

## Template C4



# Programme Specification

**Title of Course:** *BA (Hons) Primary Education with recommendation for Qualified Teacher Status (QTS)*

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<b>Faculty</b>	Faculty of Health, Science, Social Care & Education
<b>School</b>	School of Education, Midwifery and Social Work
<b>Department</b>	Department of Education
<b>Delivery Institution</b>	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BA (Hons) Primary Education with recommendation for Qualified Teacher Status (QTS)
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	BA(Hons) Primary Education Studies Certificate of Higher Education in Primary Education Studies Diploma of Higher Education in Primary Education Studies
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	UFPRE1PRE20BU01
<b>UCAS code</b> <i>For each pathway</i>	XQD5

<b>RQF Level for the Final Award:</b>	
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	School of Education, Kingston Hill Campus
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Full-time
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Full-time - 3 Years
<b>Maximum period of registration:</b>	Full-time - 6 years
<b>Entry Requirements:</b>	<p><b>The minimum entry requirement for this programme is 112 UCAS points at level 3:</b></p> <p><b>A levels</b> in subjects relevant to the national curriculum</p> <ul style="list-style-type: none"> <li>• BBC-ABB from A levels</li> <li>• These should be in subjects relevant to the national curriculum.</li> </ul> <p><b>BTEC National Qualifications</b> in subjects relevant to the national curriculum or primary education</p> <ul style="list-style-type: none"> <li>• Extended Diploma Grade DMM-DDM or above</li> <li>• Diploma Grade D*D*</li> </ul> <p><b>T Level</b></p> <ul style="list-style-type: none"> <li>• Education and Childcare Merit or Distinction</li> </ul> <p><b>International Baccalaureate</b></p> <ul style="list-style-type: none"> <li>• A minimum of 26 International Baccalaureate points</li> </ul>

	<p><b>Access to Higher Education Diploma</b></p> <ul style="list-style-type: none"> <li>• <i>An accredited Access course with modules relevant to the national curriculum or primary education.</i></li> </ul> <p><b>CACHE Level 3 Diploma</b> in an area relevant to primary education will be considered.</p> <p><b>Plus:</b></p> <ul style="list-style-type: none"> <li>• At least 5 GCSEs at grade 4/C or above. This must include English, Mathematics and Science.</li> <li>• A satisfactory Enhanced Disclosure and Barring Service (DBS) check</li> <li>• Occupational Health clearance</li> </ul> <p>A minimum IELTS score of 7.0, TOEFL or equivalent is required for those for whom English is not their first language.</p> <p>Entry is normally at level 4 with A-level or equivalent qualifications. Transfer from a similar course is possible at level 5 subject to approval through the University's Recognition of Prior Learning (RPL) process. Intake is normally in September.</p> <p>Applicants who meet the entrance criteria are invited for an interview which is required as part of the admissions process.</p>
<b>Programme Accredited by:</b>	Department for Education (DfE) and the Office for Standards in Education (Ofsted) recognise the course and Kingston University as an awarding body for the recommendation of Qualified Teacher Status (QTS)
<b>QAA Subject Benchmark Statements:</b>	QAA (2018) UK Quality Code for Higher Education QAA (2019) Subject Benchmark Statement: Education Studies <i>All subject benchmark statements can be found <a href="#">here</a>.</i>
<b>Approved Variants:</b>	<ul style="list-style-type: none"> <li>• At no levels is compensation permitted</li> <li>• Following failure of more than 60 credits at first attempt, there will be no opportunity for students to 'replace' credit.</li> <li>• School Experience: Students will only be offered one opportunity for reassessment in module QB5020. If the student has been in serious breach of DfE Teachers' Standards in their first assessment attempt, the student will not be offered any further reassessment. There will be no opportunity to repeat this module.</li> <li>• School Experience: Students will only be offered one opportunity for reassessment in module QB6020. If the student has been in serious breach of DfE Teachers' Standards in their first</li> </ul>

