

**Validated Programme Specification**  
**BA (Hons) Primary Education**  
**BA (Hons) Primary Education (Mathematics)**  
**BA (Hons) Primary Education (English)**  
**BA (Hons) Primary Education (Science)**  
**BA(Hons) Primary Education Studies**

1.	<b>Awarding Institution/Body</b>	University of Bolton
2.	<b>Teaching Institution</b>	Bradford College
3.	<b>Delivery Location(s)</b>	Bradford College, David Hockney Building
4.	<b>Programme Externally Accredited by (e.g. PSRB)</b>	The award meets the current Teachers' Standards
5.	<b>Award Title(s)</b>	BA (Hons) Primary Education BA (Hons) Primary Education (Mathematics) BA (Hons) Primary Education (English) BA (Hons) Primary Education (Science) BA (Hons) Primary Education Studies  Students not recommended for Qualified Teacher Status (QTS) will receive: BA (Hons) Primary Education Studies
6.	<b>FHEQ Level</b>	Level 6
7.	<b>Bologna Cycle</b>	First cycle (end of cycle) qualifications
8.	<b>JACS Code and JACS Description</b>	X120 Training Teachers-primary. The training of others to impart, explain and disseminate knowledge, skills and learning to children of nursery/primary school age.
9.	<b>Mode of Attendance</b>	Full - Time
10.	<b>Relevant QAA Subject Benchmarking Group(s)</b>	Education
11.	<b>Relevant Additional External Reference Points</b>	Current Teachers' Standards
12.	<b>Date of Approval/Revision</b>	January 2017 / July 2018

13.	<b>Criteria for Admission to the Programme</b>	<ul style="list-style-type: none"> <li>• 96 UCAS tariff points, to include at least 2 A levels, one at grade B and another C or equivalent</li> <li>• GCSE level passes at Grade C or above (or equivalent) Mathematics and Science</li> <li>• GCSE level pass at ‘preferably’ Grade B or above (or equivalent) English</li> <li>• Pass skills tests in Literacy and Numeracy</li> <li>• Ability to use Standard English – written &amp; spoken</li> <li>• Satisfactory enhanced DBS records check</li> <li>• Undergo health check</li> </ul>
14.	<b>Educational Aims of the Programme</b> <ul style="list-style-type: none"> <li>• To contribute to the Teacher Education employment needs in the context of local, regional and national developments;</li> <li>• To produce competent and professional graduate teachers who will make a contribution to the future education of children;</li> <li>• To provide a high quality programme of study in Initial Teacher Training, leading to the award of BA (Hons) in Primary Education linked to the additional award of Qualified Teacher Status by developing students’ skills, knowledge and understanding and confidence to take up employment in teaching and further study and lifelong learning;</li> <li>• To provide access into teaching for under-represented groups in the local community;</li> <li>• To enable students to identify, acquire and develop transferable skills and knowledge which will enable them to contribute and develop their full potential in the professional workforce;</li> <li>• To prepare students for progression through all levels of Higher Education and to further enhance their employability and career development as teachers within primary education;</li> <li>• To deliver subject specialist knowledge informed by external reference points and enable students to develop their skills and knowledge through work based learning, underpinned by knowledge and skills;</li> <li>• To develop graduates who have an analytical and reflective understanding of their chosen discipline and its relationship with the wider sector;</li> <li>• To develop graduates who have the ability to reflect on and learn from their experience, encouraging personal and professional development.</li> </ul>	
15.	<b>Learning Outcomes</b>  The programme will enable students to develop the knowledge and skills listed below. <b>On successful completion of the programme, the student will be able to:</b>	
<b>Knowledge and Understanding</b>		
K1	Critically analyse and evaluate theories, concepts and principles relevant to primary education	
K2	Critically appraise the nature of inclusive practice with a particular emphasis on meeting social, cultural and linguistic diversity and evaluate methods designed to counter discrimination	
K3	Evaluate initiatives and policies to develop new insights underpinning education	

<b>Cognitive/Intellectual Skills</b>	
<b>C1</b>	Critically reflect on own value systems, development and practices, comparing these with alternative systems and practices
<b>C2</b>	Analyse situations concerning learning and development and make judgements regarding problems and solutions, thereby possibly having to reassess the initial situation
<b>C3</b>	Interrogate the assumptions underpinning educational theory, research and practice
<b>C4</b>	Make links to prior learning and experience in order to enhance current and future learning opportunities
<b>Practical/Professional Skills</b>	
<b>P1</b>	Demonstrate a professional approach in all areas of work
<b>P2</b>	Demonstrate a reflective approach, assessing current strengths and opportunities for development of key skills and attitudes and be able to engage in a process of action planning to meet developmental needs
<b>Key Transferable Skills</b>	
<b>T1</b>	Learn interdependently and independently and take responsibility for subsequent career and continuing professional development, understanding the benefits of further study and lifelong learning
<b>T2</b>	Identify set targets and address issues associated with personal and professional development
<b>T3</b>	Critically evaluate and apply with due regard to ethical considerations, research methodologies relevant to primary education
<b>T4</b>	Communicate clearly, fluently and effectively in a range of styles appropriate to the context. In particular, be able to engage effectively in academic discussion and present arguments in a professional manner
<b>Pathway Specific Outcome for Pathway 1 BA (Hons) Primary Education (Mathematics)</b>	
<b>S1</b>	Demonstrate relevant specialist knowledge and understanding concerning the content of the Mathematics primary curriculum
<b>S2</b>	Demonstrate knowledge of an appropriate range of teaching methods relevant to the teaching/learning of primary Mathematics, including enquiry-based pedagogies, practical work, out-of-classroom learning, group work, ICT and formative assessment practices
<b>S3</b>	Be aware of the role of a subject leader in the primary school: developing the ability to instigate new initiatives, including, when appropriate, the provision of advice to peers; understanding that subject leadership includes monitoring whole school teaching and achievement in that subject
<b>Pathway Specific Outcome for Pathway 2 BA (Hons) Primary Education (English)</b>	
<b>S1</b>	Demonstrate relevant specialist knowledge and understanding concerning the content of the English primary curriculum
<b>S2</b>	Demonstrate knowledge of an appropriate range of teaching methods relevant to the teaching/learning of primary English, including enquiry-based pedagogies, practical work, out-of-classroom learning, group work, ICT and formative assessment practices
<b>S3</b>	Be aware of the role of a subject leader in the primary school: developing the ability to instigate new initiatives, including, when appropriate, the provision of advice to peers; understanding that subject leadership includes monitoring whole school teaching and achievement in that subject.
<b>Pathway Specific Outcome for Pathway 3 BA (Hons) Primary Education (Science)</b>	
<b>S1</b>	Demonstrate relevant specialist knowledge and understanding concerning the content of the Science primary curriculum

