

Appendix A

Programme Specification

BA in Primary Teacher Education: Honours degree

Valid from: 1 September 2015

Faculty of Humanities and Social Sciences

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Final award:	Bachelor of Arts honours degree with Qualified Teacher Status
Programme title:	BA in Primary Teacher Education
Interim exit awards and award titles:	Bachelor of Arts honours degree Bachelor of Arts degree Diploma in Higher Education Certificate in Higher Education
Brookes course code:	ED 15
UCAS code:	X320 BA/EDUC
JACS code:	X120
Mode of delivery:	Face to face and school-based practice
Mode/s of study:	Full time
Language of study:	English
Relevant QAA subject benchmark statement/s:	Education Studies (2007)
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	The Department for Education awards Qualified Teacher Status
Faculty managing the programme:	Humanities and Social Sciences
Date of production (or most recent revision) of specification:	September 2017

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programme

Oxford Brookes University has been designated by OfSTED as an Outstanding, Grade 1, provider of primary teacher education. The School of Education trains teachers to teach

across all age ranges for the primary, secondary and further education sectors. The BA in Primary Teacher Education (PTE) programme has been designed and written by University staff in partnership with colleagues from schools and integrates school-based and University based elements of training linked to current national standards. Your tutors in the University have a wide range of appropriate teaching experience and academic expertise, including research specialisms.

Teacher training at is carried out in partnership between the University and a large number of schools in Oxfordshire, Buckinghamshire, West Berkshire, Milton Keynes and Wiltshire. The programme includes taking a specialist pathway in one of three options to extend and deepen your knowledge and understanding of one of these important aspects of learning and teaching and to enable you to develop a valuable specialism which will enhance your employability.

Throughout the programme you will be working with an enthusiastic and dynamic teaching team, which has a diversity of experience and expertise. Some of you will feel challenged by the prospect of embarking on such a Programme but feel assured that whatever your feelings, we are here to help you both academically and pastorally. Whilst on School Experience you will be working alongside experienced and trained mentors in our Partnership schools. Together we are committed to your personal and professional development, supporting you as you reflect upon and develop your own practice in order to fulfil your full potential.

2.2 Aim/s of the programme

The course aims to provide high-quality professional training and education through a cohesive programme of school-focused work and academic study at undergraduate level.

The programme will enable trainees to:

- i.* understand the nature of learning, and the similarities and differences in children's learning needs and to plan suitable activities and learning experiences to meet the variety of needs;
- ii.* understand the need to build effective relationships with children in order to teach effectively, and to manage individuals, groups and whole classes;
- iii.* know and understand the National Curriculum and its application in schools; *iv.* know and understand the subject knowledge required to plan, teach and assess;
- v.* understand the relationship between effective planning, teaching, assessment and evaluation, and to monitor children's learning, keep clear records, and use these to inform planning;

- vi. understand that primary school staff work as interdisciplinary teams, and to establish good relationships and work professionally within this context;
- vii. understand the importance of continuing professional development and to know how to work with others in order to achieve this.;
- viii. develop depth of knowledge and understanding of your specialist pathway to support and extend effective teaching and learning;
- ix. know and understand the whole primary curriculum, including the wider educational opportunities for children's learning.

In relation to their chosen specialist pathway, the course will enable trainees to:

- x. build on previous study of teaching and learning and develop depth of knowledge and understanding;
- xi. consider further aspects of your chosen pathway within the professional context of primary teaching and in relation to supporting and extending children's learning;
- xii. begin to acquire the skills needed for advising colleagues on aspects of your chosen pathway.

SECTION 3: PROGRAMME LEARNING OUTCOMES

Trainees who complete their studies on the programme will be able to:

3.1 Academic literacy

- demonstrate the purposes, scope, structure and balance of the school National Curriculum;
- demonstrate their subject knowledge of English, mathematics, science and ICT, as appropriate for the effective teaching of those subjects;
- demonstrate their knowledge and understanding their specialist pathway area in the context of the primary school
- demonstrate their knowledge and understanding of the non-core subjects in the primary curriculum
- demonstrate their awareness of and commitment to meeting the professional requirements of the role of the teacher, including professional values, professional duties, and the statutory framework relating to teachers' responsibilities;
- demonstrate their ability to plan successfully for, teach and manage classes of primary-aged children;
- demonstrate their ability to monitor, assess, record and report on children in primary-aged classes;
- communicate information, skills, understanding, ideas and arguments effectively by a variety of appropriate oral and visual means, and relate material to intended audiences;

