

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Learning and Teaching Primary Education (Top-up)
Teaching Institution	University Centre Leeds
Awarding Institution	The Open University (OU)
Date of first OU validation	N/A
Date of latest OU (re)validation	N/A
Next revalidation	
Credit points for the award	120 credits
UCAS Code	X130
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	August 2022
Underpinning QAA subject benchmark(s)	Education Studies 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	<ul style="list-style-type: none"> • Quality Assurance Agency for Higher Education. (2019) <u>Revised QAA Subject Benchmark Statements for 'Education Studies'</u>. London: QAA • Quality Assurance Agency for Higher Education. (2008) <u>The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)</u>. London: QAA. • Quality Assurance Agency for Higher Education. <u>UK Quality Code for Higher Education (Quality Code)</u>. London: QAA. • Department for Education (2012) <u>Teachers' Standards</u>. • Department for Education (2019) <u>A Framework of Core Content for Initial Teacher Training (ITT)</u>. London: DfE. • Department for Education (2019) <u>Initial Teacher Training (ITT): Criteria and Supporting Advice</u>. London: DfE. • Ofsted (2019) <u>Initial Teacher Education Inspection Handbook</u>.
Professional/statutory recognition	N/A

For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Face to Face; PT & FT
Duration of the programme for each mode of study	FT – 1 year PT – 2 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	October 2022

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 student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The BA (Hons) Learning and Teaching Primary Education (Top-up) award will develop each student personally and professionally as they gain confidence within the Primary Education sector. The award is aimed at graduates of foundation degree programmes and Higher National Diplomas (HNDs).

All students embarking on this programme will have the option to opt into the additional award of qualified teacher status (QTS) which will be a stand-alone element that is offered separately and assessed independently from this course

The Luminate Partnership for ITT is an agreement between members of Luminate Education Group and its partners to accelerate the supply and preparation of high-quality teachers, through the provision of non-traditional routes into teaching. The group is a unique institutional set up, consisting of organisation with a collective interest in accelerating local teacher supply. Our strategic vision of ITT is formulated within the context of the partnership's guiding principles and values, underlined strongly with its shared commitment to social mobility and inclusive growth.

University Centre Leeds, a member of Luminate Education Group, is the training provider for the range of ITT courses that are on offer to trainees. The programmes are underpinned by an integrated curriculum that connects classroom and centre-based practice. The Luminate partners will offer mentoring and placements, providing opportunities which support **continuous professional learning, early career development and upward in-work progression**. We will utilise the wealth of knowledge held by our partners to provide high-quality and aspirational primary-based teacher training within the Leeds City Region. The partnership will draw on existing concentrations of good practice in the areas such as: Behaviour Management, English as an Additional Language (EAL) and Special Educational Needs and Disability (SEND) specific practice to confront the disconnect between teacher education institutions and schools (Appendix i). We are well-prepared to deliver a range of collaborative and contextualised programmes of primary-based Initial Teacher Training that meets the current needs of the profession. We have the capacity to support placements in a range of primary settings, with the expectation that successful trainees will be employed within the setting, or group of settings, in which they are trained as early career professionals. We have strong expert practitioners throughout our partnership settings. This has been attested to in individual Ofsted reports. These expert practitioners have a sound knowledge of the pedagogy of their subject field, including the teaching of phonics, science and mathematics. At Springwell Special Academy, for example, Ofsted notes that: "Leaders' efforts to develop subject leadership are paying dividends. These middle leaders

have an accurate understanding of standards in the subjects they lead. They understand the quality of teaching and learning through their insightful monitoring”

The course aims to achieve a cultural shift in the way potential students enter into teaching, widening participation opportunities for those students whom a more traditional university pathway is not accessible. It also aims to advance the educational research skills and career opportunities of potential graduates. We strive to secure transformational outcomes for all of our students and to inspire their dedication to a career in education and the diverse schools and communities in which they will train and work. All of the modules in the programme are underpinned by this philosophy and the content gives ample opportunities for students to contextualise the content to the diverse schools and communities that they will experience as part of the programme.