	<p>assessment attempt, the student will not be offered any further reassessment. There will be no opportunity to repeat this module.</p> <p>For those modules that include a theory element alongside School Experience the following will apply: School Experience MUST be passed separately. If a student fails but is successful in the resit the school grade will be capped at 40%. The overall module grade will be an aggregated grade arising from both theory and school experience.</p> <p>The theoretical element of the assessment does NOT have to be passed separately. Where a student passes School Experience but fails on the written theory, the marks from both elements will be aggregated to produce the final grade which will not be capped. If the final mark is not a pass, students will only be required to resit the theoretical element. In this case the overall module mark will be capped at 40%.</p>
<p><b>Is this Higher or Degree Apprenticeship course?</b></p>	

***For Higher or Degree Apprenticeship proposals only***

<p><b>Higher or Degree Apprenticeship standard:</b></p>	<p>n/a</p>
<p><b>Recruitment, Selection and Admission process:</b></p>	<p>NA</p>
<p><b>End Point Assessment Organisation(s):</b></p>	<p>n/a</p>

## SECTION 2: THE COURSE

### A. Aims of the Course

- To produce qualified teachers of the highest calibre, who, as early career professionals, are able to take their place in the teaching profession with confidence, and make immediate positive contributions to pupils' learning and development.
- To ensure that successful students fully meet and can build upon the required professional standards for the recommendation of Qualified Teacher Status (QTS).
- To present a carefully crafted, cohesive and coherent programme that develops the knowledge, understanding and skills that enable students to meet the demands of the teaching profession and progress to senior positions of responsibility.
- To set an ethos of continuing professional development by developing in students the knowledge and skills to explore, critically analyse and reflect upon child development, pedagogy, inclusion, curricula, assessment and practice with expert colleagues, in order to contribute fully to improvements concerning high quality and effective teaching and learning in schools.
- To provide opportunities and support for individual students to reach their full potential through multiple opportunities to rehearse and refine knowledge and skills in professional practice.
- To provide opportunities for students to critically explore and evaluate their values and beliefs in relation to personal and professional conduct and responsibilities to ensure highly effective practice in different educational environments.

### B. Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmark statement for Education Studies (2019) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

<b>Programme Learning Outcomes</b>					
	<b>Knowledge and Understanding</b>		<b>Intellectual Skills</b>		<b>Subject Practical Skills</b>
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	demonstrate good knowledge of National Curriculum subjects, digital learning technologies and their application to all aspects of the primary curriculum and their professional role	B1	demonstrate a critical understanding of teaching and learning theory and how theory and practice are synthesised	C1	apply their knowledge and teaching skills across the appropriate primary age range and primary curriculum
A2	design and implement effective learning, teaching and assessment strategies	B2	demonstrate an ability to reflect deeply on professional and pedagogic knowledge and understanding in a critical and proactive manner, with due consideration of alternative approaches	C2	present a suitable role model for pupils through the highest level of professionalism and personal standards
A3	understand professional issues that relate directly to teaching	B3	demonstrate an ability to challenge existing value positions and assumptions and be able to deal with complexities and contradictions in both literature and professional practice	C3	work as an effective professional within a team and the wider school community
A4	demonstrate an in-depth knowledge of relevant literature, concepts and arguments associated with the teaching and learning of different subjects	B4	demonstrate a high level of 'professional intelligence' through being reflective, self-critical and able to take responsibility for their own learning and continuing professional development	C4	communicate enthusiasm for, and commitment to, teaching, subject knowledge and their own continuing professional development
A5	demonstrate knowledge and understanding of relevant and recent research related to the profession and how this might be used to raise standards of teaching and learning	B5	demonstrate an ability to examine epistemological issues with regard to different subjects in order to facilitate research	C5	set high expectations which inspire, motivate and challenge pupils

		B6	demonstrate independent research skills that inform and improve their own professional knowledge and practice	C6	plan and teach well-structured lessons which promote effective progress by pupils
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In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### C. Outline Programme Structure

The programme structure is designed to reflect four key areas of a teacher's professional responsibilities – professional practice, core subject curriculum and pedagogy, child development and inclusive practice, and foundation subject curriculum and pedagogy.

The four modules are complimentary and enable connections so that learning is seen as a continuum, both horizontally and vertically. The simplicity of the structure enables students to see progressive learning as they move from the introductory year 1 at level 4 to enhanced knowledge, understanding and practice by year 3 at level 6. The structure enables the design of a spiral curriculum (Bruner, 1960) within the vertical modules, where concepts can be revisited, reviewed and developed, where and when appropriate and/or necessary.