3.2 Research literacy

- identify, gather and analyse multiple source materials
- analyse and evaluate critically subject specific and multi-disciplinary literatures;
- demonstrate knowledge and understanding of appropriate research in relation to educational practice;

- undertake empirical educational research within an area of personal choice

3.3 *Critical self-awareness and personal literacy*

- undertake systematic critical self-reflection, within the planning, teaching and assessment cycle;
- forge positive, effective working relationships with colleagues;
- attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others;
- work collaboratively as a member of a team or group in a way which allows each individual's talents to be utilised effectively;
- undertake independent/self-directed study/learning (including time management) and reflect on their strengths and weaknesses as a learner;
- show independence in thought

3.4 *Digital and information literacy*

- use digital media responsibly and critically, to identify appropriate source material, support research, and enhance presentations;
- demonstrate their ability to plan successfully for the inclusion of ICT resources within the teaching of classes of primary-aged children

3.5 *Global citizenship*

- demonstrate their ability to plan for primary-aged children's wider educational development beyond the demands of the National Curriculum, including global citizenship;
- demonstrate their understanding of education within a global context, at both a national and international level.
- show critical self-awareness their own beliefs, commitments and prejudices

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

P Primary Teacher Education [BA PTE] Single Honours Degree Programme Module List

A single module = 15 credits; a double module = 30 credits

Level 4

The compulsory modules are:

U71108	Exploring Learning 1
U71109	Learning to Talk: Talking to Learn
U71110	Thinking Mathematically and Being Mathematical
U71111	English in the Earlier Years
U71112	Science in the Primary Curriculum
U71114	Becoming a Researcher
U71115	Child Development and Learning
U71116	Developing Reflective Practice

Level 5

The acceptable compulsory modules are:

U71120	Science and Technology in the Primary Curriculum
U71123	English in the Primary Curriculum: Developing Understanding
U71127	Developing the Mathematics Curriculum
U71128	Enquiring in the Humanities
U71143	Understanding the Inclusive Classroom
U71137	Exploring Learning through the Arts
U71140	Becoming a Researching Teacher and ICT
U71138	School-based Training 2

Level 6

Compulsory acceptable modules with honours (H)

U71170	Literature in the Primary School (H)
U71171	Exploring Learning through Buildings, People and Places (H)
U71199	Dissertation (H Double)
U71176	School-based Training 3
U71180	Developing Outstanding Professional Practice (H)
U71181	Extending Mathematical Understanding and Pedagogy (H)

Alternative compulsory modules are:

Pathway 2 (H single)*

U71174	Inclusion
U71175	Health & Well Being
U71177	Outstanding Practice in English
U71178	Outstanding Practice in Mathematics
U71179	Outstanding Practice in Science

The following modules are compulsory for the BA honours degree in Studies in Primary Education:

U71168	Independent Study in Education and Employability (double)
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NOTES:

- (1) H = Honours modules
 - (2) Students will decide their options for these modules in Year 2. However, one or two of the modules marked * will not run if there are not sufficient numbers of students registered to take them. If a student is unsuccessful in the School-based Training 3 (double) module, U71139, it is possible to gain a BA honours degree in Studies in Primary Education but without the recommendation for Qualified Teacher Status. This will require the successful completion of the double honours module, U71168: an Independent Study in Education and Employability.
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- A. Requirements for Cert HE: minimum of 8 Level 4 modules
 - B. Requirements for Named Dip HE: minimum of 8 Stage 1 modules and 6 Level 5 modules.
 - C. Requirements for Degree without Honours: minimum of 8 Level 4 modules and 12 Level 5/6 modules

4.2 Professional requirements

All compulsory modules and one chosen pathway module are required in order to achieve the accreditation of Qualified Teacher Status.

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

The teaching, learning and assessment approaches used in the programme will enable the delivery and achievement of programme outcomes. The strategy for the programme is to present a coherent and balanced programme of teaching and assessment.

Teaching and Learning

The following strategies will be used by tutors in their teaching to support trainees' learning across the programme:

- lectures, seminars and workshops to develop trainees' understanding of issues related to the teaching of primary aged pupils;
- working in groups to examine and discuss issues related to primary teaching;
- planning and delivering short presentations to their peers;
- observing and analysing teaching (both actual and on video);
- working with a wide range of practical resources, including appropriate computer hardware and software;
- working with a number of expert teachers who will train and support the trainees;
- taking increasing responsibility for the planning, preparation, teaching and evaluation of their lessons on school experience;
- working in a variety of school contexts with pupils representing a range of ages and abilities.