	<b>S2</b>	Demonstrate knowledge of an appropriate range of teaching methods relevant to the teaching/learning of primary Science, including enquiry-based pedagogies, practical work, out-of-classroom learning, group work, ICT and formative assessment practices.
	<b>S3</b>	Be aware of the role of a subject leader in the primary school: developing the ability to instigate new initiatives, including, when appropriate, the provision of advice to peers; understanding that subject leadership includes monitoring whole school teaching and achievement in that subject.
<b>Pathway Specific Outcome for Pathway 3 BA (Hons) Primary Education</b>		
	<b>S1</b>	Demonstrate relevant specialist knowledge and understanding concerning the content of the Humanities/Creative Arts/Early Years primary curriculum
	<b>S2</b>	Demonstrate knowledge of an appropriate range of teaching methods relevant to the teaching/learning of primary Humanities/Creative Arts/Advanced Study of Early Years, including enquiry-based pedagogies, practical work, out-of-classroom learning, group work, ICT and formative assessment practices.
	<b>S3</b>	Be aware of the role of a subject leader in the primary school: developing the ability to instigate new initiatives, including, when appropriate, the provision of advice to peers; understanding that subject leadership includes monitoring whole school teaching and achievement in that subject.

### Alternative Pathways

In addition to the titled award- English, Mathematics, Science, students may instead opt to study Humanities, Creative Arts or Early Years. As shown above, the awarded title for these pathways will be *BA (Hons) Primary Education*

The award title for students not achieving QTS, but completing the academic study (120cp at L6), will be *BA (Hons) Primary Education Studies*.

<p><b>16.</b></p>	<p><b>Key Learning &amp; Teaching Methods</b></p> <p>Schools and College work in partnership to develop the trainees’ expertise in relation to the Teachers’ Standards. A substantial part of the learning/teaching therefore will take place in school. There is a strong link between the two; College will expect trainees to draw on their experiences in school during taught sessions and schools will expect trainees to be able to apply what they have learnt at College to the classroom situation. The school placement programme is supported by rigorous Q&amp;A processes to ensure that teaching/learning in school meet appropriate standards.</p> <p>Personal and professional development is central to learning and teaching. Trainees begin the programme learning about essential study skills and reflective practice module “Becoming a reflective teacher” that provide a foundation for all subsequent study. The programme continues with the module “Becoming an Effective Teacher” in Year 2 which focuses on professional skills.</p> <p>Trainees follow a progressive core programme of Education and Professional Studies (EPS). The pedagogical foci and generic issues studied here support the development of generic issues relating to effective teaching and learning covered in other subject modules. In year 1 this focuses on Early Years, in Year 2 on provision for special needs and Year 3 with the Vision for Education which demonstrates their personal philosophy and the practice that complements this.</p> <p>Modules will introduce trainees to the areas of skills, knowledge and understanding required to teach all curricular areas across the whole primary age range. These include key issues underpinning effective teaching and learning in all primary subjects including National Strategies, legislation, approaches to planning, delivery and assessment (including assessment for learning, health and safety requirements, current thinking in pedagogical approaches, strategies for inclusive practice and education in diverse communities, and effective classroom management for subject delivery. Often such matters are specifically detailed within the module descriptors. Some areas are generically common to all and, in addition to being explicitly taught, will be embedded within the taught sessions and referred to as good practice. These may include assessment for learning (AFL), special educational needs (SEN), children for whom English is an additional language (EAL).</p> <p>Effective practice in the classroom is modelled during College-based sessions, including the use of ICT. It is an important aspect of our philosophy as a department that we use a variety of teaching and learning strategies, partly because we consider that this is essential at Higher Education level, but also because we are intent on reflecting best practice in educational settings.</p> <p>The duration of modules varies depending upon a number of factors. Module sessions are usually once a week and last about three hours but this is the minimum contact time with tutors. For each twenty credit module total contact equates to about 60 hours and comprises of various learning and teaching strategies. These include lectures and sessions in groups, workshops, discussion groups, presentations, tutorials, fieldwork, school-based tasks, directed reading and blended learning approaches using the VLE (Moodle). Clearly, such a variety of study methods will incorporate centre-based, school-based and self-study.</p>
<p><b>17.</b></p>	<p><b>Key Assessment Methods</b></p> <p>The assessment process comprises two components:</p>

1. Academic Component
2. Professional Component

### **Academic Component - BA(Hons) Primary Education**

Consideration of the trainee experience and workload has informed the range, timing and type of assessments within the degree. Current research aimed at identifying best practice in Higher Education assessment continues to influence the programme team's commitment to providing the most appropriate assessment instruments to address intended module learning outcomes.