The concept of the programme was discussed as part of the Luminate Partnership for ITT accreditation bid and more recent consultation meetings with primary partners outlined in the following attached documents:

Appendix iii – Section 2.4 of ITT Accreditation Bid

Appendix iv – EMSI Report – Teachers’ Labour Market Analysis

Appendix v – Meeting Record Katie Hartshorne – Positive Regard Teaching School Alliance

Appendix vi- Meeting Record Kate Burton – Alder Tree Primary Academy

The programme will provide experience across the full primary age range and training in all National Curriculum subjects, introducing students to practices that are research-based and have the potential to improve student achievement and promote effective learning across the Early Years Foundation Stage and Key Stages 1 and 2. Students will explore current issues and challenge accepted ideas and practice within the primary sector within a safe and inclusive environment. Students will undertake at least one placement within a primary school setting. In order to meet the requirements of component C2.2 of the DfE ITT criteria, students will be given the opportunity to develop a comprehensive understanding of progression across, before and after the age range they are training to teach (FT students - weeks 15 and 30; PT students – Y1 weeks 27 and 28, Y2 week 18).

Students will be given the option to complete their degree by undertaking a final 40 credit module. This module (titled Major Research Project) will give students a sound knowledge of primary education without having to complete the final practice-based modules (Professional Practice 2 and 3).

The top-up degree consists of six core modules, amounting to 120 credits. Students exiting at this point with 360 credits will receive a BA (Hons) Learning and Teaching Primary Education (Top-up) degree.

The programme:

- Covers the theory, methodology and practice associated with teaching in primary schools and alternative provision.
- Models practices that students can enact in a variety of settings across the primary sector (e.g. academy schools, maintained schools).
- Introduces students to practices that are research-based and have the potential to improve student achievement and promote effective learning across the EYFS, Key Stages 1 and 2 (3-11 years).
- Encourages students to critically analyse a range of core teaching practices and identify how these practices take shape in the context of teaching and within a range of complex and unpredictable professional environments.
- Promotes the application of research findings and recent scholarly contributions to the improvement of professional practice across a range of schools.

- Fosters a sound conceptual and practical understanding of how to influence the quality of teaching, learning and assessment in the primary sector and within a changing school environment.

Students will:

- Develop the professional expertise, core knowledge and understanding expected of professionals working with primary age pupils.
- Graduate with a detailed knowledge of contemporary educational practice and the issues which shape the primary education system.
- Analyse the impact of ethical and legal issues relevant to teaching, learning and assessment including current statutory and non-statutory documents and frameworks related to working within the primary sector.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The programme provides the opportunity for students who are interested in a career in education, specifically within the primary age range, to develop insight into the EYFS and primary curricula. This will include knowledge of the pedagogy and practice involved in working with children and young people and the types of roles and responsibilities that are available within the chosen age range. This course is for those students who have already achieved 240 credits via a foundation degree or HND route in an appropriate subject area and will confer the final 120 credits required to achieve a full degree. A number of foundation degrees at Leeds City College are validated under its own Foundation Degree Awarding Powers (FDAP). The validation documents for the relevant foundation degrees offered by the University Centre Leeds will identify the BA (Hons) Learning and Teaching Primary Education (Top-up) as one of the awards onto which students can progress after successful completion of a relevant foundation degree or HND award.

Students will not be required to undertake a bridging programme between their foundation degree and the BA (Hons) Learning and Teaching Primary Education (Top-up). However, a selection process will take place in the final year of the student's foundation degree or HND award and the point of entry to the award will be in September of the following academic year. During their foundation degree, students will have the opportunity to enrol onto the optional non-credit bearing module titled 'Teachers into Practice'.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Exit Award: Students who do not achieve the full Honours Degree can exit the award with a BA Ordinary Degree after gaining at least 60 credits across modules (excluding the research module).

