

Programme Specification

Bachelor of Arts (Honours) Primary Education (Work-based mode)

Valid from: 1 September 2013

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 Education (Work-based mode)
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 20
UCAS code:	X123 BA PTE (work-based mode)
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:	March 2013

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 and the work-based BA programme was highlighted as being a key strength of our work. It was described as ‘the innovative work-based route, which promotes enhanced access to training’ (OfSTED 2010).

The University trains primary school teachers through other programmes: a campus based BA (PTE) and a postgraduate certificate (PGCE). We also train teachers in secondary and further education sectors. Your tutors in the University have a wide range of appropriate teaching experience and academic expertise, including research specialisms. In addition we have local, national and international reputations in these areas of specialism. In schools you will work with dedicated teachers who are part of our Partnership, some of whom are also involved in developing their own learning through Masters (MA) programmes.

Your programme has been designed specifically for people like you who have experience of working as Teaching Assistants in schools and who bring a wealth of knowledge and experience to the programme. This is something we will aim to build on and to develop over the next four years. Some of you will feel challenged by the prospect of embarking on a university degree as a mature student and some of you will feel stimulated by the demands you will face. Whatever your feelings, we are here to help you both academically and pastorally. As a programme team we have considerable experience in supporting people like you and enabling you to achieve your goal of becoming a teacher. 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 you 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 English Specialism, the course will enable you to:

- x. build on previous study of teaching and learning and develop depth of knowledge and understanding;
- xi. consider further aspects of English teaching 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 English teaching.

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 of English, their specialist subject, in the context of the primary school
- demonstrate their knowledge and understanding of other non-core, non-specialist subjects to which they have been introduced
- 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 educational research in specialist area

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:

Figure 3.1: BA PTE (Work –based mode) Single Honours Degree Programme Module List

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

Year 1

The Compulsory modules are:

U71400 Exploring Your Own Learning	Single	Level 4
U71403 English in the Primary Years 1	Single	Level 4
U71404 Mathematics in the Primary Years 1	Single	Level 4
U71401 Science in the Primary Curriculum	Single	Level 4
U71405 Professional Studies 1/SE1	Single	Level 4
U71306 <i>Texts and Contexts</i>	Single	Level 4

Year 2

The Compulsory modules are:

U71402 The Arts & PE in Primary Education	Single	Level 4
U71407 Professional Studies 2/SE2	Single	Level 4
U71420 English in the Primary Years 2	Single	Level 5
U71421 Mathematics in the Primary Years 2	Single	Level 5
U71422 Science and Technology	Single	Level 5
U71423 <i>Image and Text</i>	Single	Level 5

Year 3

The Compulsory modules are:

U71424 Enquiring in the Humanities	Single	Level 5
U71425 Mathematics, Science and Technology in the Primary Years	Single	Level 5
U71426 School Experience 3	Single	Level 5
U71427 Professional Studies 3	Single	Level 5
U71470 English in the Primary Years 3	Single	Level 6
U71471 <i>Literature in the Primary Classroom</i>	Single	Level 6

Year 4

The Compulsory modules are:

U71472 Primary Mathematical and Scientific Investigation	Single	Level 6
U71428 School Experience 4	Double	Level 6
U71474 Curriculum Specialism Synoptic	Double	Level 6
U71473 <i>Text Based Project</i>	Single	Level 6

The following modules are compulsory for the BA honours degree in Studies in Primary Education:
U7xxxx Independent Study in Education and Employability (double)

NOTES:

Italics indicates a Curriculum Specialism Module.

If a student is unsuccessful in the School Experience 4 (double) module, U71428, 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, **U???** an Independent Study in Education and Employability.

- 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 are required in order to achieve the accreditation of Qualified Teacher Status.