Trainees will be expected to undertake supported and personal independent learning to develop and extend their own knowledge, understanding and skills and to reflect on and clarify their personal values and stances, through:

- discussion with tutors, School Mentors and teachers, and their peers;
- reading, covering a wide variety of sources, and including note taking and summarising from reading;
- the use of computer software and the internet;
- the observation of, discussion about and evaluation of teaching and pupils' behaviour and learning;
- reflection and self-evaluation;
- work on required and optional university and school-based tasks;
- the research for and preparation of assignments;
- the research for, preparation and planning of teaching, and the evaluation of their teaching.

Assessment

A variety of approaches will be used in the assessment of modules. For many modules trainees will be required to show research, description, analysis, synthesis and evaluation through the following types of assessment:

- essay writing;
- projects;
- portfolios;
- presentations in groups or individually;

During the programme trainees will also be required to use a range of approaches to demonstrate their knowledge, understanding and skills. A key context for assessment is the school experiences undertaken by the trainees through the programme. Again these will show the trainees' ability in research,

selection, synthesis and adaptation, preparation, practical application, decision-making, and analysis and evaluation. The following assessment approaches are used in the contexts of practical teaching:

- developing a personal teaching file during school experience; the critical evaluation of their own teaching;
- undertaking practical teaching in school.

Trainee Progress File Your progress towards meeting the Teachers' Standards (DfE 2012) is tracked and monitored continuously throughout the programme, both in the University and during school placements. You will take an active part in the assessment process through documenting, profiling and evaluating your achievements and through discussion with tutors and school mentors. The focus of this process is the Trainee Progress File (TPF). It summarises information in a concise form so that it can be made available to the key members of the Partnership, in school and in the University, with whom you work. It is formative and will provide:

- an overview of the programme which enables you, your personal tutor and your school tutors to make links between its various elements;
- a profile of your school experiences;
- a summary of your achievements in relation to the Teaching Standards in school-based and University work, including assessment of subject knowledge;
- acknowledgement of your strengths;
- a dated record of action plans for further development devised through focused discussion with your personal tutor.

The TPF informs your Career Entry and Development Profile (CEDP) which is completed towards the end of the programme. Existing strengths, and areas for development in relation to the Teachers' Standards (DfE 2012) in your Induction Year, are highlighted. The CEDP will form the basis of your individual programme to meet your needs as an NQT. The TPF has, therefore, an important role to play in establishing an approach to, and record of, your continuing professional development.

Skills Tests

A trainee who successfully fulfils the requirements of the Primary Education single Honours degree programme will be eligible for the award of the BA (Hons) in Primary Education. Confirmation of having passed, as required by the Standards set out in the "Teachers' Standards" (DfE 2012) and successful completion of the QTS Skills Tests in Literacy and Numeracy, will lead to the recommendation for Newly Qualified Teacher Status and potential entry to their Induction Year in teaching
<http://sta.education.gov.uk/professional-skills-tests/numeracy-skills-tests>
<http://sta.education.gov.uk/professional-skills-tests/literacy-skills-tests>

5.2 Assessment regulations

Is at variance with the UMP Regulations as follows:

The classification for the degree BA (Hons) degree in Primary Teacher Education will be based on the average over the twelve graded level 5/6 modules which carry the highest marks. Note that school experience 2 and 3 do not count as they are pass/fail only.

The classification for the degree BA (Hons) degree in Studies in Primary Education will be based on the average over the twelve graded level 5/6 modules which carry the highest marks. Note that school experience 2 does not count as it is pass/fail only

Requirements for the award of an honours degree

To gain the BA (Hons) degree in Primary Teacher Education [PTE], trainees must pass all the compulsory modules in the programme within eight years:

- a) the 8 Level 4 compulsory module credits;
- b) the 16 Level 5 and 6 compulsory module credits, including: their selected specialist pathway module
the School Experience 3 (double) module

To gain the BA (Hons) degree in Studies in Primary Education trainees must pass all the compulsory modules in the programme within eight years, except the School Based Training 3 module:

- a) the 8 Level 4 compulsory module credits;
- b) the 16 Level 5 and 6 compulsory module credits, including:
their selected specialist pathway module (see 5.2);
the Independent Study in Education and Employability) module