**Table: 1**

Modules	1 Core Curriculum and Pedagogy	2 Child Development and Inclusive Practice	3 Foundation Curriculum and Pedagogy	4 Professional Practice
<b>Year 1 Level 4</b>	Core Curriculum and Pedagogy 1	Child Development and Inclusive Practice 1	Foundation Curriculum and Pedagogy 1	Professional Practice 1
<b>Year 2 Level 5</b>	Core Curriculum and Pedagogy 2	Child Development and Inclusive Practice 2	Foundation Curriculum and Pedagogy 2	Professional Practice 2
<b>Year 3 Level 6</b>	Core Curriculum and Pedagogy 3	Child Development and Inclusive Practice 3	Foundation Curriculum and Pedagogy 3	Professional Practice 3

The modules that make up each level are shown below. Full details of each module are provided in module descriptors and on Canvas (the virtual learning environment).

#### **Level 4** (all core)

Core modules	Module code	Credit Value	Level	Teaching Block
Core Curriculum and Pedagogy 1	QB4001	30	4	1 and 2
Child Development and Inclusive Practice 1	QB4002	30	4	1 and 2
Foundation Curriculum and Pedagogy 1	QB4003	30	4	1 and 2



Professional Practice 1    QB4004            30            4            1 and 2

Progression to level 5 requires successful completion of all modules at level 4.

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Primary Education Studies.

**Level 5** (all core)

**Core modules**

	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>
Core Curriculum and Pedagogy 2	QB5001	30	5	1 and 2
Child Development and Inclusive Practice 2	QB5002	30	5	1
Foundation Curriculum and Pedagogy 2	QB5003	30	5	1 and 2
Professional Practice 2	QB5004	30	5	1 and 2

Progression to level 6 requires successful completion of all modules at level 5.

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Primary Education Studies

**Level 6** (all core)

**Core modules**

	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>
Core Curriculum and Pedagogy 3	QB6001	30	6	1 and 2
Child Development and Inclusive Practice 3	QB6002	30	6	1
Foundation Curriculum and Pedagogy 3	QB6003	30	6	1 and 2
Professional Practice 3	QB6004	30	6	1 and 2

Level 6 requires the successful completion of all core modules.

Students exiting the programme at this point who have successfully completed 120 credits but have not successfully completed the QTS element of assessment are eligible for the award of BA(Hons) Primary Education Studies.

[BA \(Hons\) Primary Education with recommendation for Qualified Teacher Status \(QTS\)](#)

<b>Level 4</b>							
<b>BA (Hons) Primary Education with recommendation for Qualified Teacher Status (QTS)</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Child Development and Inclusive Practice 1	QB4002	30	4	1 & 2		1	
Core Curriculum and Pedagogy 1	QB4001	30	4	1 & 2		1	
Foundation Curriculum and Pedagogy 1	QB4003	30	4	1 & 2		1	

Professional Practice 1	QB400 4	30	4	1 & 2		1	
<b>Optional Modules</b>							

### Progression to Level 5

Progression to level 5 requires successful completion of all modules at level 4. Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Primary Education Studies.

<b>Level 5</b>							
<b>BA (Hons) Primary Education with recommendation for Qualified Teacher Status (QTS)</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Child Development and Inclusive Practice 2	QB500 2	30	5	1 & 2		2	
Core Curriculum and Pedagogy 2	QB500 1	30	5	1 & 2		2	
Foundation Curriculum and Pedagogy 2	QB500 3	30	5	1 & 2		2	
Professional Practice 2	QB500 4	30	5	1 and 2		2	
<b>Optional Modules</b>							

### Progression to Level 6

Progression to level 6 requires successful completion of all modules at level 5. Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Primary Education Studies

<b>Level 6</b>							
<b>BA (Hons) Primary Education with recommendation for Qualified Teacher Status (QTS)</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Child Development and Inclusive Practice 3	QB600 2	30	6	1		3	
Core Curriculum and Pedagogy 3	QB600 1	30	6	1 & 2		3	
Foundation Curriculum and Pedagogy 3	QB600 3	30	6	1 & 2		3	
Professional Practice 3	QB600 4	30	6	1 & 2		3	

<b>Optional Modules</b>							
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Level 6 requires the completion of

Level 6 requires the successful completion of all core modules. Students exiting the programme at this point who have successfully completed 120 credits but have not successfully completed the QTS element of assessment are eligible for the award of BA(Hons) Primary Education Studies.