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

The BA PE (Work-based mode) programme involves you in both staff-directed and self-directed studies. These include taught sessions in the university, your independent studies and your studies and teaching in schools, and your programme of school based tasks. Your independent studies involve undertaking a range of self-managed directed tasks, your assignments and directed and self-selected reading. Your work in school involves such activities as observation of teaching, training sessions with your mentor, gathering evidence about children's learning and teaching pupils individually, in groups and in whole class situations. School based tasks will be set throughout the course and are designed to develop and prepare for the work undertaken during school experience.

The programme provides a framework to support your reflection on and evaluation of practice. You are encouraged to work from your own experience and to examine this critically in the light of evaluations of your own effectiveness, models of good practice and research findings. You are expected to draw on and refer to your reading in your critical reflection on your teaching. You will be required to reflect on activities and experience, articulate the implicit and explicit theories that guide your observations and actions, and compare these with those of other trainees, other professionals and current theoretical perspectives and research findings.

Teaching in the programme reflects models of good practice in schools. Teaching and learning methods model appropriate techniques in the classroom and are practical, experiential and include whole class, group and individual teaching. Learning through collaboration is a fundamental principle of this programme so that you develop the skills necessary for being an effective member of a school team.

The programme is designed to develop your knowledge, understanding, skills and experience throughout the three years. The spiral structure of study of curriculum and pedagogy, and school experience, is intended to ensure the gradual deepening and extension of your professional understanding and work, thus ensuring the steady development of both confidence and competence.

During school placements, you and the teacher tutor will be supported through regular observation and lesson evaluation by, and discussion with, your teacher tutor and your school mentor, and by visits from your university tutor. Lesson evaluations will build on your identified strengths, will have a specific focus and will relate to the need to provide supported evidence for assessments.

Throughout the year, you will be given opportunities to:

- participate in lectures, seminars and workshops which develop your understanding of issues related to the teaching of primary aged pupils;
- work in groups to examine and discuss issues related to your teaching;
- plan and deliver short presentations to your peers;
- observe and analyse teaching (both actual and on video);
- work with a wide range of practical resources including appropriate computer hardware and software;
- work with a number of expert teachers who will train and support you;
- take increasing responsibility for the planning, preparation, teaching and evaluation of your own lessons;
- work in a variety of school contexts with pupils representing a range of ages and abilities.

The BA PE (Work-based mode) degree programme is required, through the 'Standards for Qualified Teacher Status', to ensure that you meet those standards. While you are set tasks to undertake and are expected to extend your learning through reading, the use of the world wide web and other activities, it is essential that you are introduced to the full range of the primary school curriculum subjects and to the requirements for teaching these subjects. In the core subjects of the school National Curriculum, you are expected to be well versed and understand how to introduce, support and develop all the children you teach. In particular, you need to demonstrate the extent of your knowledge during the programme. To do so, you need also to be provided with the opportunity to study the core subjects and their teaching in some depth. This accounts for not only the number of modules that you will take that relate to the core subjects but for the time you will spend in taught sessions in each of these modules.

The requirements for the amount of time you must spend in school during your degree is laid down in the 'Initial Teacher Training Criteria'. This requirement is for thirty-two weeks. The number of weeks on school experience will be five in years one and two and eight in years three and four, making a total of twenty-six. The remaining six weeks will be covered by a series of school based tasks which will be spread throughout the four years of the programme. A separate handbook describes these.

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 Teachers' Standards(DFE 2012) 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.

Rationale for assessment

The rationale for and pattern of assessment are based on the aims, learning outcomes and rationale of the programme. Thus, assessment is concerned particularly with the development and demonstration of your knowledge and understanding and of your professional competence as teachers, and with your academic development as a student in the University.

The purpose of the assessment on this programme is to enable you to demonstrate that you meet the requirements for a degree in higher education and the 'Standards for Qualified Teacher Status'. The focus of the assessment is expressed in the Learning Outcomes for the modules. In particular, the assessment is designed to enable you to demonstrate:

- your knowledge and understanding of the subjects taught in schools, with a major emphasis on the core subjects of the National Curriculum for schools;
- your understanding of the nature of teaching; of planning, assessment and evaluation of teaching and learning;
- your professional competence in the classroom managing the children's behaviour and the learning environment and teaching the children.

