

Programme specification

BA (Hons) in Primary Education

With recommendation for QTS

<i>School:</i>	School of Education
<i>Entry from:</i>	September 2017
<i>Awarding Institution:</i>	York St John University
<i>Teaching Institution:</i>	York St John University
<i>Delivery Location:</i>	York St John University
<i>Programme/s Accredited by:</i>	Teaching Agency (QTS status) and Ofsted (Quality Assurance)
<i>Exit Awards:</i>	BA (Hons) Primary Education Studies BA (Ord) Primary Education Studies Diploma of Higher Education in Primary Education Certificate of Higher Education in Primary Education
	<i>All interim awards do not carry a recommendation for the award of QTS.</i>
<i>UCAS Code / GTTR / Other:</i>	Primary Education (3-7years) (BA/PEd) with UCAS code X310 Primary Education (5-11years) (BA/PEdup) with UCAS code X320
<i>Joint Honours Combinations:</i>	Not applicable
<i>QAA Benchmark Group(s):</i>	QAA Education Studies Teaching Agency Teachers' Standards 2012 OFSTED
<i>Mode/s of Study:</i>	Full-time over 3 years
<i>Language of Study:</i>	English

Introduction and Special Features

This degree aims to develop and enhance the attributes, skills and knowledge needed to be an effective teacher in today's schools and learning environments.

This three-year programme will enable student teachers to meet the demands of an honours degree in Primary Education and simultaneously meet the Teacher Standards set out by the Teaching Agency (TA, 2012):

<https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf> .

The Qualified Teacher Status (QTS) recommendation, awarded by the Department for Education (DfE), will enable students to teach as qualified teachers in England and Wales. Students will develop into teachers who recognise children at the centre of learning and teaching and identify the significance of their role in the education and care of children.

In consultation with partnership schools, external examiners, current student teachers and university staff, the programme has been developed to provide a blend of:

- professional and curriculum studies modules;
- thematic and subject specialist elective modules;
- academic and school placement learning and teaching.

Emphasis on the reflective practitioner is retained and strengthened by a commitment to active and enquiry-based approaches to learning and teaching; these underlying approaches are seen as essential for the continuing development of newly qualified teachers. There will continue to be a strong focus on child development since this again is seen as a fundamental strand of knowledge.

Candidates apply for initial teacher education to teach 3-7 years or 5-11 years and the different needs of these age phases are met through specific, age-related school settings and by placing student teachers in age-related appropriate groups for university taught sessions. There are also further distinctive features of the 3-7/5-11 course which are outlined under Teaching, Learning and Assessment.

Each module will enable student teachers to demonstrate knowledge, skills and attributes necessary to achieve an honours degree and at the same time make progress towards achieving the Teacher Standards (TA, 2012).

There are opportunities to study abroad, all of which are voluntary. Typically these may include:

- a. an international SOTS placement in year two in addition to the regular SOTS placements;
- b. teaching opportunities which may include Belgium, Austria and China (these are in addition to the required school placements);
- c. semester 1 of year 3, studying in a similar institution abroad. These may include partner universities in the USA, Austria and China.

Student teachers are able to use their developing skill within their placements in the UK and opportunities to share their expertise and experiences more widely will be encouraged as part of the university's internationalisation agenda. This internationalisation agenda is further developed within the curriculum, for example through studies of other places, cultures, beliefs and traditions in geography, RE, art, English and performing arts.

Admissions Criteria

Candidates identify either the Lower Primary (3-7) or Upper Primary (5-11) route at the point of application.

In addition to the university's general entry criteria for [undergraduate](#) study, programme specific regulations apply. These are:

- GCSE in English, science and mathematics at Grade C or above;
- National Professional Skills Tests in English and mathematics;
- intellectual capability for the demands of teaching;
- physically and mentally fit for teaching;
- no evidence of a criminal background that should prevent them from working with children or young people.