The assessment strategy consists of a range of assessment methods to reflect students' individual learning styles, ensuring delivery appropriately meets learning outcomes. It should be noted that it is likely that some learning outcomes identified in the Module Specification documents, especially those listed under 'Practical and Professional Skills', will be assessed whilst students are on placement rather than through the assessment specifically relating to the taught module.

Through the range of assessments, which includes essays, group tasks, presentations, portfolios, investigative tasks, rationales anthologies, creative writing, examinations and musical compositions, the programme recognises the role of diagnostic, formative and summative methods.

#### a] Diagnostic

Developing trainees' subject knowledge is a key aim of each module and every effort is made to make this effective. Diagnostic audits are undertaken in Year 2 in Mathematics, Language and Science, supporting the trainees' development of subject knowledge. In Year 3 trainees will undergo a process of verification of subject knowledge before they can be recommended for the award of QTS.

#### b] Formative

Formative assessment is an integral element of most, if not all, module sessions. Some of this may be quite informal; tutors recognise that they are 'modelling' effective practice in schools and effective support of trainees as they carry out session activities is crucial. This element of formative assessment may be 'reactive', but other elements are equally important, for example students presenting their ideas to the class (and being challenged about them).

#### c] Summative

Summative assessments are credit rated. 120cp are studied at each level. Some modules cannot be compensated and must be passed at 40% (see table overleaf).

### **Professional Component (studied alongside the academic award)- Assessment against the current Teachers' Standards for QTS (Qualified Teacher Status)**

The aims of the assessment procedures are to ensure that there are robust arrangements for judging the attainment of students and that all those who contribute to ITE partnership grade the students in an accurate, consistent and reliable manner. It is also designed to ensure that the students themselves have a

clear understanding of their progress towards meeting the standards throughout the programme.

In order to gain Qualified Teacher Status (QTS), students will:

- attain the academic award (usually 120cp at level 6 . Those achieving less than 120cp, but at least 60cp will be awarded 'Pass at Honours')
- pass all school placements;
- present high quality documentary evidence of having met the current Teachers' Standards in their Personal Development File (PDF) (See below).
- undergo and pass a process of verification of subject knowledge at level 6

Students undertaking this programme will be assessed against the current Teachers' Standards in all placements. Judgements of students' attainment will be a joint decision between school and Bradford College based staff, although the ultimate decision lies with the Bradford College Link Tutor.

Throughout this programme students' progress against the Standards will be closely tracked with achievements and areas to develop clearly documented. The formal assessment of school experience will comprise formative assessment during block placements, based on observations of teaching, the placement files and other evidence, followed by a summative assessment (recorded in the Personal Development Record- PDR) at the end of each block placement. It is the students' responsibility to return the PDR to the Placement's Office. Failure to do so may result in non-progression.

Students who fail to meet the minimum standards during block placements will not automatically have the right for one further opportunity to complete the failed placement. However, in exceptional circumstances the Professional Board may agree to a referred practice. This will normally be of the same length and requirements as the original failed placement and should be completed within two years of the intended date of completion of the original programme.

Where a student's performance in school is deemed by the school and the Link Tutor to be detrimental to the interests of the learners, the placement will be terminated.

#### **Personal Development File (PDF)**

This file comprises evidence that will demonstrate that the student has met the current Teachers' Standards. Over the three years, students will need to collect/collate/ present documentary evidence for each standard.

It is the student's responsibility to regularly maintain and update this file. At the end of the programme the file will be assessed and used, in part, to ascertain whether qualified teacher status should be awarded.

Students who do not achieve the professional requirements for QTS are eligible for a range of academic awards, depending on the level and number of credits achieved

18 Programme Modules				
Code	LEVEL 4 MODULES	Credits	Status CORE/ OPTION	Non-Compensatable YES/NO
	Early Years Principles and Practice	20	C	N
	Exploration of the Creative Arts & Humanities	20	C	N
	Becoming a Reflective Teacher	20	C	N
	Teaching Primary English (including Early Reading and Phonics)	20	C	Y
	Exploring and Engaging with Science	20	C	Y
	Number and Its Use and Application	20	C	Y
LEVEL 5 MODULES				
		Credits	Status	Non-Compensatable
	Addressing the Special Educational Needs Continuum	20	C	N
	Teaching Primary Writing (including Language Audit)	20	C	Y
	Becoming an Effective Teacher	20	C	N
	Environmental Education in Mathematics and Science (including Maths & Science audit)	20	C	Y
	Development of the Creative Arts and Humanities	20	C	N
	Subject Specialism module (see Pathways below)	20	O	Y
LEVEL 6 MODULES				
		Credits	Status	Non-Compensatable
	Language and Inclusion (incl. PE & MFL)	20	C	Y
	Teaching and Learning in Maths and Science Education	20	C	Y
	Dissertation Note- The Dissertation must be related to the chosen subject specialism (SS) pathway	40	C	Y
	Vision for Education	20	C	N
<b>Subject Specialism Pathway – Creative Arts.</b>				
The SS is recorded as optional (O) as students have a choice of pathways.				



