

Programme Title: BA (Hons) Teaching and Learning in the Primary Phase with QTS (Top-Up)

Awarding Institution:	University of Bolton		
Teaching Institution:	Bradford College		
Department and/or School/Curriculum Area:	Education and Academic Studies/Teacher Education		
Professional accreditation	Professional body	Professional body URL	Status of graduates
	Teaching Regulation Agency	https://www.gov.uk/government/organisations/teaching-regulation-agency	Qualified Teacher Status (QTS)
Final award(s):	BA (Hons) Teaching and Learning in the Primary Phase with QTS (Top-Up)		
Exit or Fall back award(s)	BA (Hons) - Teaching and Learning in the Primary Phase (Top-Up)		
	Ordinary Degree – Teaching and Learning in the Primary Phase (Top-Up)		
Programme title(s)	BA (Hons) Teaching and Learning in the Primary Phase with QTS (Top-Up)		
JACS Code	X110, X120		
University Course Code(s)			
QAA Benchmark Statement(s)	The following benchmark statements apply to this programme: Education Studies (February 2015)		
Other internal and external reference points	The UK Quality Code for Higher Education A framework of core content for Initial Teacher Training (DfE 2016) ITT core content framework (2019) Teachers' Standards (DfE, 2011, updated 2013)		
Language of study	English		
Mode of study and normal period of study	Full time (2 years)		
Admissions criteria			
The minimum qualifications which enable students to be admitted to the programme are as follows:			
<ul style="list-style-type: none"> • Successful completion of a relevant Foundation Degree (HE Level 5) or equivalent, awarded by a United Kingdom Higher Education Institution with degree awarding powers, or equivalent qualification • Grade 4 (C) or above at GCSE level in mathematics, English and a science subject and/or their equivalents 			

- Potential international students' qualifications will be checked by NARIC for appropriate equivalency
- Undergo a health check
- Satisfactory enhanced DBS records check

Additional criteria; Any Government statutory changes to admissions to ITT programmes must be enacted upon and implemented on the date specified by the Government.

Additional admissions matters

Students should also:

- Be able to communicate clearly and accurately in spoken and written Standard English.

All candidates are invited to interview by a team of programme tutors, who occasionally joined by school-based staff. As part of the interview process candidates participate in a role-play activity/presentation to assess their communication skills. They also complete a written task to assess their literacy skills.

Candidates will also complete a specific mathematics audit to ascertain areas of strength and areas for development.

Fitness to practise declaration

A student's fitness to practice may be challenged when their behaviour, health and/or professional conduct gives cause for concern. In these circumstances, a student should be considered under Bradford College's fitness to practice regulations. Please familiarise yourself with these important regulations.

Aims of the programme

The principal aims of the programme are to:

- Provide a programme of study in areas associated with the education and training of professionals working in, or intending to work in primary education, including Early Years Settings
- Provide opportunities for students to identify, acquire and develop a systematic and coherent body of knowledge that they can transfer to an educational setting and exercise significant and informed judgement in a range of circumstances and situations
- Enable students to identify, acquire and develop transferable employment skills which will enable them to develop their full potential and thereby contribute to the labour needs and local economies of Bradford and beyond
- Widen participation and provide access to higher education from under-represented groups in the local community and beyond, with a particular focus on education, in order to contribute to the skill base of local and regional economies
- Develop and produce capable and well-rounded graduates, who have the ability to reflect on and learn from their workplace experiences and relate this experience to relevant theory
- Develop and produce capable and well-rounded graduates, who have a critical, analytical and reflective understanding of their chosen discipline and its relationship with the wider sector context and can adapt to changes in their chosen discipline over time

Distinctive features of the programme

- This is a top-up programme designed to allow progression from a prior approved qualification to an honours level degree. A programme of induction and specific input will support you in the development of honours degree level research approaches and skills

- Provision of a programme of study in areas associated with the professional and educational aspects of a teacher's role which runs along-side subject-focused sessions
- Provision of placements in educational settings to ensure compliance with prevailing requirements for QTS.
- Opportunities for students to acquire and develop a systematic and coherent body of knowledge that they can transfer to an educational setting and underpin informed judgements in a range of circumstances and situations
- The diversity of the student body within College and the local context where widening access and participation are hugely important, as is contributing to and meeting local and regional social and economic needs
- This programme is one of very few in England, which provides an opportunity for students, who have successfully completed a Foundation Degree, to achieve Qualified Teacher Status at the same time as achieving a top-up to an honours level degree
- The structure, organisation and curriculum delivery of this course are less intensive than other routes into teaching
- High quality responsive pastoral support for students through a personal tutor system and an open-door policy
- Provision of formal and informal, discreet and embedded academic support across the duration of the programme
- Inclusion of enrichment opportunities to enhance employability of students undertaking this programme, for example, access to extra short programmes, such as certified PE programmes
- High retention and completion rates because the programme team understand the distinct learning needs of students completing this programme and have the skills to support students to build on previous classroom experience and transform their mind-sets and cognitive operations to those of a qualified teacher

Programme learning outcomes

K. Knowledge and understanding

On completion of the programme, successful students will be able to demonstrate systematic knowledge and understanding of:

K1. The Early Years and Primary national curriculum content and interrelationships between other related fields of study.

