

Programme Specification

BA (Hons) Primary Education (3-7) BA (Hons) Primary Education (5-11) with recommendation for the award of QTS

<i>School:</i>	Education, Language and Psychology
<i>Subject area:</i>	Initial Teacher Training
<i>Entry from academic year:</i>	2022-23
<i>in the month(s) of:</i>	September
<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 Regulation Agency (QTS award) Ofsted (Quality Assurance)
<i>Exit awards:</i>	Certificate of Higher Education Primary Education Studies Diploma of Higher Education Primary Education Studies BA (Ord) Primary Education Studies BA (Hons) Primary Education Studies
	All exit awards do not carry a recommendation for the award of QTS
<i>UCAS code / GTTR / other:</i>	Primary Education (3-7) X310 Primary Education (5-11) X320
<i>Joint Honours combinations:</i>	Not applicable
<i>QAA subject benchmark statement(s):</i>	QAA Education Studies Other: DfE Teacher Standards 2012 Ofsted framework for the inspection of ITT Framework of core content for ITT
<i>Mode/s of study:</i>	Undergraduate periods of study ¹ for full-time
<i>Language of study:</i>	English
<i>Paired with foundation year</i>	Yes
<i>Study abroad opportunities:</i>	Yes
<i>Placement year opportunity:</i>	No

Introduction and special features

The overriding purpose of these two Primary Education programmes is to enable you to achieve success in the dual strands of your programme; an academic degree and a professional teaching qualification. These three-year programmes will enable you, as a student teacher, to meet the demands of an honours degree in Primary Education and simultaneously meet the Teacher Standards set out by the Department for Education (DfE, 2012). In doing so, you can become reflective, critical and focussed researchers and teachers. The Qualified Teacher Status (QTS) recommendation by YSJU and the award by the Teaching Regulation Agency (TRA), will enable you to teach as qualified teachers in a maintained school in England or Wales (<https://www.gov.uk/guidance/qualified-teacher-status-qts#teachers-who-trained-in-england>). You

¹ The standard period of study will apply unless otherwise stated

will develop into teachers who recognise children at the centre of learning and teaching and identify the significance of your role in the education and care of children.

Course summary

The Primary Education programmes sit within the School of Education. Our three-year Primary Education programmes combine educational theory and practice in developing you as a well-informed, reflective and critical teacher, ready to take on your own class as a newly qualified teacher, or to go on to further educational research.

You will be taught and supported by a team of York St John staff who have a wealth of experience as teacher educators, researchers and before that as primary teachers, headteachers and local authority advisers. University centred teaching and learning will be supplemented by the use of well-chosen guest lecturers e.g. local headteachers and YSJ Primary Education alumni. You will also be mentored and supported in school by a wide range of teachers and other professionals in our partner schools.

On successful completion of the course, you will be recommended to the Teaching Regulation Agency for the award of Qualified Teacher Status (QTS).

What you will gain

Grounded in contemporary research about teaching and learning for young children, the combination of academic study and practical, professional experience will enable you to develop a range of skills, knowledge and understanding in:

- Planning, teaching and assessment of learning for young children in the 3-7 or 5-11 age ranges
- Managing and organising teaching and learning to promote inclusion for young children from a range of backgrounds and with a range of individual needs
- Ensuring children are safe and healthy
- Promoting good progress in learning for all young children
- Appropriate subject knowledge to support teaching and learning for children in the 3-7 or 5-11 age ranges
- Using existing research and conducting your own research in schools
- Reflecting critically on educational theory, policy and contemporary issues

You will gain practical experience in a range of assessed and experiential professional work placements, with extended, structured opportunities to learn from experienced primary teachers and other professionals. You will also develop a critical, reflective outlook on teaching and learning, educational policy and initiatives which you will apply in the contexts of school placement and academic assignments. You will also develop as researchers. If you are successful, you will gain the awards of BA (Hons) Primary Education degree *and* Qualified Teacher Status (QTS), making you a 'classroom ready' (Ofsted 2017) graduate and Newly Qualified Teacher (NQT) with a high and proven level of employability.

