Programme Specification

Bachelor of Education (Honours) Primary Education with QTS

Start date: Sept 2017
Programme Code: X100
**SECTION ONE: General Information**

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>Bachelor of Education (Honours) Primary Education with QTS</th>
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<tbody>
<tr>
<td>Approval of Specification</td>
<td>02/03/2017</td>
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<tr>
<td>Award Title &amp; Interim Awards</td>
<td>The course is a three-year default undergraduate programme.</td>
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<td></td>
<td>On completion of the three-year programme you will be awarded an undergraduate degree:</td>
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<tr>
<td></td>
<td>- Bachelor of Education (Honours) Primary Education with Qualified Teacher Status</td>
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<td></td>
<td>To gain Qualified Teacher Status (QTS) you must have demonstrated that you have met all of the current professional requirements including:</td>
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<td>- Meeting the Expectations for Training Students (Teachers’ Standards [DfE, 2012, effective from 1st September 2012]).</td>
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<td></td>
<td>- Passing the QTS skills tests - you are required to have passed the skills tests before the start of the course.</td>
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<td></td>
<td><strong>Early exit awards:</strong></td>
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<tr>
<td></td>
<td>Successful completion of 120 credits at Level 4 will allow an early exit with the award of a <strong>Certificate in Higher Education (Applied Education)</strong>.</td>
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<tr>
<td></td>
<td>Successful completion of 240 credits (120 at Level 4 and 120 at Level 5) will allow an early exit with the award of a <strong>Diploma in Higher Education (Applied Education)</strong>.</td>
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<td></td>
<td>Successful completion of 360 credits (120 at Level 4, 120 at Level 5 and 120 credits at level 6) with an unsuccessful final school placement will allow exit from the programme with a <strong>BA (Hons) Applied Education</strong>. There is no recommendation of QTS with this award.</td>
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<tr>
<td></td>
<td>Successful completion of at least 300 credits (120 at Level 4, 120 at Level 5 and 60 credits at level 6) will allow for an exit award of a pass (ordinary) degree with no honours and no QTS: a <strong>BA Applied Education</strong>. There is no recommendation of QTS with this award.</td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full-time: ☒ Part-time: ☐ E-learning: ☐</td>
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Relevant External Reference Points

The Quality Assurance Agency (QAA) issue descriptors advising us about the content of a Bachelor’s degree with Honours. Application of these descriptors in the design of our programme will ensure that you will meet the standards expected of a graduate. These expectations can be seen through the aims and learning outcomes of the programme.

The programme is based on the descriptors for a higher education qualification at Levels 4, 5 and 6 as outlined by the Framework for Higher Education Qualifications (FHEQ), referenced against the Education subject benchmarks.

In order for you to be recommended for Qualified Teacher Status (QTS) you need to demonstrate that you meet the Standards set out for Teachers (Teachers’ Standards, 2012) as laid out by the National College of Teaching and Leadership. The Teachers’ Standards are divided into two main parts – Teaching [the knowledge, skills and understanding required of a teacher] and Professional Conduct [expectations of professional behaviours]. Our programme meets the standards required by the NCTL as inspected by Ofsted (2015). Inspections occur on a regular cycle to ensure high standards are maintained.

Expectations set down by the DfE and NCTL require you to be suitable and fit to practice. Suitability is checked through the enhanced Disclosure and Barring Service (DBS) process and fitness to practice is regulated by the University of Derby or its appointees. This suitability and fitness for practice needs to be maintained throughout your programme therefore every year you are asked to complete a declaration to confirm that there has not been any change to your status; changes throughout the year are to be immediately communicated to your Stage Leader and the B.Ed Programme Leader.
<table>
<thead>
<tr>
<th>External Accreditation/ Recognition</th>
<th>National College for Teaching and Leadership part of the Department for Education (DfE)</th>
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<tbody>
<tr>
<td>JACS Code(s)</td>
<td>X100</td>
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## Background/Context:

The B.Ed Primary programme offered by the University of Derby enjoys a strong reputation locally, nationally and internationally. It has maintained a consistent purpose over many years, successfully providing graduates with programmes of study to meet the academic and professional demands of becoming a primary teacher. Supported by a large partnership of quality assured primary, infant, junior, middle and special schools, you will undertake school-based as well as university-based training as stipulated by the National College (NCTL).

**Successful completion of the full undergraduate degree is required to have the award of QTS.**

## Overview of the Programme:

### Our Vision Statement:

We will develop first class professionals who will inspire and lead education in the twenty first century.

### Our Core commitments:

1. **A commitment to inspire, challenge and empower learners.**

   Students from non-traditional routes of learning may lack confidence at the start of the course and should be given support to achieve their potential.

   The Programme team, Partnership schools and students themselves must develop effective support systems for the cognitive, social and emotional aspects of the students' learning.

2. **A commitment to excellence in professional and academic practice through teaching, research and inquiry.**

   Teacher education should develop practices and understanding of curriculum, learning and teaching which constructively challenge the boundaries and question received conventions rather than just reproduce practice established.

   Primary colleagues, students and partnership schools should all be involved in this enterprise through action research, professional dialogue and dissemination (including publication).

3. **A commitment to foster responsive and engaged lifelong learners.**
This includes professional networks in the region, nationally and abroad.

The team should develop a balanced approach between support and challenge for the learners.

4. **A commitment to inter professional partnerships and the wider community.**

Student teachers and Partnership colleagues develop along a continuum of CPD from pre to post-service teacher education. The team should ensure that programmes prepare students for this wider continuum of professional development.

5. **A commitment to social justice, inclusive practice and education for all.**

The long term aim is to educate pre-service teachers who will enable children, partly through raising standards in education, to achieve their wider potential.

We are fully committed to principles of safeguarding children.

Completion of our programme will enable recommendation for Qualified Teacher Status. This status will allow you to teach in primary schools. Extensive opportunities throughout the programme enable our students to gain employment in the Early Years, Key Stage 1 and 2 and within Special School Education. There are opportunities for you to personalise your course so that every student has a unique experience. In addition to the various school experiences we provide the opportunity for you to choose a curriculum enhancement in stage 3, where you will study one area in greater depth. Curriculum enhancements may include, though not exclusively, Creative Arts, Physical Activity, Humanities, Primary Foreign Languages, Special Educational Needs and Disability, English and Mathematics.

