

Programme Specification

Title of Course: BA (Hons.) in Primary Teaching

Date Specification Produced: March 2013

Date Specification Last Revised: May 2015

SECTION 1: GENERAL INFORMATION

Title:

Awarding Institution: Kingston University

Teaching Institution: Kingston University

Location: School of Education

Programme Accredited by: National College for Teaching and Leadership (NCTL) 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.

SECTION 2: THE PROGRAMME

A. Programme Introduction

The BA Honours Primary Teaching Degree programme offers an undergraduate route to Qualified Teacher Status. Students who are enthused and motivated to becoming primary teachers will gain the professional knowledge, understanding and skills required to effectively contribute to children's education. The programme is taught in collaboration with a wide partnership of primary schools and their teachers, enabling students to progressively develop over three years in university and school settings.

Primary programmes have achieved national recognition in terms of excellence in academic rigour combined with positive impact on student attainment, being judged by OfSTED (2012) as 'Outstanding'. The partnership of the university and partner schools is committed to a high level of education and training of student teachers to meet the required Teachers' Standards. The three year degree is designed to facilitate progression against the standards but also to enrich and broaden student's education in the wider professional aspects of teaching.

Distinct features of the programme include the opportunity to specialise in a core primary subject (English, mathematics and science) through each of the three years with secondary options in languages, arts and humanities from year 2 onwards.

Working collaboratively with schools, the programme is designed to ensure recent and relevant issues are addressed and students gain the knowledge and skills required of effective practitioners. A team of highly qualified professionals from a range of disciplines lead the programme. The lecturers and tutors are actively engaged in national and international research projects, enabling students to be fully involved with current theories and emerging issues that may impact upon classroom practice.

On successful completion of the BA Honours Primary Teaching Degree, students will have a clear progression route towards gaining a Newly Qualified Teacher (NQT) post. As the Primary partnership consists of surrounding London Boroughs and counties, employment is often attained in partnership schools. Many past Kingston students elect to further their career progression through Masters programmes offered at the university.

B. Aims of the Programme

- To produce qualified teachers of the highest calibre, who as Newly Qualified teachers (NQTs) are able to take their place in the teaching profession with confidence and make an immediate contribution to pupils' learning.
- To present a cohesive programme that develops an ethos of professional development that will enable graduate teachers to gain the confidence necessary to meet the demands of the teaching profession and progress to senior positions of responsibility.
- To provide opportunities and support for individual students to reach their full potential and in so doing encourage widening participation within initial teacher education from those sections of society that at present are under-represented.
- To provide opportunities for students to explore and evaluate their beliefs and values in relation to professional responsibilities of The Teachers' Standards.
- To ensure that successful students fully meet and are able to build upon the required standards for the recommendation of Qualified Teacher Status, who will be able to ensure effective learning and attainment for pupils.
- To set an ethos of continuing professional development by developing the skills to explore and critically analyse teaching theory and practice in order to contribute fully to teaching and learning in schools.
- To engender a critical and reflective approach to the literature of, and professional practice related to, their chosen subject specialism and related pedagogy.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Level 6 and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual skills – able to:		Subject Practical skills
	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 the National Curriculum subjects and 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 and teaching	B2	Demonstrate an ability to reflect deeply on their own 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 young people through the highest level of professionalism and personal standards
A3	Understand the 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 their professional practice	C3	Work as an effective professional within a team and the wider school community
A4	Demonstrate an in-depth knowledge of current literature, concepts and arguments associated with the teaching and learning of their chosen subject specialism	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		Demonstrate an ability to examine epistemological issues with regard to their chosen subject in order to facilitate research	C5	Set high expectations which inspire, motivate and challenge pupils
			Develop 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
Key Skills					
	Self Awareness Skills		Communication Skills		Interpersonal Skills
AK1	Take responsibility for own learning and plan for and record own personal development	BK1	Express ideas clearly and unambiguously in writing and the spoken work	CK1	Work well with others in a group or team
AK2	Recognise own academic strengths and weaknesses, reflect on performance and	BK2	Present, challenge and defend ideas and results effectively orally and in writing	CK2	Work flexibly and respond to change