L5		Patterns in Music and Art – Reflected Through Culture	20	O	Y
L6		Understanding The Creative Process: From Stimulus to Response	20	O	Y
<b>Subject Specialism Pathway – Humanities</b>					
This SS is recorded as optional (O) as students have a choice of pathways.					
L5		Invaders, Settlers and Communities	20	O	Y
L6		A Window on the Changing World	20	O	Y
<b>Subject Specialism Pathway – Language and Literature</b>					
This SS is recorded as optional (O) as students have a choice of pathways.					
L5		Understanding and Expressing your World Though Poetry and Storytelling)	20	O	Y
L6		Literature and Cultural Identity	20	O	Y
<b>Subject Specialism Pathway – Mathematics</b>					
This SS is recorded as optional (O) as students have a choice of pathways.					
L5		Understanding the Number System and Data	20	O	Y
L6		Using and Applying Mathematics in the Outside World	20	O	Y
<b>Subject Specialism Pathway – Advanced Study of Early Years</b>					
This SS is recorded as optional (O) as students have a choice of pathways.					
L5		The Early Years UK Curriculum: An Historical and Contemporary Perspective	20	O	Y
L6		Managing the Early Learning Environment	20	O	Y
<b>Subject Specialism Pathway – Science</b>					
This SS is recorded as optional (O) as students have a choice of pathways.					
L5		The Nature of Science and Communication	20	O	Y
L6		Leading Primary Science and Learning in Different Environments	20	O	Y

19. **Programme Structure**  
 This is a full-time programme. The coloured areas below indicate times when students will be in school. The blank areas indicate time in College and/or self-study time.

Example of Typical Placement Pattern

wk	Yr1 Stage 1 Level 4	Yr2 Stage 2 Level 5	Yr3 Stage 3 Level 6
3			
4			
5			
6			
7			
8			
9	S T U D Y W E E K		
10			
11			
12			
13			
14			
15			
16			
17	H O L I D A Y		
18	H O L I D A Y		
19			
20			
21			
22			
23			
24			
25	S T U D Y W E E K		
26			
27			
28			
29			
30			
31	H O L I D A Y		
32	H O L I D A Y		
33			
34			
35			
36			
37			
38	S T U D Y W E E K		
39			
40			
41			

	18 SERIAL DAYS 4 WEEK BLOCK 38 DAYS	16 SERIAL DAYS 5 WEEK BLOCK 41 DAYS	20 SERIAL DAYS 7 WEEK BLOCK 55 AYS
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**20. Support for Students and Their Learning**

***Learning Resources***

The range of texts and resources continues to be updated. There has been an increase in the number of e-journals and e-books to support learning which students evaluate positively.

There is regular liaison between module tutors and the Chief Librarian to ensure that all books on module reading lists are currently available in the library.

The use of VLE (Moodle) is now well established and provides both a mechanism for disseminating learning resources and a forum for discussion. Where possible, use is made of e-tools to enhance teaching and learning at classroom level. All team members are confident with the use of the Interactive Whiteboards (SMART) and within the department there is a culture of sharing of resources (traditional and 'e'), especially those that layer an additional level of interactivity and act as a model for the students to use themselves.

Specific sessions are planned within the programme to provide all students with opportunities to use specialist resources appropriately and with confidence.

***Personal Tutors***

All students are allocated a Personal Tutor. The tutor will provide academic and personal support throughout the student's studies.

Each year is co-ordinated by a Year Leader. Part of the Year Leader role is to track the students' progress and offer pastoral, academic and professional guidance.

All students receive the support of a Link Tutor whilst they are on school placement. In addition to carrying out lesson observations and being involved in the process of summative assessment, the link tutor meets with the student to discuss their progress, monitor their action plans and offer appropriate support and guidance. The Link Tutor is usually a member of the college academic team and provides a coherent link between school and college as well as carrying out a quality assurance role to ensure that the students receive high quality training in school.

Students receive the support of a mentor whilst on school placement. The mentor will be employed by the school, be an experienced teacher and have attended mentor training at College. In addition to the link tutor, the mentor is expected to be involved in the process of summative assessment, hold regular meetings with the student to discuss their progress, monitor their action plans and offer appropriate support and guidance.

**Tutorial Support**

Tutorial support is an integral part of the students’ learning journey. All modules have been designed to include such support. Most sessions are run following a ‘workshop’ approach and tutorials are built into module time. Additional tutorials can be sought if necessary.

One-to-one tutorials are the key to tracking the development of students and providing a focussed and uninterrupted opportunity to discuss all aspects of their progress and areas for development. Sometimes it is beneficial if this takes the form of a small group and is often, but not always, focussed on providing support for assessments. In the main, this support is provided by module tutors, but if other expertise is required, the network of support may be widened. Tutorial support is a particularly important aspect of the Independent Study module as this usually involves ‘action research’ in schools and it is vital that students follow accepted procedures as well as getting regular feedback on their progress. Once a student has decided on his/her focus, a tutor is chosen who has particular expertise in that field.

Students with any identified additional support needs will be referred to Learner Support services and appropriate additional support will be set up in consultation with the student.

**Students completing without QTS**

Students at Level 4 and 5 who are not able to complete with QTS will not be able to proceed with this programme. If they meet the necessary criteria, they may be offered the opportunity to transfer to BA (Hons) Education Studies. Additionally, they may be eligible for the awards listed below.

Students at Level 6 who are not able to complete with QTS will be able to proceed with the programme and, upon completion, be awarded BA (Hons) Primary Education Studies.

Students completing without QTS will not be entitled to receive a named pathway award.

Students who do not complete 120cp at level 6, but who complete at least 60cp at level 6 may be eligible for a BA (Hons) Primary Education Studies Pass Degree (see below).