All applicants will need to satisfy the institution that they meet these criteria through their application form, an interview and a DBS (Disclosure and Barring Service) criminal records check. All student teachers are required to undergo an enhanced check by the DBS before commencing the programme. (During the programme, it is the student teachers' responsibility to bring any information that may affect this suitability as a qualified teacher to the attention of the Head of Programme as soon as possible. Such information might include (but is not limited to): being the subject of a police investigation; being charged with a criminal offence or being convicted of an offence. The university will decide whether further action is necessary in the light of the information provided. Such action may include a requirement for an updated DBS check prior to continuation on the programme.)

Candidates will be asked to access and complete online self-audits of subject knowledge in English, maths and science before commencing the programme.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for consideration for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

Programme Aims

The purpose of this degree programme is to provide quality Initial Teacher Education for students preparing to become primary school teachers. It will enable them to become creative and reflective members of the teaching profession, equipped to take full responsibility for their own class and to take responsibility for subject leadership.

The programme aims are to:

- foster an enquiry-based approach to professional learning and the development of pedagogical awareness, subject knowledge and teaching skills;
- promote the personal and professional development of student teachers through their engagement with issues and dilemmas in primary teaching;
- develop professional and subject curriculum knowledge and understanding that enables student teachers to become sensitive, flexible and high quality teachers who are able to draw upon evidence and experience to facilitate high quality learning;
- enable student teachers to become transformative professionals, able to analyse critically and influence, in collaboration with others, educational policy and practice;
- provide opportunities for student teachers on the programme to achieve the standards for Qualified Teacher Status or an honours degree in Primary Education Studies.
- develop student teachers as independent researchers through progressive research activities and a growing awareness of methodologies and ethical considerations;

We help student teachers to be aware of how their values and beliefs impact upon their high level of professional conduct and how they can make a positive contribution to the development of others within the teaching profession.

Programme Learning Outcomes

Level 4 / FHEQ L4

By the end of level one of the programme, student teachers will have demonstrated that they are able to:

- articulate and reflect on their own, emerging, educational philosophy;
- analyse and explain some of the contexts and frameworks which operate in educational settings;
- explain some key theories and principles which affect learning and teaching in educational settings;
- reflect on the skills, processes and procedures which promote children's learning;
- acquire and organise information from recommended sources.

Level 5 / FHEQ L5

By the end of level 5, student teachers will have demonstrated that they are able to:

- show an ability to reflect critically upon their own educational philosophy;

- demonstrate knowledge and understanding of the social and legal framework which informs current primary education;
- articulate an understanding of key theories and principles which affect and inform their own and others' practice in educational settings;
- apply and reflect on the skills and processes and procedures that promote children's learning;
- acquire and organise information independently from a range of secondary sources;
- acquire and interpret primary data from their own placements.

Level 6 / FHEQ L6

By the end of the programme student teachers will have demonstrated that they are able to:

- develop, critically evaluate, articulate and apply their own educational philosophy in educational contexts;
- demonstrate a working knowledge and understanding of the social, political, economic, global and legislative context for education;
- apply their understanding of educational theories and theoretical frameworks to the development of their professional practice;
- evaluate and apply skills, processes and procedures that promote student teachers' learning and achievement;
- apply techniques of data collection and analysis to the development of their own practice and professional reflection;
- take full responsibility for their own class and to take responsibility for subject leadership.

Programme Structure

The programme consists of a series of compulsory modules with elective choices (each student teacher taking 16 in total over 3 years) and is taught in a variety of ways:

- through whole group lectures (over 100 student teachers);
- workshops and seminars (groups of student teachers) focussed on active and enquiry based learning;
- tutorials (1-6 student teachers).

School placement will form an integral part of the Module 1QTSP1 Awareness of Learning and Teaching and School Experience and will commence in semester 1 with several preparation visits to school. Preparation days will continue each week of semester 2 until the block placement towards the end of the academic year.

