Primary Education
Undergraduate Programmes 2017

• Primary Education - Early Years (QTS)
• Primary Education - Later Years (QTS)

leedstrinity.ac.uk/primary
Welcome to Primary Education

Leeds Trinity University has an established reputation, regionally and nationally, of being one of the UK’s leading providers of teacher training courses.

Our outstanding courses are taught by a highly experienced team that understands the learning needs of children, from the early years of 0–5 years, right through to primary education of 5–11 years.

Our close partnerships with over 600 primary education and secondary education schools will prepare you for a successful teaching career. You’ll learn and apply practical teaching skills by engaging with school-based training, giving you a deep understanding of the Teachers’ standards.

We recognise the diversity of settings where good teachers are needed, so we also give students the chance to complete professional work placements in alternative contexts such as museums, schools abroad and in special provision schools.

Teacher Training at Leeds Trinity
If you fancy trying archaeology, outdoor activities, experiencing learning in a special school, teaching in France, making a mess in art, hiding under a parachute in early years, singing Spanish songs, going on a bug hunt and visiting places of worship - then I would recommend studying Primary Education at Leeds Trinity University.

As well as all the fun, you will also receive a stimulating learning experience from highly qualified tutors who focus on ensuring that you reach your academic as well as your professional potential. We take pride in what we do and we enjoy it - would you like to?

“ The work-based placements Leeds Trinity provides are of a high standard, which makes it easier to become what you want to be. We had around eight weeks every year of our degree in schools teaching, which was imperative to actually becoming a teacher.”

Callum Hudson
Primary Education: Later Years

leedstrinity.ac.uk/primary
Primary Education - Early Years (QTS)
BA Honours

Course Introduction:
Do you want to make a real difference to the early life of children? Are you excited by a career where you can encourage young children to enjoy learning and make daily progress? The early years environment in primary schools has developed significantly over the last few years, so make sure you have got the expertise early years professionals need.

You’ll learn how experiential, play-based learning supports young children’s development and how, as an effective practitioner, you can have a positive impact on that learning. Teaching in early years is dynamic, so you will learn the professional skills related to planning, teaching and assessing, as well as how to manage a setting where children and adults work together in learning. You will gain an understanding of the transition to Key Stage 1 and develop knowledge of both the Early Years Foundation Stage and the National Curriculums in Early Years and Primary Schools and their aims, values and principles.

We’ll give you the opportunity for school-based training where you will gain a deeper understanding of the Teachers’ Standards, and how to apply theory to practice. You can also complete an alternative professional work placement where you explore learning in a setting other than a classroom e.g. special provision, schools abroad, museums and library services.

Key Facts:
- BA Honours
- Primary Education - Early Years (QTS)
- UCAS: X120
- UCAS Typical Offer: BBC
- Length: Three years
- Course Mode: Full-time

Year 1
Teaching, Learning and Assessment 1
- Begin to create knowledge and understanding in relation to pedagogical approaches in supporting young children’s learning, e.g. introduction to how schools organise learning, introduction to the relationship between planning, teaching and assessment.
- Consideration of how teachers create environments to support learning, e.g. start to consider teaching strategies.
- Introduce planning for learning, organisation of learning and assessment for learning, introduction to behaviour management strategies.
- Start to analyse educational concepts, theories and policy in a systematic way, e.g. introduce and start to consider the National Curriculums in Early Years and Primary Schools and their aims, values and principles.
- Introduce and start to consider approaches to teaching and learning and the underpinning learning theory.
- Introduce and start to consider learning skills and attributes for learners.
- Reflect on values, skills and attributes necessary for teachers.

This module will address the following Teaching Standards:
- Set high expectations which inspire, motivate and challenge pupils;
- Manage behaviour effectively to ensure a good and safe learning environment;
- With an emphasis on what we can do in school to support children’s social and emotional development, evaluation of examples from practice and links to theoretical underpinning, e.g. Self-esteem building - use of circle time, nurture groups, P4C, etc.
- Creating positive learning environments through effective behaviour management strategies and rights respecting schools.
- Creating the climate for learning through school ethos, values and inclusive practice.
- Home school links exploring expectations, relationships and roles and responsibilities.
- Safe school environments - duty of care.
- Examining teaching and learning approaches in supporting young children’s social, emotional and moral development.

Children and Their Needs
- The module will focus on three key themes:
  1. Understanding childhood
  2. Early socialisation
  3. Promoting better childhood
- With an emphasis on what we can do in school to support children’s social and emotional development, evaluation of examples from practice and links to theoretical underpinning, e.g. Self-esteem building - use of circle time, nurture groups, P4C, etc.
- Creating positive learning environments through effective behaviour management strategies and rights respecting schools.
- Creating the climate for learning through school ethos, values and inclusive practice.
- Home school links exploring expectations, relationships and roles and responsibilities.
- Safe school environments - duty of care.
- Examining teaching and learning approaches in supporting young children’s social, emotional and moral development.

This module will address the following Teaching Standards:
- Set high expectations which inspire, motivate and challenge pupils;
- Manage behaviour effectively to ensure a good and safe learning environment;
- With an emphasis on what we can do in school to support children’s social and emotional development, evaluation of examples from practice and links to theoretical underpinning, e.g. Self-esteem building - use of circle time, nurture groups, P4C, etc.
- Creating positive learning environments through effective behaviour management strategies and rights respecting schools.
- Creating the climate for learning through school ethos, values and inclusive practice.
- Home school links exploring expectations, relationships and roles and responsibilities.
- Safe school environments - duty of care.
- Examining teaching and learning approaches in supporting young children’s social, emotional and moral development.

Course Benefits:
- You will gain comprehensive knowledge of education and practical teaching methods for children aged 3 to 7 years.
- We have very strong partnerships with schools.
- The opportunity to gain Qualified Teacher Status (QTS).
- The opportunity to study for the Catholic Certificate in Religious Studies.