Level 7 information

n/a

#### **D. Principles of Teaching, Learning and Assessment**

For those wanting to train to be a teacher, part of the excitement is stepping into a classroom as soon as possible to experience working with expert professionals who can model and guide effective practice in support of pupils' learning and development. This course provides this opportunity within the first few weeks, as students begin to spend one day a week at a school for a specified period during their first year of training, culminating in a short, intensive and immersive, two weeks of experience in the school during the summer term. This exposure to practice in schools working with expert teachers, supports students to contextualise their theoretical and practice learning from the outset, and is a key design feature of this programme.

As students join the university and just prior to starting their experience in schools, they engage in a comprehensively planned Welcome and Induction Week in the Department of Education. Students are given opportunities to build relationships with others and to develop an early sense of belonging to a professional network. They meet with the course team, personal tutors and other trainees in both formal and informal contexts.

Library and Information Technology Systems induction sessions are scheduled so that students can have time to familiarise themselves with the virtual learning environment called Canvas and the amazing and extensive resources available to support their studies.

The course induction includes specific activities that relate to the preparation required before students go into schools and covers aspects of practice such as professionalism, safeguarding, social media for teachers and an introduction to behaviour management.

These are all framed by reference to the Core Curriculum Framework (2019) and Teachers' Standards (DfE, 2011), so that students engage with core professional expectations from the start of the course. The course induction also incorporates key elements of the University's Welcome and Induction programme that provides students with a complimentary schedule of different activities that reveal the extensive scope of services and resources available to them. The intention is to ensure that students are supported to enjoy their time at university.

After the main induction activities students settle into timetabled sessions related to the modules on their course. The teaching and learning strategies they experience in the university sessions model both explicitly and implicitly key aspects of primary pedagogy.

This philosophy of teaching and learning promotes an understanding of theories such as social constructivism, which emphasises and values the experience of learners through collaborative investigations and dialogue with peers and tutors. Students experience a range and variety of teaching and learning strategies that are demonstrated by expert colleagues within the programme and that mirror approaches within primary teaching and learning that they will encounter in professional practice. This facilitates engagement with a developmental programme of observation and practice in schools and enables professional

dialogue, critical reflection and evaluation of the many different pedagogical practices experienced.

The principles underlying on-going practice are continually explored in light of theory and research. Through this approach, students are encouraged to generate their own provisional teaching and learning theories and to inform these through experience, reflection, discussion, research and reading of theoretical propositions and research findings. Tutors similarly reflect on, analyse and develop their own understanding of teaching and learning through active dialogue with students and expert colleagues. Developing the ability to critically think about their learning and teaching features strongly from the outset of the course. Students are taught how to seek, interpret, analyse, evaluate, infer and explain knowledge and understanding, with increasing sophistication as they progress through the programme.

The programme provides a strong emphasis on the core subject areas of mathematics, science and English, including the teaching of early reading, systematic synthetic phonics and grammar. This closely mirrors practice in primary schools, together with a more holistic approach to the curriculum, focusing on innovative and creative approaches to teaching and learning with emphasis on cross-curricular links with the National Curriculum foundation subjects such as physical education, history, geography and art. Utilising different environments (inside and outside) is a feature of the course, as students learn how sensory and physical experiences can generate opportunities for enhancing learning for pupils. Digital technologies are evident in all modules. Students experience and develop their knowledge of the appropriate selection and use of digital technologies to promote pupils' interests and engagement within and beyond the curriculum. Gaining confidence in the use of digital technologies for teaching, learning and assessment is also a key feature of the course and provides opportunities to enhance inclusion.