Progression to level 5, or the award of the Certificate of Higher Education, is subject to the university's standard regulations. A pass however is required in module 1QTSP1 for student teachers to be eligible for progression on the BA (Hons) programme with recommendation for the award of QTS.

Between the first and second years, student teachers will arrange for themselves a short placement in a school or learning environment where there is good practice in inclusion, meeting diverse learners' needs or EAL to explore the significance of these aspects of learning and teaching. Following preparation days there will be an individual placement of five weeks in semester 2 (SE2). There will also be a two week placement in a setting other than school (SOTS) that will focus on children's learning out of school. SE2 and the SOTs placement needs to be passed. Evidence of all these placements needs to be provided to Academic Tutors in order to confirm the relevant standards have been met.

Progression to level 6 or the award of Diploma in Higher Education is subject to the university's standard regulations. A pass, however, is required in module 2QTSP1 for student teachers to be eligible for progression on the QTS programme.

Following preparation days there will be a final individual placement of eight weeks in semester 2. This is a significant opportunity to demonstrate the achievement of the Teachers' Standards over a sustained period and prepare for the transition to Newly Qualified Teacher status.

Whilst detailed formative feedback is provided, summative assessment of school placements at each level is on a pass/fail basis in terms of university regulations. Placements however will also have a summative grade in addition to "pass" e.g. "good" or "outstanding". This does not affect final degree classification.

Modules for the Programme

Code	FHEQ Level	Semester	Title	Credits	Status of Module*
1QTSE1	4	1 & 2	Children's Learning in English 1	20	C
1QTST1	4	1	Children's Thematic Learning	10	C
1QTSP1	4	1 & 2	Awareness of Learning and Teaching and School Experience 1	40	CP*
1QTSW1	4	1 & 2	Children's Learning in the Wider Curriculum	20	C
1QTSS1	4	1	Children's Learning in Science 1	10	C
1QTSM1	4	2	Children's Learning in Mathematics 1	20	C
2QTSE1	5	1 & 2	Children's Learning in English 2	20	C
2QTSS1	5	1 & 2	Children's Learning in Science 2	10	C
2QTSM1	5	1	Children's Learning in Mathematics 2	20	C
2QTSP2	5	1 & 2	Becoming a Teacher	20	CP
2QTSSE2	5	1 & 2	School Experience 2	20	CP
2QTSW1	5	1 & 2	Children's Learning in the Wider Curriculum	20	C 5-11 course only
2QTST1	5	1 & 2	Children's Learning Outside the Classroom	10	C
2QTSEY1	5	1 & 2	The Early Years Foundation Stage	20	C 3-7 course only
3QTSP2	6	1 & 2	The Emerging Professional	20	CA
3QTSSE3	6	1 & 2	School Experience 3	20	CA
3QTSC1	6	1	Contemporary Educational Issues	20	C
Advanced Professional Focus (APF) – choice of one module from:					
3QTSEA1	6	1	Early Years APF	20	O
3QTSCA1	6	1	Creativity in Primary Education APF	20	O
3QTSPA1	6	1	Thinking and Philosophy for Children APF	20	O
3QTSAA1	6	1	Additional Educational Needs APF	20	O
Advanced Subject Focus:					
3QTSS1	6	2	Advanced Subject Focus**	40	C

C: Compulsory, **CP:** Compulsory for progression to the next level, **CA:** Compulsory for award, **O:** option or **E:** elective.

*In the event of failing or withdrawing from the school experience element of 1QTSP1, students will be able to take the module 1QTSP15 Awareness of Learning and Teaching – 20 credits. This will allow students to apply to transfer with 100 credits to level 6 of an educational studies programme within the School of Education. As this lies in the Children, Young People and Education (CYPE) subject, a transfer cannot be guaranteed by ITE. Alternatively the student may leave at the end of the year with the award of Certificate in Higher Education.