Methods of Assessment

Your programme uses a range of methods of assessment which will help you to extend your skills as the programme develops. The range includes essays, presentations, portfolios of evidence, lesson plans, displays, investigative projects and a dissertation. Since this programme leads to a professional qualification the assessment methods also reflect the requirements of the profession you will be entering alongside the development of criticality necessary at undergraduate level. For example, linked to professional requirements: group presentations feature throughout the programme since developing skills in presenting ideas to others will be an essential skill to have in the classroom. As well as developing your subject knowledge to support the presentation, feedback from tutors and peers will enable you to develop presentation skills.

An essential skill to develop on an academic course is essay writing and this will ultimately help you to develop some of the criticality needed at Masters' level and beyond. To support you in this *Exploring Your Own Learning*, for example, introduces a short essay in the early months of the programme. Tutor feedback on your academic writing and criticality in this module will enable you to develop skills in subsequent essays for example in *Professional Studies 1* and *Texts and Contexts* All three modules establish these skills at Level 4 where you will later have the opportunity to extend then at Level 5 in *English in the Primary Years 2* and at Level 6 in *English in the Primary Years 3*.

This programme aims to develop your skills as a researcher which will inform your academic work and your practical classroom based work. These skills are initially developed at level 4 in Year 1 in *Exploring Your Own Learning*. In subsequent years these will be further practised and extended, for example at Level 5 in *Professional Studies 3* where you will be expected to complete some research on a chosen area of classroom study and at Level 6 when you will carry out a dissertation linked to your English specialism which will concern progression throughout the whole school.

Teaching during School Experience is a fundamental aspect of assessment throughout the programme and the assessment for this is through practical classroom teaching assessed by mentors in school. At

each stage the expectations are increased so that by Year 4 of the programme you will be able to demonstrate, through a double module at level 6 that you can plan teach and assess children's learning for up to 80% of the school day.

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://www.education.gov.uk/schools/careers/traininganddevelopment/professional/b00211204/taking>

5.2 Assessment regulations

Is at variance with the UMP Regulations as follows:

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 Curriculum Specialism Synoptic & Text Based Project
the School Experience 4 (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 Experience 4 (double) module:

- a) the 8 Level 4 compulsory module credits;
- b) the 16 Level 5 and 6 compulsory module credits, including:
their Curriculum Specialism Synoptic & Text Based Project
the Independent Study in Education and Employability (double) module

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 Professional Studies 1 and 2, which are then systematically linked to first-hand experience in schools. The training is a joint venture between the University and schools and the School Experience modules, along with other time in schools, provide the essential environment to make the necessary links between theory and practice.

The skills of analysis and criticism of multi-disciplinary literature are necessary in order to complete reflective assignments throughout all the modules. The Exploring Your Own Learning module in year 1 is designed to give an introduction to such skills and they are then developed further throughout the programme. Research literacy is taught within the Curriculum Specialism Synoptic module in Year 4, and empirical research is undertaken within the classroom setting. This is focused on English, so that each trainee develops an in-depth and informed understanding within their specialism. In addition,

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

Experience modules and in the University, through for example, the Professional Studies modules 1 and 2. Similarly the skills of collaboration and time management are essential and are integral to many of the modules and associated assignments, such as within Professional Studies 3.

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 Science & Technology modules. The ability to use digital media to support research and to enhance presentations is required within many modules, such as the Text Based Project.

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 professional Studies modules. In addition, an essential professional skill which is practised during the School Experience 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, 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 or equivalent;
- (c) Science at GCSE grade A-C or equivalent
- (d) Two A levels or equivalent.

Qualifications (a), (b) and (c) are requirements set out in the DfE's Initial Teacher Training Criteria - see <https://www.education.gov.uk/publications/standard/SchoolsSO/Page7/TA-00059-2012>

Dispensation from two A levels will be considered in the case of mature applicants. Particular consideration will be given to applicants who have A levels, or the equivalent, in subjects in the primary curriculum.

