

BA (Hons) Primary Initial Teacher Education

at the University of Worcester

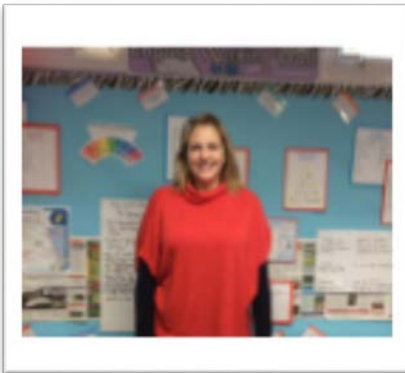




Suzanne Horton
Course Leader



Karen Bubb
Year 1 Lead



Victoria Pugh
Year 2 Lead

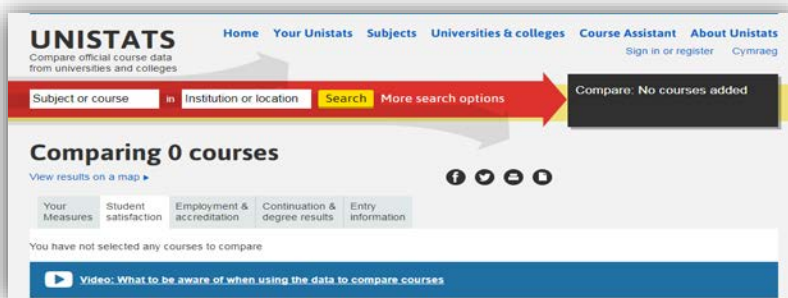


Joy Carroll
Year 3 Lead

NSS Results 2018

Overall Satisfaction 92%

Teaching on my Course	90%
Learning Opportunities	94%
Learning Resources	93%
Academic Support	90%



Year 1 student satisfaction 2018

The Teaching on my course	97%
Assessment and feedback	94%
Learning resources	99%
Personal development	96%
Overall course satisfaction	94%

Collaborative
Learning 95%



Design of Course Content

- Gradual introduction into teaching
- Partnership with schools
- Develop high quality effective teachers who are reflective practitioners
- Develop creative teachers who will take risks
- Making links between theory and practice
- Independent learners
- Focus on current research and legislation (including Government priority areas such as Prevent, British Values, SEND, phonics and behaviour management)

Year 1

Professional studies
Core subjects
Foundation Subjects

2 week block placement
+
4 week block placement

Year 2

Professional studies
Core subjects
Foundation subjects
BtC

1 week placement
+
7 week placement
(SEND option)