	progress and respond to feedback				
AK3	Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	BK3	Actively listen and respond appropriately to ideas of others	CK3	Discuss and debate with others and make concession to reach agreement
AK4	Work effectively with limited supervision in unfamiliar contexts			CK4	Give, accept and respond to constructive feedback
				CK5	Show sensitivity and respect for diverse values and beliefs
	Research and information Literacy Skills		Numeracy Skills		Management & Leadership Skills
DK1	Search for and select relevant sources of information	EK1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	FK1	Determine the scope of a task (or project)
DK2	Critically evaluate information and use it appropriately	EK2	Present and record data in appropriate formats	FK2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources
DK3	Apply the ethical and legal requirements in both the access and use of information	EK3	Interpret and evaluate data to inform and justify arguments	FK3	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary
DK4	Accurately cite and reference information sources	EK4	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	FK4	Motivate and direct others to enable an effective contribution from all participants
DK5	Use software and IT technology as appropriate				
	Creativity and Problem Solving Skills				
GK1	Apply the appropriate knowledge to analyse and evaluate information and data and to find solutions to problems				
GK2	Work with complex ideas and justify judgements made through effective use of evidence				
Teaching/learning methods and strategies					
<p>The range of learning and teaching strategies includes</p> <ul style="list-style-type: none"> • Lectures, seminars, workshops and 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 presentation
- The use of Technology Enhanced Learning
- An emphasis on personal reflection
- Field work and educational visits
- Inputs from teachers and others from the wider field of education
- Informal tasks and practical experiences
- Observation of good practice
- Written and verbal feedback on academic and professional development
- Audits of students' subject knowledge, target setting and action plans

Assessment strategies

The assessment strategies employed in the Fields include the following:

- Essays including an Extended Study in subject specialism
- Audits and tests
- Group and individual presentations
- Peer assessment of presentations and resources
- Production of a range of resources for teaching and learning
- The use of educational technology to assist teaching and learning
- Reports
- Fieldwork
- Peer and self assessment leading to target setting
- School Experience observations
- School Experience files containing plans, resources, records and reflective evaluations for each placement
- Planning at short and medium term related to teaching
- Case studies

D. Entry Requirements

The minimum entry qualifications for the programme are:

- **From A Level:** a minimum of 240 points from at least 2 A2s (not including General Studies) and must include a minimum of 80 points in subject specialism at A-Level or a 100 points if applying for English
- **Access Diploma:** An Access to Teaching course can be accepted if the above qualifications are absent. However if a person does not have GCSE in Maths, English and Science, then they should look for an Access to Teaching course which must include these 3 subjects at Level 2. Subject Specialism must also be a pass to Level 3 in at least 3 modules.
- **BTEC National Diploma** qualifications at Distinction Level will also be considered
- **Plus:** GCSEs in 5 subjects at grade A-C. This must include English Language, Mathematics and Science
- A pass in the National Skills Tests in English and Mathematics
- A satisfactory Disclosure and Barring Service (DBS)
- Satisfactory Medical Clearance

For 2015-16 the minimum entry qualifications for the programme will be:

- **From A Level:** a minimum of 240 UCAS points which should include 2 A-levels at grade C or above, not including General Studies. The A-level profile should include subjects that have relevance to the primary curriculum.
- **Access Course:** completion of an accredited Access course with passes in three, Level 3 modules. The Level 3 modules should have relevance to the National Curriculum subjects.
- **BTEC National Diploma** qualifications at Distinction Level will also be considered
- **Plus:** GCSEs in 5 subjects at grade A-C. This must include English Language, Mathematics and Science
- A pass in the National Skills Test in English and Mathematics
- A satisfactory Disclosure and Barring Service (DBS)
- Satisfactory Medical Clearance

E. Programme Structure

This programme is offered in full-time mode, and leads to the award of BA Honours in Primary Teaching. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

E1. Professional and Statutory Regulatory Bodies

Department for Education
National College for Teaching and Leadership (NCTL)
Office for Standards in Education (OfSTED)

E2. Work-based learning, including sandwich programmes

Work placements are a mandatory part of the programme with a statutory obligation for students to spend 24 weeks in school-based activity.