K2. Subject specific pedagogical approaches and their intended impact on the process of learning.

K3. A range of formative and summative assessment practices to inform future teaching and learning.

K4. Various barriers to learning and a range of strategies to address individual learning needs.

C. Cognitive, intellectual or thinking skills

On completion of the programme, successful students will be able to demonstrate the ability to:

C1. Analyse a range of learning theories and critically review their contribution to and impact on the teaching and learning process.

C2. Evaluate the assumptions underpinning educational theory, research and practice, to form and justify a personal opinion in relation to the subject.

C3. Judge the reliability, validity and significance of evidence to support ideas, professional decisions, conclusions and/or recommendations.

C4. Synthesise flexible, creative and innovative approaches to curriculum design, implementation and classroom management.

P. Practical, professional or subject-specific skills

On completion of the programme, successful students will be able to demonstrate the ability to:

P1. Take personal responsibility for your own learning and development, embracing feedback and using reflection to analyse personal capabilities, evaluate alternative ways of moving forward and evaluating the impact of such action.

P2. Critically appraise their classroom practice in relation to the Teachers' Standards for Qualified Teacher Status.

P3 Evaluate pedagogical approaches, creative and innovative approaches to teaching, learning and assessment, which impacts on pupil progress and be able to communicate a reasoned and substantiated justification of classroom practice and professional decisions.

P4. Evaluate concepts and evidence from a range of sources in a systematic way, identifying and reflecting on their potential application to educational practice and as a basis to underpin recommendations for future practice.

T. Transferable, key or personal skills

On completion of the programme, successful students will be able to demonstrate the ability to:

T1. Develop effective time-management skills, a strong work ethic and resilience in order to make a positive contribution to classroom life and the wider school community.

T2. Communicate clearly and accurately in spoken and written Standard English, to a wide range of audiences and in a variety of situations and capacities.

T3. Contribute effectively to team activities and analyse your team-working skills, including presenting a balanced and informed opinion, so as to avoid or resolve conflict.

T4. Compare, contrast and apply, with due regard to ethical situations, research methodologies and data collection in an educational setting.

Programme structure

Full-Time route

Year 1

Semester 1	Semester 2
Teaching Primary Mathematics	Teaching Primary Science
Teaching Primary English	Global Dimensions

Year 2

Semester 1	Semester 2
Global Dimensions	
Dissertation	

Provision of placements across the two years of the programme, consisting of the nationally stated minimum total of days, to ensure compliance with prevailing requirements for QTS.

A programme of study in areas associated with the professional and educational aspects of a teacher's role compliments the subject-focused sessions over the two years.

Module Code	Module title	Core/Option (C/O)	Credits	Length (1, 2 or 3 periods)
	Teaching Primary Mathematics	C	20	1
	Teaching Primary English	C	20	1
	Teaching Primary Science	C	20	1

	Global Dimensions	C	20	2
	Dissertation	C	40	3

Learning and teaching strategies

The programme uses a blended learning approach, combining face to face sessions with online and practical work as appropriate. The learning and teaching methods typically used by tutors include: lectures; external experts; tutorials and practical activities. Placements in educational settings provide an opportunity for students to develop professional transferable skills, attitudes and behaviours and are a context in which students can transfer theory into practice. A significant amount of personal study is expected to be undertaken by the student comprising, for example, background reading and assignment work. This will be further enhanced by a social learning community, including a peer support network and enhanced personal tutoring.

Learning activities (KIS entry)

Course Year	HE4	HE5	HE6
Scheduled learning and teaching activities	0%	0%	21%
Guided independent study	0%	0%	79%

Assessment strategy

The academic and professional aspects of this programme are assessed discreetly via two different processes;

Academic Assessment

Assessment tasks are linked to the key learning outcomes of the programme and individual module outlines. Module assessments typically, but not exclusively, involve written pieces, practical skills assessments and oral presentations. Formative assessment, which does not contribute to the final mark, is provided to help the student improve their work in the future. Feedback may be given to the student in different forms, for example; verbally, written or online. Feedback for the summative assessment, is provided electronically via the VLE with the opportunity for the student to receive more detailed verbal explanation on request.

