

Programme Specification for

BA (Hons) Primary Education with Qualified Teacher Status (QTS)



1. Programme title	BA (Hons) Primary Education with QTS
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	
5. Final qualification	BA (Hons) Primary Education with QTS
6. Year of validation Year of amendment	
7. Language of study	English
8. Mode of study	Full-time

9. Criteria for admission to the programme

Entry requirements for the BA Primary Education degree are prescribed by the Department for Education. All applicants must have GCSE English language (or literature), science and mathematics at least at grade C.

Normally, 300 UCAS points from a minimum of three A levels is required, at least one of which should be in a National Curriculum subject. Advanced GNVQ or BTEC National Diploma in Science or Art and Design are acceptable, but applicants with other BTEC/ GNVQ such as Health and Social Care or Business and Finance, are usually only accepted if this is accompanied with an A level in a National Curriculum subject. Candidates with an Access to Primary Teaching qualification are accepted as meeting the full requirements described above.

All candidates must be successful in a group interview and pass the QTS skills tests in literacy and numeracy. A minimum of 10 days work experience in a mainstream primary school must be evident in the personal statement.

All candidates must have a DBS clearance in order to do School Based Training

placements.

Candidates accepted to follow a specialism in mathematics or science, must have a high grade at GCSE or an A level in the subject, and do well in the relevant year 1 modules.

10. Aims of the programme

The programme aims to:

- Enable students to develop their knowledge and understanding of children and their learning.
- Equip students with the pedagogic knowledge, understanding and skills to enable them to teach children effectively in a Reception class, and Key Stages One and Two of the primary school.
- Enable students to develop their knowledge and understanding of the subjects of the Early Years and Primary School curricula.
- Enable students to understand the needs of children.
- Enable students to be able to meet the standards as set out in the Teacher's Standards 2012.
- Equip students with the ability to critically review, consolidate and extend a systematic and coherent body of knowledge i.e. primary education, utilising specialised skills across their areas of study.
- Enable students to critically evaluate new concepts and evidence from a range of sources and to transfer and apply diagnostic and creative skills in a range of situations.
- Enable students to understand, critically evaluate and respond to the strengths and needs of children in multicultural, multilingual and multifaith settings and schools.
- Enable students to demonstrate critical understanding of current research in the area of primary education and to demonstrate expertise in highly specialised professional skills, in a context where they will need to exercise initiative and take personal responsibility for decision-making in complex and unpredictable situations.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. Subject knowledge appropriate to meet the requirements as set out in the Teacher's Standards 2012.
2. Understanding of the progression of

Teaching/learning methods

Students gain knowledge and understanding through:

- reading, listening and discussing;
- practical activities;
- accessing ICT;
- self-directed scholarly activity;
- lectures, seminars and practical

<p>children's learning from Foundation Stage to Key Stage 3.</p> <ol style="list-style-type: none"> 3. An understanding of the teaching of Literacy and Mathematics. 4. An understanding of the use of ICT in the teaching of the core and foundation subjects. 5. An understanding of the assessment strategies and requirements for teaching at the Foundation Stage, and Key Stages 1 and 2. 6. An understanding of and engagement with issues such as school ethos; equal opportunities; special education needs; personal, social and health education; citizenship; the management of children's behaviour and classroom organisation and the professional role of the teacher. 7. Assess the impact of research and inspection evidence for their teaching. 	<p>workshops.</p> <p>Assessment methods</p> <p>Students' knowledge and understanding is assessed by:</p> <ul style="list-style-type: none"> • coursework; • scrutiny of teaching files; • observation of the students' teaching; • peer and self-assessment.
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Reflect critically on classroom observations. 2. Reflect critically on their planning and teaching, and consider the implications for children's learning. 3. Analyse, interpret and critically evaluate primary and secondary sources of information. 4. Develop a reasoned argument and challenge assumptions. 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> • focused observation tasks; • discussions with peers, school based Mentors and practitioners. <p>Assessment methods</p> <p>Students' cognitive skills are assessed by:</p> <ul style="list-style-type: none"> • scrutiny of teaching files; • oral presentations; • written assignments • on-going self-evaluation; • collaborative evaluation of teaching practice.