Teaching, Learning and Assessment 1
- Children and Their Needs
- Teaching in the Primary School 1
- PE, Geography, Music and Art (Early Years 3-7)
- Curriculum and Pedagogy in the Early Years Foundation Stage
- Communication, Language and Literacy Development
- Early Years Mathematics
- Science, DT and ICT (Early Years 3-7)
- Educational Project

 Chelsea Woodford
Primary Education

“ I love the balance between theory, subject knowledge and professional practice. Having the course structured in this way has made me feel more confident knowing how I can put theory into practice, and what I need to do in order to be a successful teacher.”
Teaching in the Primary School 1
This module will address the following Teaching Standards:
• Develop and maintain effective working relationships with colleagues and demonstrate understanding of their own and others needs.
• Demonstrate high expectations of children as learners and develop constructive and supportive relationships with them.
• Contribute and share in the corporate life of the school and take responsibility for the implementation of school policies and practic.
• Undertake lesson observation of established teachers in order to evaluate and learn from effective practice.
• Develop independence in planning and teaching lessons/ learning episodes across the curriculum.
• Reflect upon and evaluate their own teaching and engage in the coaching and mentoring process in order to develop their professional needs.
• Provide effective feedback on pupil attainment that identifies pupil progress and supports individual learning needs.
• Establish the use of frameworks that promote classroom discipline and demonstrate positive values in creating a purposeful and safe learning environment.

PE, Geography, Music and Art
(Early Years 3-7)
• Begin to have knowledge and understanding of pedagogical approaches and methods of teaching of PE, RE, Geography and Art.
• Begin to understand the key principles in teaching PE, RE, Geography and Art; have an overview of current issues with regard to PE, RE Geography and Art.
• The nature of PE, stages of movement and growth, health and bodily awareness and using equipment; teaching methods and resources, lesson and unit planning, monitoring and recording pupil performance, safety implications for all aspects of study covered.

This module will address the following Teaching Standards:
• A teacher must demonstrate good subject and curriculum knowledge;
• Plan and teach well structured lessons;
• Make accurate and productive use of assessment.

Curriculum and Pedagogy in the Early Years Foundation Stage
This module will enable trainees to acquire knowledge and understanding of the professional documentation associated with teaching in the Early Years.
• It will introduce the key principles and models of learning including the role of play that underpin the curricula for the Foundation Stage.
• Children’s physical and cognitive development in the Early Years and how this relates to children’s learning will be addressed.
• The module will explore the learning environment, common modes of organization and curriculum delivery in Foundation Stage settings.
• Develop personal subject knowledge in relation to Knowledge and Understanding of the World, Physical development and Creative development and consider planning for the range of learning experiences within a Foundation Stage setting and associated school-based training pro-forma.

This module will address the following Teaching standards:
• Demonstrate good subject and curriculum knowledge;
• Adapt teaching to respond to the strengths and needs of all pupils.

Communication, Language and Literacy Development
The module has several strands.
• It introduces early reading and systematic synthetic phonics: phonics knowledge and skills.
• This includes reference to the ‘simple view of reading’ as a key theoretical perspective.
• There is an emphasis on context for promoting language and reading comprehension in the early years, including: shared reading; guided reading; individual reading.
• The key features of simple narrative texts for beginning readers;
• Grammatical and structural features are identified.
• Models of planning and assessment for formative purposes are demonstrated in preparation for School-based Training.

This module will address the following Teaching Standards:
• A teacher must demonstrate good subject and curriculum knowledge;
• Plan and teach well structured lessons;
• Make accurate and productive use of assessment.

Early Years Mathematics
This module will enable trainees to acquire knowledge and understanding of the professional documentation associated with teaching in the Early Years.
• It will examine the development of the concept of number: counting, place value, knowing and using number facts, calculating. Models of planning, assessment and organisation of learning in a Foundation Stage and Key Stage 1 setting will be demonstrated in preparation for School-based Training. This module will address the Teaching Standards relating to:
• Demonstrate good subject and curriculum knowledge;
• Plan and teach well structured lessons.

Year 2
Learning in an Alternative Context
• This module will introduce students to a variety of ways in which children’s learning is developed in a range of settings outside the mainstream classroom within the UK.
• Students will be provided with opportunities to develop knowledge and understanding within a particular area of interest e.g. special school provision, museum education, outdoor learning.
• Following the completion of a short placement related to their area of focus they will be provided with opportunities to share their experiences and good practice with their cohort and other students.
• Throughout the course links will be made between the experiences undertaken in alternative settings and that undertaken in alternative settings reviewing areas of common practice and differences.

This module will address the following Teaching Standards:
• Set high expectations which inspire, motivate and challenge pupils;
• Promote good progress and outcomes by pupils.

Science, DT and ICT
(Early Years 3-7)
• An understanding of the pedagogy of ICT in the early years (with a focus on supporting the teacher in considering how the special nature of ICT can be used in teaching to develop children’s learning).
• Embedding ICT to supporting teaching and learning in the curriculum.
• Student professional ICT skills development.
• Children’s ICT skills development.
• To develop personal knowledge of the context of the primary curriculum for science and D&T.
• To understand effective pedagogical approaches to the delivery of these curriculum areas and opportunities to use ICT in supporting teaching and learning.
• To develop a skill relating to short term planning in Primary Science in preparation for School-based Training.

This module will address the Teaching Standards relating to:
• Demonstrate good subject and curriculum knowledge;
• Plan and teach well structured lessons.

Educational Project
• This module enables students to carry out an Educational project focusing upon an aspect of their own professional practice or an area of interest within the context of primary education.
• Students are supported by a project supervisor who will agree the area for the project and support a literature review.
• They will be continued support to plan and carry out their study by the supervising tutor.

Meeting Individual Needs
• This module will build on knowledge, concepts and content from Children and their Needs.
• The aim of this module is for students to gain deeper insight into the individual child, how they develop and any challenges to learning that they may face.
• Identifying individual needs and approaches to support needs - awareness of conditions experienced by children and understanding specific needs e.g. physical needs, behaviours that may cause concern, emotional difficulties, learning difficulties, sensory needs more able / Gifted & Talented and how these may manifest themselves in the classroom.
• Identifying needs and evaluation of the approaches to support specific needs, e.g. the role and learning in the classroom and that undertaken in alternative settings reviewing areas of common practice and differences.
• Place and setting within a setting related to their area of focus will be provided with opportunities to share their experiences and good practice with their cohort and other students.