Professional Assessment

To be recommended for QTS a student is assessed, independently of their academic achievement, against the Teachers' Standards. Summative grades are awarded at the end of each teaching placement.

Assessment methods (KIS entry)

Course Year	HE4	HE5	HE6
Written exams	0%	0%	0%
Coursework	0%	0%	100%

Practical	0%	0%	0%
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Assessment regulations

Assessment Regulations for Undergraduate Taught Programmes apply to this programme.

Regulations can be found at:

<https://www.bolton.ac.uk/about/governance/policies/student-policies/>

Department for Education QTS programme criteria C2.1-C4.3 can be found at:

<https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice>

Grade bands and classifications

Degree

Grade	Mark
First class	70-100%
Upper Second Class	60-69%
Lower second Class	50-59%
Third Class	40-49%

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, viewing assessed samples of work with corresponding feedback/feed forward, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process. They support both staff and students in the teaching and learning process.

Support for student learning

- An induction programme introduces the student to the College and their programme.
- Library/Learning Resource Centres
- Virtual Learning Environment (VLE)
- Electronic Resources and Creative Media & Innovation Services
- Student services, including Learning Support Services
- The Students' Union offers advice services
- Bradford Student Health Services
- Academic support; formative and summative feedback is available on assessments

- Pastoral support; each student has a personal tutor who is responsible for support and guidance

Programme Level:

The programme is managed by a programme leader

- Personal development planning
- Preparation for Employment
- Academic Support
- College based link tutor during placements

Methods for evaluating and enhancing the quality of learning opportunities

- Informal comments from students and College staff either personally or channelled through course representatives
- Programme committee meetings
- College initiated, focus groups, questionnaires and surveys
- Student Exit Surveys
- National Students' Survey (NSS) issued by the Office for Students
- Module evaluations completed by students
- Module reviews completed by staff
- Annual quality monitoring and Action Planning
- Quality Improvement Plan
- Placement QA procedures
- Peer review and observation of teaching
- Professional development programme for staff (REBEL)
- External Examiner visits and reports
- Ofsted Inspections

Other sources of information

- **Bradford College University Centre website:**
<https://www.bradfordcollege.ac.uk/study/university-centre>
- **HE Student Handbook:** <https://www.bradfordcollege.ac.uk/study/university-centre/handbook>
- **College Regulations:** <https://www.bradfordcollege.ac.uk/study/university-centre/handbook/regulations>
- VLE - Moodle - <https://moodle.bradfordcollege.ac.uk>
- Student Portal - <https://www.bradfordcollege.ac.uk/student-portal>
- Learner Portal - <https://learnerportal.bradfordcollege.ac.uk>
- Students' Union - <https://www.bradfordcollege.ac.uk/student-services/students-union>
- External Examiner Report -
<https://moodle.bradfordcollege.ac.uk/mod/book/view.php?id=302018&chapterid=7993>
- Library Services - <https://www.bradfordcollege.ac.uk/student-services/library-services>
- College Careers - <https://www.bradfordcollege.ac.uk/student-services/student-support/careers-advice>

Document control	
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Learning Outcomes Map (*D – Developed; T – Taught; A – Assessed*)

Level 6

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
Teaching Primary English		C	TA	TA	TA	TA	A	A	TD	TA	DA	DA	TA	A	D	DA	DA	
Teaching Primary Mathematics		C	TA	TA	T	T	A	A	T	A	D	D	A	A	D	D		
Teaching Primary Science		C	TA	TA	TA	TA	D	A	A	TA	D		A	DA	DA	D		DA
Global Dimensions		C	TA	TA	T	T	DA	TA	T	A	D		TA	DA	D	T		
Dissertation		C	A	A			DA	DA	TA	A	DA	DA	A	TA	DA	A		TA

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

Module Listing and Assessments Map

Module title	Module Code	New? ✓	Level	Credits	Type	Core/Option/ Elective	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Teaching Primary English		✓	6	20	Standard	C	N	Research and Group Presentation (2000 word equivalent)	50	N	Written piece (2000 words)	50	Y
Teaching primary Mathematics		✓	6	20	Standard	C	N	Mathematical resource box (1500 word equivalent)	40	N	Written piece (2500 words)	60	Y
Teaching Primary Science		✓	6	20	Standard	C	N	Presentation (1000 word equivalent)	25	N	Written piece (3000 words)	75	Y
Global Dimensions		✓	6	20	Standard	C	N	Resource (2000 word equivalent)	50	N	Written piece (2000 words)	50	Y
Dissertation		✓	6	40	Dissertation	C	N	Dissertation (8000 words)	100	Y			