<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Prepare planning documentation appropriate for teaching in a Reception class, and Key Stages 1 and 2, in all aspects of learning/subjects of the Foundation Stage Curriculum/ National Curriculum. 2. Teach competently and imaginatively in a Reception class, and Key Stages 1 and 2 classrooms recognising children's strengths. 3. Make relevant teaching resources. 4. Select and use practical equipment relevant to the primary curriculum. 5. Organise a 'classroom' for learning. 6. Manage pupil behaviour. 7. Work constructively and collaboratively with staff, colleagues and parents/ carers. 	<p>Teaching/learning methods</p> <p>Students learn practical skills through:</p> <ul style="list-style-type: none"> • regular practice and critical reflection of skill acquisition. <p>Assessment methods</p> <p>Students' practical skills are assessed by:</p> <ul style="list-style-type: none"> • scrutiny of teaching files; • observation of the student's teaching and evaluative discussion with tutors and school-based Mentors and teachers.
<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Use information from the Professional Development Portfolio to prepare applications for a first teaching post and to identify their development needs. 2. Show critical thinking skills in being able to analyse, structure and present information in a variety of verbal and written forms. 3. Select, analyse and compare a range 	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through:</p> <ul style="list-style-type: none"> • one-to-one tutorials focusing on the Career Entry and Development Portfolio (D1); • taught sessions (D2 and D3 – part of the expectations of a student teacher; skills evidenced by the students through School Experience and the PDP. <p>Assessment methods</p> <p>Students' graduate skills are assessed by:</p> <ul style="list-style-type: none"> • coursework;

<p>of printed information sources on a selected topic. Recognise and construct an argument, taking account of other views. Reference written materials appropriately, using Harvard referencing conventions. Use Standard English appropriately.</p> <p>4. Identify the skills necessary for successful teams. Contribute effectively and flexibly to group work and presentation. Evaluate team effectiveness in both process and end result, considering their and others' contributions.</p> <p>5. Participate effectively in electronic communication and discussion groups.</p> <p>6. Use web resources effectively, ethically and in an academically sound way, avoiding plagiarism and using appropriate referencing.</p> <p>7. Work with and present quantitative data clearly, choosing appropriate formats and explaining significance of findings.</p>	<ul style="list-style-type: none"> • presentations; • collaborative work.
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12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

The programme is studied over three years (**full-time**) and complies fully with the current requirements of the Teaching Agency as set out in the Teaching Standards 2012.

Students spend at least 145 days in schools, these including three block **School Based Training (SBT)** placements, where they teach approximately 40%, 70% and 75% of the timetable.

The **first block** is a paired experience with two students working together in one classroom.

The **second** and **third blocks** are based on one student in one classroom.

The rest of the programme is **Centre Based Training (CBT)** at the university, where students attend lectures, seminars and practical workshops. Study is undertaken at levels 4 through 6. The programme comprises of 26 compulsory modules.

SBT 1 has a credit value of 20 credits; **SBT 2** has a credit value of 30 credits. **SBT 3** has a credit value of 60 credits.

Details of each module can be found on MISIS and are provided in this handbook just after the Program Specification. Module descriptions are also available on UniHub.

12.2 Levels and modules		
Level 4 (1)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: Education Primary 1120 Education Primary 1121 Education Primary 1122 Education Primary 1124 Education Primary 1127 Education Primary 1210 Education Primary 1211 Education Primary 1212 Education Primary 1213 Education Primary 1215 Education Primary 1216		Students must pass all Level 4 modules in order to progress to Level 5.
Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

<p>Students must take all of the following:</p> <p>Education Primary 2120</p> <p>Education Primary 2121</p> <p>Education Primary 2122</p> <p>Education Primary 2123</p> <p>Education Primary 2125</p> <p>Education Primary 2126</p> <p>Education Primary 2212</p> <p>Education Primary 2215</p> <p>Education Primary 2216</p>		<p>Students must pass all Level 5 modules in order to progress to Level 6.</p>
Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>Education Primary 3114</p> <p>Education Primary 3220</p> <p>Education Primary 3221</p> <p>Education Primary 3224</p> <p>Education Primary 3225</p> <p>Education Primary 3226</p>		<p>Students must pass all Level 6 modules in order to gain an award.</p>

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
	None

13. Curriculum map

See attached.