This module will address the following Teaching Standards:
• Place and setting within a setting related to their area for the project and support a literature review.
• They will be continued support to plan and carry out their study by the supervising tutor.

Teaching, Learning and Assessment 2
• Critically examine and evaluate theory and research (e.g. in relation to planning, teaching and assessment and consider to what extent it underpins classroom practice).
• Consider the roles and responsibilities (including legal) and some of the complexities for teachers in relation to children’s learning and progression (e.g. understanding, working in professional teams and working with parents to support children’s progress).
• Reflect and evaluate own skills and practice (e.g. in relation to planning, teaching and assessment and how they enable and support learning. To further develop key professional skills in relation to planning, teaching and assessment).
• Consider and debate the political and cultural influences which shape educational policy, teaching and assessment in England and how this impacts on professional practice and learner outcomes.
• Consider the ways schools improve and the evidence and data they use to support this process.

This module will address the following Teaching Standards:
• Promote good progress and outcomes by pupils;
• Plan and teach well structured lessons;
• Adapt teaching to respond to the strengths and needs of all pupils.
• Make accurate and productive use of assessment.

Experiential Learning in the Early Years Curriculum
This module will develop knowledge and understanding of how experiential learning theories can impact on children’s conceptual understanding.
• It will analyse the importance of real and relevant contexts for learning, particularly focusing on the curriculum areas of mathematics and science.
• Children’s enquiry based learning within the curriculum both indoor and outdoor will be evaluated and the role of the adult in promoting effective interactions and empowering children as learners.
• “The importance of play within the Early Years’ curriculum will also be addressed.

This module will address the following Teaching Status Standards:
• Demonstrate good subject and curriculum knowledge;
• Adapt teaching to respond to the strengths and needs of all pupils.

“Great teaching job when I increase my chance of getting a promotion. See you soon!”
Aamir Barber
Primary Education: Early Years
PE, ICT and History
- Demonstrate skills, knowledge and understanding of pedagogical approaches and methods in the teaching of PE, ICT and History.
- To debate current issues with regard to PE, ICT and History. To explore, interrogate and critically evaluate a range of research in relation to the teaching and learning of PE, ICT and History in the Primary School.
- Physical education as part of the Primary Curriculum. The value and health benefits related to the teaching of PE, health and bodily awareness; stages of movement and growth; exploring current initiatives associated with healthy lifestyles. Links will be used to the use of ICT in PE.
- The nature of music. Music as part of the Primary Curriculum. The benefits related to the teaching of Music. Exploration and evaluation of current initiatives associated with the teaching of Music. Links will be made to other curriculum areas where relevant and to the use of ICT in teaching music.
- The nature of history and how this relates to the teaching of pupils in the Early Years Foundation Stage and the primary curriculum. Pedagogy for teaching history including an evaluation of the uses of artefacts, stories, visual sources, oral, etc. Some reference will be made to the use of role play, local fieldwork, museum visits, archaeology etc. Links will be made to other curriculum areas where relevant and to the use of ICT in teaching history.
- The inclusive nature of history teaching will be promoted throughout.
- An understanding of the pedagogy of ICT in the Early Years with a view to supporting the teacher in considering how the special nature of ICT can be used in teaching to develop children’s learning.

Developing Early Reading
- In this module, different models of reading will be studied and analysed, along with a critique of research principles and theories of early reading. The role of phonics, morphology and other approaches to learning to read will be reviewed.
- Theoretical approaches and practical strategies to use in developing reading comprehension will be covered.
- Assessment of early reading will be reviewed.

Teaching in the Primary Schools 2 (SBT)
- Establish effective working relationships with colleagues, parents and carers.
- Demonstrate understanding of their own and others’ roles within school.
- Demonstrate high expectations of children as learners and develop constructive and supportive relationships with them.
- Contribute and share in the corporate life of the school and take responsibility for implementation of school policies and practice.
- Undertake lesson observation of established teachers in order to evaluate and learn from effective practice.
- Develop independence in planning and teaching series of lessons/learning episodes across the curriculum.
- Use a range of assessment strategies.
- Provide effective feedback on pupil attainment that identifies pupil progress and supports individual learning needs.
- Plan for opportunities outside the classroom context that will enhance children’s learning.
- Establish the use of frameworks that promote classroom discipline and demonstrate positive values in creating a purposeful and safe learning environment.
- Reflect upon and evaluate their own teaching and learning in the classroom and mentoring process in order to develop their professional needs.

Creative Pedagogy in the Development of Early Writing
- The module has several strands:
  - It introduces reading comprehension and writing composition in the context of a rich and varied curriculum. A range of interactive teaching and learning strategies, routines and resources which include speaking and listening are demonstrated and evaluated.
  - Poetry, including poems with predictable rhythmic patterns and repetitive patterns from a range of cultures and common themes, will be introduced.
  - The ‘simple view of reading’ with a focus on reading processes and word recognition is reviewed. There is an emphasis on the understanding of phonemes, graphemes, morphemes and the irregularities of English orthography. Theory and research into teaching early reading with special reference to systematic synthetic phonics is a key focus.
  - Models of planning and assessment for formative purposes are demonstrated in preparation for School-based Training.

This module will address the following Teaching Standards:
- Set high expectations which inspire, motivate and challenge pupils;
- Demonstrate good subject and curriculum knowledge;
- Fulfil wider professional responsibilities.

This module will address the following Teaching Standards:
- The ‘simple view of reading’ with a focus on reading processes and word recognition is reviewed. There is an emphasis on understanding phonemes, graphemes, morphemes and the irregularities of English orthography. Theory and research into teaching early reading with special reference to systematic synthetic phonics is a key focus.
- Models of planning and assessment for formative purposes are demonstrated in preparation for School-based Training.

