Programme Specification and Curriculum Map 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. Programme accredited by
   Middlesex University

5. Final qualification
   BA (Hons) Primary Education with QTS

6. Academic year
   2015/2016

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/GNVO such as Health and Social Care or Business and Finance, are usually only accepted if this is accompanied by 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 one modules.

10. Aims of the programme

The programme aims to:

1. Enable students to develop their knowledge and understanding of children and their learning.

2. 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.

3. Enable students to develop their knowledge and understanding of the subjects of the Early Years and primary school curricula.

4. Enable students to understand the needs of children.

5. Enable students to be able to meet the standards as set out in the Teachers’ Standards 2012.

6. 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.

7. 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.

8. Enable students to understand, critically evaluate and respond to the strengths and needs of children in multicultural, multilingual and multifaith, settings and schools;

9. 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 Teachers' Standards 2012.
2. Understanding of the progression of children's learning from Foundation Stage to Key Stage 3.
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 Educational 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.

#### B. Cognitive (thinking) skills

On completion of this programme the successful student will be able to:

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.

#### C. Practical skills

On completion of the programme the successful student will be able to:

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.

#### Teaching/learning methods

**Teaching/learning methods**

Students gain knowledge and understanding through a variety of methods including reading, discussion, listening, practical activities, accessing ICT and self-directed scholarly activity.

Students are taught using a variety of methods including lectures, seminars and practical workshops.

**Assessment**

Students’ knowledge and understanding is assessed by:

- Coursework.
- The scrutiny of teaching files.
- Observation of the students’ teaching.
- Peer and self assessment.

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**Teaching/learning methods**

Students learn cognitive skills through:

Regular practise of these skills by undertaking focussed observation tasks, and discussion with tutors their peers, school based Mentors and practitioners.

**Assessment**

Cognitive skills are assessed by:

The scrutiny of their teaching files along with oral presentations, written assignments and on-going self-evaluation and collaborative evaluation of teaching practice.

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**Teaching/learning methods**

Students learn practical skills through:

Regular practise of these skills and critical reflection on their skills acquisition.

**Assessment**

Practical skills are assessed by:

Scrutiny of the students’ teaching files. Observation of the students’ teaching and evaluative discussion with tutors and school-based Mentors and teachers.
D. Graduate skills
On completion of this programme the successful student will be able to:
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.
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 own and others’ contributions
5. Participate effectively in electronic communication and discussion groups
6. Use web resources effectively, ethically and in an academically sound way, avoiding plagiarism and using appropriate referencing
7. Work with and present quantitative data clearly, choosing appropriate formats and explaining significance of findings

Teaching/learning methods
D1 is addressed towards the end of the programme through one to one tutorials focussing on the Career Entry and Development Portfolio.
D2 and D3 are modelled in taught sessions and are part of the expectations of a student teacher. These skills are evidenced by the students through School Experience and the PDP.

Assessment
Students’ graduate skills are embedded within the modules and are assessed as part of the module coursework. Some aspects are assessed during sessions in presentations and collaborative work.