Special features of the programmes

The programme combines the twin, interwoven threads of theory and professional practice, which are developed throughout. The professional focus and award of QTS requires you to meet national Teacher Standards (DfE, 2012), and this requires the programme to meet the expectations of the core curriculum framework for Initial Teacher Training. Within these parameters, this programme offers some unique features:

- A secure grounding in subject and pedagogical knowledge and the underlying theory
- A suite of assessed and experiential professional placements in a range of schools and also in settings other than schools where teaching and learning take place
- Curriculum modules designed to develop each primary subject in its own right and integrated with other subjects where applicable
- Teaching and learning opportunities facilitated by a partnership of:

- University based staff with extensive primary school and university teaching experience
- School based staff with a wealth of classroom experience in a wide range of settings
- Other external professionals
- Common modules across the 3-7 and 5-11 routes at level 4 with more specialised routes for each programme at levels 5 and 6
- Opportunities in the programme to make choices about your study and personalise your course
- A structured journey for you to develop as a researcher as well as a teacher
- Well established and supported opportunities for study and placements abroad
- The use of technologies to support our well-established Academic Tutor system, (Learning Analytics and our own Student Tracking and Support System, STASS) that provides academic, school placement and pastoral support, guidance and structured target setting

Admissions criteria

You must meet the University's general entry criteria for [undergraduate](#) study. In addition, you must have:

- 5 GCSEs including English Language, Mathematics and Science.
- Passed the DfE Professional skills tests in literacy and numeracy (<http://sta.education.gov.uk/>)
- A new DBS clearance for YSJU
- UCAS points

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 entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

Programme aim(s)

The purpose of this degree programme is to provide quality Initial Teacher Education, preparing you to become primary school teachers. It will enable you to become a skilled, creative and reflective teacher, equipped to take responsibility for children's progress in your own class, and to continue to develop as a professional. The purpose of the programme is also to help you develop in your academic study, developing your reflective, critical and research-based approaches to teaching and learning.

Working in partnership with schools, the programme aims to:

- Foster approaches that blend theoretical and professional practice based learning in the development of pedagogy, subject knowledge and professional teaching skills
- Promote the personal and professional development of you, as a student teacher, through your critical engagement with contemporary and controversial issues in primary education
- Develop you, as a student teacher, to become a reflective, flexible and committed teacher who is able to draw upon evidence and experience to ensure high quality inclusive learning for all children
- Enable you to develop, articulate and practice your values and personal philosophies of education, and critically analyse educational policy and practice
- Enable you to achieve the standards for Qualified Teacher Status (QTS), with the potential to thrive in and influence the profession
- Develop you as an independent researcher

Programme learning outcomes

Upon successful completion of the programme students will be able to:

Level 4

- 4.1 Outline and discuss significant theories and policies in relation to primary education
- 4.2 Audit their primary curriculum subject knowledge and address identified development needs
- 4.3 Recognise and apply pedagogical knowledge relevant to learning and teaching contexts
- 4.4 Demonstrate how well they are meeting the Teacher Standards in school, and recognise key targets for their future professional practice
- 4.5 Find and engage with relevant academic literature and research to develop their understanding
- 4.6 Construct coherent arguments and communicate information and ideas clearly
- 4.7 Work both independently and collaboratively in a professional manner
- 4.8 Express and discuss their values and philosophy of education as an early stage student teacher

Level 5

- 5.1 Apply significant theories and policies in relation to primary education
- 5.2 Demonstrate and apply enhanced primary curriculum subject knowledge
- 5.3 Evaluate pedagogical knowledge relevant to learning and teaching contexts
- 5.4 Consistently demonstrate how well they are meeting all of the Teacher Standards in school, and recognise key targets for their future professional practice
- 5.5 Analyse relevant academic literature and research to inform their understanding
- 5.6 Construct balanced arguments and communicate information and ideas effectively
- 5.7 Work both independently and collaboratively with increasing autonomy
- 5.8 Explain and discuss their values and philosophy of education as a developing student teacher

Level 6

- 6.1 Critically analyse and synthesise significant theories and policies in relation to primary education.
- 6.2 Demonstrate and share subject knowledge expertise in professional placement settings.
- 6.3 Analyse and apply pedagogical knowledge flexibly in relevant learning and teaching contexts.
- 6.4 Evidence sustained competence in meeting all of the Teacher Standards in school across relevant key stages.
- 6.5 Critique and evaluate relevant academic literature and research to deepen their understanding.
- 6.6 Construct convincing arguments and communicate information and ideas with confidence.
- 6.7 Work both independently and collaboratively in a manner appropriate for the award of QTS.
- 6.8 Discuss and refine their values and philosophy of education as an emerging professional.