The module will address the following Teaching Standards:
- Demonstrate skills, knowledge and understanding of pedagogical approaches and methods in the teaching of PE, ICT and History.
- To debate current issues with regard to PE, ICT and History. To explore, interrogate and critically evaluate a range of research in relation to the teaching and learning of PE, ICT and History in the Primary School.
- Physical education as part of the Primary Curriculum. The value and health benefits related to the teaching of PE, health and bodily awareness; stages of movement and growth; exploring current initiatives associated with healthy lifestyles. Links will be used to the use of ICT in PE.
- The nature of music. Music as part of the Primary Curriculum. The benefits related to the teaching of Music. Exploration and evaluation of current initiatives associated with the teaching of Music. Links will be made to other curriculum areas where relevant and to the use of ICT in teaching music.
- The nature of history and how this relates to the teaching of pupils in the Early Years Foundation Stage and the primary curriculum. Pedagogy for teaching history including an evaluation of the uses of artefacts, stories, visual sources, oral, etc. Some reference will be made to the use of role play, local fieldwork, museum visits, archaeology etc. Links will be made to other curriculum areas where relevant and to the use of ICT in teaching history.
- The inclusive nature of history teaching will be promoted throughout.
- An understanding of the pedagogy of ICT in the Early Years with a view to supporting the teacher in considering how the special nature of ICT can be used in teaching to develop children’s learning.

This module will address the following Teaching Standards:
- Promote good progress and outcomes by pupils;
- Demonstrate good subject knowledge;
- Adapt teaching to respond to the strengths and needs of all pupils.

The module will address the following Teaching Standards:
- Set high expectations which inspire, motivate and challenge pupils;
- Demonstrate good subject and curriculum knowledge;
- Fulfil wider professional responsibilities.

The module provides opportunities for students to explore how the problems in the primary curriculum relate to the nature of educational theory, policy and practice, the role of science in developing key skills and beliefs.

Practitioner Enquiry
- This module enables students to carry out a small-scale investigation into an aspect of their own professional practice.
- Students are supported in semester 1 with taught sessions that focus on basic principles and processes associated with practitioner enquiry - including ethical considerations.
- They will be guided to plan and carry out their study by a supervising tutor. There will be a focus on taking responsibility for improving teaching through appropriate professional development.

The module will address the following Teaching Standards:
- Key issues in diversity and inclusion.
- Develop plans for opportunities outside the curriculum; the role of the parents as first educators; working knowledge of responsibilities in Canon Law, the responsibilities of school governing bodies for the maintenance of the Trust Deed and Instrument, the ethos and the contract of employment in the Catholic school.
- Students will be challenged and supported in an exploration of dominant values expressed by Faith communities, and what this might mean for them as individuals, as student teachers, and for the pupils and staff with whom they work.
- It explores ideas of insider/outside, nature/nurture, ethnicity/identity, stereotyping/prejudice, inclusive/exclusive, set against a background of religious ethical principles and beliefs.

The module will address the following Teaching Standards:
- The module provides opportunities for students to explore how the problems in the primary curriculum relate to the nature of educational theory, policy and practice, the role of science in developing key skills and beliefs.
- The concept of problem solving as an approach to the learning and teaching of mathematics will be analysed, in particular the problem solving process, skills and the role of mathematical language.
- This will be complemented by the role of talk in the teaching of science and how it relates to theories of learning.
- The role of science in developing key skills and thinking skills and sustained shared thinking will also be examined.

Developing Children’s Thinking within the Context of Mathematical and Scientific Understanding
- This module will consider children’s thinking within the context of mathematics and scientific understanding.
- Themes include:
  - The role of science in developing key skills and thinking skills and sustained shared thinking will also be examined.
  - The role of science in developing key skills and thinking skills and sustained shared thinking will also be examined.

Year 3

Practitioner Enquiry
- This module enables students to carry out a small-scale investigation into an aspect of their own professional practice.
- Students are supported in semester 1 with taught sessions that focus on basic principles and processes associated with practitioner enquiry - including ethical considerations.
- They will be guided to plan and carry out their study by a supervising tutor. There will be a focus on taking responsibility for improving teaching through appropriate professional development.

The module will address the following Teaching Standards:
- Key issues in diversity and inclusion.
- Develop plans for opportunities outside the curriculum; the role of the parents as first educators; working knowledge of responsibilities in Canon Law, the responsibilities of school governing bodies for the maintenance of the Trust Deed and Instrument, the ethos and the contract of employment in the Catholic school.
- Students will be challenged and supported in an exploration of dominant values expressed by Faith communities, and what this might mean for them as individuals, as student teachers, and for the pupils and staff with whom they work.
- It explores ideas of insider/outside, nature/nurture, ethnicity/identity, stereotyping/prejudice, inclusive/exclusive, set against a background of religious ethical principles and beliefs.
Creativity across the Curriculum
- This module will consider the range of approaches schools are using to deliver the curriculum, such as subject teaching, cross-curriculum teaching, skills and enquiry learning.
- It will draw together pedagogical issues and current educational priorities to enable students to evaluate curriculum practice and reflect on the educational value of different approaches for designing learning experiences in schools.
- The module will equip students with the skills and knowledge to design and lead medium term planning for entering the work place as newly qualified teachers, as well as reflect on their own values on practice.
- Other influences on curriculum design such as diverse communities, inclusion, anti-racism and new arrivals will be considered.
- The module will seek opportunities to draw on the expertise of school practitioners that have demonstrated curriculum innovation and engaged in initiatives that have impacted on school improvement.

This module will address the following Teaching Standards:
- Promote good progress and outcomes for learners;
- Demonstrate good subject and curriculum knowledge;
- Adapt teaching to respond to the strengths and needs of all pupils.