Alternative compulsory pathways

Trainees are required to take one of the following alternative compulsory pathways:

- a) English;
- b) Mathematics;
- c) Science;
- d) Inclusion;
- e) Health & Well being

To complete the selected specialist pathway successfully trainees must pass the following required module for their pathway:

English – U71123 English in the Primary Curriculum: Developing Understanding
Mathematics - U71127 Developing the Mathematics Curriculum
Science – U71120 Science and Technology in the Primary Curriculum
Inclusion – N/A
Health & Well Being – U71143 Understanding the Inclusive Classroom

5.3 Graduate Attributes

The attributes associated with academic literacy are developed throughout the programme, through the close integration of the academic content and practice-based elements. For example, within the subject based modules, such as English, Mathematics and Science, a depth of subject knowledge is developed which is then applied to teaching within the primary classroom. Theories about children's learning are studied within modules such as Learning to Talk, Talking to Learn and Child Development and Learning, which are then systematically

linked to first-hand experience in schools. The training is a joint venture between the University and schools and the modules that include assessed School Based Training, along with other time in schools, provide the essential environment to make the necessary links between theory and practice.

Research literacy is overtly taught throughout the three years of the programme so that there is a progression in the development of critical analysis and the acquisition of educational research skills. This takes place through the modules: Becoming a Researcher in Year 1 and Becoming and a Researching Teacher and ICT in Year 2. This culminates in the Dissertation in Year 3, when empirical research is undertaken, so that each trainee develops an in-depth and informed understanding within an area of choice.

The professional skills required to be a teacher include the attributes of critical self-awareness and personal literacy. Self-reflection is an essential skill that is overtly developed both on the School Based Training modules and in the University, through for example, the developing Reflective Practice module. Similarly the skills of collaboration and time management are essential and are integral to many of the modules and associated assignments, such as within Exploring Learning 1 and 2.

Outstanding teachers are required to have considerable expertise with digital and information literacy and this too is addressed throughout the programme, but particularly within the becoming a Researching Teacher and ICT module and the Science & Technology modules. The ability to use digital media to support research and to enhance presentations is required within many modules, such as Becoming a Researching Teacher and the Dissertation.

Global citizenship is at the heart of primary education, in terms of their understanding of education within a global context at both a national and international level, which is considered in, for example, the becoming a Researching Teacher module. In addition, an essential professional skill which is practised during the School Based Training modules is the ability to plan for primary-aged children's wider educational development beyond the demands of the National Curriculum, including global citizenship. The subject knowledge base for this is developed through modules such as Enquiring in the Humanities.

SECTION 6: ADMISSIONS

6.1 Entry criteria

Entrants to the programme must normally possess the following minimum qualifications:

- (a) English GCSE or equivalent grade A-C (grade 4 or above), or otherwise be able to satisfy the University's requirements with regard to English Language proficiency to an equivalent level;
- (b) Mathematics at GCSE grade A-C (grade 4 or above) or equivalent;
- (c) Science at GCSE grade A-C (grade 4 or above) or equivalent;
- (d) 112 UCAS Tariff Points;
- (e) New Diploma qualifications in aligned areas.

Qualifications (a), (b) and (c) are requirements set out in the DfES's Initial Teacher Training Criteria – see

<https://www.gov.uk/government/publications/initial-teacher-training-criteria>

Dispensation from three A levels will be considered in the case of mature applicants or at the discretion of the Senior Tutor for Admissions.

All applicants will need to meet the requirements for physical and mental fitness to teach.

<http://www.heops.org.uk/>

These criteria are requirements set out in the DfE's Initial Teacher Training Criteria – see

<https://www.gov.uk/government/publications/initial-teacher-training-criteria>

DBS checks

All applicants, prior to admission to the programme, will be required to obtain a satisfactory enhanced check from the Disclosure and Barring Service (DBS) for working with children and young people and as teachers. Any other appropriate background checks may be undertaken to ensure that trainees possess the appropriate attitudes and values expected of a teacher and meet the rigorous safeguarding policies and expectations of the School of Education and our partnership schools. No applicant or recruit who has been barred from teaching or working with children will be admitted to the programme.