Research informed teaching underpins the course and there are opportunities for students to engage with small-scale projects. For example, an on-going Special Educational Needs initiative involves teachers with specific expertise supporting the taught programme as well as students gaining experience by visiting special school settings. In year 2, students engage in learning supported by Driver Youth Trust (DYT), who specialise in supporting children with dyslexia and other literacy difficulties. This collaboration involves students in designing resources to promote literacy development for individual or groups of children with whom they are working in schools. DYT are involved in reviewing some of the resources students will develop for potential inclusion on their website; as free support materials for teachers in schools to help children progress in developing their literacy, if appropriate. Another project provides an opportunity for students to work in collaboration with Kingston Museum to develop educational materials. This exposure to working within different environments with expert colleagues and businesses, supports students to reflect on the rich experiences these opportunities provide to inform their own continuous professional development as they start their careers, and in supporting the pupils with whom they work. In promoting effective teaching and learning, and to ensure adherence to professional standards, university tutors and their colleagues in schools, use a range of strategies to exemplify good practice found in the primary sector. These include:

- lectures, seminars, workshops
- group work with opportunities for discussion and debate
- individual learning and directed study
- collaborative learning
- group and individual tutorials
- role-play, micro teaching and student presentations
- the use of digital technology
- an emphasis on personal reflection
- field work and educational visits
- inputs from expert colleagues and others from the wider field of education
- informal tasks and practical experiences

- observations of effective practice
- written and verbal feedback on academic and professional development
- audits of students' subject knowledge, target setting and action plans

To maintain progress during the programme students are encouraged to:

- take responsibility for their own learning across and between modules including professional development in practice
- take a critical and reflective approach to their own learning and development
- actively participate in all timetabled sessions
- undertake prescribed reading and extend this further to widen and develop their knowledge and understanding
- keep a Personal Development Profile (PDP) of their reflections and actions on progress
- maximise the opportunities afforded them by the University's library and information technology to support their learning
- keep 'professional' hours and provide a suitable professional role model in every respect for the pupils with whom they are in contact, during all periods of professional placement
- set realistic professional, academic targets to ensure their success in terms of the programme aims and learning outcomes, and in meeting professional standards

Assessment is an integral part of the teaching and learning process and also provides evidence that the professional standards for the recommendation for Qualified Teacher Status are attained by the end of the third year. Knowledge and understanding of the principles of assessment for learning, which are essential to classroom practice, are reflected in the approaches to assessment on the taught course. Students engage in self- and peer- assessment, as well as being summatively assessed. This engagement with the assessment process develops appreciation for the importance of using a range of approaches in the classroom to facilitate pupil progress.

Formative assessment enables students to build on their previous knowledge and experience, and to develop self-assessment strategies, which are essential if they are to take responsibility for their own learning and professional development as they begin their career. Formative tasks are carefully designed to build knowledge and experience throughout the taught course. These tasks help students to develop the ability to complete summative assignments confidently. They also inform professional practice placements and enable students to synthesise theory and practice. Examples of the tasks and types of formative assessment which have been selected to complement the assessment of learning outcomes are found in module descriptors and include the following:

- the keeping of reading and reflective learning logs
- discussion papers on educational issues
- group and individual presentations
- filming of micro-teaching sessions
- professional dialogue
- peer assessment of papers and presentations
- self-assessment and the setting of targets for future development
- production of teaching materials and learning aids
- reports on observations made on professional practice placements
- preparation of short- and medium-term plans for teaching
- production of professional practice portfolios
- records of assessment, recording and reporting on pupils' performance, attainment and ability, including leveling against expected national standards
- audits of subject knowledge
- the use of digital technology to assist teaching and promote learning

These activities provide opportunities for students to receive constructive feedback from tutors, peers and expert colleagues in different professional settings and enable individuals to identify their own areas for further development.

Summative assessment is solely through coursework and assignments rather than examinations. It is vital that students show their ability to use knowledge generated through research-based literature and personal reflection to inform their practice. It is considered that this is best demonstrated through accurate and wide referencing to both academic resources and professional practice.

The summative assessment tasks provide students with the opportunity to demonstrate their knowledge against the module learning outcomes, but the mode of assessment also enables students to develop skills essential for effective professional practice. The summative assessment tasks are specifically designed to replicate elements of practice expected of a qualified teacher and include, written reports, planning, digital technology applications, communications and presentations. All summative assessments are criteria referenced. The university grade descriptors (AG07) are applied to grade students' work and to provide them with developmental feedback.