Teaching in the Primary School 3
- Establish effective working relationships with colleagues, parents and carers.
- Demonstrate understanding of their own and other’s roles within school.
- Demonstrate high expectations of children as learners and develop constructive and supportive relationships with them.
- Contribute and share in the corporate life of the school and take responsibility for implementation of school policies and practice.
- Undertake lesson observations of established teachers in order to evaluate and learn from effective practice.
- Demonstrate independence in planning and teaching series of lessons/learning episodes across the curriculum.
- Use a range of assessment strategies.
- Provide effective feedback on pupil attainment that identifies pupil progress and supports individual learning needs.
- Complete records as a basis for reporting on pupils’ attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.
- Plan for opportunities outside the classroom context that will enhance children’s learning.
- Establish the use of frameworks that promote classroom discipline and demonstrate positive values in creating a purposeful and safe learning environment.
- Reflect upon and evaluate their own teaching and engage in the coaching and mentoring process in order to develop their professional needs.

English and Linguistic Diversity
The module has several strands:
- It focuses on the writing process and becoming a writer. Children’s progress as writers will be assessed and there will be an investigation into gender differences in writing attainments.
- Research and development projects which seek to promote children’s writing attainments will be analysed and evaluated.
- It revisits narrative composition with particular reference to children for whom English is an additional language. The main texts studied are traditional stories from a variety of cultures. Emphasis is placed on story-telling and drama strategies to meet the needs of literacy learners for whom English is an additional language.
- Children’s narrative writing attainments are assessed and analysed. Models of planning, teaching and assessment for formative purposes are demonstrated in preparation for School-based Training.

This module will address the following Teaching Standards:
- Promote good progress and outcomes for learners;
- Demonstrate good subject and curriculum knowledge;
- Adapt teaching to respond to the strengths and needs of all pupils;
- Plan and teach well structured lessons;
- A teacher must demonstrate good subject and curriculum knowledge;
- Plan and teach well structured lessons;
- Adapt teaching to respond to the strengths and needs of all pupils;
- Make accurate and productive use of assessment.

Addressing Key issues in Legal and Ethical Responsibilities
This module will consider key issues and dilemmas facing the primary teacher in safeguarding children, including vulnerable groups, and the roles and responsibilities within a multi-agency approach.
- The module will equip students with the skills and knowledge pertinent to the regulatory, legal and ethical framework of primary education, to their contractual and professional responsibilities and to pupils’ individual needs and differences, as well as reflect on their own values and practice.
- The module will seek opportunities to draw on students experience and insight into the broader roles and responsibilities of teaching as a profession including key legislation affecting the welfare of children and multi-professional approaches to the care and welfare of children.

This module will address the following Teaching Standards:
- Manage behaviour effectively to ensure a good and safe learning environment;
- Fulfil wider professional responsibilities.

“Good teachers are among the most important and hard-working contributors to any community. Teaching as a profession requires wide-ranging skills and attributes and therefore it is essential that our programmes are designed to be full of variety, challenging and rewarding.”

Chris Mullarkey
Associate Principal Lecturer, Primary Education

Jamie Izzard
Primary Education: Early Years

“The best thing about Leeds Trinity University is that you really do count as an individual. You feel important, more than just a number on a page. Your lecturer’s know your name, as does everyone else in the lecture theatre. You get more than a degree at Leeds Trinity University - it’s a great place to make long lasting, professional relationships.”
Year 1
Introduction to Professional Practice

- This module will provide the foundations for a further study of professional practice in LS (PS3 - Developing Professional Practice and PS4 - Inclusion, Learning and Wellbeing teaching).
- Links will be made to other modules at this level, particularly PS2 - Development, Learning and Teaching.
- In essence, this module will focus on:
  - the professional in school - roles and responsibilities
  - Becoming a teacher - duty of care, attitudes and responsibilities of trainee teachers
  - What is a school? - consideration of a range of settings, including faith schools, an introduction to Roman Catholic schools, mission statements and ethos.
  - Introduction to / principles of curriculum, planning, assessment and classroom organisation.
  - Introduction to diversity and the needs of the individual
  - Behaviour and its management.
- In relation to a number of the above areas, students will be introduced to and discuss in a range of research findings and government initiatives.
- This module will address the following Teaching Standards:
  - Adapt teaching to respond to the strengths and needs of all pupils.
  - Manage behaviour effectively to ensure a good and safe learning environment.
  - Fulfil wider professional responsibilities.

Development, Learning and Teaching

- This module focuses on various aspects of children’s learning.
- In addition, it provides opportunities for students to consider and reflect upon their own learning and professional development.
- Students will be introduced to some key theories about learning and teaching related to, for example:
  - Learning and teaching (teachers and children)
  - Language and learning
  - Social and emotional aspects of learning
  - Cultural aspects of learning
  - Thinking skills and meta-cognition
  - Teaching and learning
  - Effective learning environments.
- This module will address the following from the Teaching Standards:
  - Promote good progress and outcomes by pupils;
  - Adapt teaching to respond to the needs of all pupils;
  - Fulfil wider professional responsibilities.

Teaching in the Primary School

- Establish effective working relationships with colleagues and demonstrate understanding of their own and others’ roles.
- Demonstrate high expectations of children as learners and develop constructive and supportive relationships with them.
- Create an atmosphere in the corporate life of the school and take responsibility for implementation of school policies and procedures.
- Undertake lesson observation of established teachers in order to evaluate and learn from effective practice.
- Develop independence in planning and teaching lessons/learning episodes across the curriculum.
- Reflect upon and evaluate their own teaching and engage in the coaching and mentoring process in order to develop their professional needs.
- Provide effective feedback on pupil attainment that identifies pupil progress and supports individual learning needs.
- Establish the use of frameworks that promote classroom discipline and demonstrate effective use of praise.
- The module will address the following from the Teaching Standards:
  - Set high expectations which inspire, motivate and challenge pupils.
  - Promote good progress and outcomes by pupils.