Exceptionally, provision for credit transfer may be made for a successful applicant who has completed part of an undergraduate ITT programme or its equivalent at another institution. Provision for other forms of prior certificated learning or for prior experiential learning will not normally be made, due to accreditation requirements for the programme.

Application for credit must be made in writing with appropriate supporting documents and, if granted, may lead to admission with exemption from, or credit for, up to fifty percent of the award. A trainee admitted with credit will, on admission, receive a written statement of the modifications of these Course Regulations as they apply to her or him.

Physical, Mental and Other Fitness to Teach

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

These qualifications are requirements set out in the DfE's Initial Teacher Training Criteria – see <https://www.education.gov.uk/publications/standard/SchoolsSO/Page7/TA-00059-2012>

CRB checks

All applicants, prior to admission to the programme, will be required to *obtain satisfactory Enhanced Disclosure* from the Criminal Record Bureau (CRB), or the equivalent if an overseas applicant, for working with children and young people and as teachers. No applicant or recruit will be admitted to the programme who has been barred from teaching or working with children.

SECTION 7: STUDENT SUPPORT AND GUIDANCE

7.1 Programme Lead

The Programme Lead:

- 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 Pastoral Mentor

These guidelines were drawn up by a group of pastoral mentors and trainees.

The pastoral mentor should:

- Be a good communicator;
- Be supportive;
- Provide a sounding board;
- Provide professional rather than emotional support;
- Hold regular meetings at agreed times;
- Be a critical friend;
- Develop a supportive relationship;
- Show interest in what the trainee is learning;
- Be available to discuss problems;
- Share strategies to cope with work load;
- Provide support in discussing school based tasks;
- Communicate with other school staff so that they are aware of the demands of the trainee's course;
- Establish links with subject coordinators;
- Ensure that you have access to appropriate pupil information;
- Ensure that you are able to attend staff meetings as appropriate to his/her needs;
- Arrange visits to other classes and agree those with staff so they are clear about your needs;
- Facilitate opportunities to experience a range of classrooms and teaching styles;
- Ensure that trainee experiences good practice;
- Identify groups of pupils with whom you could work;
- Facilitate links within the Partnership;
- Ensure that relationship is of a confidential nature.

7.9 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.

7.10 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

7.11 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.

7.12 Mature Students' Advisor

Jim Pye is the mature students' officer at student services and he offers a range of advice and counselling services. He has particular expertise in developing students writing skills. He is based at the Headington site and can be contacted on the following numbers: (01865) 483186 or (01865) 484657, email: jpye@brookes.ac.uk

7.13 Careers Advice - Careers Centre, HK Centre, first floor.

More information is available on the website:

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

7.14 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.

Harcourt Hill benefits from hosting a Student Help Zone. The Zone's primary aim is to provide a consistent and easy service to anyone who needs support on any aspect of their academic life but it can also put you in touch with other 'life' support services across the University:

- Student Services: finance; support; careers
- Academic Management Office: transcripts; marks; student status
- Finance Office
- Accommodation Office

7.15 Student Help Zone

At Harcourt Hill the Student Support Coordinator works as part of the Student Help Zone team. Consider the Student Help Zone to be your first port of call for any of the following types of issues:

- Academic (programmes, modules, deadlines, processes, forms)
- PIP problems
- Financial Issues
- Learning Resources (library, IT, Brookes virtual)
- Cards (library; SU)
- Pastoral advice
- Disability or sickness
- Learning difficulties
- Questions linked to applications
- Campus (directions, parking, locations of modules)

7.16 Other Services:

- providing online resources: Brookes Virtual
- 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 drop into the Student Support Help Zone during the working week or 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: Robert Drake

email: rdrake@brookes.ac.uk

tel: 01865 488783

Location: Student HelpZone 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.