E3. Outline Programme Structure

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

BA (Hons) Primary Teaching

The BA programme has achieved national recognition in terms of excellence in academic rigour combined with positive impact on student attainment, being judged by OfSTED (2012) as ‘Outstanding’. The partnership of the university and partner schools is committed to a high level of education and training of student teachers to meet the required Teachers’ Standards. The three year degree is designed to facilitate progression against the standards but also to enrich and broaden students’ education in the wider professional aspects of teaching. Distinct features of the programme are that there are subject specialisms in all three years and opportunities to study all subjects of the primary curriculum including primary languages.

Working collaboratively with schools, the programme is designed to ensure recent and relevant issues are addressed and students gain the knowledge and skills required of effective practitioners. A team of highly qualified professionals from a range of disciplines lead the programme. The lecturers and tutors are actively engaged in national and international research projects, enabling students to be fully involved with ‘cutting edge’ theories and emerging issues that may impact upon practice, making programmes exciting and dynamic.

Module List

Level 4 (all core)							
Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Core English and School Experience	QB4000	30	4			100%	Sept – May (placement 7 weeks)
Mathematics and Science in Primary Education	QB4010	30	4			100%	September - June
Subject specialism and Pedagogy	QB4020	30	4			100%	September - June
The Arts and Humanities in Primary Education	QB4030	30	4			100%	September - January
Progression to level 5 requires all modules to be passed.							

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

Level 5 (at least 60 credits = core)

Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block	
Core English and the Broader curriculum in Primary Education	QB5000	30	5			100%	September - June	All level 4 modules
Mathematics and Science in Primary Education	QB5010	30	5			100%	September - June	All level 4 modules
Pedagogy and School Experience	QB5020	30	5			100%	September - June	All level 4 modules
Option modules								Pre-requisites
English Subject Specialism	QB5030	30	5			100%	September – December March-June	All level 4 modules
Geography/ History Subject Specialism For 2015-16 entry the History/geography specialism will not be offered	QB5031	30	5			100%	September – December March-June	All level 4 modules
Mathematics Subject Specialism	QB5032	30	5			100%	September – December March-June	All level 4 modules
Science Subject Specialism	QB5033	30	5			100%	September – December March-June	All level 4 modules

Progression to level 6 requires all modules to be passed.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education.

Level 6 (at least 60 credits = core)

Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block	
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English, Mathematics and Science in Primary Education	QB6000	30	6			100%	September - December	All level 5 modules
Educational Technologies and the Broader Curriculum in Primary Education	QB6010	30	6			100%	September - January	All level 5 modules
Pedagogy and School Experience	QB6020	30	6			100%	December – June (Placement 11 weeks)	All level 5 modules
Specialism and the Extended Study For 2015-16 entry the History/geography specialism will not be offered	QB6030	30	6			100%	September - March	All level 5 modules

Level 6 requires the successful completion of all modules for the award of BA (Hons) Primary Teaching. There is an alternative award of BA (Hons) Primary Education Studies (non QTS) for those students who are offered a substitute resubmission of the School Experience module.

F. Principles of Teaching Learning and Assessment

The teaching and learning strategies students experience in the university need to 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. This view of learning, which emphasises and values the experience of learners through collaborative investigations and dialogue with peers and tutors, promotes a variety of teaching and learning strategies which will be used within the BA programme. These will model and exemplify the range of approaches within primary teaching and learning that students will encounter. This facilitates engagement with a developmental programme of observation and practice in professional settings.

In encouraging students to analyse and evaluate teaching and learning approaches within primary education, the approaches used within the course itself are similarly open to critical examination. It is a professional requirement of teachers and student teachers to reflect systematically on approaches to teaching and this is embedded in the Teachers' Standards. The principles underlying on-going practice will be continually explored in the 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 colleagues.

The strong emphasis on Mathematics and Literacy (and in particular phonics teaching) in primary schools remains, 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. These are consonant with our own approach and will inform our delivery of the modules outlined above.

