101 PITE 3101

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<b>Skills and capabilities related to employability</b>		
1	Demonstrate the ability to plan and manage their own learning and practice; demonstrating autonomy, teamwork, leadership, reflexivity, adaptability and professional self-regulation.	PITE 3103
2	Assess own performance and progress based on critical reflection and informed feedback	PITE 2101 PITE 3101 PITE3103 PITE 3106
3	Communicate professionally with all stakeholders, presenting information appropriately for a range of purposes	PITE 2101 PITE 3101 PITE 3103

<b>Transferable/key skills</b>		
1	Demonstrate independence, self-reliance and resilience in terms of personal wellbeing and workload management	PITE 3103 PITE 3106
2	Access, manage, interpret and communicate information and evidence appropriately including the use of information technology	PITE 3104 PITE 3105
3	Solve problems independently and as part of a wider team	PITE 3103
4	Demonstrate knowledge of inclusive practice, diversity, global citizenship and equal opportunities within the workplace	PITE 2101 PITE 3101

### **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) Primary Initial Teacher Education degree 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 together with practical experience in schools and settings.

### **Teaching**

The modes of teaching include face to face lectures, seminars, workshops, study of key texts, participation in group discussions and problem solving activities, debates, presentations, peer learning, case study approaches, independent learning and school based practical activities and teaching. Use of Blackboard as our recognised VLE , Pebble Pad and similar programmes will be used to maintain e-portfolios, as appropriate. In keeping with the University policy around inclusive assessment and in addressing the key principles of curriculum design, assessment may take the form of assignments, presentations, reflections, portfolios, exhibitions, journal entries, practical demonstrations and online material.

- Students are predominantly taught in seminar groups of 25 - 30 trainees to enable debate, discussion and development of understanding of subject knowledge and pedagogies required for teaching primary age phase pupils. Lectures may take place as part of whole cohort teaching; school based learning is also a key feature of the course with tutors and expert colleagues from school working in partnership to develop knowledge and understanding around key areas.

- Tutor-led workshops, 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.

## **Contact Time**

In a typical week, a trainee will have around 20 contact hours of teaching. The precise contact hours will depend on the modules being undertaken. At level 6 there is less contact time taken in the final term, due to placement or the opportunity for independent study. Typically contact hours will be structured around:

16 hours of seminar sessions on campus

2-4 hours whole cohort sessions on campus

Individual tutorial sessions for academic progress and assignment support

In addition, students will be expected to engage in online research, completing learning activities and accessing learning materials each week for around 20 hours per week. This includes independent study preparing for assessments.

In each year students will complete a School placement although this is subject to change due to exceptional circumstances. The programme is designed to ensure students experience at least 120 days of school experience in at least two contrasting schools or Early Years settings.

## **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 to demonstrate fundamental skills in English and Maths and directed study tasks will be approximately 20-25 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.

## **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods may typically include:

**Level 4:** Formal formative assessment will include an electronic reflective portfolio, reflective target setting, practical demonstration. Formal summative assessment will take the form of written assignments, individual presentations, poster presentations.

**Level 5:** Formal formative assessment will include an electronic reflective portfolio reflective journal entry, audit. Formal summative assessment will take the form of an individual presentation with justification, a formal critical debate/presentation, written essay, poster presentation, exhibition.

**Level 6:** Formal formative assessment will include an electronic reflective portfolio presentation, target setting reflection. Formal summative assessment will take the form of written assignments, presentations and a dissertation (independent study).

#### **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 the number 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 is determined by the need to:

- Evidence satisfactory completion of programme and professional requirements, including the accumulation of credit points and degree grading;
- Reflect the diversity of requirements that teachers must be competent in meeting;
- Enable all participants in the programme to determine the extent to which the learning objectives for each module have been met;
- Provide a variety of assessments as part of an inclusive assessment strategy;
- Ensure evidence of a student's progress and information enabling tutors to diagnose learning difficulties experienced by the students and to monitor the programme effectively;
- Give feedback to students on their progress and development;
- Provide 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.

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. They allow students to practise and improve skills and professional practice. Formative assessment feeds directly into summative assessment to ensure students are supported to develop their learning. Feedback from formative assessment is closely aligned to summative assessment 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. (The TRA is sponsored by DfE and are responsible for regulating the profession)

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.

PITE 3106 must be chosen as a module in order to gain QTS.

Assessment is based on meeting the Teachers' Standards (DfE, 2013) and meeting the intended learning outcomes of the module and is recorded as Pass/Fail. It will not contribute to the Honours degree marks.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665520/Teachers\\_Standards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf)

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 to 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).

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 *School Experience Handbook*

### **Assessment of Professional Practice (non-QTS pathway)**

The non-QTS pathway ensures an inclusive assessment opportunity for all students, to gain requisite academic credits if not being recommended for QTS. This offers a smooth exit route for those not being recommended for QTS but who have been successful throughout all other academic modules. Students may choose not to take the optional module PITE 3106 at level 6. Assessment of professional practice is not required for the non-QTS pathway, in order for trainees to exit with an undergraduate degree BA (Hons) Primary Education (non-QTS). However, students are required to complete a work-based learning placement within an educational based setting to meet the work-based learning hours for module PITE3101.

Assessment criteria/grade descriptors are provided for every assessment, benchmarked against national frameworks and UW generic grade descriptors together with assignment briefs and subject specific tutorials.

## 15. Programme structures and requirements

The BA (Hons) degree in Primary Initial Teacher Education (QTS) is a full 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.