During the first module in year 1, there is what is known as a 'low stakes' assignment. This is an opportunity for students starting at university to submit a short essay worth 20% of the whole module grade. The task provides students with an opportunity to 'have a go' at submitting a written paper and to receive detailed feedback from their tutors. It also enables tutors to ensure that students have appropriate knowledge and understanding before they go into school for the first time and indicates where academic support might be beneficial. This activity has been in place for some years and was adopted as a feature of good practice across all Kingston University's programmes following very positive feedback from students. Students welcome the opportunity to discuss and plan for personalised support as they start their academic studies.

Towards the end of the three-year programme, there is a final 'capstone' assignment. This takes the form of a portfolio of professional practice and a profile of Teachers' Standards, which draws together subject knowledge and understanding accumulated through professional practice placements. This portfolio is progressively built through the formative and summative tasks integrated into the course and leads to the final completion of the programme. The capstone does not simply reflect theoretical understandings and practical applications but considers all the qualities required of a teacher in meeting the professional standards. The capstone leads to the recommendation for Qualified Teacher Status and ensures that Kingston University graduates can compete successfully for teaching posts.

## **E. Support for Students and their Learning**

At Kingston University student wellbeing is very important. The course is designed to support students in developing a balanced approach to their studies. Personal tutors are carefully assigned to address the academic and pastoral needs of students and to meet with their tutees on a regular basis, in line with the Kingston University Personal Tutor Scheme.

Taught sessions are designed to support progression in learning through both whole cohort and more frequently, group sessions, which enables tutors to know their students well. Part of a tutor's role is to advise and guide students through the employment process towards the end of the course, from their application for a teacher's position, to the interview and beyond. During the course students are allocated a University Liaison Tutor (ULT) and a School Based Mentor (SBM) to support their professional development whilst on placements. These are expert colleagues who provide advice and guidance as students apply their knowledge and understanding in the classroom and wider school community. The relationships between the student, SBM and ULT enable strong, trusting and positive partnerships to develop. The KU Department of Education has a strong Alumni network and students on professional placements are frequently mentored by former students of the programme, further enhancing the very positive professional networks that have developed over many years.

Students are supported by:

- timetabled tutorials with Personal Tutors in each year of the programme. The Personal Tutor is identified to students from the outset as their first point of contact. This enables each Personal Tutor to monitor and intervene, where appropriate or, if problems or unexpected outcomes arise, to provide appropriate support.
- Personal Tutors and the Course Leader that meet on a regular basis to discuss student progress in order to maintain an overview and to provide consistency of support.
- selecting student representatives for the Staff Student Consultative Committee, where good practice and issues of concern can be raised and discussed.
- an assigned course administrator who advises on course issues such as timetables.
- a virtual learning environment called Canvas, where all course materials and links to support services are located.
- assessment criteria available from the beginning of modules and support for assignments inter-woven into teaching and learning sessions.
- criterion-referenced assignment feedback and opportunities to discuss feedback with tutors.
- additional study support sessions timetabled to compliment assignment submission dates.
- detailed assignment guidance on Canvas.

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys, Kingston Student Survey (KSS) and the National Student Survey (NSS)
- Moderation policies
- KSS and NSS surveys
- Professional practice partners

In addition, the Department of Education is inspected by the Office for Standards in Education (Ofsted).

## **G. Employability and work-based learning**

Graduates of this course are well placed to begin their career in primary education, with many findings first teaching appointments in our partnership schools. Graduates do not solely gain employment in mainstream or independent primary schools. There are opportunities to work in special school settings, pupil referral units and nurseries. Our data indicates that a high proportion of our graduates take up teaching or education-based appointments by the beginning of the subsequent academic year (average 95%). Many of these graduates take on posts of responsibility and higher management roles within 2-5 years and a number engage in Continuing Professional Development courses at Kingston University, for example the Master of Research in Education, as their career progresses.

The course is structured to provide students with real-world learning through professional practice experiences in schools. The KU Department of Education has a large network of local schools, whose staff work in partnership to provide supportive environments for students to develop their teaching skills. This partnership provides a rich and varied source of expertise and enhances employment opportunities as the acquisition of professional standards for teaching requires students to graduate as independent, reflective learners demonstrating reliability, punctuality and the ability to work collaboratively. Schools supporting students see these qualities in practice and many students gain employment in the schools where they have undertaken their teaching experience.