Education is an area that changes rapidly and therefore it is important for you to have the knowledge, understanding and skills required to be a successful teacher in today’s education system but also for the future. Therefore the course will enable you to develop skills such as reflection, evaluation, analysis and inquiry. National recommendations to support and enhance provision, delivery and structure of the curriculum will be embraced. Policy and practice in the primary sector, in line with the requirements for QTS, will also be addressed.

We believe that Initial Teacher Education should go beyond skills and teaching routines to foster strong values and a strong commitment to the well-being of children in the widest sense. Social Justice is an important driving-force behind the programme.

The programme consists of practical school placements of about 8-9 weeks every year in school (see Appendix 1 for an overview of placements and their associated rationale). The experiences in school allow you to connect theory to practice and work alongside trained mentors who will aid your progress towards qualified teacher status. Your education and training in University and school are designed to complement one another in order to ensure the greatest success. We have high expectations for you to meet and exceed the required teaching standards.

In order to support further the University’s aim of meeting your individual learning needs, you may undertake non-assessed, Enhanced Placement Opportunities, enabling you to address identified interests and needs relating both to QTS and broader professional and academic issues.
Key Characteristics:

The B.Ed (Hons) programme and our staff pride ourselves in developing individuals into self-resourceful, reflective and skilled teachers through:

- Our range of expertise.
- High quality teaching and learning.
- Rigorous professional development.
- A range of research expertise and links with the Institute of Educational Research.
- The supportive personal tutorial service offered.
- Our involvement with local partners.
- The strength of our partnership with the educational community.
- The quality of our placements and support mechanism within placement.
- The development of practice rooted in theoretical principles.

Programme Aims:

The B.Ed (Hons) Primary Education programme aims are to:

- Develop outstanding teachers within the primary age phase who are resilient, critical, and reflective classroom practitioners who are confident to challenge policy, practice and pedagogy.
- Develop advanced pedagogical and academic skills to support professional and transformative practice that is inclusive and sensitive to the learning needs of children to ensure good outcomes for all.
- Foster an inquiry based approach to the development of pedagogical awareness, subject knowledge and teaching skills.
- Develop an understanding of inspirational and innovative classroom practice to motivate, challenge and empower learners.
- Develop a personal and professional philosophy of education which underpins practice.
- Possess knowledge, skills and understanding to effectively lead, manage and work collaboratively with other professionals, agencies and the wider community to ensure the well-being and holistic development of all learners.
- Enable students to build on their literacy in technology to include technology as a learning and pedagogical tool.
- Enable trainees to achieve Qualified Teacher Status or those not completing with QTS to have a useful degree in the field of primary education.

SECTION THREE: Programme Learning Outcomes

The Programme Learning Outcomes are designed to achieve the appropriate Levels 4, 5 and 6 within the Framework for Higher Education Qualifications (2008) and the Teachers’ Standards (2012) as laid out by the Secretary of State for Education (APPENDIX 2).
The learning outcomes for each stage of the programme are:

On completion of 120 credits at **Level 4** at Stage One

**Knowledge and Understanding**

Students will demonstrate:

1. Secure knowledge and understanding of key concepts and principles showing an ability to evaluate and interpret them in the context of primary education.
2. Developing subject knowledge per se and pedagogical knowledge that is required to meet the required academic standards for working at level 4.
3. Knowledge and understanding of educational theory, policy and practice within primary education.

**Intellectual Skills**

Students will be able to:

4. Relate theory to practice beginning to develop own informed personal philosophy to areas explored in primary education.
5. Present, evaluate and interpret data and information to develop an argument and make sound judgements relevant to the theories and concepts explored.
6. Develop a current knowledge of educational perspectives.

**Practical and Subject Specific Skills**

Students will demonstrate:

7. Professional skills, attitudes and qualities necessary to meet the required professional standards as outlined in the Teachers’ Standards Part Two: Personal and Professional Conduct showing an awareness of strengths and areas required for improvement.
8. An understanding of context specific classroom practice to motivate learners.

**Transferable Skills**

Students will demonstrate:

9. Ability to communicate information, ideas and problems accurately and reliably demonstrating clear structure and coherence.
10. Cooperative working as part of a team knowing own roles within the team exercising personal responsibility.
11. Reflective approaches to their own development, through resilience and commitment.

On completion of 120 credits at **Level 5** at Stage 2
**Knowledge and Understanding**

Students will demonstrate:

1. Enhanced knowledge and understanding of well-established concepts and principles appreciating the limits of knowledge and the impact of this on their analysis and interpretations.
2. Deeper subject knowledge per se and pedagogical knowledge required to meet the academic standards for working at level 5.
3. Knowledge of the main methods of enquiry and will demonstrate understanding of the appropriateness of arguments and approaches to responding to challenges within the current educational climate.

**Intellectual Skills**

Students will be able to:

4. Apply concepts and principles in alternative contexts in the wider educational community and demonstrate increasing confidence on placement, relating theory to practice.
5. Use a range of established techniques to analyse and evaluate information confidently and appropriately.
6. Maintain a current knowledge of educational perspectives.

**Practical and Subject Specific Skills**

Students will demonstrate:

7. Professional skills, attitudes and qualities necessary to meet the required professional standards as outlined in the Teachers’ Standards Part Two: Personal and Professional Conduct for the appropriate stage of development showing increased responsibility and appreciation of the importance of target setting and action planning.
8. Deeper awareness of applied classroom practice which motivates and challenges learners.

**Transferable Skills**

Students will demonstrate:

9. Effective communication skills in a variety of forms for different audiences.
10. Cooperative working and developing collaborative techniques exercising personal responsibility for decision making.
11. Commitment and resilience in their response to reflection upon their own development.

On completion of 120 credits at **Level 6** at Stage 3

**Knowledge and Understanding**

Students will demonstrate:

1. Systematic understanding of a comprehensive and current body of knowledge exploring a wide range of complex issues within primary education, demonstrating an appreciation of the provisional nature of knowledge.
2. High standards of synthesis of subject knowledge per se and pedagogical knowledge required to meet the required academic standards for working at
level 6 ensuring a currency of practice within a rapidly changing educational landscape.

3. Deep conceptual understanding enabling the formulation and sustainability of arguments and ability to solve problems relating to current research and scholarship, with the potential to lead on such arguments and initiatives.