Award	Minimum Credits Required at Each Level
CertHE	120cp at L4
DipHE	120cp at L4 + 120cp at L5
Pass at Honours	120cp at L4 + 120cp at L5 + 60cp at L6

**Further Support**

Further support available to students also includes that provided by the central services of the College. Specific assistance available to students studying within this Programme area include academic and professional guidance via tutorial support, support for placements, pastoral and welfare support, careers

	<p>information and guidance, module and student handbooks (more and more documents including teaching and learning resources are available in both paper form and online via the VLE).</p> <p>Additional personal, financial and careers support and guidance are provided by the College's extensive student support services.</p>
<p><b>21.</b></p>	<p><b>Distinctive Features</b></p> <p>Qualified Teacher Status</p> <p>Offered alongside the academic component is the additional award of Qualified Teacher Status.</p> <p>Special Placement</p> <p>The Special Placement provides an opportunity for students to identify and explore a particular aspect of educational provision that is of interest to them, over and above their ongoing core and specialist subject work. This may, in turn, feed into the Independent Study completed during year 3 of the programme. The Special Placement is unassessed and usually designed to allow students to access contexts that are related to education, but outside the ordinary realm of the mainstream class teacher. For many, it is also an opportunity to begin to establish an area of professional experience and expertise that may influence the programme of their future careers.</p> <p>Alternatively, the placement may serve to meet an identified area for development e.g. to gain more experience of teaching phonics. In which case, it would be appropriate for students to attend a placement working in a school setting particularly renowned for its work in the identified area.</p> <p>General Objectives</p> <p>By the end of the Special Placement students will have:</p> <ul style="list-style-type: none"> <li>• identified and extended their professional skills and expertise in the specific educational context of the placement;</li> <li>• negotiated and established a working relationship with other professionals in that specific context;</li> <li>• set/met relevant (often individualised) targets;</li> <li>• reviewed the placement and provided feedback to personal tutors.</li> </ul> <p>Use of Resources</p> <ul style="list-style-type: none"> <li>• A range of high quality learning resources is in place to support the effective delivery of all modules across primary programmes. There has been year-on-year investment from a range of sources (including successful TDA bids) to improve ICT equipment in teaching rooms. Within the School there are a number of dedicated specialist rooms.</li> <li>• A major strength of provision is the opportunity students have of using the surrounding area for offsite visits. Additionally, there are several international exchanges, educational trips and links to international HEIs.</li> <li>• Almost 40% of Teacher Education tutors are external examiners and/or verifiers at other HEIs. Over 70% have attended and/or participated in external courses and conferences. All tutors attend in-</li> </ul>

house training on issues such as H&S, disability and discrimination to ensure they are informed of current initiatives. Many have written or are writing books, chapters and/or journal articles in their fields of expertise; many are also studying for higher degrees or other professional qualifications

- A Faculty Research Forum promotes school-wide participation in the sharing and dissemination of research interests. Many tutors have recent, relevant school experience and pedagogic expertise which enables trainees to make strong connections between theory and practice. The Department's strong commitment to staff CPD continues to have a very positive impact on both trainee experience and outcomes.

## Stage Outcomes

**Key:** K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see programme specification]

No.	Programme Outcome	Stage 2 /Level 5	Stage1 /Level 4
<b>K1</b>	Critically analyse and evaluate theories, concepts and principles relevant to primary education	Analyse theories, concepts and principles relevant to primary education	Describe and explain theories, concepts and principles relevant to primary education
<b>K2</b>	Critically appraise the nature of inclusive practice with a particular emphasis on meeting social, cultural and linguistic diversity and evaluate methods designed to counter discrimination	Appraise the nature of inclusive practice with a particular emphasis on meeting social, cultural and linguistic diversity.	Begin to appraise the nature of inclusive practice
<b>K3</b>	Evaluate initiatives and policies to develop new insights underpinning education	Explore initiatives and policies to develop new insights underpinning education	Describe initiatives and policies underpinning education
<b>C1</b>	Critically reflect on own value systems, development and practices, comparing these with alternative systems and practices	Critically reflect on own value systems, development and practices	Acknowledge and reflect on own value systems, development and practices
<b>C2</b>	Analyse situations concerning learning and development and make judgements regarding problems and solutions, thereby possibly having to reassess the initial situation	Examine situations concerning learning and development and pose possible solutions, pre-empting potential problems	Identify and interpret situations concerning learning and development
<b>C3</b>	Interrogate the assumptions underpinning educational theory, research and practice	Explore the assumptions underpinning educational theory, research and practice	Define the assumptions underpinning educational theory, research and practice
<b>C4</b>	Make links to prior learning and experience in order to enhance current and future learning opportunities	Make links to prior learning and experience in order to enhance current and future learning opportunities	Make links to prior learning and experience in order to enhance current and future learning opportunities
<b>P1</b>	Demonstrate a professional approach in all areas of work, appropriately modifying behaviour to meet the expectations required in different situations and being a role-model of such to others	Demonstrate a professional approach in all areas of work, appropriately modifying behaviour to meet the expectations required in different situations	Demonstrate a professional approach in all areas of work
<b>P2</b>	Demonstrate a reflective approach, assessing current strengths and opportunities for development of key skills and attitudes and be able	Demonstrate a reflective approach, assessing current strengths and opportunities for development of key skills and attitudes and be able	Demonstrate a reflective approach, assessing current strengths and opportunities for development of key skills and attitudes and be able