In the event of failing or withdrawing from the school experience element of 2QTSP1 students will be able to take the module 2QTSP15 The Role of the Teacher – 20 credits. This will allow students to apply to transfer with 100 credits to level 6 of an educational studies programme

within the School of Education. As this lies in the Children, Young People and Education (CYPE) subject, a transfer cannot be guaranteed by ITE. Alternatively the student may leave at the end of the year with the award of Diploma in Higher Education.

In the event of failing or withdrawing from the school experience element of 3QTSP1, students will be able to take the module 3QTS15 Emerging Professionals – 20 credits. This will allow them to gain 100 credits at level 6 and gain an honours degree in Primary Education Studies but without recommendation for QTS.

All student teachers must attempt:

- 3QTSC1 - Contemporary Issues in Primary Education – 20 credits
- 3QTSP1 - The Emerging Professional and School Experience 3 - 40 credits
- ONE Advanced Professional Focus module.
- ** 3QTSS1 – Advanced Subject Focus – one from English, mathematics, science, PE or primary languages;

All choices for APF and ASF modules will be subject to conditions for example staffing and timetabling.

Teaching, Learning and Assessment

The Teaching Agency (ITT Criteria C.2.2, 2012) requires students on a three-year programme to train for 24 weeks in educational settings. Student teachers on this programme will experience not only a range of schools but also Settings Other Than Schools (SOTS e.g. museums, galleries outdoor pursuit centres) where children's learning takes place. The period allotted for placements is 26 weeks and all student teachers will be provided with breadth and variety of settings in two consecutive key stages that provide the experiences necessary to meet the Teacher Standards. For student teachers on the 3-7 course, these key stages are the foundation stage and key stage 1 and for student teachers on the 5-11 course, these key stages are key stage 1 and key stage 2. Student teachers will also be required to gain some experience in other key stages of the primary phase; 3-7 student teachers in key stage 2 and pre-school and 5-11 student teachers in the foundation stage and key stage 3.

Throughout the programme, strong links are made between theory and practice with the emphasis on active learning and enquiry. In particular, school experience and professional studies provide a core for the programme generating greater cohesion between theory and practice. Critical enquiry and collaborative learning are also important elements in both school experience modules and those taught within the university.

The BA (Hons) in Primary Education provides opportunities for student teachers to develop areas of specific interest and expertise. Student teachers will study modules at level 6 which focus on the teacher as a researcher, enquirer and emerging professional. They will develop their voice and values through critical analysis and research as they move towards becoming Newly Qualified Teachers.

The choice of an Advanced Professional Focus (APF) module (for example, Creativity in Primary Education, Early Years, Additional Educational Needs, Thinking and Philosophy for Children) offers student teachers opportunities to develop a thematic specialism. This is complemented by a further choice of an Advanced Subject Focus (ASF) module (for example, English, Mathematics, Science, Physical Education and Primary Languages) which will focus on subject and curriculum knowledge, pedagogical content knowledge and subject leadership. Together these specialist modules offer opportunities for studies in areas of their own interests, expertise and academic competence that link curriculum knowledge, theory and action research in a current learning environment, with attention to research methodologies and ethical considerations.

The final year will close with an enrichment period, allowing student teachers to showcase their own extended collaborative work; all student teachers will benefit from a range of student led professional development opportunities based on their ASF modules.

Throughout the programme, modules will provide secure subject knowledge in the primary curriculum subjects and the Early Years Foundation Stage areas of learning. Each module will enable student teachers to demonstrate the knowledge, skills and attributes necessary to achieve an honours degree and to meet the Teacher Standards and the recommendation for the award of Qualified Teacher Status (QTS).

The 3-7 and 5-11 course will be very similar in year 1 and students are typically taught in mixed 3-5/5-11 groups in year 1, before being separated out by age phase for teaching groups in year 2. In year two the same approach applies for all modules apart from one; the 3-7 student teachers will take a module focusing on the Early Years Foundation Stage (with reference to wider areas of learning) rather than the wider curriculum module (which focuses on Key Stage 2.) These modules therefore build upon the year one wider curriculum module in which all student teachers focus on key stage one.

