

**Programme Specification**  
**BA (Hons) Primary Education with QTS**  
Revised August 2012

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical trainee might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found at [www.bcu.ac.uk/elss](http://www.bcu.ac.uk/elss), in the Module Specifications and in the Student Course Guide.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

<b>Awarding Institution / Body:</b>	<b>Birmingham City University</b>
<b>Teaching Institution:</b>	<b>Birmingham City University</b>
<b>Interim Awards and Final Award:</b>	<b>BA Honours with QTS BA Honours BA Ordinary Diploma of Higher Education Certificate of Higher Education</b>
<b>Programme Title:</b>	<b>BA (Honours) Primary Education with Qualified Teacher Status</b>
<b>Main fields of Study:</b>	<b>Primary Education</b>
<b>Modes of Study:</b>	<b>Full time</b>
<b>Language of Study:</b>	<b>English</b>
<b>UCAS Code:</b>	<b>X120 BA/prQTS</b>
<b>JACS Code:</b>	

**Professional Status of the programme (if applicable):**

This course enables trainees to meet the DfE *Teachers' Standards* (2012).

**Relevant subject benchmark statements and other external reference points used to inform programme outcomes:**

DfE *Teachers' Standards* (2012)

## **Programme philosophy and aims**

The philosophy and content of the proposed course are informed by the DfE *Teachers' Standards* (2012) which identify the minimum standards which must be achieved by all entrants to the teaching profession, and by the University's Learning and Teaching Strategy.

This course seeks to develop high quality teachers who are able to work in a context of considerable, and relatively rapid, economic, scientific and legislative change. It seeks to fulfil the strands of the University's Learning and Teaching Strategy by supporting trainees so that they make a successful transition from their previous learning experiences to undergraduate work; by engaging them in learning so that they can become independent learners; by providing a supportive learning environment; by providing learning and assessment strategies that enable them to develop innovative practices in their own schools; by celebrating diversity so that they become inclusive practitioners and by ensuring that they are up to date in their professional training so that they are highly employable.

The *Teachers' Standards* establish core values that are at the heart of professional practice. Graduates of this course will, therefore, need to be adaptable, reflective and willing to update their education and professional development. Through their initial and continuing training, they will need to acquire skills and attitudes which not only assist them in developing and maintaining the flexibility and adaptability to work within such a changing environment, but which also enable them to empower children so that they thrive in school and throughout their whole lives. To do so they will need to demonstrate high levels of commitment and empathy, including respect for others and a commitment towards equality, diversity and inclusion. They will need to possess high levels of honesty and integrity and the ability to take full responsibility for their practice through reflection. Teaching is increasingly a team-based profession so they will need to develop the skills to work collegially and cooperatively with parents, colleagues and other professionals. Finally and above all, the course philosophy is founded on a recognition that the wellbeing, development and progress of children are at the heart of good practice.

### **The aims of the programme are to:**

- enable trainees to become committed, confident and reflective primary teachers specialising in either the 3-7 or the 5-11 age range;
- enable trainees to respond flexibly, critically and innovatively to changing circumstances and to continue to develop their knowledge, understanding and skills throughout their professional lives;
- develop trainees with a commitment towards equality, diversity and inclusion;
- develop trainees who can work effectively both independently and in teams to promote the education and well-being of children.
- develop trainees who can communicate effectively in accurate spoken and written English with a wide range of people including children, parents, colleagues and professionals involved in the education and wellbeing of children.

**Intended learning outcomes and the means by which they are achieved and demonstrated:**

**Learning Outcomes**

1. To meet the current DfE Standards for Teachers
2. To demonstrate a high level of commitment towards continued professional development
3. To demonstrate a high level of commitment towards equality, diversity and inclusion
4. To analyse a wide range of data and information to present argument and ideas.

**Learning teaching, and assessment methods used**

Lectures; seminars; tutorials; independent study; electronic learning; modelling of effective practice; teaching experiences and practices; discussion groups.

**Assessment through a range of strategies, both formative and summative:** essay and report writing; individual and group presentations; peer evaluation; patchwork assessment; teaching; Standards profiles; subject audits.