Maths and ICT

- This module establishes students’ subject knowledge and understanding related to English (with particular emphasis on the teaching of reading), mathematics and information and communication technology (ICT).
- It extends and develops ICT skills.
- Students will develop their understanding of teaching and learning in Information and Communication Technology.
- This module will address the following from the Teaching Standards:
  - Establish effective working relationships with colleagues and demonstrate understanding of their own and others’ roles.
  - Demonstrate high expectations of children as learners and develop constructive and supportive relationships with them.
  - Create an atmosphere in the corporate life of the school and take responsibility for implementation of school policies and procedures.
  - Undertake lesson observation of established teachers in order to evaluate and learn from effective practice.
- The module will address the following from the Teaching Standards:
  - Set high expectations which inspire, motivate and challenge pupils.
  - Promote good progress and outcomes by pupils.
  - Demonstrate high expectations of children as learners and develop constructive and supportive relationships with them.
  - Create an atmosphere in the corporate life of the school and take responsibility for implementation of school policies and procedures.

English, Maths and Science

- This module establishes students’ subject knowledge and understanding related to English (with special reference to the teaching of systematic synthetic phonics), mathematics and ICT.
- Subject knowledge and understanding will underpin the capacity to plan, teach and carry out assessments for formative purposes in the junior years as per relevant national frameworks and structures.
- This module will address the following from the Teaching Standards:
  - Demonstrate good subject and curriculum knowledge;
  - Planning and teaching well structured lessons;
  - Make accurate and productive use of assessment.

PE, MFL and Geography

- Key Stage 2 (Y1-2 course).
- To begin to know, understand and assimilate teaching and support lesson plans, teaching and learning outcomes, child development, good practice, classroom management and effective strategies.
- The role of the parents and carers and the teacher and all professionals in working together.
- The role of the class teacher and all professionals in supporting learning outcomes for pupils.
- The module will address the following from the Teaching Standards:
  - Promote good progress and outcomes by pupils.

Developing Professional Practice

- Students will explore the nature of the Primary School, looking in particular at School ethos and in the case of Catholic Schools, the School’s mission in the wider community. Students will reflect upon the distinctive nature of a school and the school community will be examined together with the roles of adults within this setting and beyond (including parents, volunteers, etc.).
- Issues surrounding behaviour management will be explored with approaches for all settings.
- Safeguarding laws will be scrutinised.
- Different methods of curriculum delivery and Assessment to support learning will be analysed and critically evaluated.
- Students will further develop key professional skills in relation to planning, teaching and assessment.
- Write and analyse own practice in relation to planning, teaching and assessment. They will consider the role of the professional and the impact of professional practice and learning outcomes for children.
- This module will address the following from the Teaching Standards:
  - Set high expectations which inspire, motivate and challenge pupils.
  - Promote good progress and outcomes by pupils.

Year 2
Learning in an Alternative Context

- This module will introduce students to a range of ways in which classroom learning is developed in a range of settings outside the mainstream classroom within the UK.
- Students will be provided with opportunities to develop knowledge and understanding within a particular area of interest e.g. special school provision, museum education, outdoor learning.
- This module will address the following from the Teaching Standards:
  - Undertake lesson observation of established teachers in order to evaluate and learn from effective practice.
  - Undertake lesson observation of established teachers in order to evaluate and learn from effective practice.

Teaching in the Primary School 2 (SBT)

- Establish effective working relationships with colleagues, establish and maintain classroom discipline and promote positive learning outcomes for children.
- Demonstrate understanding of their own and others’ roles within school.
- Demonstrate high expectations of children as learners and develop constructive and supportive relationships with them.

Primary Education - Later Years (QTS)
BA Honours
This module will address the following teaching Standards:

• Set high expectations which inspire, motivate and challenge pupils;
• Demonstrate good subject and curriculum knowledge;
• Plan and teach well structured lesson.

RE and Catholic Education

In this module, students will all receive a general introduction to the RE agreed syllabus as appropriate and will have the opportunity to reflect on providing moral, spiritual, social and cultural education.

Experiential learning will encourage students to reflect on their own beliefs and their response to new learning in this area.

Taking seriously the context for religious education in the United Kingdom, and through instant communication, knowledge of the globe in which we live, namely one which is multi-racial, multi-religious and multi-cultural.

Students are both challenged and supported in an exploration of dominant values expressed by faith communities, and what this might mean for them as individuals, as student teachers, and for the Church and their work.

It explores ideas of insider/outsider; nature/nurture, ethnicity/identity, stereotype/prejudice; inclusive/exclusive; set against a background of religious ethical principles and beliefs.

This module will address the following teaching Standards:

• Set high expectations which inspire, motivate and challenge pupils;
• Demonstrate good subject and curriculum knowledge;
• Plan and teach well structured lesson.

Year 3

Teaching in the Primary School

• Establish and maintain working relationships with colleagues, parents and carers.
• Demonstrate understanding of their own and other’s roles within school.
• Demonstrate high expectations of children as learners and develop constructive and supportive relationships with them.
• Contribute and share in the corporate life of the school and take responsibility for implementation of school policies and practice.
• Undergo lesson observations of established teachers in order to evaluate and learn from effective practice.

Learning with ICT

• Understanding an understanding of the pedagogy of ICT in the primary curriculum with a view to supporting the teacher in considering how the special nature of ICT can be used to support the teaching of children’s learning.
• Skills, knowledge and understanding of pedagogical approaches and methods - i.e. teaching and learning of ICT.
Outstanding student experience

Inspirational teaching in the classrooms and excellent facilities across the campus.

Library and Study Facilities
Our Library can be found in the Andrew Kean Learning Centre. It has a great range of study facilities, extensive print and digital collections and an excellent reputation for helping and supporting our students.

You’ll have access to over 500,000 electronic books and 100,000 print volumes to help with your studies. We have also heavily invested to give you access to excellent journal services. Our Discovery Service provides an easy one-stop shop to thousands of articles.

The Learning Centre is equipped with over 250 computers. You will benefit from a range of different learning environments and the latest equipment. From individual to two-person study carrels to group study rooms equipped with smartboards, PCs and media playback facilities to silent study rooms and a 24-hour IT room, you really will have everything covered!

If you have any questions, our qualified Liaison Librarians will be more than happy to help!