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Professional Practice 1: Contemporary Primary School Based Education	20			No	1
Behaviour, Wellbeing and Safeguarding in Primary Education	20			No	1
Teaching Learning and Assessment in Primary Education	20			No	1 & 2
Inclusive Professional Practice in Primary Education	20			No	2
		Professional Practice 2: Reflecting on Professional Practice in Primary Education	20	No	2
		Professional Practice 3: Primary Stage Specific Theory and Practice	20	No	2
		Major Research Project	40	No	2

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Interrogate a range of school-based practice drawing on problems and insights at the forefront of current research and practice in primary education.</p> <p>A2 Demonstrate a comprehensive and detailed knowledge of contemporary educational practice within the context of primary education.</p> <p>A3 Critically appraise the relationship between pedagogy and subject knowledge within the wider EYFS / primary school 3-7 / 7-11 curricula</p> <p>A4 Evaluate appropriate empirically grounded and theoretically informed knowledge in the field of primary education to enact solutions to problems in practice.</p>	<p>Learning and teaching strategy</p> <p>Professional Practice 1: Contemporary Primary School Based Education</p> <ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Critical Dialogue Space • Self-Regulated Learning and Research • Discussion seminars • Individual presentations • Situated Workplace Learning • Lectures <p>Professional Practice 2 and Professional Practice 3</p> <ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Self-Directed Professional Development Activities (PDAs) • Video analysis • In-the-moment coaching • Professional Supervision and Subject-Specific Mentoring • Joint Observation and Tripartite Dialogue (JOTD) • Problem Solving Protocols • Peer observation

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<ul style="list-style-type: none"> • Discussion seminars <p>Inclusive Professional Practice in Primary Education</p> <ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Professional Supervision and Subject-Specific Mentoring. • Self-Regulated Learning and Research • Discussion seminars • Action Research Method • Critical Thinking Method • Situated Workplace Learning <p>Behaviour, Wellbeing and Safeguarding in Primary Education</p> <ul style="list-style-type: none"> • Collaborative teaching • Suggestion circles • Problem Solving Protocols • Peer observation • Critical Incident Method <p>Teaching Learning and Assessment in Primary School Based Education</p> <ul style="list-style-type: none"> • Learning circles • Experiential Learning Method • Video analysis • Self-Regulated Learning and Research

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<ul style="list-style-type: none"> • Discussion seminars <p>Major Research Study</p> <ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Self-Regulated Learning and Research • Discussion Seminars • Research Discussions • Situated Workplace Learning • Supervisory Tutorials <p>Assessment methods</p> <ul style="list-style-type: none"> • Individual Progress Journal (IPJ) • Investigative Report • Academic Poster • Action Research Project • Case Study

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Synthesise a range of evidence drawn from scholarship, research and professional enquiry to reach informed judgments about effective school-based practice.</p> <p>B2 Assimilate a range of alternative perspectives on how to provide high quality school-based teaching, learning and assessment drawing upon current insights into primary-phase schooling.</p> <p>B3 Investigate, transform and extend current practice drawing on a comprehensive range of specialised skills in planning, teaching and class management across the primary key stages.</p>	<p>Learning and teaching strategy</p> <p>Professional Practice 1: Contemporary Primary School Based Education</p> <ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Critical Dialogue Space • Self-Regulated Learning and Research • Discussion seminars • Individual presentations • Situated Workplace Learning • Lectures <p>Professional Practice 2 and Professional Practice 3</p> <ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Self-Directed Professional Development Activities (PDAs) • Video analysis • In-the-moment coaching • Professional Supervision and Subject-Specific Mentoring • Joint Observation and Tripartite Dialogue (JOTD) • Problem Solving Protocols • Peer observation • Discussion seminars <p>Inclusive Professional Practice in Primary Education</p>

3B. Cognitive skills	
	<ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Professional Supervision and Subject-Specific Mentoring. • Self-Regulated Learning and Research • Discussion seminars • Action Research Method • Critical Thinking Method • Situated Workplace Learning <p>Behaviour, Wellbeing and Safeguarding in Primary Education</p> <ul style="list-style-type: none"> • Collaborative teaching • Suggestion circles • Problem Solving Protocols • Peer observation • Critical Incident Method <p>Teaching Learning and Assessment in Primary School Based Education</p> <ul style="list-style-type: none"> • Learning circles • Experiential Learning Method • Video analysis • Self-Regulated Learning and Research • Discussion seminars <p>Major Research Study</p> <ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Self-Regulated Learning and Research