**Intellectual Skills**

Students will be able to:

4. Transfer and apply knowledge, understanding, methods and techniques to a range of situations and contexts including the wider community and other agencies in order to review, consolidate and extend learning, demonstrating an ability to justify personal philosophy.

5. Apply a range of academic and research methodology skills to analyse and evaluate concepts, theories, arguments, data and assumptions located within the field of primary education.

6. Evaluate and critique a current knowledge of educational perspectives.

**Practical and Subject Specific Skills**

Students will demonstrate:

7. Professional skills, attitudes and qualities necessary to meet the required professional standards as outlined in the Teachers’ Standards Part Two: Personal and Professional Conduct for employment within complex and challenging contexts appreciating the importance of engaging with continued professional development (CPD).

8. A robust critical approach to innovative and inspiring classroom practice which will motivate, challenge and empower learners.

**Transferable Skills**

Students will demonstrate:

9. Proficient ability to communicate information, ideas, problems and solutions through various means to both specialist and non-specialist audiences.

10. To actively contribute within a team to ensure positive outcomes for all whilst also managing own learning successfully.

11. A committed and resilient action to their reflection upon their own development.

**SECTION FOUR: Programme Structure & Curriculum**

The B.Ed (Hons) Primary Education programme with QTS is only studied on a full-time basis. All the modules encompassed within the programme have dual importance in that they ensure progression to achieving Qualified Teacher Status (QTS) and a full honours degree.

The first year, Stage 1, is studied at Level 4 (following the Framework for Higher Education Qualifications), Stage 2 is studied at Level 5. Stage 3 is studied at Level 6.
In order to progress from stage to stage (year to year) you must achieve 100 credits for the particular year of study. Failed modules of no more than 20 credits can be carried forward into the next year study BUT:

No professional practice modules can be carried forward; these will need to be retaken the following academic year and a temporary step off the academic programme will be required to do this; there is a finite number of times this can be done.

Modules which require previous study may be excluded from carry forward also. These are:

4QT508 Mathematics and English: starting points for learning and teaching;
4QT509 Science and Computing: starting points for learning and teaching;
4QT510 Wider Curriculum: starting points for learning and teaching.

5QT507 Mathematics and English: progressing learning and teaching;
5QT508 Science and Computing: progressing learning and teaching;
5QT509 Wider Curriculum: progressing learning and teaching.

ALL teaching hours and guided independent study hours for professional practice modules are drawn from other modules within the programme and placement hours in all modules account for the placement experience in the professional practice modules.

Option to transfer to the M.Edu. [in curriculum enhancement] with QTS

At the end of Stage Two, you can transfer from the B.Ed (Hons) with QTS to our M.Edu with QTS (Integrated Master’s degree). As you are allocated 3 years funding plus one, you will be fully funded. However, you should be aware that if you need to step off the programme due to a refer and return to it at a later date, your funding will be unavailable for a fourth year of study.

You will also undergo academic counselling through the personal tutor system and with appropriate staff in order to assess your academic profile: it is expected that you will have an average grade profile of 60% plus.

When considering whether to transfer, you should take into account the potential benefits of the reinforcement and challenge provided through:

- An additional school experience which could be in settings beyond mainstream primary contexts (non-assessed).
- An opportunity to engage with full contemporaneous Level 7 study.
- An opportunity to further extend knowledge of research methods and practice and undertake teacher inquiry.
- An opportunity to have a named subject on your Integrated Master’s degree.

There is an option to transfer your funding to 4 years plus one at the very start of the degree and academic counselling will be available for you to do so. Be mindful that there is an exit award of the B.Ed (Hons) Primary Education with QTS on the M.Edu with QTS programme and consideration should be given to this too.

**Total credit requirements:**
Bachelor of Education (Honours) Primary Education with Qualified Teacher Status: **360 credits.**
The final Award will be calculated using the average of the Level 5 credits (20%) and the average of the best 120 level 6 credits (80%) including Educational Inquiry (IS).

**Early exit awards:**
These are detailed in section 1 of the programme specification.
# Overview of modules and their linkage: B.Ed (Hons) Primary Education with QTS

## Curriculum Studies
- **STAGE 1 (120 credits)**
  - Mathematics and English: Starting points for learning and teaching (20 credits)
  - Science and Computing: Starting points for learning and teaching (20 credits)
  - Wider Curriculum: Starting points for learning and teaching (20 credits)

- **STAGE 2 (120 credits)**
  - Mathematics and English: Progressing learning and teaching (20 credits)
  - Science and Computing: Progressing learning and teaching (20 credits)
  - Wider Curriculum: Progressing learning and teaching (20 credits)

- **STAGE 3 (120 credits)**
  - Curriculum Enhancement (20 credits)
  - English, Mathematics and Science: Enhancement of learning and teaching (20 credits)

## Professional Studies
- **STAGE 1 (120 credits)**
  - Educational theory, policy and practice (20 credits)
  - Keeping Safe (20 credits)
  - Child Development (20 credits)

- **STAGE 2 (120 credits)**
  - Diversity Matters (20 credits)
  - Educational settings (20 credits)

- **STAGE 3 (120 credits)**
  - OPTION MODULE (20 credits)
  - Professional Accountability (20 credits)

## Research and inquiry
- **STAGE 1 (120 credits)**
  - Research Methods for Teacher Inquiry (20 credits)

- **STAGE 2 (120 credits)**
  - Educational Inquiry (40 credits)

## Professional Practice
- **STAGE 1 (120 credits)**
  - Professional Practice 1 (0 credits)

- **STAGE 2 (120 credits)**
  - Professional Practice 2 (0 credits)

- **STAGE 3 (120 credits)**
  - Professional Practice 3 (0 credits)

Choose ONE from:
- Creative Arts
- English
- Mathematics
- Science and Computing
- Special Needs and Disability
- Primary Foreign Languages
- Physical Activity
- Humanities

Choose ONE from:
- Conditions for Learning
- Inclusion: Making a Difference
- Curriculum Design

**STAGE 1 (120 credits)**
- Mathematics and English: Starting points for learning and teaching (20 credits)
- Science and Computing: Starting points for learning and teaching (20 credits)
- Wider Curriculum: Starting points for learning and teaching (20 credits)

**STAGE 2 (120 credits)**
- Mathematics and English: Progressing learning and teaching (20 credits)
- Science and Computing: Progressing learning and teaching (20 credits)
- Wider Curriculum: Progressing learning and teaching (20 credits)

**STAGE 3 (120 credits)**
- Curriculum Enhancement (20 credits)
- English, Mathematics and Science: Enhancement of learning and teaching (20 credits)

Choose ONE from:
- Creative Arts
- English
- Mathematics
- Science and Computing
- Special Needs and Disability
- Primary Foreign Languages
- Physical Activity
- Humanities

Choose ONE from:
- Conditions for Learning
- Inclusion: Making a Difference
- Curriculum Design

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Sensitivity: Internal
The programme operates within, and conforms to, the University of Derby Regulatory Framework for Undergraduate and Postgraduate Taught Programmes.