	to engage in a process of action planning to meet developmental needs at level 6 and beyond	to engage in a process of action planning to meet developmental needs at level 5	to engage in a process of action planning to meet developmental needs at level 4
<b>T1</b>	Learn interdependently and independently and take responsibility for subsequent career and continuing professional development, understanding the benefits of further study and lifelong learning	Take increasing responsibility for independent learning, subsequent career and continuing professional development,	Take increasing responsibility for independent learning and continuing professional development.
<b>T2</b>	Identify set targets and address issues associated with personal and professional development at a level 6 stage of learning	Identify targets and address issues associated with personal and professional development at a level 5 stage of learning	Identify targets and address issues associated with personal and professional development at a level 4 stage of learning
<b>T3</b>	Critically evaluate and apply with due regard to ethical considerations, research methodologies relevant to primary education	Identify, explain and begin to apply a range of research methodologies relevant to primary education	Identify and explain some research methodologies relevant to primary education
<b>T4</b>	Communicate clearly, fluently and effectively in a range of styles appropriate to the context. In particular, be able to engage effectively in academic discussion and present arguments in a professional manner	Communicate clearly, fluently and effectively in a range of styles appropriate to the context .In particular, be able to engage effectively in academic discussion at a level 5 stage of learning and present arguments in a professional manner	Communicate clearly, fluently and effectively in a range of styles appropriate to the context .In particular, be able to engage effectively in academic discussion at a level 4 stage of learning and present arguments in a professional manner
<b>S1</b>	Demonstrate relevant specialist knowledge and level 6 understanding concerning the content of the English primary curriculum	Demonstrate relevant specialist knowledge and level 5 understanding concerning the content of the English primary curriculum	N/A
<b>S2</b>	Demonstrate knowledge of an appropriate range of teaching methods relevant to the teaching/learning of primary English, including enquiry-based pedagogies, practical work, out-of-classroom learning, group work, ICT and formative assessment practices	Demonstrate knowledge of a range of teaching methods relevant to the teaching/learning of primary English appropriate to that of a level 5 student	N/A
<b>S3</b>	Be aware of the role of a subject leader in the primary school: developing the ability to instigate new initiatives, including, when appropriate, the provision of advice to peers; understanding that subject leadership includes monitoring whole school teaching and achievement in that subject.	Begin to be aware of the role of a subject leader in the primary school: developing the ability to instigate new initiatives. Begin to understanding that subject leadership includes monitoring whole school teaching and achievement in that subject.	N/A



## Map of Outcomes to Modules

A indicates where the programme outcome is assessed.

<b>Stage 1 Level 4</b>	<i>K1</i>	<i>K2</i>	<i>K3</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>P1</i>	<i>P2</i>	<i>T1</i>	<i>T2</i>	<i>T3</i>	<i>T4</i>
Early Years Principles and Practice	A	A	A	A	A	A	A	A					A
Exploration of the Creative Arts & Humanities	A	A	A				A	A					A
Becoming a Reflective Teacher	A	A	A	A		A	A	A	A	A	A	A	A
Teaching Primary English (including Early Reading and Phonics)	A	A	A		A	A	A	A	A		A		A
Exploring and Engaging with Science	A	A	A		A	A	A	A					A
Number and Its Use and Application	A	A	A		A	A	A	A					A
<b>Stage 2 Level 5</b>													
Addressing the Special Educational Needs Continuum	A	A	A		A	A	A	A				A	A
Teaching Primary Writing (including Language Audit)	A	A	A		A	A	A	A	A	A	A	A	A
Becoming an Effective Teacher	A	A		A			A	A	A	A	A	A	A
Environmental Education in Mathematics and Science (including Maths & Science audit)	A	A	A		A	A	A	A	A	A	A	A	A
Development of the Creative Arts and Humanities	A	A	A		A	A	A	A				A	A
<b>Stage 3 Level 6</b>													
Language and Inclusion (incl. PE & MFL)	A	A			A		A	A	A		A		A
Teaching and Learning in Maths and Science Education	A				A		A	A	A		A		A
Dissertation	A		A	A	A	A	A	A		A	A	A	A
Vision for Education	A		A	A	A	A	A	A		A	A		A

The core modules above are linked to learning outcomes experienced by ALL students. Students on specific pathways will be additionally assessed against learning outcomes as shown below:

	<i>K1</i>	<i>K2</i>	<i>K3</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>P1</i>	<i>P2</i>	<i>T1</i>	<i>T2</i>	<i>T3</i>	<i>T4</i>
<b>Language Pathway</b>													
L5 Understanding and Expressing Your World through Poetry and	A	A	A	A		A	A	A	A	A	A	A	A

Storytelling)													
L6 Literature and Cultural Identity	A	A	A	A	A	A	A	A	A	A	A	A	A
<b>Mathematics Pathway</b>													
L5 Understanding the Number System and Data	A	A	A	A		A	A	A	A	A	A	A	A
L6 Using and Applying Mathematics in the Outside World	A	A	A	A	A	A	A	A	A	A	A	A	A
<b>Science Pathway</b>													
L5 The Nature of Science and Communication	A	A	A	A		A	A	A	A	A	A	A	A
L6 Leading Primary Science and Learning in Different Environments	A	A	A	A	A	A	A	A	A	A	A	A	A
<b>Humanities Pathway</b>													
L5 Invaders, Settlers and Communities	A	A	A	A		A	A	A	A	A	A	A	A
L6 A Window on the Changing World	A	A	A	A	A	A	A	A	A	A	A	A	A
<b>Creative Arts Pathway</b>													
L5 Patterns in Music and Art – Reflected Through Culture	A	A	A	A		A	A	A	A	A	A	A	A
L6 Understanding The Creative Process: From Stimulus to Response	A	A	A	A	A	A	A	A	A	A	A	A	A
<b>Advanced Study of Early Years Pathway</b>													
L5 The Early Years UK Curriculum: An Historical and Contemporary Perspective	A	A	A	A		A	A	A	A	A	A	A	A
L6 Managing the Early Learning Environment	A	A	A	A	A	A	A	A	A	A	A	A	A