Trinity Enterprise Centre
If you’ve aspirations of starting your own business or working for yourself, or have a business idea that you’d like to set up, our Enterprise Centre can support you and to develop your business. They can provide information on the following:

- Information about business start-up and working freelance
- Space to work on your business with access to IT facilities, specialist software and resources
- Meeting rooms
- Experienced business mentors for specialist support workshops
- Opportunities to network
- Information about ways to fund a new business

If you would like more information email enterprise@leedstrinity.ac.uk

Learning Hub
The Learning Hub team offer friendly and personalised support to help develop your academic skills. They will provide tailored support and advice to help you achieve your potential. If you need help with any of the following, be sure to give them a visit:

- Essay Writing
- Time Management
- Revision Strategies
- Critical Thinking and Reading
- Presentation Skills

Peer Learning Mentors
Peer Learning Mentors are Year 2, 3, postgraduate and PhD students who provide academic support to all students across the University. PLMs host weekly drop-in sessions to assist with your study questions and support. They also provide an online service, so visit leedstrinity.ac.uk/thelearninghub

IT Services
We’re continually developing our extensive IT service to ensure you get the most from Leeds Trinity. Our approachable and experienced IT team provide help and resources to support you. You will have access to Laptop Clinics, which offer you free advisory sessions, free Office 365 downloads across devices, to topping up your print credits and purchasing USB sticks.

Online Services
Our Intranet provides a convenient gateway into all of our online services. This includes the Virtual Learning Environment (VLE), Moodle, the Library’s website, course timetable information; and e-Vision, the student information portal. You can access all these online services from off campus using our RemoteAccess service available 24/7, 365 days a year.

“Having access to the Enterprise Centre has given me the opportunity and encouragement to pursue my own business.”

Heather Whiston
Film and Television
Teaching and assessment

Learning and Teaching
Most of the modules on this programme are delivered through a combination of lectures and small group tutorials/seminars. In Primary Education we are aware that students learn best when able to draw on their own and others’ experiences and ideas, so we include opportunities within teaching sessions for group work and discussion. We have excellent teaching facilities which include resources and ICT that would be found in schools so that there is opportunity to practise new skills with tutor support.

We are aware that many students want to teach in Catholic schools, so we also offer the Catholic Certificate in Religious Studies as an addition to the core programmes. Students can also request to have a placement in a Catholic school, which we aim to accommodate. Our history as a provider of teachers for Catholic schools goes back over 40 years and we are proud of our relationship with the diocesan schools from Leeds and surrounding areas.

You will have the opportunity throughout the programme to engage in extra-curricular activities and volunteering related to teaching. The department arranges occasional seminars and presentations from outside agencies which enhance student awareness. Activities in the past have included a forest school club, music sessions, trips to archaeological sites – all of which enhance the student experience and relate well to teaching.

We make extensive use of Moodle, Leeds Trinity’s Virtual Learning Environment (VLE), to support class sessions, and of e-resources to enable 24/7 access to learning materials from off-campus.

Assessment
A variety of assessment methods are used, matched to the learning outcomes for the programme, to enable students to demonstrate the full range of knowledge and skills that they have developed. There is some scope for students to be involved in negotiating and evaluating some assessment.

Assessments tailored to this programme include formative assessments where you will be provided opportunities to develop new skills and receive feedback from tutors prior to completing the final assessment for the module. These will include presentations, group tasks, reports and audits. Assessments will use a variety of media and can include practical as well as purely academic elements.

On this programme there are some assessments which are marked on a pass/fail basis rather than graded. Please note that these assessments are excluded from the calculations made to produce the figures published in the Key Information Set (KIS) for this programme/subject.

The Primary Education programmes have been carefully designed to ensure that you receive the opportunity to be assessed in all skills that you will require as a professional teacher, so you do not get a choice about the style of assessment. However, there are opportunities as the programme progresses to develop areas of interest either in essays or for research.

“ The best thing about my course is the complete dedication and enthusiasm of my lecturers. They genuinely want the best for each of their students and will always go the extra mile to support us.”

Robert Prothero

Our students are taught by highly qualified and experienced staff

TOP
15%

of UK Universities for teaching quality

(Times/Sunday Times University Guide 2015)
Living and studying in a great university city

We guarantee a room in our halls on campus to all new students, with the majority of our first year students choosing to live on campus. This means that you’ll have a friendly, supportive and secure environment to live in, managed by people who have your best interests at heart.

We have over 800 bedrooms on campus, ranging from self-catered en-suite rooms in a shared flat to part-catered accommodation with shared bathrooms. New halls include All Saints Court and Fountains Court - seven storey halls with over 400 beds between the two buildings, they are at the heart of the campus and very close to your lectures and all facilities.

Our accommodation contracts are for an academic year and the price includes heating, electricity and regular cleaning, as well as personal possessions insurance, and free Wi-Fi access.

Our Resident Mentors (experienced and trained students who live in halls of residence) work hard to ensure you settle into your new surroundings quickly.

We guarantee accommodation on campus for all first year students visit leedstrinity.ac.uk/accommodation

With nearly 100,000 students from three universities, an international reputation for learning and thousands of graduate jobs every year, Leeds is the perfect city to start your journey towards a dream career.

Geared for Graduates
Leeds is home to some big employers, with many national and international companies opening new offices here. Our broad economy means there’s jobs for every type of sector, from finance and health to the creative industries. It’s also geared for graduates, with plenty of companies offering graduate schemes and part-time work to fit around your studies.

Everyone’s Favourite Night Out
In Leeds, we’re lucky to have some of the best nightlife in the North. From specialist whisky bars and late night bowling alleys to craft ale, cocktails and club nights featuring everything from grime to rockabilly, you won’t be short of places to have a good time. Plus, many of them have student nights out.

Live Music without Limits
Leeds is known for its legendary live music scene. The renowned club night Back to Basics started here, and the incredible Leeds Festival is still going strong. Experience hidden gems and big names, whether that’s in an intimate blues bar or the phenomenal Leeds Arena.

Everyone will enjoy visiting the bars and restaurants in Leeds. With nearly 100,000 students from three universities, an international reputation for learning, and thousands of graduate jobs every year, Leeds is the perfect city to start your journey towards a dream career.