Learning outcomes for all modules will contribute directly to the aspirations and requirements of the programme outcomes. Each module will be supported by a module handbook containing the detailed programmes of study, assessment and other helpful guidance. All booklets share a common format.

Placements
Work based learning occurs through school based placements within schools working in partnership with the programme. School placements are an important and integral part of this course. Our B.Ed programme ensures that you complete at least the minimum (NCTL) placement requirements of 120 days. See Appendix 1 for placement patterns and their associated rationale.

Assessed placements are designed in a progressive manner to enable you to meet the Teachers' Standards (2012).

The overall aims for the placements are to:

- Facilitate the development of your professional attributes, skills, knowledge and understanding.
- Provide specific experiences that enable you to build on professional strengths and address development needs.
- Develop understanding about ways in which the attainment, development and well being of children and young people should be promoted.
- Provide opportunities that enable you to adopt a creative and constructively critical approach towards innovative practice.

Partnership Development Managers (PDMs) are academic staff within the programme team and are responsible for the operational and strategic management of the partnership and these related placements. PDMs quality assure these placements; oversee the work of visiting university tutors and work on a range of partnership initiatives with schools and mentors. With support from an administrative team, they arrange placements for you and ensure clear communication between you, your school and the University. They also facilitate collaboration between partner schools and the University in order to develop, deliver and evaluate the programme.

There are four types of placements within the B.Ed programme which are outlined below.

a) Fully assessed block placements.

There is a fully assessed placement every year during the B.Ed programme. They take place in a different school and within at least two different age phases over the course of your programme. Schools are selected on the basis of individual student’s professional development needs. You will be supported during placement by the following personnel:

University Link Tutors (ULT) ULTs are tutors employed by the university who visit you during placement to support assessment, moderation and progress. They also have a quality assurance role and seek to manage issues arising to support your progress. Where
necessary, they report concerns to Partnership Development Managers. They are the key line of communication for you should concerns or queries arise.

**School Link Teachers (SLT)** SLTs are senior mentors within the school who are responsible for inducting you into the placement. They select mentors and support moderation and quality assurance measures.

**Mentors** are usually teachers within the placement class. They are responsible for your day to day support providing formal and informal feedback and assessment of attainment. They are supported in this role by ULTs and SLTs. All mentors are trained in the particular protocols and processes associated with the assessment of student attainment. Their skills in mentoring and coaching are also developed through training and the ongoing support of ULTs.

Expectations for the placements are described in detail by the module teams who teach on the modules which contain the placement and there will be a placement handbook. This is held by students, mentors and ULTs. The assessment criteria for each of the placements are housed within an assessment handbook which provides you, mentors and ULTs with clear guidance about standards of attainment and how their levels can be judged. The content of the handbook also supports summative assessment and formative target setting.

**b) Non-assessed placements providing enhanced experiences**

During Year 2 when students are exploring the themes of Diversity and Inclusion you will have at least one week in a Special School Placement. This placement is organised by the Partnership Development Managers and the Partnership Office. This placement is not assessed but learning supports the Diversity Matters module in Year 2.

**c) Non-assessed experiences**

Throughout the programme there are opportunities within different modules to undertake additional experiences in schools and alternative settings. These experiences are located sometimes by the module leader and you to ensure specific needs are catered for. Sometimes, you will need to find your own placement; an example of this would be for the experience which supports your learning in the Year 2 Educational Settings module.

**d) Placements abroad**

There may be opportunities for you to undertake placements abroad as part of the University’s continuing educative partnerships: careful selections is made in this respect and this option is not an automatic right.
SECTION FIVE: Learning & Teaching

<table>
<thead>
<tr>
<th>Learning and Teaching Methods</th>
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<tbody>
<tr>
<td>Your course is made up of a number of modules. Each module has its own syllabus, teaching and learning styles and methods of assessment. Each module is assigned a certain number of credits: a single module is worth 20 or 40 credits which relates to a notional 200 or 400 hours of student workload.</td>
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</table>

In line with the University policy on learning and teaching, you will experience a range of curriculum delivery. As you progress through the course there will be less emphasis on direct teaching and an increased emphasis on collaborative learning with your peers and independent learning. Although there are specific areas of knowledge, skills and understanding that you are required to gain, you will have opportunities to develop and pursue your own areas of interest within primary education, either through the Educational Inquiry module or through one of the option pathways.

In addition to traditional methods of pedagogy (lecture, seminar etc) you will engage in work-based learning and will be provided with opportunities to apply concepts to real-life situations, thus engaging in ‘situated learning’ within ‘communities of practice’ (Wenger and Lave 2007). Experiential, individualised and self-directed learning and teaching strategies will be used to enable you to develop personal, professional and transferable skills. Independent and peer-supported strategies, which draw heavily on professional experiences, will be evident in the studies undertaken.

Professionals in the primary sector are expected to work collaboratively across professional boundaries. Developing skills in inter-professional learning is an integral part of the programme and elements of inter-professional learning will be evident in many of the modules that you will study.

School-based learning underpinned by academic knowledge and understanding is embedded throughout the programme’s teaching and learning strategy enabling you to be career ready.

The programme is delivered through a blended teaching and learning approach utilising a diverse and innovative range of learning and teaching modes including the use of e-learning, on-line resources and audio-visual resources.