Educational technologies enhance learning in all modules. Students develop their knowledge of the appropriate selection and use of technologies to promote pupil's interest and engagement within and beyond the curriculum. The School of Education continues to invest in innovative technologies to promote a creative and dynamic approach to teaching. For example staff and students have explored the use of the ipad to enhance learning. A recent school based research project investigated pupil comprehension of interactive e-books which was reported at a subsequent international conference.

Research informed teaching underpins the course and there are opportunities for students to engage with projects. For example, an on-going Special Educational Needs initiative involves teachers with specific expertise supporting the taught programme as well as students working in special school settings. Another project has provided an opportunity for students to work in collaboration with London Museums to develop educational materials. Students are therefore able to reflect on the rich experiences these provide to inform their own professional development.

The course is enriched by extra curricula and international opportunities, such as the inclusion of residential field work and visits to a wide range of local and national centres of interest. Teaching opportunities are possible in Europe but also world-wide through volunteer programmes with which the School of Education is connected.

In promoting effective learning and to ensure that the Teachers' Standards are met, tutors and colleagues in schools will use a range of strategies to exemplify good practice to be found in the primary sector. These will include some or all of the following:

- Lectures, seminars, workshops and 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 presentation
- The use of Technology Enhanced Learning
- An emphasis on personal reflection
- Field work and educational visits
- Inputs from teachers and others from the wider field of education
- Informal tasks and practical experiences
- Observation of good practice
- Written and verbal feedback on academic and professional development
- Audits of students' subject knowledge, target setting and action plans

Students will be encouraged to:

- Take responsibility for their own learning across and between modules including professional development
- 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 current Personal Development Profile (PDP) of their reflections and actions on progress
- Maximise the opportunities afforded them by the University's Learning Resource Centre and information communication technology to support their learning
- Keep 'professional' hours and provide a suitable professional role model in every respect for the children with whom they are in contact during all periods of school experience

- Set realistic professional, academic and school experience targets to ensure their success in terms of the BA Primary aims and learning outcomes and in meeting the Teachers' Standards.

Assessment is an integral part of the teaching and learning process and also provides evidence that the standards for Qualified Teacher Status have been attained.

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 will engage in self- and peer- assessment as well as being summatively assessed. This engagement with the process develops student appreciation of the importance of a range of approaches to assessment in the classroom in order to facilitate pupil progress.

Formative assessment enables students to build on their previous knowledge and experience and to develop self-assessment strategies, essential if they are to take responsibility for their own learning and professional development. Formative tasks are carefully designed to build student knowledge and experience throughout the taught course to support student learning and develop the ability to complete summative assignments confidently. These also inform school experience 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 the modular descriptions and summarised in the bullet points below. These reflect the pedagogies of the individual curriculum subjects.

The capstone of the course is the final school experience which draws together all student subject knowledge and understanding. This has been progressively built through the formative and summative tasks integrated in 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 the professional meeting the Teachers' Standards (2012). This leads to a recommendation for Qualified Teacher Status and ensures that Kingston graduates can compete successfully for teaching posts.

Formative assessment also provides evidence of standards in teaching and learning. It informs staff development and supports further course development and innovation.

The BA Primary programme will therefore employ a wide range of formative assessment activities which may include:

- The keeping of reading and reflective learning logs
- Discussion papers on educational issues
- Group and individual presentations
- 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 school experience placements
- Preparation of short and medium term plans for teaching
- Production of a school experience file for each school experience placement
- Records of assessment, recording and reporting on children's performance, attainment and ability, including leveling against expected national standards
- Audits of students' subject knowledge
- The use of educational technology to assist teaching and promote learning

These will provide constructive feedback for students from tutors, peers and colleagues in the professional work-based settings and enable individuals to identify their own areas for further development.

Summative assessment is solely through course work 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 and it is considered that this is best demonstrated through accurate and wide referencing to both academic resources and professional practice.

All summative assessment will be criteria referenced. The UMS grade assessment criteria will be applied to grade students' work and to provide them with developmental feedback. The School Experience module will be assessed against the Teachers' Standards (2012).