3B. Cognitive skills	
	<ul style="list-style-type: none"> • Discussion Seminars • Research Discussions • Situated Workplace Learning • Supervisory Tutorials <p>Assessment methods</p> <ul style="list-style-type: none"> • Individual Progress Journal (IPJ) • Investigative Report • Academic Poster • Action Research Project • Case Study
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Operate within a complex professional context adhering to ethical constraints and with due regard to the professional framework within which teachers in the primary sector operate.</p> <p>C2 Demonstrate intellectual and professional autonomy drawing upon tacit knowledge and generating own answers to practice problems.</p>	<p>Learning and teaching strategy</p> <p>Professional Practice 1: Contemporary Primary School Based Education</p> <ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Critical Dialogue Space • Self-Regulated Learning and Research • Discussion seminars • Individual presentations • Situated Workplace Learning • Lectures

3C. Practical and professional skills	
	<p>Professional Practice 2 and Professional Practice 3</p> <ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Self-Directed Professional Development Activities (PDAs) • Video analysis • In-the-moment coaching • Professional Supervision and Subject-Specific Mentoring • Joint Observation and Tripartite Dialogue (JOTD) • Problem Solving Protocols • Peer observation • Discussion seminars <p>Inclusive Professional Practice in Primary Education</p> <ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Professional Supervision and Subject-Specific Mentoring. • Self-Regulated Learning and Research • Discussion seminars • Action Research Method • Critical Thinking Method • Situated Workplace Learning <p>Behaviour, Wellbeing and Safeguarding in Primary Education</p> <ul style="list-style-type: none"> • Collaborative teaching • Suggestion circles • Problem Solving Protocols • Peer observation

3C. Practical and professional skills	
	<ul style="list-style-type: none"> • Critical Incident Method <p>Teaching Learning and Assessment in Primary School Based Education</p> <ul style="list-style-type: none"> • Learning circles • Experiential Learning Method • Video analysis • Self-Regulated Learning and Research • Discussion seminars <p>Major Research Study</p> <ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Self-Regulated Learning and Research • Discussion Seminars • Research Discussions • Situated Workplace Learning • Supervisory Tutorials <p>Assessment methods</p> <ul style="list-style-type: none"> • Individual Progress Journal (IPJ) • Investigative Report • Academic Poster • Action Research Project • Case Study

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Adopt an evaluative stance to own professional trajectory relating the acquisition of new knowledge and skills to current skills, knowledge, and perspectives.</p> <p>D2 Face new occupational challenges through the acquisition of transferable knowledge and skills and complex problem-solving strategies.</p> <p>D3 Communicate clearly, fluently and effectively and with due regard to the affective dynamics that are salient to collaborative practice, feedback and intellectual debate</p> <p>D4 Engage effectively in professional and academic discussion and negotiate a range of diverse perspectives in a professional manner.</p> <p>D5 Select and apply appropriate numerical and statistical methods for complex and open-ended tasks within the teaching and learning context</p> <p>D6 organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary with accurate use of standard English</p>	<p>Learning and teaching strategy</p> <p>Professional Practice 1: Contemporary Primary School Based Education</p> <ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Critical Dialogue Space • Self-Regulated Learning and Research • Discussion seminars • Individual presentations • Situated Workplace Learning • Lectures <p>Professional Practice 2 and Professional Practice 3</p> <ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Self-Directed Professional Development Activities (PDAs) • Video analysis • In-the-moment coaching • Professional Supervision and Subject-Specific Mentoring • Joint Observation and Tripartite Dialogue (JOTD) • Problem Solving Protocols • Peer observation • Discussion seminars <p>Inclusive Professional Practice in Primary Education</p>

3D. Key/transferable skills	
	<ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Professional Supervision and Subject-Specific Mentoring. • Self-Regulated Learning and Research • Discussion seminars • Action Research Method • Critical Thinking Method • Situated Workplace Learning <p>Behaviour, Wellbeing and Safeguarding in Primary Education</p> <ul style="list-style-type: none"> • Collaborative teaching • Suggestion circles • Problem Solving Protocols • Peer observation • Critical Incident Method <p>Teaching Learning and Assessment in Primary School Based Education</p> <ul style="list-style-type: none"> • Learning circles • Experiential Learning Method • Video analysis • Self-Regulated Learning and Research • Discussion seminars <p>Major Research Study</p> <ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Self-Regulated Learning and Research