You are subject to the academic regulations as outlined on the university’s website and also on each module on Blackboard.
Examples of our teaching and learning strategy include:

<table>
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<tr>
<th>Approach</th>
<th>Indicative Examples</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>▪ Exploring models of learning, theories and principles of teaching in cohort-size sessions.</td>
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</table>
| Workshops                     | ▪ Engaging with professional and academic issues in smaller groups of 25-30.  
▪ Practical sessions related to your professional practice such as developing understanding of how to teach a subject area. |
| Seminars                      | ▪ Focus sessions in which students prepare an area for discussion, for instance on the basis of school-based tasks. These often follow a lead lecture and enable you to explore a complex issue in more depth. |
| Tutorials                     | ▪ Individual or small groups to gauge progress in learning within modules.  
▪ Personal tutorials across subjects allowing for detailed discussion.                                |
| Technology Enhanced Learning  | ▪ Blackboard: University of Derby’s Virtual Learning Environment  
▪ Discussion environments.  
▪ Feedback on the basis of prepared materials uploaded to a wiki, known as collaborate.  
▪ Film and DVD materials related to practice.  
▪ Skype to enable discussion during classroom based observation  
▪ Apps and software for assessing learning, presenting ideas and making choices and decisions. |
| Independent directed study    | ▪ Academic reading and notes.  
▪ Pre and post session activities.  
▪ Directed mini group projects. |
| School Placements             | ▪ Traditional school-placements of approximately 8-9 weeks per year (one or two students per class).                                     |
| Enhanced placement opportunities | ▪ Subject specific projects e.g. Design Technology day, Problem Solving with number, Language festival.  
▪ Placements or experiences in Special Schools, Early Years settings and Key Stage 3. |
| Peer Tutoring                 | ▪ Subject knowledge development groups.  
▪ Dissemination of own research findings. |
| Problem-based learning        | ▪ Special Needs case conference.  
▪ Using school based scenarios or problems to develop professional understanding. |
| Conferences                   | ▪ Inter-professional Education conference.                                                                                                        |

Technology Enhanced Learning
We recognise you may come to us with a range of digital skills and it is our aim to hone these skills in relation to teaching, learning and research. Therefore Technology Enhanced Learning (TEL) is informed by the TEL strategy and places the digital experiences of students and staff as a central requirement.

Therefore, in accordance with the TEL strategy, our aim is to build on your previous digital capabilities to enable the confident and effective use of technology for living, learning and working in a digital society. This supports a key elements of the University employability strategy to develop highly employable graduates (please see section 9).

Our programme needs to ensure that you are a digital teacher who is able to adapt to the digital world of primary education teaching and learning.

Teaching and Learning Strategy

The University of Derby’s Learning and Teaching Strategy (2016) identifies the key outcomes of the educational experience for you, with a particular focus on enabling you to achieve the attributes, behaviours and skills contained in the Derby Graduate statement.

The Derby Graduate: The University has already identified the key outcomes, in the form of the attributes that it will develop in you. The key attributes of the Derby Graduate are a graduate who:

- Is creative.
- Works with intelligence.
- Is a critical thinker.
- Is socially responsible.
- Works independently.

The Strategy also promotes the delivery of flexible programmes to provide widening participation and access to HE for learners. Underpinning the rationale for the learning and teaching methods selected for the delivery of this programme is the premise that ours is an education which is:

- Student focused.
- Challenging.
- An education for application.
- Engaging.

In accordance with the philosophy of our programme and the Learning and Teaching Strategy of the University (2016), the delivery of the programme offers variety and ensures the learning and assessment activities are relevant and of value to future professional practice. The programme uses experiential learning through professional practice and pedagogy models, and critical thinking through varying levels of study, recognising the importance of integrating practice experience and formal theory.

The Teaching and Learning strategy is underpinned by the wider University’s pillars included in the Teaching and learning Strategy:

- Employability.
- Academic Quality.
- Research.
Research in the Curriculum
The university has identified four typologies of research which will be exemplified in its programme curricula. These are:

- **Research tutored**
  - e.g. seminars, webinars, tutorials

- **Research based**
  - e.g. emphasis on inquiry-based learning

- **Research led**
  - e.g. nature of teaching approaches employed

- **Research Oriented**
  - e.g. teaching the principles and processes of research

Modules will identify which of the typologies are informing your learning within them and how this is the case. As teachers, you are social science researchers on all scales, and this will inform your practice and pedagogy routinely.

Ethics
You are required to comply with research governance and ethics principles whilst undertaking your programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or independent studies. Information on these principles can be found on the University website at [www.derby.ac.uk/research/ethics](http://www.derby.ac.uk/research/ethics). This research pillar of the Teaching and Learning strategy can be located within specific modules.

Professional Conduct and Suitability
The professional nature of this programme means that the academic regulations need to be complemented by the professional conduct requirements highlighted in the Teachers’ Standards (2012) and the College Policy for professional programmes. You will be asked to sign a statement of professionalism at the start of each Stage so you are clearly aware of the conduct required at all times. Failure to comply with suitable behaviours will lead to removal from the programme.
Part of your professional conduct is the expectation of full attendance. Procedures must be carefully followed if you are ill or cannot attend University or School Placement. Please note that even though you may be able to access notes/slides from Blackboard and may undertake a 'catch-up' task they are not a substitute for attendance as you will be missing out on explanations, discussion and activities designed to support your learning.

You will be required to undergo an enhanced Disclosure and Barring Service Check prior to entering a placement. Any changes to your suitability status must be conveyed, immediately, to your Stage Leader and Programme Leader.

SECTION SIX: Assessment

**Approaches to Assessment**

You will be assessed in a variety of ways; by providing you with a range of assessment opportunities you have the opportunity to demonstrate your progression as a learner and your knowledge and understanding more effectively.

Every module incorporates both formative and summative assessments. The formative activity will allow you to gain some understanding of how you are progressing and highlight areas where further consideration or support is required. Typical formative tasks are presentations, discussions and seminars leading to the summative written and practical submissions as well as ongoing feedback, verbal and/or written from tutors and peers, during taught sessions and placement experiences. Methods employed within the programme serve to demonstrate practice that may be used to inform professional practice whilst on placement. The use of formative assessment serves to support you in achieving the best possible outcomes, both academically and professionally.

The summative assessment provides you with an opportunity to demonstrate your knowledge, skills and understanding relating to the learning outcome. This will provide you with your module grade.