As part of our intention to continue developing the course, key tutors meet regularly with our school and settings colleagues in the Early Years and Primary Partnership Committee and the Partnership Strategy Group. Discussions in these meetings can include partners' feedback on and/or support of new strategies, sharing good practice and annual reviews of courses/curricula.

### ***Work-based learning, including sandwich courses and higher or degree apprenticeships***

While on placement, all students have a school-based mentor (SBM). The Department run a range of training for SBMs including sessions on the paperwork that students and mentors complete during a placement, and presentations and workshops on mentoring skills. Students are also supported by a University Liaison Tutor (ULT) who is in regular contact with students during their placement. The ULT meets with their student and mentor to discuss progress, review targets, and ensure that students are making progress towards successful completion and potential employment in the primary education sector. Staff from our partnership schools also support with additional employability practices that are embedded within the taught programme. Head Teachers and senior staff provide students with mock interview scenarios and expert advice on how to present applications for teaching posts. The success of our students in securing employment year on year is testament to the effectiveness of these strategies.

In addition to school placements, the students have an enhancement experience working with children in a different education context, at the end of year 1 and year 2. These are known as 'Beyond the Classroom' experiences. Students spend at least 10 days working in a chosen area of interest such as museum education, arts education, theatre education, sports and/or recreational activities. This enables students to transfer their developing knowledge and understanding of effective pedagogy into alternative learning environments, working with specialists in the field. This experience provides students with an enhanced understanding of wider practice in education and professional networks that they can draw on when working as qualified teachers in schools. Students have endorsement of this enhanced practice knowledge captured in their references at the end of the course. This makes them highly sought after in the field, as potential employers seek to recruit new teachers who show aptitude in practice within and beyond the classroom.

Once students have left KU, they are encouraged to engage with Continuous Professional Development (CPD) opportunities provided by Kingston University's Department of Education and to maintain contact through engagement with a chosen research Special Interest Group (SIG). The SIG chair invites students and graduate teachers to engage in ongoing critical debate about research and practice that are located around areas of particular interest. This enhances students' opportunities to critically examine research and policy that impacts upon teachers, learners and pedagogical practices. Currently the SIGs include Early Years, Inclusion and Social Justice, Mathematics Education, Science Education, Teaching and Teacher Education and Technology and Pedagogy.

This course adheres to guidance concerning the ITT Core Content Framework that outlines a minimum entitlement for trainee teachers and is designed to support them to manage their



workload and wellbeing whilst they train and as they embark on their career in school (DfE, 2019). The CCF is designed to feed directly into and mirrors what is known as the Early Career Framework (ECF). This means that the design of this course ensures that there is familiarity and certainty for students that they are learning about and practising high quality teaching. Direct links are made between the CCF and ECF throughout this course so that students are prepared for their future career in professional practice.

## H. Other sources of information that you may wish to consult

Department for Education Teachers' Standards (DfE, 2011)  
<https://www.gov.uk/government/publications/teachers-standards>

Kingston University Course page  
<https://www.kingston.ac.uk/undergraduate/courses/primary-teaching-qts/>

## I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4				Level 5				Level 6			
		QB4001	QB4002	QB4003	QB4004	QB5001	QB5002	QB5003	QB5004	QB6004	QB6001	QB6002	QB6003
Knowledge & Understanding	A1	S		S		S		S			S		S
	A2				S				S				
	A3		S		S		S		S		S		
	A4	S		S		S		S		S		S	
	A5		S		S		S		S		S		S
Intellectual Skills	B1	S			S	S				S	S		
	B2	S		S	S	S		S		S	S		S
	B3	S	S	S	S	S		S		S	S	S	S
	B4				S					S			

	B 5	S			S	S				S	S		
	B 6										S		
<b>Practical Skills</b>	C 1				S					S			
	C 2				S					S			
	C 3				S					S			
	C 4		S		S		S			S		S	
	C 5	S		S	S	S		S		S	S		S
	C 6				S					S			

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**