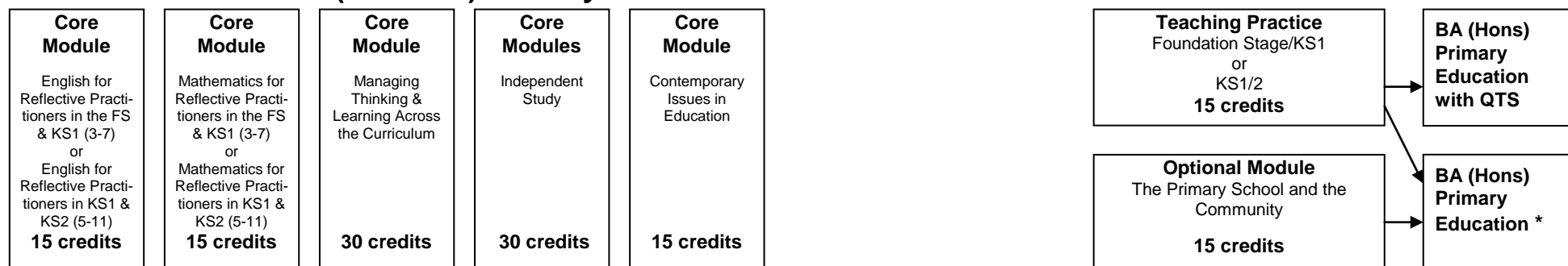
**Programme structure and requirements, levels, modules, credits and awards**

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram overleaf.

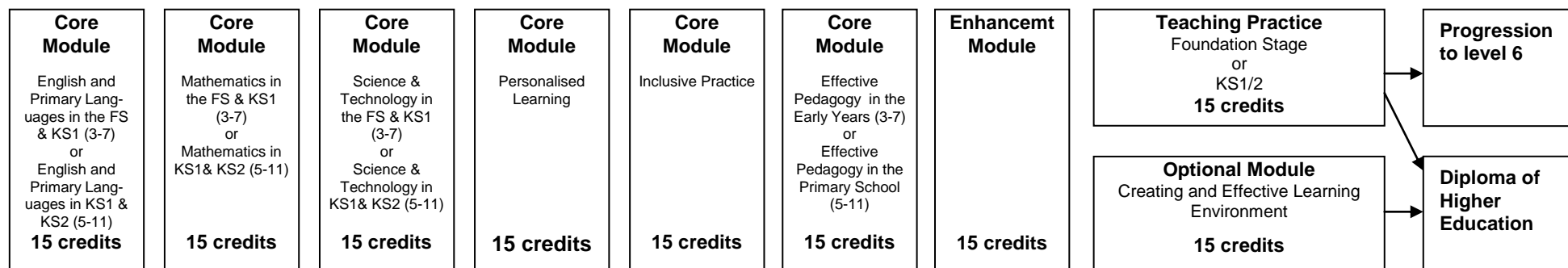


## BA (Honours) Primary Education with QTS: Course Structure

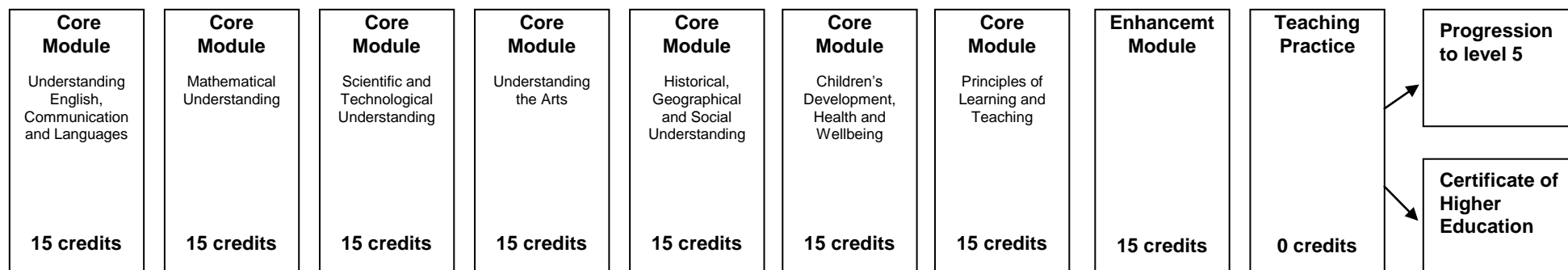
**Year 3  
Level 6**



**Year 2  
Level 5**



**Year 1  
Level 4**



\* Any trainee achieving 60 credits drawn from any modules at level 6, making a total of 300 credits in total over the whole course and reaching the end of their registration period or leaving the course, is entitled to the award of BA Primary Education



## Support for Learning including Personal Development Planning (PDP)

Trainees are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs.