The course builds in assessment in some of the following ways:

<table>
<thead>
<tr>
<th>Approach</th>
<th>Indicative Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self assessment</td>
<td>▪ On line subject knowledge audits.</td>
</tr>
<tr>
<td></td>
<td>▪ Reflection on pre and post module learning.</td>
</tr>
<tr>
<td>Peer assessment</td>
<td>▪ Feedback on subject knowledge peer tutoring and within presentations.</td>
</tr>
<tr>
<td>School File</td>
<td>▪ Portfolio of professional competence evidencing impact on children’s progress.</td>
</tr>
<tr>
<td>Presentations</td>
<td>▪ Oral mental starters in maths.</td>
</tr>
<tr>
<td></td>
<td>▪ Group presentations.</td>
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<tr>
<td></td>
<td>▪ Individual presentations.</td>
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<tr>
<td></td>
<td>▪ Panel based presentation and professional discussion.</td>
</tr>
<tr>
<td></td>
<td>▪ Audio or video presentation.</td>
</tr>
</tbody>
</table>
Posters
- Key concepts in science.
- Link between theory and practice in English and Maths.
- These may be interactive and electronic.

Viva
- End of placement interview to justify practice and the positive impact you have had on learners.
- Subject Knowledge Viva.

Essay
- Explanation of research and effective practice underpinning teaching and learning.

Seminar
- Presentation of school-based activities in groups with tutor and peer feedback.
- Contribution to discussion and evidence presented.

Observation
- Mentor and ULT observation and appraisals during assessed placement.

Tests
- Online subject knowledge test.

Research Projects
- Small scale investigation.
- Dissertation.

Assessed Tutorial
- Short tutorial where summative feedback provides formative feedback to provide guidance on summative assessment tasks.

Discussion boards
- Contribution to and response to set discussion tasks.

Case study
- A study of particular situation/scenario rather than a study over a longer period of time.

You will receive both formal and informal feedback in a variety of formats; tutors will provide you with an indication of your strengths, weaknesses and targets for future development.

Progression in assessment expectations for each stage is aligned with the level descriptors shared with the students: these are also taken into account when deciding upon teaching and learning approaches:

- **At Level 4** you are introduced to concepts and these are developed throughout the modules. You are expected to demonstrate and communicate understanding clearly with an ability to reflect.

- **At Level 5** ideas are extended and enhanced. You are expected to be able to evaluate and analyse information discussing a range of possibilities. The ability to communicate through argument and discussion is more effective.

- **At Level 6** ideas require more depth and aspects of understanding are synthesised from many sources. You are required to justify your philosophy and practice, providing well-chosen evidence. At this level you are required to demonstrate your understanding of the complex and problematic nature of the area of study and practice.

Assessment is the responsibility of the whole team including the marking tutors, module leaders, moderation team and external examiners. The Academic Assessment Board considers the performance of the students on this programme and ratifies the Awards. The Board usually meets twice a year (March and July) in order to consider the academic performance of students.

**Deviation from UG Assessment Regulations**
The B.Ed (Hons) programme operates within the University’s Regulatory Framework and conforms to its undergraduate assessment regulations with the following exceptions:

- We do not condone fail grades as we require all assessments to have been passed at 40% or above;
- Referred and deferred assessed placements are organised in consultation with the Programme Leader, relevant Stage Leaders and the Partnership Development Managers. It is usual to offer only one placement referral across the entirety of the programme. Referred placements require significant resources in terms of school and university based support. The offer of two referred placements is regarded as resource allocation of an unreasonable magnitude. Where you choose to withdraw from a placement without due process and/or where the quality of support offered by the placement is deemed to be of at least a satisfactory standard by the university, a fail judgement will be made. A referral offer may not be offered.
- Students must pass professional practice modules in order to proceed into the next stage.

SECTION SEVEN: Admission

Entry Requirements

Entry requirements for programmes leading to QTS are determined by the ITT Accreditation criteria available through the National College for Teaching and Leadership (NCTL). This comprises of 6 standards, numbered R1.1 to R1.6 and these are referred to below. These are available at [http://www.education.gov.uk/get-into-teaching](http://www.education.gov.uk/get-into-teaching).

For entry on to any Initial Teacher Education (ITE) programme, there is there is a minimum requirement nationally of a Grade C or above in English Language, science and mathematics at GCSE. Information on admissions criteria can be found following the link below: [http://www.derby.ac.uk/courses/education-bed-hons](http://www.derby.ac.uk/courses/education-bed-hons)

You are also required to demonstrate suitability to teach through an interview which assesses personal and academic qualities, use of Standard English, and health and physical capacity to teach. The University of Derby, as part of its suitability considerations, also requires candidates to demonstrate evidence of recent mainstream classroom experience as part of your application. Candidates are required to provide a Potential to Teach letter from your supporting school at the point of application.

If English is not a first Language, the minimum English Language qualification acceptable is IELTS Level 8. However, you will need to demonstrate ability to communicate clearly and accurately in Standard English and fulfil aforementioned criteria.

From the point of application, if a disability has been disclosed, Specialist Support Services are involved to identify whether reasonable adjustments can be made to enable success on the B.Ed course. Following a successful interview, the ‘Fitness to Teach’ procedure is carried out in association with the university’s doctors and Student Wellbeing service.

Before the start of the course all you are required to complete an enhanced DBS disclosure form. Providing there are no changes to a student’s circumstance this is valid for the full length of your course.
Further support for the admissions process can be accessed through the link: [http://www.derby.ac.uk/study/apply](http://www.derby.ac.uk/study/apply)

SECTION EIGHT: Student Support & Guidance

**Support Network**

Successful academic achievement requires you to be provided with robust guidance so that you are able to focus on your respective learning needs. To address these needs the Programme Leader and personal tutors support you with academic counselling providing the direction and guidance needed to ensure a personalised support system throughout the programme.

The programme complies with the University expectations for personal tutoring to ensure that you can access and receive appropriate support throughout your study. The Personal tutoring system available through the University of Derby ensure that high levels of communication facilitate effective partnership working and strong support networks for you. This system also supports you should you require reasonable adjustment as stipulated in a support plan.

During the Induction period at the beginning of the B.Ed course the Programme Handbook will become available to you. This provides all the essential information about the programme and more detailed information about the support we can provide during your time at the University of Derby. Information is also easily accessible for the programme and each module through the virtual learning environment: Blackboard.

The Programme Leader, assisted by Stage Leaders, oversees all the students enrolled on the programme. In addition you will be allocated a Personal Tutor who will guide your progress on an individual basis.