In year 3, 3-7 student teachers can elect to take an APF focussed on early years in more depth. This is not available for 5-11 student teachers.

Assessments are varied and include formal, written assignments, reflective journals, portfolios as well as group and individual presentations, submissions of practical work and viva style interviews. The third year will allow student teachers to engage in deeper literature based and action research, closely aligned to their elective modules and final school experience. In these context they will learn and use a range of research methodologies, with due attention to ethical considerations. A variety of assessments are organised and timed to enable all student teachers to perform to their best ability.

Each student teacher will have an assigned Academic Tutor who will help review his or her progress through the programme and set and review individual targets for academic work, professional standards and school placements. Regular scheduled meetings and tutorials will enable student teachers to articulate and reflect on their progress towards achieving the Teacher Standards and the recommendation for the award of QTS. This will be underpinned by our Student Tracking and Support System (STASS) which is aimed at promoting student teacher progress in their academic and school placement learning and achievement. STASS brings together academic results, attendance reports and interim and final school placement reports and gradings. This data will be used by Academic Tutors, School Experience Directors, Subject Directors, Year Leaders and curriculum subject leaders to monitor and evaluate individual, group, cohort and programme progress as well as set targets and promote further progress at all levels.

The university Learning, Teaching and Assessment Strategy and the university Technology Enhanced Learning Frameworks will underpin learning, teaching and assessment approaches.

The first year of the programme (level 4) aims to raise awareness of learning and teaching through observation and enquiry. Student teachers will consider themselves as learners and apply this knowledge to the development of children as learners. All areas of the primary curriculum will be introduced with a focus on subject pedagogy, alongside an emphasis on thematic and cross curricular approaches to learning and teaching.

Taking active and enquiry-based approaches to learning, student teachers will begin to develop skills of observation, enabling them to develop as reflective practitioners. They will begin to investigate key issues inherent in learning and teaching. Student teachers will be expected to work with a degree of independence but also to work collaboratively with, and learn from, both peers and experienced practitioners. There is an expectation that student teachers will begin to understand reflective practice, in order to evaluate teaching and children's learning. Teaching

input will cover professional studies, core and foundation subjects and wider thematic approaches to teaching and learning.

Assessments at level 4 will include:

- written assignments;
- observational, and enquiry-based tasks from school visits;
- an in-depth observational child study;
- contributing to a group viva;
- production of a portfolio covering each of the curriculum foundation subjects;
- school based assessment.

Having observed and explored the learning process in the first year, the second year of the programme (level 5) then focuses on the theories supporting observation and enquiry, so that links can be made to first-hand experience. Different teaching and learning styles will be explored and researched in relation to the question: How do I teach? In the second year, for the 5-11 years student teachers, all areas of the primary school curriculum will be further developed. For the 3-7 years student teachers, the Early Years Foundation Stage will be introduced. Both of these areas of focus will be supported by further consideration of thematic and cross curricular approaches to learning and teaching, with an emphasis on learning outside the classroom.

Taking active and enquiry-based approaches to learning, student teachers will further develop as reflective practitioners through investigating key issues inherent in teaching. Student teachers will be expected to work with a degree of independence but also to work collaboratively with, and learn from, both peers and experienced practitioners. There is an expectation that student teachers will understand the relationship between theory and practice, in order to evaluate their teaching and children's learning. Student teachers will begin to develop research skills, creativity, innovation and independent judgement.

Teaching input will cover professional studies, core and foundation subjects and wider thematic approaches to teaching and learning.

Student teachers will be expected to work with a degree of autonomy demanded at level 5. There is an expectation that student teachers will be able to increasingly understand key theories and principles influencing primary education and have a developing understanding of the practice and key skills needed for a teacher in the 21st century.

Assessments at level 5 will include:

- written assignments;
- observational, and enquiry-based tasks from school visits;
- contributing to a group performance;
- production of a portfolio of evidence of practical skills and resources used in teaching;
- school based assessment.