3D. Key/transferable skills	
	<ul style="list-style-type: none"> • Discussion Seminars • Research Discussions • Situated Workplace Learning • Supervisory Tutorials <p>Assessment methods</p> <ul style="list-style-type: none"> • Individual Progress Journal (IPJ) • Investigative Report • Academic Poster • Action Research Project • Case Study

[Please insert here title of exit awards(s) at Level 6] BA (Hons) Learning and Teaching Primary Education

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

- The BA (Hons) Learning and Teaching Primary Education (Top-up) award will be delivered in partnership with the Luminate Partnership for ITT. We will utilise the wealth of knowledge held by our partners to provide high-quality and aspirational primary-based practice and draw on the expertise and knowledge residing in local alternative provision, special schools and regional MATs to inform our provision.
- All students will be required to attend a two-week pre-course induction which will be delivered through a blended learning approach (see Annexe 3). This is an important preparatory phase and will provide a thorough and comprehensive start to the programme.
- Subject knowledge sessions will be delivered through a blended learning approach by Specialist Leaders of Education and Expert Practitioners across the Luminate Partnership for ITT. This includes specialists from the Brigshaw Learning Partnership (BLP), and the Wellspring Academy Trust.
- Subject specialist input from this cross section of primary experts will ensure that students receive the breadth and depth of curriculum coverage for all subjects and key stages in each subject area. This is a unique element of the programme and will give students the opportunity to learn directly from (and benefit from the support and guidance of) practitioners at the centre of school-based practice. Please see Section 9 of the Programme Approval document for a list of subject-specific practitioners.
- Students completing the Major Research Project will be expected to attend all supervisory tutorials. Tutorials will support students with their research and will be held at regular intervals during the second year/semester of the programme. Students will be required to engage in self-regulated learning between tutorials. Key milestones will be built into the second year/semester of the programme to ensure that students are making consistent progress.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

- Thorough Information, Advice and Guidance will be given to students prior to their application to The BA (Hons) Learning and Teaching Primary Education (Top-up) award. The Luminate Partnership for ITT will host a number of ITT Primary Open Days and Information Sessions across a range of primary sites over the course of the calendar year. At the events, mentors, practising teachers, Specialist Leaders of Education and Expert Practitioners in a range of discipline-specific areas will be available to answer any questions that prospective students may have about the practical aspects of a teacher's role and subject-specific knowledge requirements. Each event will be attended by a range of primary experts from our partner schools who will be able to give prospective candidates one-to-one pre-entry advice on the routes available and the entry requirements.
- Given that the foundation degree attracts students who would not ordinarily have undertaken a conventional three-year undergraduate degree, we have integrated arrangements to support students in transferring from sub-degree to degree-level study. Foundation degree or HND students who wish to join The BA (Hons) Learning and Teaching Primary Education (Top-up) award will undertake a three-day 'Transition to Honours Level Programme' programme which has been timetabled to take place at the end of their Foundation Degree and is available between the months of June and August.
- All students will be required to attend a two-week pre-course induction which will be delivered through a blended learning approach (see Annexe 3). Students will also participate in induction activities within the school-based settings.
- A blended learning approach will be implemented to support participation for part-time students. The facilities at our Teacher Development Centre will incorporate a range of blended learning design features and design tools to facilitate self-regulatory learning. All modules blend online learning with face-to-face teaching. The online element of the programme, delivered via Google, includes readings, a professional discussion forum for students and key programme materials. It includes online activities to meet the part-time students' training and development needs in a flexible and accessible way. The schedule of assessment has been extended to reflect the part-time mode of study (see Annexe 4).
- We will provide personal and academic support services at all sites across the partnership through a school-based partnership co-ordinator who will oversee the professional development of our students. A list of support services are provided in the table below.
- All students undertaking their training within the Luminate Partnership for ITT will have access to the following support systems and facilities:

Welfare: Students will have access to support from the Leeds City College Welfare Team to overcome any barriers that are impacting on attendance, progression and achievement, such as money worries, housing problems, loss of income, student finance loans and access to benefits.

Support for Parents: A childcare advisor provides targeted support to students who are parents, helping to find childcare places and manage relationships with childcare providers.