Our Partnership Development Managers and Partnership Team will find quality assured placements for the fully assessed experiences. Your opportunities in school will be guided and supported by mentors, School Link Tutors (SLTs) and University Link Tutors (ULTs).

The University Central Student Support Services offer a range of general, specialist and professional support services for students as detailed in your Programme Handbook.

**The Student Voice**

Whilst we develop academically robust programmes we constantly update and assess the appropriateness of the curriculum via a series of methods. You play an integral part in these processes.

In the first semester we will ask for student representatives to represent the student body and invite representation to join the programme committee (attendance three times a year). The students’ voice provides an opportunity for the student group to comment on the delivery and learning within the programme and inform the quality and professional standards of their studies. Although we will seek formalised feedback following delivery of each module the programme team also value informal comments/opinions as to the relevance of the programme in developing professional practice. Consequently the students’ views are important to us and the identification of a representative to convey the views of the student group is essential to the success of the programme. The student representatives meet regularly throughout the year.
with the relevant Stage Leader, who liaises with the Programme Leader, to feedback on areas of strength and areas for consideration as an ongoing process. The result of this dialogue is fed back to staff and the student body with action points identified and displayed on the VLE: Blackboard and the notice-board.

You will be asked to complete programme and module evaluation forms during the year. These are reviewed by the Programme Leader, Stage Leaders and module leaders and feedback is reported to the programme committee. You may also be asked to complete other on-line surveys at different stages in your studies.

SECTION NINE: Employability

We are delighted that we maintain good relationships with our graduates and they continue to help the development of the course and to ensure its currency.

The design of this course has been a fully consultative process. The stakeholders involved in offering views included trainee teachers, mentors, school link tutors, university link tutors, ITE tutors and Newly Qualified Teachers (NQTs). Visits were also made to a range of ITE institutions as well as representatives from other educational bodies.

Developments are continuous within Education; to ensure the course remains current and relevant, many stakeholders are invited to support the teaching of the programmes as they bring a variety of skills, knowledge and professional capabilities. Key issues and ideas are explored through steering groups, focus groups, and research projects which ensure a rich, continuous dialogue. Stakeholders are also an integral part of the Programme Committee and our Partnership Quality Group.

When experience has been gained in school many of our graduates become mentors and School Link Tutors (SLTs) supporting the development of the next generation of teachers. We hope that once you have completed your degree you will keep in touch and let us know how you are getting on and be part of the continual development of the profession.

Graduates from our programme have high success in terms of gaining employment in a range of settings and contract types.

To support your employability and enhance your experience in relation to Technology Enhanced learning, you will produce a digital Personal Development Plan (PDP) over the course of your studies and this will be instrumental in ensuring you are prepared for employment within a competitive, high pressured education environment. This will be introduced and developed by your tutors over the course of the programme and then you will be expected to take a lead in structuring and arranging its content. This will be available to you beyond your time at the university and will enable you to connect and engage with professional networks and ensure you are continually enhancing your practice. Examples of documents you may begin to initially engage with include: audits and actions plans, planning, job application statements and personal tutoring records.

At all times, graduate attributes as incorporated in the University’s Teaching and Learning Strategy will be brought to your attention.
Once you have completed your degree you may wish to think about further study which may include one of our Master's programmes if you have followed the three year B.Ed (Hons) programme. As a graduate of the primary B.Ed programme you will hold a diverse range of marketable experiences and skills. The course is a recognised and highly respected route into primary teaching.

Once in post, many graduates move on quickly to become subject coordinators and gain advancement in the profession. The course promotes a strong commitment to the principles of lifelong learning, reflective practice and continued professional development (CPD), providing the skills required for engagement with higher degree programmes at the University of Derby or other institutions.

For instance, progressing from your degree you may choose to study postgraduate professional development modules at the University of Derby, leading to a range of postgraduate qualifications including Master of Education and Doctor of Education.

SECTION ELEVEN: External Links

The B.Ed programme operates within a partnership of the University of Derby and an increasing number of primary schools both within and beyond the East Midlands. Employers’ needs and opinions have driven the design of our programme, content and delivery. This is monitored through regular development meetings. Committee structures, on-going mentor training as well as wide-ranging CPD opportunities allow the programme to flourish and respond to the ever-changing face of ITT. Partnership Head teachers and classroom teachers are consulted regularly on the content and structure of the programme. Our admissions process is supported extensively by school-based colleagues and many contribute directly to university-based training. The partnership remains very strong and provides fertile ground for your future employment.
Appendix 1 – Overview of School Placement Patterns and their Associated Rationales

B.Ed. S1: (8 weeks)

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
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<td>2 9 1 2 3</td>
<td>6 1 3 2 0</td>
<td>2 7 4 1 1 2 5</td>
<td>1 8 1 5 2 2 9</td>
<td>5 1 1 2 9 2 6</td>
<td>5 1 2 1 9 2 6</td>
<td>2 1 1 2 9 2 6</td>
<td>3 2 3 0 7 1 2 1 9</td>
<td>1 2 1 4 1</td>
</tr>
</tbody>
</table>

Placement Focus: Whole school placement – What being a teacher means.
Students placed in schools in pairs (where possible, schools can take more than one pair).
Students to work in classes in pairs.

November to March
Students to move around the school working in different classes, with different teachers, observing a variety of practice. The students will focus on the role of the teacher whilst supporting pupil progress by working with individuals and small groups under the guidance of the class teacher. School Link Tutors oversee this part of the placement. Classes to be visited are to be planned in advanced and shared with the students on induction (minimum 2 age phases, EYFS/KS1/LKS2/UKS2).
SLT to meet with students every 2/3 weeks to discuss student’s reflections on progress and informal feedback from class teachers they have worked with. At the end of this phase SLT to meet with students individually to discuss base for the block placement.
Assessment – Part 2 of the Teachers’ Standards only, Professionalism.