## Assessment Chart

Module Name	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission
<b>Stage 1 Level 4</b>		
Early Years Principles and Practice	<b>Ongoing</b> Formative feedback will be given during practical and tutorial sessions	<b>Week 33</b> Component 1: 50% Portfolio index (2000 word equivalent) of Early Years Principles/ documentation with explanatory overview.  Component 2: 50% Rationale (1000 words) to support and accompany individually made resource.
Exploration of the Creative Arts & Humanities	<b>Ongoing</b> Formative feedback will be given during practical and tutorial sessions.	<b>Week 30</b> Component 1: 100% written assignment (3000 word equivalent)
Becoming a Reflective Teacher	<b>Ongoing</b> Formative feedback will be given during practical and tutorial sessions. <b>Week 5</b> MUSE – to be completed during session time	<b>Week 13</b> Component 1: 50% Poster Component 2: 50% Reflective log
Teaching Primary English (including Early Reading and Phonics)	<b>Ongoing</b> This will support and encourage students to learn with and from their peers, drawing on school based observations. The aim is to help develop secure knowledge and understanding of key concepts, and their effective application.	<b>Week 26</b> Component 1: 50% written essay (1500 words) Component 2: 50% annotated lesson plan (1000 words equivalent) and written test (500 words equivalent)
Exploring and Engaging with Science	<b>Ongoing</b> Formative feedback will be given during practical and tutorial sessions.	<b>Week 32</b> Two Components: Component 1: 25% – Written assignment (1500 words) Component 2: 75% Rationale (1500 words).
Number and Its Use and Application	<b>Week 14</b> Audit of mathematical subject knowledge which will identify areas of weakness. An action plan will be created which will outline those areas for development. Discussions will take place during lectures and workshops to enable students to identify the role of using and applying and the exploration of appropriate activities/resources for the teaching and learning of problem solving/investigative work in the mathematics curriculum.	<b>Week 11</b> Component 1: 20% Mathematical investigative task (1000 word equivalent) under test conditions during session.  <b>Week 24</b> Component 2: 80% Mathematical resource and rationale. (2000 word equivalent)
<b>Stage 2 Level 5</b>		
Addressing the Special Educational Needs Continuum	<b>Ongoing</b> Formative feedback on will be given during practical and tutorial sessions. This will relate to the students ability to make links between legislation, theory and practical classroom provision. Draft assignments can be emailed to the tutor, or presented in individual tutorials for informative feedback.	<b>Week 38</b> Component 1: 100% essay (3500 words)
Teaching Primary Writing (including Language Audit)	<b>Ongoing</b> Formative assessment will support and encourage students to learn with and from their peers, drawing on session and school	<b>Week 16</b> Component 1: 40% analysis / assessment of writing (1500 words equivalent)

	<p>based observations. The aim is to help develop secure knowledge and understanding of key concepts, and their effective application</p> <p><b>Week 41</b> Audit of Language subject knowledge</p>	<p>Component 2: 60% annotated unit plan based on outcome of component 1 (2000 words equivalent)</p> <p><b>Week 41</b> Professionally Required Component: Audit - Pass or fail</p>
Becoming an Effective Teacher	<p><b>Ongoing</b> Formative feedback will be given during practical and tutorial sessions. A range of formative assessment methods are used within the module. The aim is to achieve deep learning through which knowledge is developed through both understanding and application.</p>	<p><b>Week 15</b> Component 1: 60% a. Group task: written assignment (1500 words), accompanied by Individual evaluation of group task (750 words)</p> <p><b>Week 10</b> Component 2: 40% a. Portfolio of annotated evidence (500 words equivalent) accompanied by rationale (word count: 1000)</p>
Environmental Education in Mathematics and Science (including Maths & Science audit)	<p>Formative feedback will be given during practical and tutorial sessions.</p> <p><b>Week 41</b> Audit of Maths subject knowledge Audit of Science subject knowledge</p>	<p><b>Week 16</b> Component 1: 50% Science element: lesson plan + rationale (1750 words) Component 2: 50% Maths element: Essay (2000 words) <b>Week 41</b> Professionally Required Component: Audit - Pass or fail</p>
Development of the Creative Arts and Humanities	<p><b>Ongoing</b> Formative feedback will be given during practical and tutorial sessions.</p>	<p><b>Week 15</b> Component 1: 100% written assignment (3500 words) + appendix</p>
Subject Specialism module (see Pathways below)		
<b>Stage 3 Level 6</b>		
Language and Inclusion (incl. PE & MFL)	<p><b>Ongoing</b> Formative feedback will be given during practical and tutorial sessions.</p>	<p><b>Week 15</b> Component 1: 50% Group presentation Component 2: 50% written rationale Professionally Required Component: This will be PASS/FAIL a. PE b. MFL</p>
Teaching and Learning in Maths and Science Education	<p><b>Ongoing</b> Formative feedback will be given during practical and tutorial sessions.</p>	<p><b>Week 15</b> Three components: Component 1 and 2 100%</p> <p>Component 1: Resource box (equivalent 1000 words) Component 2: Rationale (3000 words) Professionally Required Component: Tutorial attendance with assignment proposal - pass or fail</p>
Dissertation	<p><b>Formative</b> Formative oral feedback will be given during workshops and tutorials in order to check and develop students' understanding of research methods and how they relate to the overall</p>	<p><b>Week 22</b> Component 1: Pass/Fail Ethical clearance based on proposal form <b>Week 38</b> Component 2: Dissertation (8,000 words) Students will complete their dissertation</p>