Programme structure

Code	Level	Semester	Title	Credits	Module status	
					compulsory or optional to take C or O	non-compensatable or compensatable NC or X
QTS4001M	4	1&2	Professional Studies 1: Starting the Journey to QTS	20	C	NC
QTS4002M	4	1&2	The Primary Core Curriculum 1	50	C	NC
QTS4003M	4	1&2	The Primary Wider Curriculum 1	20	C	NC
QTS4004P	4	1&2	School Experience 1 (Pass/Fail)	20	C	NC
QTS4005M	4	1&2	Wider Skills for the Student Teacher	10	C	NC
QTS5001M	5	1&2	Professional Studies 2: Becoming a Teacher	20	C	NC
QTS5002M	5	1&2	The Primary Core Curriculum 2	50	C	NC
QTS5003M	5	1&2	The Primary Wider Curriculum 2 (5-11 route only)	20	C	NC
QTS5004M	5	1&2	The Early Years Foundation Stage (3-7 route only)	20	C	NC
QTS5005P	5	2	School Experience 2 (Pass/Fail)	20	C	NC
QTS5006M	5	1	The Research Informed Professional 1	10	C	NC
QTS6001M	6	1&2	Professional Studies 3: The Emerging Professional	20	C	NC
QTS6002M	6	1	Contemporary Educational Issues	20	C	NC
QTS6003P	6	2	School Experience 3 (Pass/Fail)	20	C	NC
QTS6004M	6	1&2	The Research Informed Professional 2	40	C	NC
¹ One of the following optional modules must be taken:						
QTS6005M	6	1	Early Years Education (Professional Elective)	20	O ¹	NC
QTS6006M	6	1	Philosophy and Thinking for Children (Professional Elective)	20	O ¹	NC
QTS6007M	6	1	Creativity in Primary Education (Professional Elective)	20	O ¹	NC
QTS6008M	6	1	Digital Learning (Professional Elective)	20	O ¹	NC
QTS6009M	6	1	Learning Outside the Classroom (Professional Elective)	20	O ¹	NC

Options modules availability will be subject to suitable student numbers

Learning, teaching and assessment

You will study mainly in groups of around 25-30 in the School of Education. You will develop knowledge, skills and understanding in the theory and practice of primary school learning and teaching, deepening and applying these in school placements each year. You will develop knowledge and skills in teaching the primary curriculum subjects, learning how to help all pupils make good progress in their learning, through your teaching. You will have some opportunities in course to personalise your study. In Year 1, within the Wider Skills module, you will be able to make choices from a range of options. In your final year, you will choose an optional module from a range of choices and will have a wide scope of choice for the focus for a research dissertation.

You will undertake three main assessed school placements. These will be in at least two different schools and across the two different key stages within the 3-7 or 5-11 age range as appropriate to your programme age range. These will all take place in England. Here, you will benefit from the knowledge and expertise of our wide range of school partners.

The programmes have a blend of:

- Professional and curriculum studies modules
- Specialist optional modules
- A clear focus on your research journey through and if appropriate beyond, the degree programmes
- Critical reflection on educational theory, policy and contemporary issues
- University based academic and school placement learning and teaching

There are two essential elements to the learning, teaching and assessment of these programmes; university based and school placement based. These two elements combine throughout the programmes.

University based learning, teaching and assessment

The model of delivery will vary between modules but will typically involve;

- Some whole cohort lectures although these will be the minority of provision
- Workshops conducted in classes of around 25-30, with a focus on dialogue, discussion, debate, Q&A and practical hands-on learning
- Seminars which are student led
- Use of specialist learning and teaching spaces and resources wherever appropriate
- Tutorials to support learning, teaching and assessment

There is an expectation that you will be able to integrate and synthesise theory, practice and key skills in order to evaluate critically your exploration of teaching and education. Over three years, this will develop greater levels of applied research skills, creativity, innovation, critical thinking, independent judgement and reflective practice.

Summative assessments will reflect a range of approaches:

- Written assessments of different types and lengths
- Individual and group presentations
- Portfolios
- Creative artefacts

Formative assessment opportunities will be built into modules in various ways, e.g.

- Core primary subject knowledge audits
- Feedback on seminar presentations
- Informal and formal quizzes etc. e.g. using Moodle
- Feedback on learning tasks conducted in sessions and independently

Placement based learning, teaching and assessment

You will undertake three formal, assessed placements of a total of 26 weeks across your programme. From levels 4-6, these placements will grow in length and in the amount of teaching, responsibility and independence that will be required of you as student teachers. These formal placements allow you to apply the theories and knowledge gained at the university in real classroom settings. Working alongside experienced school colleagues, these placements are rich and challenging learning opportunities which are at the heart of these programmes.