SECTION 7: STUDENT SUPPORT AND GUIDANCE

7.1 Programme Leader

The Programme Leader:

- has an overall pastoral role for trainees on the programme;
- is a point of contact for you about matters to do with the programme;
- maintains an overview of the teaching programme;
- co-ordinates the timetable for teaching and assessment for the whole programme;
- ensures that regular evaluations of the programme are undertaken;
- arranges for you to receive careers advice;
- ensures the election of trainee representatives to the Programme Committee; arranges and chairs regular meetings of the Programme Committee;
- has oversight of and signs your reference.

7.2 Personal Tutor

At the start of the programme you are allocated a personal tutor from the School of Education staff who teach on the programme. The personal tutor provides both personal and professional support.

The role of the personal tutor is to:

- maintain contact with you through regular, negotiated meetings, meeting you at least once a term;
- maintain oversight of your programme timetable;
- prepare your reference for your initial job applications;
- advise on the academic and professional standards, including the Teaching Standards you are expected to achieve;
- provide support and guidance for your professional and academic growth;
- use the Profile of Professional Development as a basis for monitoring and discussing for further development;
- be a channel of communication between you and the programme staff;
- be available for personal advice and referral to support agencies as appropriate.

It is your responsibility to initiate and maintain contact with your personal tutor throughout the programme.

If, for any reason, you wish to change your personal tutor you may request this through discussion with the Programme Lead.

7.3 Programme Tutors

Programme tutors are members of the academic staff who teach on the programme. Many are full-time, but some programme tutors are part-time, or have substantial commitments in other areas of the School of Education's activity.

The role includes:

- responsibility for teaching and learning;
- monitoring and assessment of your work;
- providing focused feedback and advice so that you can improve and develop your work;
- providing the Module Leader and Programme Leader with information on your progress and achievements.

7.4 Module Leader

Each module has a module leader who is responsible for the teaching, assessment and administration of the module, in conjunction with other staff teaching on that module.

The module leader:

- prepares the module documentation;
- organises the teaching of the module;

- arranges the assessment of the module and ensures the assessment procedures for the module are completed in accordance with the requirements;
- is available to you for consultation about the content and assignments of the module.

7.5 Partnership Team

The Partnership Team has responsibility for the administrative organisation and arrangements for school based training on ITT programmes.

The role includes:

- ensuring satisfactory offers of placements for your school based training are available;
- ensuring that there is appropriate documentation to support your school based training; managing your transportation to school;
- ensuring schools receive appropriate information on the development of the programme as trainees progress through it and of school experience guidance and handbooks for trainees, teacher tutors and mentors;
- ensuring the appropriate arrangements are in place for school experience assessment, including the involvement of external examiners and examination meetings;
- reviewing the nature of the School Experience strand, evaluating the quality of school experience placements and reviewing the effectiveness of school experience organisation;
- to take action on issues relating to causes for concern over trainee progress and progression.

7.6 School Mentor

It is the responsibility of nominated teachers in schools to take on the role of Mentor to provide support for you in your training, as well as monitor and assess your progress towards the achievement of the Standards for the award of Qualified Teacher Status.

The Mentor has a training and assessing role which includes:

- working with the class teacher and other colleagues in school to support you in your work in school;
- ensuring that there is appropriate, high quality provision of school-based training; providing regular formal feedback on your planning, teaching and assessment; monitoring your progress and assessing your achievement.

7.7 Teacher Tutor

The Teacher Tutor has a supporting and advising role which includes:

- supporting you in planning and teaching;
- being a role model;
- giving you regular informal feedback.

NB In some cases the teacher tutor and the school mentor will be the same person.

7.8 University Tutor

In the school-based element of your training, programme tutors and associate tutors take on the role of University Tutor, working with mentors to support you and monitor your training in schools.

The role includes:

- monitoring your progress and the provision for your training in school;
- supporting your mentor in his/ her role;
- supporting your mentor in gathering evidence of your achievements.

Additional University Tutors may be involved in your school experience, for example in a moderating role, or to provide further support in relation to a specific subject.

Accordingly this role might include:

- moderating assessments made of your progress, to ensure consistency and accuracy of judgement across ITT programmes within the School of Education;
- working with the mentor integrating the school-based and University-based elements of the programme;
- working with the mentor to develop your subject knowledge.