There is a strong commitment to meeting needs of individual student teachers throughout the degree and, during the third year of the programme (level 6) there is increased emphasis on personal development and growth as a basis for high quality primary teaching.

Taking active and enquiry-based approaches to learning, student teachers will develop as reflective and critical practitioners through investigating key issues and dilemmas inherent in teaching. Student teachers will be expected to work with a high degree of independence but also to work collaboratively with, and learn from, both peers and experienced practitioners. There is an expectation that student teachers will be able to integrate and synthesise theory, practice and key skills in order to evaluate critically their exploration of teaching and education. This will develop greater levels of applied research skills, creativity, innovation, critical thinking, independent judgement and reflective practice.

Assessments at level 6 will include:

- an in depth literature based research project;
- presentations on current issues in education;
- written assignment exploring personal values and philosophies relating to education;
- a range of school-based research relating to subject specialisms and underpinned by school experience;
- preparation and delivery of professional development opportunities for peers.

In all level three modules there will be strong links between theory and practice. The research assignments undertaken during the Advanced Professional Focus (APF) and Subject Focus (ASF) will enable student teachers to further develop skills for research projects.

Progression and Graduation Requirements

The University's [general regulations for undergraduate awards](#) apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

In addition, the following specific programme regulations apply:

- Recommendation for QTS requires the award of BA (Hons) and;
- passes in modules 1QTSP1, 2QTSP2 and 3QTSP1
- submission of a standards profile in which evidence that all of the Teacher Standards have been attained is documented.

School Placements:

- Student teachers who fail a school experience placement in the UK will only be given an opportunity to re-sit at the discretion of the assessment panel. The panel will only allow a re-sit for school experience placements where it judges there is a likelihood that the student teacher will succeed and that a suitable placement can be secured. Student teachers will not have more than one re-sit opportunity for a school experience placement.
- Student teachers who withdraw themselves from a school experience placement without approval, will fail the placement and no re-sit opportunity will be offered. Student teachers who withdraw themselves from a school experience placement with prior approval of the university, will still fail the placement but a re-sit opportunity may be offered. There is no guarantee of a re-sit for any school placement.
- A school experience placement will be terminated early when a student teacher's performance is judged by the Headteacher, Link Tutor and/or School Experience Director to be detrimental to the learning, wellbeing and/or health and safety of pupils, student teachers or school staff and/or the effective running of the school. Subject to confirmation by the assessment panel, the student will fail a placement that is terminated early. Again, there is no guarantee of a re-sit for any school placement.

Non-teaching Routes:

- It is acknowledged that students may discover they no longer wish to pursue a teaching career. Exit routes have been defined whereby students can continue with existing modules at level 4 and level 5 but progress to another related degree programme without the award for QTS. At level 6 where a student finds they are unable to complete the final school experience, they can complete all other existing modules to allow students to complete an honours degree in Primary Education Studies (without the recommendation for QTS).
- For the award of BA (Hons) Primary Education Studies (without recommendation for QTS):

- Pass in all other level 6 modules where unable to complete SE3

Internal and External Reference Points

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two];
- QAA education subject benchmark statement;
- National Qualification Framework;
- DfE and Teacher Standards and Requirements for QTS;
- [Strategic Plan 2015-20](#) [see page four];
- The university Technology Enhanced Learning Frameworks;
- The university Equalities Policy.

Further Information

Further information on the programme of study may be obtained from:

- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)
- Regulations (Registry – Academic Quality Support)
- Student programme handbook (school)
- Module handbooks (school)

Date written / revised: 22/05/2013. Reviewed: September 2014 (no change).

The 40 CR level 5 and level 6 placements 2QTSP1 and 3QTSP1 were replaced with two 20 CR modules 2QTSP2, 2QTSSE2 and 3QTSP2 and 3QTSSE2 wef 2015/16 delivery.