The University guarantees that all trainees will have the opportunity to participate in Personal Development Planning (PDP). Trainees on the BA Primary Course will engage with PDP through the Personal Tutor scheme which operates on the course. Early in their period of study, trainees will be assigned a Personal Development Tutor (PDT). This tutor undertakes a major role in overseeing the trainee's Faculty and school-based work and provides pastoral support and guidance, with the support of the University's Student Services and other agencies, where appropriate. Trainees have an entitlement to a thirty-minute meeting each term to discuss progress, agree future actions and record decisions in a Personal Tutorial Record. The course itself is career-focused, and many assessments require trainees to reflect on their own practice, skills and professional conduct and to assess their professional development needs. This process culminates in the completion of a Career Entry and Development Profile by each trainee. The course timetable will include a 'transitional week' at the end of each level to enable trainees to reflect on their progress and identify development needs. Each year of the course is overseen by a Year Tutor whose role is to support PDTs and the Course Director and Deputy Course Director in the academic development and pastoral welfare of trainees. Trainees are given study skills tasks during their first year which are overseen by their PDT in order to determine areas which may need support. During their first year on the course all trainees are given training sessions in the use of the library and ICT facilities.

Faculty-based tutors (FbT), teachers and school-based tutors (SbT) support trainees during school experiences using the TDA Professional Standards 2007 as the major framework. Before each block/period of school experience action points for school experience are devised by the trainees with their PDT. During each teaching practice and at mid-practice review formative/diagnostic feedback is given to trainees. At the end of school experience trainees receive formative feedback through summary booklets and final reports. Teaching practices are assessed on a pass/fail basis.

The Faculty has adopted a Learning Agreement which is a statement of expected professional practice and commitment. The Learning Agreement is published in the Student Course Handbook and in the early days of the course it will be discussed with the trainees and they will be asked to sign it.

The University's library provides books, journals, audio-visual, CD Rom and Internet access materials on all aspects of education together with a collection of materials suitable for use with primary school age children. The digital library is an additional resource which enables trainees to access important material selected by tutors.

All trainees are able to access Moodle, the University's e-learning system. This enables them to read and download via the intranet important course documentation, module materials and to receive support online.

In addition to the taught elements on Information and Communications Technology (ICT), trainees have access to networked computer rooms which have a range of software, Internet and Email facilities. They can receive assistance from the IT Support Unit staff. All trainees receive their University email address as soon as they enrol on the course and this enables them to communicate electronically with tutors and administrative staff.

A range of support services including careers and study advice, counselling, health care, financial and legal advice is available to all trainees on the course. A child care facility in the

form of a nursery is available on site, as are opportunities for consultation with a doctor.

**Equal Opportunities Policy:**

The course operates within the Faculty's Equal Opportunities policy and a copy of the Equal Opportunities Statement is included in the Student Course Handbook. The admissions policy to the course is guided by SENDA legislation and candidates are encouraged to discuss any individual needs they may have. The course team, supported by appropriate university departments and other agencies, strive to ensure that there is equality of opportunity for all applicants and entrants to the course.

**Criteria for admission**

Candidates must satisfy the general admission requirements of the programme and those of the Teaching Agency/DfE.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

**Methods for evaluation and enhancement of quality and standards including listening and responding to views of trainees**

**Committees:**

- Board of Studies
- Examination Board
- Faculty Academic Standards and Quality Enhancement Committee
- Learning and Teaching Committee
- Student Experience Committee
- Faculty Board
- Senate

**Mechanisms for review and evaluation:**

- Individual module evaluation by trainees, staff and, where appropriate, stakeholders
- Annual review of modules by module leaders
- Annual course evaluation reports and action plans
- Annual monitoring process
- Appraisal of teaching
- Individual performance reviews
- External examiners' comments and formal reports
- Trainee representatives' feedback to Boards of Studies
- Consideration of the minutes of Boards of Studies by Student Experience Committee
- Approval and review and re-approval events
- National Student Survey
- Student Experience Survey
- Course Development Day

**Please add details of professional accreditation/approval where appropriate.**