7.9 The University's Student Services intranet web site is:

<http://www.brookes.ac.uk/student/services>

All students have access to the services provided by the University. The Student Services centre is based in the Helena Kennedy Student Centre, at the Headington Hill Campus. Services include:

- Careers advice
- Chaplaincy
- Counselling
- Dyslexia support
- Financial Aid
- International Student Advisory Service
- Mature student advice
- Medical centre
- Student Health and Wellbeing
- Student Disability Service
- Studental
- Upgrade Study Advice Service

7.10 Sports Centre

All students have access to the University sports facilities. The Centre for Sport at Headington houses a fitness and health suite with a steam room and sauna, squash courts, climbing wall, a studio/dojo for dance and martial arts classes, free weights room and a café/bar.

The Harcourt Hill Campus has extensive outdoor pitches, a 25m swimming pool, tennis courts, golf course and leisure suite.

7.11 Mature Students' Advisor

Diane Dean, Wellbeing Service Manager, also advises mature students about studying at Oxford Brookes. She is based on the Headington Campus and can be contacted via Wellbeing reception:

telephone (48)4650 or email wellbeing-recpt@brookes.ac.uk

7.12 Careers Advice - Careers Centre, Helena Kennedy Centre, Headington Hill, Oxford, OX3 0BP. More information is available on the website:

<http://www.brookescareerscentre.co.uk/default.aspx> tel.01865-484670
careers@brookes.ac.uk

7.13 Upgrade - see <http://brookes.ac.uk/services/upgrade/>

Upgrade is the university's confidential study advice service for anyone who wants advice on

- Statistics, maths
- Study skills - planning and writing essays, assignments and dissertations, research skills

You are welcome to drop in to Upgrade in person – just check our times. Tutors can offer advice on the spot, or you can book a 30 minute tutorial. Email Upgrade (upgrade@brookes.ac.uk). Remember to bring your work with you.

7.15 Other Services:

- providing online resources: Moodle
- arranging scheduled sessions: careers, PIP, Student Union Advice Service (SUAC), International Student Advisory Service (ISAS)

The Student Support Co-ordinator will refer you on to the appropriate support if they cannot provide you with a solution to your problem. You can email or phone to make an appointment. Please use this service - it can very quickly put your mind to rest.

Student Support
Coordinator: Poppy
Hoole
email:
phoole@brookes.ac.uk
tel: 01865
488783
Location: Harcourt Hill, B1.04

SECTION 8: GRADUATE EMPLOYABILITY

This programme is designed to train primary teachers and 94% of our leavers from 2009-10 were employed or in study as teaching professionals within 6 months of graduation. The National Student Survey 2011 showed that 92% of our trainees were employed as teaching professionals within 6 months of graduation.

SECTION 9: LINKS WITH EMPLOYERS

The programme has two integrated elements of training, the University-based element and the school-based element. University-based training feeds into school-based work and, in turn, various aspects of school-based training and experience feed back into the University programme. The amount of time you will be required to undertake school-based training will be a minimum of 18 weeks. You will be given opportunities to observe and work alongside expert practitioners in at least two schools, and work with pupils of differing abilities across the age range for which you are being trained to teach. Many of our trainees find employment in these partnership schools.

Our work is in partnership with our linked schools. The school staff have an integral role in all our training, both in the University and on placements.

SECTION 10: QUALITY MANAGEMENT

Throughout the programme the process of evaluation involves University Tutors, School Mentors, Teacher Tutors and trainees reflecting on and analysing processes, procedures and outcomes. This process includes evaluations of the programme and the wider partnership procedures, to ensure consistently high quality.

The programme is subject to a variety of quality assurance procedures, including:

- formal and informal module and programme evaluations by staff and trainees; review and evaluation of school-based training includes the views of our partner schools;
- the Annual Review of the programme in the School of Education, in line with University quality assurance procedures;
- analysis of the range in module assessment outcomes in modules across the programme;
- the termly and annual evaluations of External Examiners;

The Annual Review provides the opportunity to review the staff and trainee module evaluations, the feedback of External Examiners, the trainee data for the field in relation to intake and outcomes, the deliberations and actions of the programme committee, and matters in the School of Education and University as well as those outside which affect the programme. The minutes of and the action plan arising from the Annual Review provide the basis for the development of the programme.

Trainee representatives are present at programme Committees and give feedback about their experiences. In addition, module evaluation are completed and analysed. The Newly Qualified Teacher (NQT) survey gives detailed information about the perceived impact of our training which is analysed annually, and feeds into the annual Self Evaluation Document, which is required by the Teaching Agency and OfSTED. An annual NQT conference is held for our alumni and data from this about their perceptions of their training is also collected and analysed.

The programme is subject to regular OfSTED inspections and in 2010, the primary programme was rated as outstanding.