For each placement there will be formal interim and final written reports by school mentors. These will report on and grade each of the Teacher Standards and for the placement overall. Targets for your future practice will also be set. During placements, lesson observations will be conducted with written reports as well as regular mentor meetings to summarise your progress and set ongoing formative targets with you.

There will also be informal observations, advice, support and feedback from class teachers on a more day-to-day basis.

There are additional placements that are part of the course:

- 1 week Settings Other than Schools. This is a placement in such settings as museums, galleries and outdoor education centres where you will work alongside the education staff in those settings and with visiting school parties. This placement will be assessed as part of the year 2 school experience module, although the depth of expectation is not the same as for the formal assessed school placements.
- A range of informal, short term, self-arranged placements in different settings that give you the opportunity to experience working with a variety of pupils and pupil needs that you may otherwise not experience. These placements will be tailored to complement the range of formal school experiences across the three levels of the programmes. These placements are not assessed but are nonetheless very valuable additional learning experiences.
- Placements may incur additional costs. Reference should be made to the appropriate placement transport policies. These are currently at <https://www.yorks.ac.uk/careers-placements-opportunities/placements/i-am-a-placement-student-ite-and-health/transport-and-accommodation/>
- Visits and field trips may also incur costs. These are generally not covered by the university.

Although our aim is to produce excellent primary teachers, it is acknowledged that during the course of the programme, you may discover you no longer wish to pursue a teaching career. To this end, exit routes have been defined whereby you can continue at levels 4 or 5 in order that you might complete that level and progress to another related degree programme without the recommendation for QTS. At level 6, *if* you find you are unable to complete the final school experience, you can complete an honours degree in Primary Education Studies (again without the recommendation for QTS). Further details are provided in the *Progression and graduation requirements* section below.

If you fail a school experience placement, you will only be given an opportunity to re-sit at the discretion of a Standards Review panel. You will not have more than one re-sit opportunity for a school experience placement.

If you withdraw yourself from a school experience placement *without* approval, the placement will be deemed to be a 'fail' and no re-sit opportunity will be offered. If you withdraw yourself from a school experience placement *with* prior approval of the university, the placement will be deemed to be a 'fail' 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 if your 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, you or school staff and/or the effective running of the school. Subject to confirmation by the Standards Review panel, the placement will be deemed to be a 'fail' if it is terminated early. Again, there is no guarantee of a re-sit for any school placement.

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 as non-compensatable.

In addition, the following programme-specific regulations apply in respect of progression and graduation:

- At levels 4 and 5, school placements must be passed in order to progress to the next level. If you decide before attempting a placement assessment or reassessment that teaching is not for you, an Independent Learning Unit (ILU) QTS4006M (level 4) or QTS5007M (level 5) must be passed in order to gain the credit to allow you to transfer to another award or gain an exit award. These ILUs will not allow progression on the Primary Education or Primary Education Studies degree courses.
- At level 6, school placement must be passed in order to be awarded BA (Hons) Primary Education, with the recommendation for the award of QTS. If you decide before attempting a placement assessment or reassessment that teaching is not for you, the ILU QTS6010M must be passed in order to gain the credit to allow you to be awarded an exit degree in Primary Education Studies. This would not have QTS. This ILU will not allow the award of Primary Education (with QTS).
- If you decide that teaching is not for you before completing the placement first attempt the ILU is taken as a first attempt uncapped mark.
- In all cases where the placement was failed at first attempt and the ILU module is taken as a reassessment replacement for the placement reassessment then the maximum mark available for the ILU is a capped pass mark.
- You are not eligible to complete these modules as alternatives if your placement was failed at reassessment attempt.

Code	Level	Semester	Title	Credits	Module status	
					compulsory or optional to take C or O	non-compensatable or compensatable NC or X
QTS4006M	4	3	Reflecting on work placement 1: Independent Learning Unit (ILU)	20	C	X
QTS5007M	5	3	Reflecting on work placement 2: Independent Learning Unit (ILU)	20	C	X
QTS6010M	6	3	Reflecting on work placement 3: Independent Learning Unit (ILU)	20	C	X

Internal and external reference points

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)
- DfE Teacher Standards (2012) <https://www.gov.uk/government/publications/teachers-standards>
- DfE ITT criteria <https://www.gov.uk/government/publications/initial-teacher-training-criteria>
- Framework of core content for ITT https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536890/Framework_Report_11_July_2016_Final.pdf

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