G. Support for Students and their Learning

Student well-being is important. The course is designed to support students in developing a balanced approach to their studies. Personal tutors are carefully assigned to meet the academic and pastoral needs of students and they meet with their tutees on a regular basis. Taught sessions are designed to support progression in learning through both whole cohort and more frequently group sessions which allow tutors to know students well. In addition students are allocated a University Liaison Tutor and a School Based Mentor to support professional development on placement. This enables strong and positive partnerships to develop. Part of a tutor's role is to advise and guide students in through the employment process, from the application to interview and beyond. The School of Education has a strong Alumni network; students on placement are frequently mentored by former students of the programme who therefore can advise appropriately from a sound knowledge of the Kingston course.

Students are supported by:

- Timetabled tutorials with personal tutors in each year of the programme
- Personal tutors are usually those who teach students on subject specialism modules so are well known to students
- Year leaders for each year who are able to award extensions or advise on mitigating circumstances for extensions if the need arises. Year leaders also have an overview of student progress
- Year leaders and tutors meet to discuss individual student progress so that if problems or unexpected outcomes arise, students are provided with appropriate support
- Students have representatives on Staff Student Course Committees where issues of concern can be raised
- An assigned course administrator who can advise on course issues such as timetables
- Criterion-referenced assignment feedback sheets and opportunities to discuss feedback with tutors or personal tutors
- Additional study support sessions timetabled to match assignment submission dates
- Additional support sessions in mathematics, should the need arise
- Assignment guidance on Studyspace (VLE)

H. 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

- Moderation policies
- Level 4, 5 and NSS surveys

In addition the School of Education is inspected by the Office for Standards in Education

I. Employability Statement

Graduates of this programme are well placed to begin their career in primary education, many finding first teaching appointments in our partnership schools. Graduates do not solely gain employment in mainstream or independent primaries; there are opportunities to work in special school settings, pupil referral units, nurseries and education settings in this country and abroad. 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. Many of these take on posts of responsibility and higher management roles within 2-5 years and a number engage in Continuing Professional Development programmes at Kingston University as their career progresses.

The course is structured to provide 'real-world learning' through school placements. The School of Education has a large network of local schools which work in partnership with us to provide settings for students to develop their teaching skills. Many of these schools have School of Education Alumni on the staff to provide appropriate guidance and mentoring. This partnership provides a rich and varied source of expertise and enhances employment opportunities. The acquisition of professional standards for teaching requires students to graduate as independent, reflective learners demonstrating reliability, punctuality and the ability to work collaboratively.

J. Approved Variants from the UMS

- At no levels is compensation permitted
- Following failure of more than 60 credits at first attempt, there will be no opportunity for students to 'replace' credit.
- School Experience: Students will only be offered one opportunity for reassessment in module QB4000. If the student has been in serious breach of NCTL 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.
- School Experience: Students will only be offered one opportunity for reassessment in module QB5020. If the student has been in serious breach of NCTL 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.
- School Experience: Students will only be offered one opportunity for reassessment in module QB6020. If the student has been in serious breach of NCTL 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.

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.

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%.

K. Other sources of information that you may wish to consult Development of Programme Learning Outcomes in Modules

Further information relating to the award of QTS can be obtained by reference to the following websites:

National College for Teaching and Leadership (NCTL):

<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>

The University and Colleges Admission Service (UCAS):

<http://www.ucas.com/>

		Level 4				Level 5							Level 6						
Module Code		QB4000	QB4010	QB4020	QB4030	QB5000	QB5010	QB5020	QB5030	QB5031	QB5032	QB5033	QB6000	QB6010	QB6020	QB6030			
Programme Learning Outcomes	Knowledge & Understanding	A1	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F		
		A2	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	
		A3	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	
		A4	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	
	Intellectual Skills	B1	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	
		B2	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	
		B3	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	
		B4	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	
	Practical Skills	C1	S/F			S/F	S/F		S/F	S/F	S/F	S/F	S/F		S/F	S/F			
		C2	S/F			S/F	S/F		S/F	S/F	S/F	S/F	S/F		S/F	S/F			
		C3	S/F			S/F	S/F		S/F	S/F	S/F	S/F	S/F		S/F	S/F			
		C4	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	
	Transferable Skills	D1	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	
		D2	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	
		D3	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	
		D4	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	

S indicates where a summative assessment occurs.