April
Students to be placed individually or in pairs in one class with an allocated mentor (usually the class teacher). The age phase (FS; KS1; LKS2 or UKS2) for this part of the placement will be recorded age phase for B.Ed 1.
Students will complete lesson studies, observe their mentor and other professionals in the school and plan and deliver activities for groups of children to support their progress towards whole class teaching responsibility by the end of the placement.
Assessment against B.E.d 1 assessment criteria & Part 2 of the Teachers’ Standards on Professionalism.
Placement Focus: Diversity

Students placed individually in one class with an allocated mentor (usually the class teacher)
Students asked to identify their preferred age phase for this placement. There is a caveat that whilst all efforts will be made to secure their first or second choice this cannot be guaranteed and will be based on placement availability. Placements can be in EYFS/KS1/LKS2/UKS2, it must be different to the recorded age phase for B.Ed 1.
Initially students will complete lesson studies, observe their mentor and other professionals in the school and plan and deliver activities for groups of children before taking on responsibility for whole class teaching for a proportion of the weekly timetable.

Assessment against B.Ed 2 assessment criteria & Part 2 of the Teachers’ Standards on Professionalism.
### Placement Focus: Assessment

Students placed individually in one class with an allocated mentor (usually the class teacher).

Students asked to identify their preferred age phase for this placement. There is a caveat that whilst all efforts will be made to secure their first or second choice this cannot be guaranteed and will be based on placement availability. Placements can be in EYFS/KS1/LKS2/UKS2, it must be different to the recorded age phase for B.Ed 1 and 2.

Students who have elected the SEND pathway may choose to be considered for a placement in a suitable SEND setting. This will be dependent on placement availability.

Initially students will complete lesson studies, observe their mentor and other professionals in the school and plan and deliver activities for groups of children before taking on responsibility for whole class teaching for the majority of the weekly timetable.

Assessment against Teachers’ Standards & Part 2 of the Teachers' Standards on Professionalism
### Appendix 2 – Coverage of Level outcomes across the B.Ed across modules within each Stage

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Knowledge and Understanding</th>
<th>Intellectual Skills</th>
<th>Practical and Subject Specific Skills</th>
<th>Transferable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module titles:</td>
<td>Secure knowledge and understanding of key concepts and principles showing an ability to evaluate and interpret them in the context of primary education</td>
<td>Knowledge and understanding of educational theory, policy and practice within primary education</td>
<td>Professional skills, attitudes and qualities necessary to meet the required professional standards as outlined in the Teachers’ Standards Part Two: Personal and Professional Conduct showing an awareness of strengths and areas required for improvement</td>
<td>An understanding of context specific classroom practice to motivate learners</td>
</tr>
<tr>
<td>Mathematics and English: Starting points for learning</td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
</tr>
<tr>
<td>Science and Computing: Starting points for learning</td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
</tr>
<tr>
<td>Wider Curriculum: Starting points for learning</td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
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<tr>
<td>Keeping Safe</td>
<td><strong>X</strong></td>
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<td>Education theory, policy and practice</td>
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<td>Child Development</td>
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<tr>
<td>Professional Practice 1</td>
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<td>Stage 2</td>
<td>Knowledge and Understanding</td>
<td>Intellectual Skills</td>
<td>Practical and Subject Specific Skills</td>
<td>Transferable Skills</td>
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<tr>
<td>Module titles:</td>
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<tr>
<td>Enhanced knowledge and understanding of well-established concepts and principles appreciating the limits of knowledge and the impact of this on their analysis and interpretations</td>
<td>Deeper subject knowledge per se and understanding and appreciation of approaches to challenges within the current educational climate</td>
<td>Apply concepts and principles in alternative contexts in the wider educational community and demonstrate increasing confidence on placement, relating theory to practice</td>
<td>Use a range of established techniques to analyse and evaluate information confidently and appropriately</td>
<td>Maintain a current knowledge of educational perspectives</td>
</tr>
<tr>
<td>Mathematics and English: Progressing learning &amp;</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Science and Computing: Progressing learning &amp;</td>
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<td>Wider Curriculum: Progressing learning &amp;</td>
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<tr>
<td>Diversity Matters</td>
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<tr>
<td>Educational settings</td>
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<tr>
<td>Research Methods for Teacher Inquiry</td>
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<tr>
<td>Professional Practice 2</td>
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<td>X</td>
<td>X</td>
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</tbody>
</table>
### Stage 3

#### Knowledge and Understanding
- Systematic understanding of a comprehensive and current body of knowledge exploring a wide range of complex issues within primary education, demonstrating an appreciation of the provisional nature of knowledge.
- High standards of synthesis of subject knowledge per se and pedagogical knowledge required to meet the required academic standards for working at level 6.
- Ensuring a currency of practice within a rapidly changing educational landscape.
- Deep conceptual understanding enabling the formulation and sustainability of arguments and the ability to solve problems relating to current research and scholarship.
- Transfer and apply knowledge, understanding, methods and techniques to a range of situations and contexts including the wider community and other agencies, in order to review, consolidate and extend learning.
- Demonstrating an ability to justify personal philosophy.
- Apply a range of academic and research methodology skills to analyse and evaluate concepts, theories, arguments, data and assumptions located within the field of primary education.
- Evaluate and critique a current knowledge of educational perspectives.

#### Intellectual Skills
- Transfer and apply knowledge, understanding, methods and techniques to a range of situations and contexts including the wider community and other agencies, in order to review, consolidate and extend learning.
- Demonstrating an ability to justify personal philosophy.

#### Practical and Subject Specific Skills
- Evaluate and critique a current knowledge of educational perspectives.
- Professional skills, attitudes and qualities necessary to meet the required Professional Standards as outlined in the Teachers' Standards Part Two: Professional and Personal Conduct for the appropriate stage of development showing increased responsibility and appreciation of the importance of target setting and action planning.
- A robust critical approach to innovative and inspiring classroom practice which will motivate, challenge and empower learners.
- Proficient ability to communicate information, ideas, problems and solutions through various means to both specialist and non-specialist audiences.
- To actively contribute within a team to ensure positive outcomes for all whilst also managing own learning successfully.
- A committed and resilient action to their reflection upon their own development.

<table>
<thead>
<tr>
<th>Module titles</th>
<th>Knowledge and Understanding</th>
<th>Intellectual Skills</th>
<th>Practical and Subject Specific Skills</th>
<th>Transferable Skills</th>
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<tbody>
<tr>
<td>English, Mathematics &amp; Science Enhancement of T &amp; L</td>
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<td>Curriculum Enhancement</td>
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<td>Curriculum Design (Option)</td>
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<td>Inclusion Matters (Option)</td>
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<td>Conditions for Learning (Option)</td>
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