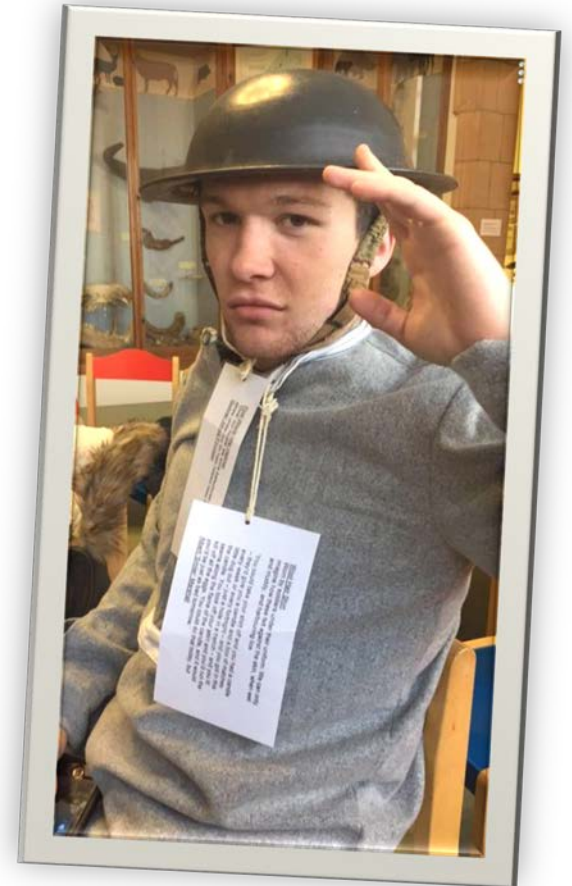
Year 3

Professional studies
Core subjects
Research Methods
Dissertation

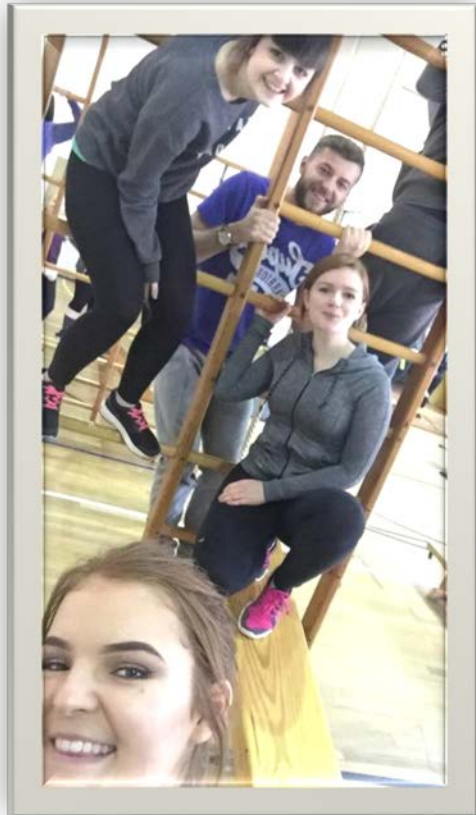
8 week block placement

Professional Studies

- PITE 2001 shortlisted for
- Colleagues from school
- One school many roles conference in Year 2
- British Values
- SEND, assessment, behaviour management
- Inclusion and diversity



Student experience

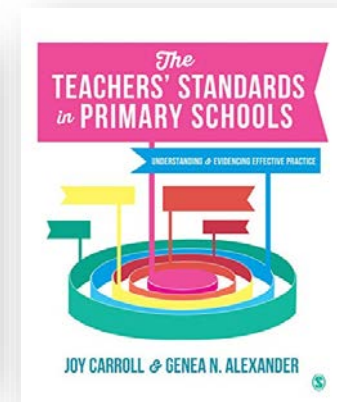




**CHILDREN'S
MENTAL HEALTH
& EMOTIONAL
WELL-BEING IN
PRIMARY SCHOOLS**

COLIN HOWARD, MADDIE BURTON,
DENISSE LEVERMORE & RACHEL BARRRELL

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Opportunities

- Student as Partners projects
- Working in Partnership group
- Course Reps
- School based research projects
- Worcester Award +
- Additional qualifications
- Education Society
- Blogging



RAISE

Researching, Advancing &
Inspiring Student Engagement

Students and Tutors presenting together at a national conference in Manchester on Collaborative learning and cross year group support.



The Student Governance Initiative

- Working in Partnership - Empowering Students to Become Active Participants in Course Development
- A collaborative and shared leadership model among staff and students is a key component in fostering student success.

In association with



THE AWARDS
TIMES HIGHER EDUCATION 2015

Supported by



Check out our course magazine- *Intuition*



- Termly magazine published by students for students – so get involved
- Lots of information about what is going on and opportunities to get involved to improve your employability
- Themes include – British Values, Partnership with Schools, Mental Health, Student Voice, Inter-disciplinary practice, Community
- Copies can be found on our course webpage

Support as a Newly Qualified Teacher

- Twitter, webpage, newsletters, Pinterest
- Teach Meet events
- Visits from tutors when you are in classroom
- Opportunities for Masters study