	<p>structure and content of the study. Interactive group learning (in workshops and with the use of learning forums on moodle) will provide opportunities for peer and tutor formative guidance. Students will receive critical feedback on drafts of different parts of their study and to consider the concept of continuity and consistency issues of the whole study.</p> <p>Proposal form: 500-1,000 words Students will complete a Proposal form, which will include the proposed title question/statement; an explanation of the purpose of their research; the background and context of the research; the proposed sample group; an outline of the chosen methodology and methods of data collection; generic and specific ethical issues. This will be checked by the supervising tutor and the module tutors before the primary research takes place.</p>	<p>following a recommended structure, including an abstract, introduction, literature review (secondary research), methodology (generic issues focused on the specific topic chosen), presentation of findings, discussion/analysis of findings and a conclusion.</p>
Vision for Education	Formative assessment will be informal feedback via observation of students in groups, their participation in activities and their contribution to the resulting presentation.	<p><b>Week 33</b> Component 1</p> <ol style="list-style-type: none"> <li>70% Group Presentation</li> <li>30% Conference Poster and abstract (800 words)</li> </ol>
<b>Language Pathway</b>		
Understanding and expressing your world (though poetry and storytelling)	<p><b>Ongoing</b> Formative assessment will support and encourage students to learn with and from their peers, drawing on session and school based observations. The aim is to help develop secure knowledge and understanding of key concepts, and their effective application.</p>	<p><b>Week 15</b> Component 1: 50% self-composed poems accompanied by a written rationale and analysis</p> <p><b>Week 38</b> Component 2: 50%</p> <ol style="list-style-type: none"> <li>Performance of self -composed narrative accompanied by written rationale and analysis.</li> </ol>
Literature and Cultural Identity	<p><b>Ongoing</b> Formative feedback will be given during tutorials, discussion work and following research-based presentations</p>	<p><b>Week 16</b> Component 1 (60% in total)</p> <ol style="list-style-type: none"> <li>Creative writing (1000 words). 20%</li> <li>Annotate the above, providing a justification and exploring key concepts (1500 word equivalent) (40%)</li> </ol> <p>Component 2 (40%)</p> <ol style="list-style-type: none"> <li>Written task (1500 words)</li> </ol>
<b>Mathematics Pathway</b>		
L5 Understanding the Number System and Data	<p><b>Ongoing</b> Formative feedback will be given during practical and tutorial sessions.</p>	<p><b>Week 14</b> Component 1: 50%</p> <p>Two equally weighted tasks:</p> <ol style="list-style-type: none"> <li>Mathematical investigation</li> <li>Plan &amp; Rationale of mathematical investigation</li> </ol> <p><b>Week 38</b> Component 2: 50%</p> <p>Two equally weighted tasks:</p> <ol style="list-style-type: none"> <li>Written report</li> </ol>

		b. Portfolio of activities
L6 Using and Applying Mathematics in the Outside World	<b>Ongoing</b> Formative feedback will be given during lectures, workshops and tutorial sessions	<b>Week 11</b> Component 1 – 50% <ul style="list-style-type: none"> <li>• Geometrical investigation</li> <li>• Rationale outlining teaching approaches and analysing the knowledge and understanding (2000 words)</li> </ul> Component 2 – 50% <ul style="list-style-type: none"> <li>• Design of refugee shelter</li> <li>• Report justifying solutions (2000 words)</li> </ul>
<b>Science Pathway Formative:</b>		
L5 The Nature of Science and Communication	<b>Formative:</b> Formative feedback will be given during practical and tutorial sessions across both semesters	<b>Week 36</b> Component 1: Portfolio completed across both semesters with 4 elements: <ol style="list-style-type: none"> <li>10% individual presentation (400 equivalent)</li> <li>40% written assessment (1500 words)</li> <li>25% written assessment (800 word)</li> <li>25% laboratory reports (800 equivalent)</li> </ol>
L 6 Leading Primary Science and Learning in Different Environments	Formative feedback will be given during practical and tutorial sessions.	<b>Week 13</b> Component 1: 25% presentation (1000 words equivalent)  <b>Week 14</b> Component 2: 75% timed assessment (3000 words equivalent)
<b>Humanities Pathway</b>		
L5 Invaders, Settlers and Communities	Formative feedback will be given during practical and tutorial sessions.	<b>Week 16</b> Component 1: 50% (2000 words) written essay  <b>Week 32</b> Component 2 50% (2000 words) Portfolio and analysis of resources and fieldwork data
L6 A Window on the Changing World	<b>Ongoing</b> Formative feedback will be given during practical and tutorial sessions	<b>Week 14</b> Component 1: 100% written assessment (4000 words)
<b>Creative Arts Pathway</b>		
L5 Patterns in Music and Art – reflected Through Culture	<b>Ongoing</b> Formative feedback will be given during practical and tutorial sessions.	<b>Week 14</b> Component 1: 40% (1500 equivalent) <ol style="list-style-type: none"> <li>Presentation of artwork</li> <li>written essay</li> </ol> <b>Week 34</b> Component 2: 60% (2000 equivalent) <ol style="list-style-type: none"> <li>resource box and activity cards.</li> <li>written essay</li> </ol>
L6 Understanding The Creative Process: From Stimulus to Response	<b>Ongoing</b> A range of formative assessment methods are used within the module including practical sessions and tutorials	<b>Week 16</b> Component 1: 50% presentation of art and music . To include rationale. (2000 words equivalent) Component 2: 50% (2000 words equivalent)  Essay: critically evaluate the process of creativity with reference to the students’ own work

<b>Advanced Study of Early Years Pathway</b>		
L5 The Early Years UK Curriculum: An Historical and Contemporary Perspective	No formative on mod spec	<p><b>Week 19</b> Component 1: 50% Written assignment (2500 words)</p> <p><b>Week 34</b> Component 2: 50% Individual timeline evaluation (1000 words)</p>
L6 Managing the Early Learning Environment	No formative on spec	<p><b>Week 16</b> Component 1: 100% Written Assignment (4000 words)</p>