**Template C4**



**Programme Specification**

**Title of Course: Primary Teaching leading to Qualified Teacher Status BA (Hons)**

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| **Date first produced** | March 2013 |
| **Date last revised** | September 2019 |
| **Date of implementation of current version** | September 2019 |
| **Version number** | 1 |
| **Faculty** | Faculty of Health, Social Care and Education |
| **School** | Education, Midwifery and Social Care |
| **Department**  | Department of Education |
| **Delivery Institution** | 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 modules can be found in the course VLE site and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Award(s) and Title(s):** | BA (Hons) in Primary Teaching with recommendation for Qualified Teacher Status (QTS) |
| **Intermediate Awards:** | Level 6 - BA (Hons) Primary Education Studies (see Page 13)Level 5 Diploma of Higher EducationLevel 4 Certificate of Higher Education |
| **FHEQ Level for the Final Award:** | Level 6 |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | School of Education, Kingston Hill Campus |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full time |
| **Available as:** | Full field  |
| **Minimum period of registration:** | 3 Years |
| **Maximum period of registration:** | 6 years |
| **Entry Requirements:**  | **For all types of Level 3 qualification, the minimum requirement for entry for this programme will be 112 UCAS points:*** **A levels/AS levels** in subjects relevant to the national curriculum
	+ Minimum of one B and one C grade (72 points) at A-level; the remaining points can be made up of A level and AS grades.
	+ General Studies is not included.
* **BTEC National Qualifications** in subjects relevant to the national curriculum or primary education
	+ Extended Diploma Grade DMM or above
	+ Diploma Grade D\*D\*
* **Access to Higher Education Diploma**
	+ An accredited Access course with modules relevant to the national curriculum or primary education.
* **CACHE Level 3 Diploma** in an area relevant to primary education will be considered.

**Plus:** * At least 5 GCSEs at grade 4 or above (or grade C or above for GCSEs taken before 2017). This must include English, Mathematics and Science.
* A satisfactory Disclosure and Barring Service (DBS) check
* Satisfactory Occupational Health clearance
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| **Programme Accredited by:** | 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. |
| **QAA Subject Benchmark Statements:** |  QAA (2014) *UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies October 2014**All subject benchmark statements can be found* [***here***](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements)***.*** |
| **Approved Variants:** | * 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 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.
* 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 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%. |
| **UCAS Code:** | XQD3 |

**SECTION 2: THE COURSE**

1. **Aims of the Course**
* 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 2011.
* 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.
1. **Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA subject benchmarks indicated 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:

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding**On completion of the course students will be able to: |  | **Intellectual Skills**On completion of the course students will be able to |  | **Subject Practical Skills**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 |

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| **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 progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | CK2 | Work flexibly and respond to change |
| 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** |
| The range of learning and teaching strategies includes* 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
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| **Assessment strategies** |
| The assessment strategies employed in the Fields include the following:* Essays including an Extended Study in the chosen 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
* Academic Posters
* 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
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1. **Outline Programme Structure**

See Indicative Module Assessment Map on Page 21.

Full details of each module will be provided in module descriptors and via the VLE (Canvas).

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

 Teaching Regulation Agency (TRA)

 Office for Standards in Education (Ofsted)

**E2. Work-based learning, including sandwich programmes**

School placements are a mandatory part of the programme with a statutory obligation for students to spend 120 days 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 on the VLE pages for each module.

**BA (Hons) Primary Teaching**

The BA programme was judged by OfSTED (2015) to be ‘Good’; the report commented on “the coherent blend of university lectures, school placements and academic assignments provides effective training which ensures trainees have the knowledge and skills they need to be a good teacher.” 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 these 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 from Year 2 and opportunities to study all subjects of the primary curriculum.

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. 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**

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| **Level 4** (all core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **%** **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 – May |
| The Arts and Humanities in Primary Education  | QB4030 | 30 | 4 | 100% | September – May |
| Pedagogy and Curriculum  | QB4040 | 30 | 4 | 100% | September – May |
| 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. |

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| **Level 5** (at least 60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **%** **course-work** | **Teaching Block** | **Pre-requisites** |
| Core English and the Broader curriculum in Primary Education | QB5000 | 30 | 5 | 100% | September – May | All level 4 modules |
| Mathematics and Science in Primary Education | QB5010 | 30 | 5 | 100% | September – May | All level 4 modules |
| Pedagogy and School Experience  | QB5020 | 30 | 5 | 100% | September – MayPlacement 8 weeks | All level 4 modules |
| **\*Option modules** |  |  |  |  |  | **Pre-requisites** |
| English Subject Specialism | QB5030 | 30 | 5 | 100% | September – DecemberMarch – May | All level 4 modules |
| Mathematics Subject Specialism | QB5032 | 30 | 5 | 100% | September – DecemberMarch – May | All level 4 modules |
| Science Subject Specialism | QB5033 | 30 | 5 | 100% | September – DecemberMarch – May | 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.\*At Level 4 (module QB4040), students choose a subject specialism from one of the subjects offered; this is currently from English, mathematics and science (National Curriculum (2013) core subjects). This choice is underpinned by the module content and linked to the assessment for this element of the module, where students create an academic poster and written rationale outlining their choice. This enables students to engage with key aspects of current research and thinking around ‘curriculum’ and issues related to teaching and learning in school to demonstrate the academic underpinning for their area of interest and implications for their future practice. The students then commence their subject specialism studies at Level 5.Coherence of the course is ensured as all students undertake compulsory modules in English, mathematics and science throughout all levels of the course; the option subject complements this core learning. |
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| **Level 6** (at least 60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **%** **course-work** | **Teaching Block** | **Pre-requisites** |
| 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 10 weeks)  | All level 5 modules |
| Specialism and the Extended Study | 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.  |

1. **Principles of Teaching, Learning and Assessment**

The focus during the main Welcome and Induction Week is based upon breaking the ice and building an early sense of belonging via the establishment of key relationships. In particular, new entrants have the opportunity to meet with the course team, personal tutors and other students on the course. Library and ITS induction sessions are also scheduled. The programme for the week incorporates the key structures and elements of the KU Welcome and Induction programme, along with specific activities related to the subject, such as professionalism, social media for teachers and introduction to behaviour management. These are linked to the Teachers’ Standards (DfE, 2011) so that students engage with their core professional expectations from the start of the course.