Mental Health Support: Students will have access to mental health support, including initial assessment and short-term counselling.

Additional Learning Support (ALS): Students with specific learning difficulties, long-term physical disabilities, sensory impairments or mental health difficulties can discuss with a member of the Additional Learning Support (ALS) team to determine appropriate support and adjustments, which will be put in place across the partnership.

UCL also has a HE Learning Support Officer who will support students with complex academic or personal issues, often linked to mitigation and extensions

Care Leavers: Care leavers and estranged students have access to apply for financial assistance as well as a range of support measures including application support and contextual admissions.

Student Life Enrichment: Students can access a wide range of enrichment activities, sports and social clubs through the Student Life team.

Quiet Reflection Room: Students will have access to a quiet reflection room, should they wish to use the space for reflection and/or prayer.

Student's Union: All students enrolled at Leeds City College are automatically a member of the Leeds City College Student's Union. Students can access support and advocacy from the officers, who work to improve the student experience in their nominated areas.

Careers: The College Careers Advisers help students to make informed decisions to plan next steps towards their future, offering specialist information, advice and guidance, careers software and application support.

iLearn: Our independent learning experts who offer support to help students achieve personal goals. As well as running the library, they offer guidance on research, referencing and academic writing.

- Students will be encouraged to observe other teachers' classes and, to alleviate workload, exchange teaching materials with colleagues. They will engage as far as possible in collaborative professional learning and mentor-facilitated professional development. Critical Friendship Groups (CFGs) will be used to promote a collaborative approach to problem-solving and professional improvement. A large proportion of the students' work is expected to be collaborative in nature and students will be encouraged to create and exchange subject or phase specific resources using online platforms. Every student will be a member of a Google Chat group, which will give the students access to an online chat forum where they can ask specific questions relating to the delivery and content of the programme and engage with tutors on a 1:1 basis for academic and professional support.
- Students will be encouraged to establish supportive professional relationships with staff members and will be assigned a school-based mentor and a link tutor with whom they can work collaboratively to share resources. Link tutors will have an integral part in supporting students. The link tutor will maintain wider pastoral involvement with students and ensure the general well-being of the students in the placement organisation. They will check that students are managing their workload and that realistic expectations of them are being adhered to.
- School-based mentors will have a key role to play in supporting the partnership's students. The quality of mentor support will be monitored by the ITT Placement Coordinator at the University Centre Leeds.
- Specialist Leaders of Education and Expert Practitioners across the partnership will have a role in delivering high-quality phase or subject specific CPD as part of the award. All subject and pedagogical knowledge programmes will be delivered by Specialist Leaders of Education or Expert Practitioners based within the Luminare Partnership for ITT. The subject programmes will give students the opportunity to learn directly from (and benefit from the support and guidance of) practitioners at the centre of school-based

practice. Prior to the commencement of the course, students will complete a subject knowledge needs analysis of their fundamental maths and English skills as part of the selection and interview process. The needs analysis will be shared with one of the designated subject knowledge experts from the Luminate Partnership for ITT. The subject knowledge expert will support the trainee to address any gaps identified in the needs analysis undertaken at interview stage throughout the year.

- A calendar of professional development events and training held across the partnership will be shared with all students at induction.
- Amongst the significant areas of concern to part-time learners are the prior obstacles to learning that they have experienced. All part-time students will have face-to-face and online access to a study skills website and student learning support. Students will be provided with one-to-one academic guidance by personal tutors and mentors in instances where areas for improvement and future learning needs and actions are identified.
- Given that part-time students will spend three rather than five days per week in placement, the frequency of formal and informal work-based learning opportunities will potentially be reduced. To ensure that their skills and knowledge do not fall behind those of their full-time peers, development opportunities will be equally accessible to all students irrespective of the mode of study.