### Award Map for single honours: levels 4, 5 and 6

<b>Course Title: BA (Hons) Primary Initial Teacher Education degree</b>
<b>Level 4</b>

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>
PITE1101	Professional Practice in Primary Teaching – Professionalism and Behaviour Management	30	M
PITE1102	Teachers as Researchers	15	M
PITE1103	Developing Self	15	M
PITE1104	Teaching and Learning: Core subjects and PE	30	M
PITE1105	Teaching and Learning: Foundation subjects	30	M

<b>Level 5</b>
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<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Co-requisites/ exclusions and other notes*</b>
PITE2101	Professional Practice in Primary Teaching: Considering Inclusive Practice	30	M	For Direct Entry students, 15 – 20 days school experience
PITE2102	Teachers as Researchers: Contemporary Issues	15	M	
PITE2103	Developing Self and Experiences	15	M	
PITE2104	Teaching and Learning: Core Subjects and PE - Planning, Progression, Assessment	30	M	
PITE2105	Teaching and Learning: Foundation Subjects - Planning, Progression, Assessment	30	M	

<b>Level 6</b>
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<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>
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PITE3101	Professional Practice in Primary Teaching – Preparation for Transition into Early Career Teaching	30	M
PITE3102	Teachers as Researchers - Dissertation	30	M
PITE3103	Developing Self: Experiences and Practice	15	M
PITE3104	Teaching and Learning: Core Subjects and PE – Contemporary Issues	30	M
PITE3105	Teaching and Learning: Foundation Subjects - Diversity and Inclusion	15	M
PITE3106	Meeting the Teachers' standards (QTS School Experience)	0	O

All modules (except PITE 3106) are compulsory.

PITE3106 is summatively assessed and must be passed for a recommendation for Qualified Teacher Status (QTS) to be made.

### **Single Honours Requirements at Level 6**

Single Honours students must take 120 credits from the table above to include all mandatory modules.

## **16. QAA and professional academic standards and quality**

This award is located at Level 6 of the [OfS sector recognised standards](http://www.qaa.ac.uk/quality-code). The course has made careful reference to the Framework for Higher Education Qualifications (FHEQ) and the UK Quality Code for Higher Education <http://www.qaa.ac.uk/quality-code>

Students are recommended for QTS to the Secretary of State for Education if they have met the current requirements for QTS and after the successful completion of the mandatory modules for the QTS pathway.

## **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 enable a smooth transition into Higher Education. 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. 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.

## **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\*)
- A minimum number of UCAS points, as stipulated on current UCAS website, from 3 A Level qualifications or equivalent level 3 qualifications. The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>
- Students with relevant qualifications such as Foundation Degrees are invited to apply at level 5 for Direct Entry, subject to suitability. The general entry requirements mirror those detailed above.

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

### **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>

### **Admissions procedures**

All applications received will be scrutinised in order to assess eligibility for interview. Candidates invited for interview will undertake a rigorous process, consisting of:

- A written task to assess handwriting, an acceptable level of English, use of punctuation and ability to write in a coherent manner – this may be completed during induction following online interviews
- A task to assess a range of inter-personal skills, in addition to adaptability, emotional resilience, communication, independence and autonomy
- An individual interview to assess suitability for entry to the course

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

Full-time applicants apply through UCAS:

X121 (EY)

X122 (LY)

Direct entry applicants can apply directly to the University of Worcester.

### **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:
  - The role of being a teacher – both the positives and the challenges
  - Your ability to identify the skills and qualities a teacher requires including key English and Maths skills
  - Your understanding of current issues in education and the wider role of a teacher
  - Your knowledge of professionalism and how teachers demonstrate this
  - How schools keep children safe

## **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 the module specifications.
- The minimum pass mark is pass/fail or 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.
- 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 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.
- Students who submit work later than 7 days (one week) 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 please see the Taught Courses Regulatory Framework.

### **Retrieval of failure**

- Students are 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 (or, in some circumstances, take an alternative 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.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

This course is subject to the University's fitness to practice procedures and fitness to study procedures. Further details on fitness practice can be found via the Partnership Handbook which is specific to School Experience.

### Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
BA Primary Education (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, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study/Project module) as specified on the award map.
BA (Hons) Primary Initial Teacher Education (with recommendation for QTS)	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, plus passed PITE3106 to be recommended for QTS, as specified on the award map.

\*There is an option to transfer to a BA (Hons) in Primary Education which will not include recommendation for QTS. This is facilitated by NOT selecting PITE 3106.

### 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 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

Note that the above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022 onwards.

School-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.

## **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, who take the non-QTS route, will go into professions related to teaching (e.g. teaching assistant, social care etc.). Trainees continue to achieve extremely well in terms of employment in teaching.

### **Student employability**

Students undertaking the BA (Hons) PITE have many opportunities to build links with employers. Each student will spend time in at least three different primary schools during their time at the UW as work-based learning. Students may also have the opportunity to spend time in Special Education Needs schools and bases in Worcestershire, Herefordshire, Gloucestershire and the wider West Midlands.

Students also have the opportunity to complete a placement in a non-school based setting to further enhance knowledge and skills around child development, policy and practice. This is in a voluntary capacity supporting an education-based activity and may take place locally, regionally or outside of the UK.

Students are also encouraged to become involved in University initiatives to help develop 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 Course Rep 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), and Paediatric First Aid training and PREVENT training. These opportunities are optional and there may be an additional cost incurred to the student.

Throughout the programme, there is an emphasis on employability through:

- The developing self/experiences module;
- Adhering to workload strategy policy (DfE) and exploring this during sessions;
- Meetings 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 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 two consecutive age ranges, either Foundation Stage (ages 3-5), school years 1-2 (ages 5-7), school years 3-4 (ages 7-9) and school years 5-6 (ages 9-11).

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 Student Staff Liaison 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 Partnership colleagues 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.