14. Information about assessment regulations

Students must pass all aspects of the programme. Successful completion of the programme entitles students to be awarded the Middlesex University BA (Hons) Primary Education degree and recommended for QTS.

15. Placement opportunities, requirements and support (if applicable)

All students do three School Based Training placements as part of the programme. Students are supported in their placements by school based mentor and a university Link Tutor.

Students have the opportunity to do an optional placement in a SEND school.

16. Future careers (if applicable)

Teaching in Early Years and Primary (children 4-11).

17. Particular support for learning (if applicable)

All students are able to access support from the university's LET and library services.

18. JACS code (or other relevant coding system)	X120
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19. Relevant QAA subject benchmark group(s)	
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20. Reference points

- Teacher Standards (2012)
- National Curriculum (2014)
- EYFS (2012)

- SEEC (2010) Credit Level Descriptors for Higher Education

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Appendix 2: Curriculum Map

Curriculum map for *BA (Hons) Primary Education with Qualified Teacher Status (QTS)*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Subject knowledge appropriate to meet the requirements as set out in the Teachers' Standards 2012.	C1	Prepare planning documentation appropriate for teaching in a Reception class, and Key Stages 1 and 2, in all aspects of learning/ subjects of the Foundation Stage Curriculum/ National Curriculum.
A2	Understanding of the progression of children's learning from Foundation Stage to Key Stage 3.	C2	Teach competently and imaginatively in a Reception class, and Key Stages 1 and 2 classrooms recognising children's strengths.
A3	An understanding of the teaching of Literacy and mathematics	C3	Make relevant teaching resources
A4	An understanding of the use of ICT in the teaching of the core and foundation subjects.	C4	Select and use practical equipment relevant to the primary curriculum.
A5	An understanding of the assessment strategies and requirements for teaching at the Foundation Stage, and Key Stages 1 and 2.	C5	Organise a 'classroom' for learning.
A6	An understanding of and engagement with issues such as school ethos; equal opportunities; Special Educational Needs; Personal, Social and Health Education;	C6	Manage pupil behaviour

	citizenship; the management of children's behaviour and classroom organisation and the professional role of the teacher.		
A7	Assess the impact of research and inspection evidence for their teaching	C7	Work constructively and collaboratively with staff, colleagues and parents/carers
Cognitive skills		Graduate Skills	
B1	Reflect critically on classroom observations.	D1	Use information from the Professional Development Portfolio to prepare applications for a first teaching post and to identify their development needs.
B2	Reflect critically on their planning and teaching and consider the implications for children's learning.	D2	Show critical thinking skills in being able to analyse, structure and present information in a variety of verbal and written forms.
B3	Analyse, interpret and critically evaluate primary and secondary sources of information.	D3	Select, analyse and compare a range of printed information sources on a selected topic. Recognise and construct an argument, taking account of other views. Reference written materials appropriately, using Harvard referencing conventions. Use standard English appropriately.
B4	Develop a reasoned argument and challenge assumptions	D4	Identify the skills necessary for successful teams. Contribute effectively and flexibly to group work and presentation. Evaluate team effectiveness in both process and end result, considering their own and others' contributions
		D5	Participate effectively in electronic communication and discussion groups
		D6	Use web resources effectively, ethically and in an academically sound way, avoiding plagiarism and using appropriate referencing
		D7	Work with and present quantitative data clearly, choosing appropriate formats and explaining significance of findings