*City of Wolverhampton
NQTs of the Year
Both studied at Worcester*



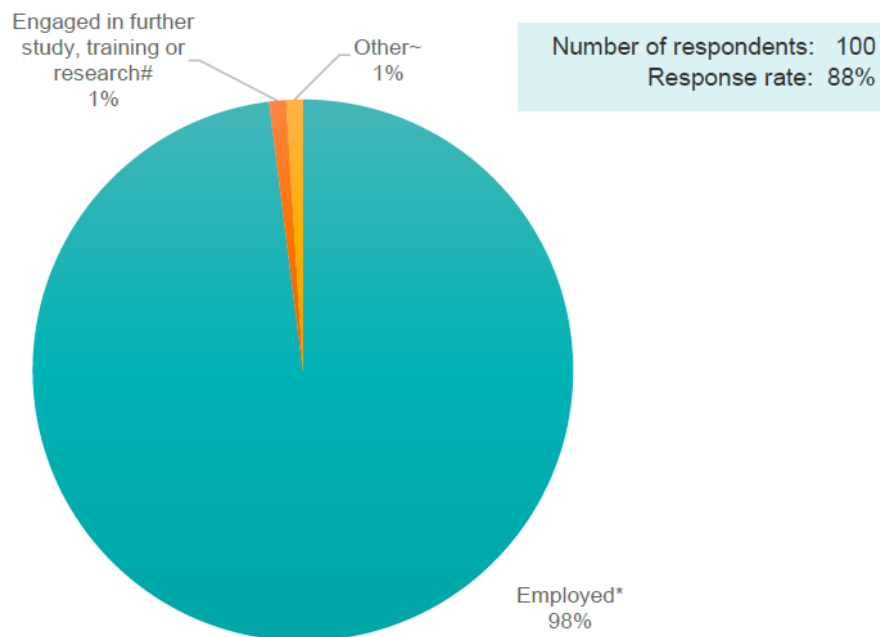
Employability

GRADUATE DESTINATIONS 2016/17

PRIMARY EDUCATION & QTS – DEGREE LEVEL *

These figures are sourced from the Destinations of Leavers from Higher Education (DLHE) survey.

Most important activity of students six months after completing their course



* Full or part-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship)

Includes full- and part-time further study, training or research.

~ Includes 'due to start a job in the next month', 'taking time out in order to travel' and doing 'something else'.



CASE STUDY

Samantha Jones

Although it has its challenges, Samantha Jones says getting into teaching was the best decision she ever made and that it has been "life-changing".

Samantha says she is now doing the career she had always dreamed of since she was young. She says "if you want to be the best teacher you can be, the University of Worcester can give you that."

[Read the full story](#)

Teaching graduate sees the positive impact he can have on children's lives

Tuesday, 30 January 2018

Alex Holloway believes his time studying at the University of Worcester has set him up for life as a teacher.



The 24-year-old who graduated in 2016 chose to come to Worcester as it stood out for him for primary teaching.

Now he is seeing the positive impact his skills as a teacher can have on young people's lives.

"The teaching profession is filled with amazing people," said Alex. "It is a difficult job and a tiring job, but the feeling you get from doing it makes it all worth it. With a class of 35 last year and 35 again this year, I am so pleased to know I have had a positive impact on 70 children's lives already and there's not a job I can think of that could give you more satisfaction than that!"

Alex had always enjoyed working with children, primarily through music due to his involvement with

performing arts.

BA (Hons) in Initial Teacher Training with QTS

ENTRY REQUIREMENTS:

- **112 UCAS points** (from A level qualifications or equivalent level 3 qualifications).
- A minimum of **4 GCSEs** at grade C/4 which must include in Maths, English Language and a Science (equivalent qualifications will be considered*)
- School experience is desirable, but not essential prior to an interview. At interview we will discuss relevant prior school experience or opportunities applicants have had to work with school aged children.
- The DfE requires all trainee teachers, prior to starting the course, to satisfactorily complete a medical questionnaire to demonstrate their fitness to teach and to get a Disclosure and Barring Service (DBS) check.
- Professional Skills Tests

Application process

- You should apply through UCAS as soon as it is possible at your school or college.
- Register for your Professional Skills Tests
- What you write on your personal statement and how you complete that UCAS form is extremely important.
- Your referee report should be filled in by someone who you know will represent you in the very best light possible.

Professional Skills Tests

- Anyone applying for an ITE course needs to have passed skills tests before starting the course
- Applicants can apply as soon as they have submitted an application form for an ITE course – seek help from your school or college
- You do not have to have passed the tests prior to interview
- We offer support throughout the academic year to help you pass the tests. See website.
- Practice tests can be found on the DfE website – recommend you use them

Interview Day – The Hive

- Welcome
- Course Leader's talk
- Talk by current students
- Literacy task
- Group task
- Individual interview

You will be sent guidance on all of the above prior to the interview so you can prepare.

What are we looking for?

- Good standard of spoken and written English
- Good presentation skills – well prepared, confident, engaging and reflective
- Good interpersonal skills – works well in group, supportive, good listener
- A realistic understanding of role of teacher (including the challenges)
- Knowledge of current issues in primary education

What happens next?

- A decision will be made on your suitability. All offers are conditional on gaining entry requirements and passing the Professional Skills tests.
- Rigorous paperwork is completed on how you performed in each section of the interview process – be prepared!
- If you are made an offer and you accept us as your first choice then you will be invited to an Applicant Day where you can experience life on the course and meet some students.

Our values and ethos...

- **Empowering** trainees to give their views and those being acted on and fed back. Every trainee has a **valued** role in the course development.
- **Transparency** with everyone involved, and the desire to evolve and improve, has meant that we have been able to work together **collaboratively**.

‘The course team, have an ethos that is about sharing, learning and empowering.’

Good Luck for the Future

Any questions – please email Course Leader
Suzanne Horton (s.horton@worc.ac.uk) or speak to
a primary tutor or student today!



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