F where formative assessment/feedback occurs

Indicative Module Assessment Map

This map identifies the elements of assessment for each module. Course teams are reminded that:

- There should be no more than three elements of assessment per module
- There should be no more than one formal examination per module.
- Synoptic assessments that test the learning outcomes of more than one module are permitted

Module					Coursework 1				Coursework 2			
Level	Module Name	Module code	Credit value	Core/option	Type of coursework	Word Length	Weighting %	S/F*	Type of coursework	Word Length	Weighting %	S/F*
4	Core English and School Experience	QB4000	30	Core	Written assignment Threshold audit	1500	50	F/S	Teachers' Standards Profile	portfolio	50	S
4	Mathematics and Science in Primary Education	QB4010	30	Core	School based tasks Essay and Teaching resource Threshold audit in both subjects	3000	100	F/S				
4	Subject Specialism and pedagogy For 2015-16 entry History/geography will not be offered as a specialism	QB4020	30	Core	Reflective report and Teaching resource	1500	50	F/S	Essay	1500	50	F/S
4	The Arts and Humanities in Primary Education	QB4030	30	Core	Essay, Teaching resource and display	3000	100	S				
5	Core English and the Broader Curriculum in Primary Education	QB5000	30	Core	Group presentation Essay	2000	50	F/S	Teaching resource Threshold audit	2000	50	F/S
5	Mathematics and Science in Primary Education	QB5010	30	Core	Essay Analysis of School based tasks	4000	100	F/S				

					Threshold audit in both subjects							
5	Pedagogy and School Experience	QB5020	30	Core	Essay	2000	50	F/SS	Teachers' Standards Profile	portfolio	50	F/S
5	English Subject Specialism	QB5030	30	Option	Short story and report	2000	50	F/S	Essay	2000	50	F/S
5	Geography/History Subject Specialism From 2015-16 entry History/geography will not be offered as a specialism	QB5031	30	Option	Essay Geography Essay History	4000	100	F/S				
5	Mathematics Subject Specialism	QB5032	30	Option	Presentation, project diaries and essay	4000	100	F/S				
5	Science Subject Specialism	QB5033	30	Option	Web- based teaching resource Evaluative report Analysis of pupil's work and report	4000	100	F/S				
6	English, Mathematics and Science in Primary Education	QB6000	30	Core	Essay Teaching plans Threshold audit in all subjects	5000	100	F/S				
6	Educational Technologies and the Broader Curriculum in Primary Education	QB6010	30	Core	Educational technology resource, group presentation, essay	4000	100	F/S				
6	Pedagogy and School Experience	QB6020	30	Core	Scheme of work and rationale	2000	50	F/S	Teachers' Standards Profile	portfolio	50	F/S
6	Specialist Extended Study From 2015-16 entry History/geography will not be offered as a specialism	QB6030	30	Core	Essay	5000	100	F/S				

Technical Annex

Final Award(s):	BA (Hons.) in Primary Teaching with recommendation for Qualified Teacher Status (QTS)
Alternative Award(s):	BA (Hons.) in Primary Teaching (Failure of external skills tests - not recommended for QTS)
Intermediate Award(s):	BA (Hons) Primary Education Studies Level 5 Diploma of Higher Education Level 4 Certificate of Higher Education
Minimum period of registration:	3 years
Maximum period of registration:	6 years
FHEQ Level for the Final Award:	Level 6
QAA Subject Benchmark:	
Modes of Delivery:	Full time
Language of Delivery:	English
Faculty:	Health, Social Care and Education (HSCE)
School:	School of Education
JACS code:	<i>This is the Joint Academic Coding System (JACS) agreed jointly by UCAS and HESA. X120</i>
UCAS Code:	XQD3
Course Code:	UFBAP1BAP01 – new students from 2015/16 UFENG1ENG01 – English specialists completing in 2015/16 and 2016/17 UFGHT1GHT01 – Geography/History specialists completing in 2015/16 and 2016/17 UFSCI1SCI01 - – Science specialists completing in 2015/16 and 2016/17 UFMTH1MTH01– Maths specialists completing in 2015/16 and 2016/17