Workload

- The recommendations and principles of the Teacher Workload reports relating to marking, planning and resources and data management have been embedded into our ITT provision. There is an agreement across the partnership about the workload expectations and associated workload considerations for students. This has been incorporated into Sections 2 and 3 of the Partnership Agreement.
- A structured programme of support is in place to build the professional resilience of our students. The training is staged to ensure that students are not over-burdened at the beginning of their training. Students will be expected to work with small groups (ideally with support/supervision) at the beginning of their training. They will undertake some team teaching and deliver sections of lessons (e.g. starters) only at the start of the programme.
- An emphasis has been placed on the acquisition of skills and knowledge as an iterative process. Submission dates are evenly spaced and have been scheduled to take place after a half-term holiday to give students the opportunity to complete assessments when they are not expected to be on placement or attending classes.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

All applicants will need to fulfil the entry criteria summarised in the table below to be offered a place on the programme. All applications will be reviewed by the ITT Admissions Tutor. The entry criteria are cross-referred to the relevant criteria within the Initial Teacher Training (ITT): Criteria and Supporting Advice (updated 4th September, 2020) and have statutory force under The Education (School Teachers' Qualifications) (England) Regulations 2003.

GCSE Grade 4, or equivalent:

- All entrants must have achieved a standard equivalent to a grade 4 in the GCSE examinations in English, mathematics and science (Functional Skills at L2 in maths and English are not appropriate as they are not recognised by the DfE as GCSE equivalent qualifications).
- If a candidate does not have the required standard at GCSE, or an equivalent qualification, this will not preclude them from being invited to interview. However, achievement of the required standard will be made a condition of their offer. To be compliant with DfE criteria, original certificates must be produced prior to enrolment.

Degree Qualification:

- Candidates will only be able to access the top-up programme upon successful completion of a foundation degree or HND. Candidates must hold and be able to provide certificated evidence of having a foundation degree conferred by a UK higher education institution or an equivalent qualification.

Rigorous selection process

- All entrants, as part of the provider's selection procedures, must have taken part in a rigorous selection process designed to assess their suitability to undertake the course.
- Any student applying with an FD/HND not related to primary education must produce additional evidence of prior experience or learning to show that they have the capacity to meet the level 6 primary-focused outcomes.
- The College is unable to offer places on its top-up programme without a selection process that includes an interview.
- Successful applicants must complete an enhanced **Disclosure and Barring Service (DBS)** check and be cleared to teach by the accredited provider, ensuring they are not barred from working with young people or excluded from teaching. Candidates will also be required to sign up for the Update Service. Applicants will be informed of the requirement to complete a DBS check as soon as they have accepted an offer.
- The respective roles and responsibilities of our partners in relation to the DBS checks and responsibility for informing the relevant school/provider are clearly defined within the Partnership Agreements. The Luminate Partnership for ITT has established a common understanding of convictions that might pose a barrier to joining, or continuing with, a programme of ITT and the circumstances under which concerns about a particular student should be referred to the police.
- All students will complete a health questionnaire. This is supported by a local healthcare trust that works with the Leeds City College Corporation for the healthcare of its employees. This will be administered by the ITT Admissions Tutor. The outcome of the health assessment will determine the candidates' fitness to teach. When any health concerns arise, additional measures will be put in place to support the student if required. This will be managed by the local health care trust.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

In addition to the Annual Programme Monitoring process the following mechanisms are in operation:

- Peer Review
- Annual Planning
- Peer Observation
- Student module reviews
- Tutor module reviews
- Enrolment and induction reviews
- Course Committee meetings
- Pathway Committee meeting
- Student Pathway meetings

10. Changes made to the programme since last (re)validation

N/A



Annexe 1: Curriculum map

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit															
		A1	A2	A3	A4	B1	B2	B3	C1	C2	D1	D2	D3	D4	D5	D6
6	Professional Practice 1: Contemporary Primary School Based Education	✓		✓			✓	✓		✓	✓		✓			✓
	Behaviour, Wellbeing and Safeguarding in Primary Education		✓		✓	✓		✓	✓					✓		✓
	Teaching Learning and Assessment in Primary School Based Education	✓	✓	✓			✓		✓			✓				✓
	Inclusive Professional Practice in Primary Education	✓			✓		✓		✓		✓					✓
	Professional Practice 2: Reflecting on Professional Practice in Primary Education			✓				✓		✓	✓		✓		✓	✓
	Professional Practice 3: Primary Stage Specialist Theory and Practice		✓	✓		✓		✓		✓		✓			✓	✓
	Major Research Project		✓		✓	✓		✓		✓		✓	✓	✓		✓

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.