The course specific induction is complemented by a programme of activities coordinated by the welcome and induction working group.

The level 4 ‘low stakes’ assignment is worth 10% of the module grade for QB4000. It addresses a key aspect of Part Two of the DfE Teachers’ Standards (2011) and aims to ensure students have appropriate knowledge and understanding before they go into school for the first time. Prior to submission, students have a three-hour lecture on academic reading and writing at level 4, which provides and draws on materials related to the assessment topic. The assignment is marked by the student’s personal tutor. Grades are released on students’ first day back after placement and each student has a 1:1 tutorial with their PT the following afternoon to discuss the feedback, identify actions to be taken and highlight sources of support. This process, which pre-existed the requirements of the KU ‘low stakes’ assignment policy, was considered by FEC to be an example of good practice.

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. Through these, tutors model and students experience the range of approaches within primary teaching and learning that students will encounter in professional practice. This facilitates engagement with a developmental programme of observation and practice in professional settings.

As stated in the Teachers’ Standards (2011), it is a professional requirement of teachers and student teachers to reflect systematically on approaches to teaching and this. Therefore, the course encourages students to analyse and evaluate teaching and learning approaches within primary education, as well as critically examining the approaches used within the course itself. 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 English (including the teaching of early reading, phonics and grammar) 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 pupils’ 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

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 Kingston Museum to develop educational materials. Students are therefore able to reflect on the rich experiences these provide to inform their own professional development.

In promoting effective learning and to ensure that the Teachers’ Standards (2011) 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, which 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 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 professional in meeting the Teachers’ Standards (2011). 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 (2011).

1. **Support for Students and their Learning**

Student wellbeing 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 and 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 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. 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 support consistency of practice;
* Electing student representatives for Staff Student Course Committees where issues of concern can be raised;
* An assigned course administrator who can advise on course issues such as timetables;
* Assessment criteria available from the beginning of modules and support for assignments inter-woven into teaching and learning events;
* Criterion-referenced assignment feedback on assignments and opportunities to discuss feedback with tutors;
* Additional study support sessions timetabled to match assignment submission dates;
* Assignment guidance on Canvas (VLE)
1. **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
* Feedback from employers

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

1. **Employability**

Graduates of this programme are well placed to begin their career in primary education, with 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 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. 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 (for example the Masters of Research (Education)) 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.

Newly qualified teachers are encouraged to continue with CPD opportunities provided by the School of Education.

1. **Other sources of information that you may wish to consult**

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

Please find the course page via the link below:

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

1. **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.

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

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|  |  |  | 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 |  |
| 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 |  |
| 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 |  |
| 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 |  |
| 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 |  |
| 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 |  |
| 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 |  |
| 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**  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** |
| --- | --- | --- |
| **L**  | **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 | 500 | 10 | F/S | Written assignmentThreshold audit | 1500 | 90 | F/S |
| 4 | Mathematics and Science in Primary Education | QB4010 | 30 | Core | Teaching resource and critiqueThreshold audit  | 1500 | 50 | F/S | EssayThreshold audit | 1500 | 50 | F/S |
| 4 | The Arts and Humanities in Primary Education  | QB4030 | 30 | Core | Essay and display | 2500 | 100 | S |  |  |  |  |
| 4 | Pedagogy and Curriculum | QB4040 | 30 | Core | Reflective report  | 1500 | 50 | F/S | Academic Poster and Rationale | 1500 | 50 | F/S |
| 5 | Core English and the Broader Curriculum in Primary Education  | QB5000 | 30 | Core | Group presentationEssay | 2000 | 50 | F/S | Teaching resourceThreshold audit | 2000 | 50 | F/S |
| 5 | Mathematics and Science in Primary Education | QB5010 | 30 | Core | EssayAnalysis of pupils’ work | 4000 | 100 | F/S |  |  |  |  |
| 5 | Pedagogy and School Experience | QB5020 | 30 | Core | Teachers’Standards Profile | Portfolio | 100 | F/S |  |  |  |  |
| 5 | English Subject Specialism | QB5030 | 30 | Option | Rationale | 2000 | 100 | F/S |  |  |  |  |
| 5 | Mathematics Subject Specialism | QB5032 | 30 | Option | Presentation, project diaries  | 2500 | 100 | F/S |  |  |  |  |
| 5 | Science Subject Specialism | QB5033 | 30 | Option | Web- based teaching resourceEvaluative report  | 2000 | 100 | F/S |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | English, Mathematics and Science in Primary Education  | QB6000 | 30 | Core | EssayTeaching plans | 4000 | 100 | F/S |  |  |  |  |
| 6 | Educational Technologies and the Broader Curriculum in Primary Education | QB6010 | 30 | Core | Educational technology resource, group presentation,  | 1500 | 40 | F/S | Essay | 2500 | 60 | 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 | QB6030 | 30 | Core | Essay | 5000 | 100 | F/S |  |  |  |  |