Shop ‘til you drop at Trinity Leeds Shopping Centre

You’ll be spoilt for choice with Leeds’ variety of bars and restaurants.
Our offer

We are committed to nurturing and supporting you throughout your Leeds Trinity journey - from the moment you apply for your place, until long after you graduate. We understand that no two students are the same, so we welcome students with a range of qualifications and will personalise our offer to you.

Leeds Trinity’s entry requirements are listed with each course as a UCAS tariff score, although some of our courses may make grade-based offers.

We will give special consideration to applicants where academic achievement has been gained in difficult personal or educational circumstances, including: applicants who are first generation entrants to higher education, applicants who have been in care in the last three years, applicants who have care responsibilities, applicants who are members of the traveller community and applicants with refugee status.

We recognise that you may have previous experience or qualifications which make you suitable for entry onto a course, or exemption from modules or part of a course. This means that you could gain credit for prior learning, enabling you to gain entry onto a course, or enter at a different level.

We treat every one of our applicants as an individual; in making our decision, we will review your personal statement, references, predicted grades, career ambitions as well as your existing skills and broader experiences.
Developing highly employable graduates

On our Primary Education programmes we’ll give you lots of opportunities for school-based training where you will gain a deeper understanding of the Teachers’ Standards, and how to apply theory to practice.

School-based Training
On these programmes students undertake periods of school-based training in each year of study. In order to meet the Teachers’ Standards (2012) students will be assessed in each placement and will receive detailed formative feedback and target setting with school and University staff. Over the programme students will spend 24 weeks on school-based training in two partnership schools. Leeds Trinity has been graded as outstanding in partnership and has a strong relationship with over 400 schools across the region.

In addition to these 24 weeks, students have a 2-week alternative placement which can be in a setting other than a mainstream primary school eg. Special school; hospital school; school abroad; museum education centre; children’s centre etc.

Graduate Destinations
Our Primary Education graduates mainly gain employment as teachers in primary schools. Some go on to further study at postgraduate and PhD level.

Following successful school-based careers, some have developed their own dynamic and exciting educational consultancies, sharing innovative and creative ideas with education professionals worldwide. Some have even returned to Leeds Trinity as lecturers, enthusiastic in sharing their experiences and knowledge with the graduates of the future.

Up to 24 weeks of school-based training on our Primary Education degrees.

Personal careers support

Our team of advisers, industry specialists and business experts are here to help you make the most of the careers and employment opportunities we offer, from volunteering and professional work placements to CV workshops and employer events.

All the help you need
Your university course is the first step towards a career you love, and we want to make sure the journey is as rewarding and exciting as possible.

At the Careers Centre, you can gain advice and information from our team on:
- The careers open to you, and how you can get there
- Developing an impressive CV
- Writing applications and preparing for interviews
- Finding a job during your studies, holidays or after graduation
- Starting your own business with our Trinity Enterprise Centre
- Workshops, presentations and events on every element of employment

Personal Careers Support
Everyone’s path to their perfect career is different. That’s why we offer support in a variety of ways, including one-to-one chats with careers advisers, drop-in sessions, open access to our information room and tailored sessions for international students.

Call into our Careers Centre and help yourself to our range of resources. We’ve also got lots of information online, so you really can get advice whenever you need it.

Download example CVs, read about practice interviews and learn about developing your online presence. You can also connect on social media to find the latest news via Twitter and Facebook.

“Trainees and NQTs are overwhelmingly positive about the quality and coherence of their training experience.”

Ofsted Inspection Report
March 2013

School Partnerships
Leeds Trinity University partners with over 600 schools and colleges across our Primary Education and Secondary Education course provision. Students benefit from a range of experiences from our diverse school partnerships.

“We value highly the strength of our school partnerships, which encourage and enable students to be ready for employment by offering school-based training placements on our Primary Education programmes.”

“At Leeds Trinity you get more than a degree, as you make friends for life as well as great professional relationships with staff who can help you throughout your career. Best of all, you get professional work placements, which prepare you for the world of work.”

Jack Josling

Find out more about student and graduate successes leedstrinity.ac.uk/placements
The course, people that I met and lecturers that I encountered really broadened my horizons and have certainly contributed to my career success.

I’ve gained so much experience at Leeds Trinity - through work placements and the knowledge staff have taught me.

If it wasn’t for the amazing tutors who helped me, day in and day out, to make me achieve the best I could - my journey would have been a hundred times harder.

Harpreet Kaur
BBC Asian Network Presenter

Our Alumni Community

Study at Leeds Trinity and get lifetime membership to a community of talented and successful graduates.

You’re part of the community at Leeds Trinity University from the moment you step through the doors, to long after you graduate. Our alumni network is the next step after you graduate: a club full of passionate people who’ve called Leeds Trinity their home and go on to do amazing things.

We’ll continue to support you after graduating as a member of our alumni community. You’ll get to stay in touch with fellow alumni, as well as benefit from discounts and opportunities we’ve created just for you.

If 95% of graduates are in work six months after graduation (HESA DLHE 2014), our alumni network is the next step after you graduate: a club full of passionate people who’ve called Leeds Trinity their home and go on to do amazing things.

Our Chancellor, Gabby Logan with some of our graduates.

Our Alumni Community

Sarah Fussey
Director of Marketing and Ecommerce, Best Western Hotels

“I’ve gained so much experience at Leeds Trinity - through work placements and the knowledge staff have taught me.”

Chris Fahy
Royal Television Society Award Winner

“ The course, people that I met and lecturers that I encountered really broadened my horizons and have certainly contributed to my career success.”

95% of graduates are in work six months after graduation (HESA DLHE 2014)
Keeping in touch

We hope this covers the majority of your questions. However, if we've missed something, please do get in touch.

If you have any general queries about Leeds Trinity, you can get in touch by emailing enquiries@leedstrinity.ac.uk or call 0113 283 7150.

You can also keep in touch with us by connecting with us on Twitter or following us on the Leeds Trinity Facebook page @LeedsTrinity

Information correct at time of printing, June 2016.

The information in this publication can be supplied in alternative formats. Please call 0113 283 7150 or email enquiries@leedstrinity.ac.uk