

UNIVERSITY OF EAST LONDON COURSE SPECIFICATION

Course Aim and Title	BA (Hons) Primary Education with QTS
Intermediate Awards Available	BA (Hons) Primary Education BA Primary Education BA Primary Education with QTS Dip HE Primary Education Cert HE Primary Education
Teaching Institution(s)	University of East London
Alternative Teaching Institutions (for local arrangements see final section of this specification)	NA
UEL Academic School	Cass School of Education and Communities
UCAS Code	X120
Professional Body Accreditation	Recommendation for Qualified Teacher Status (QTS)
Relevant Benchmark Statements	Core ITT Framework, National Priorities, Carter Review Recommendations
Additional Versions of this Course	NA
Date Specification Last Updated	December 2016

Course Aims and Learning Outcomes

This course is designed to give you the opportunity to:

- ☐
- ☐☐ Develop knowledge, understanding and a critical appreciation of primary education
- ☐ Develop an understanding of development, needs and experience of young children, and the services which support them;
- ☐ Develop the knowledge, understanding and skills required to teach children in primary schools.
- ☐ Develop the confidence and competence to take on a leadership role in this field in the future.
- ☐ Become a skilful and adaptable graduate

What you will learn:

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Knowledge

- ☒ Demonstrate knowledge and understanding of the interdisciplinary nature of Early Childhood Studies and of the structural, institutional, personal and cultural systems and ideas which affect the experience and construction of childhood

- ☒ Demonstrate knowledge and understanding about children's physical and cognitive development
- ☒ Develop appropriate knowledge and understanding in curriculum subjects;
- ☒ Demonstrate knowledge and understanding of the underpinning theories of professional practice appropriate for a beginning teacher;
- ☒ Develop an understanding of relevant pedagogy and to be able to relate this to teaching and learning;
- ☒ Develop a detailed knowledge and understanding of the relevant curricular assessment frameworks;
- ☒ Understand the expectations, typical curricula and teaching arrangements in the Key Stages before and after the ones you are trained to teach;
- ☒ Understand how to work within the statutory frameworks relating to teachers' responsibilities;
- ☒ Develop enhanced knowledge of supporting learning and teaching in Early Years settings

Thinking skills

- ☒ Analyse practical and theoretical situations, in the context of child development and childhood, and synthesise solutions showing original and creative thought
- ☒ Plan, manage and reflect on their own learning and progression in acquiring graduate attributes appropriate for entry to teacher training
- ☒ Analyse and synthesise evidence from research, inspection and professional debate to develop a personal philosophy of teaching;
- ☒ Theorise about key issues relating to educational practice;
- ☒ Be reflectively critical about transferable skills and personal progress in professional development;
- ☒ Engage in educational debates in a professional manner;
- ☒ Exercise critical judgement on professional ideas;
- ☒ Reflect critically on the relationship between theory and practice in order to inform professional decision making;

Subject-Based Practical skills

Communicate appropriately and effectively in a range of modes and media

- ☒ Become an effective class teacher of children of Primary school age;
- ☒ Teach effectively in inner city schools and be responsive to the needs of a multi-ethnic and multilingual community and to the differing backgrounds of children;
- ☒ Assess pupils' progress accurately against the appropriate and current frameworks for assessment;
- ☒ Plan, teach and assess effectively within the appropriate and current frameworks;
- ☒ Accept professional accountability for determining and implementing informed pedagogical judgements;
- ☒ Take responsibility for teaching a class over a sustained and substantial period of time;
- ☒ Record pupils' progress and achievements systematically;
- ☒ Differentiate teaching to meet the needs of pupils, especially those with special educational needs, which includes the more/most able and for children for whom English is an Additional Language;
- ☒ Develop enhanced skills and understanding in learning and teaching in Early Years settings;

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Skills for life and work (general skills)

- ☑ Demonstrate autonomy, self-reliance, teamwork and leadership.
- ☑ Use ICT effectively;
- ☑ Develop positive relationships with children and other adults/professionals;
- ☑ Communicate effectively orally and in writing;
- ☑ Make decisions in complex and unpredictable situations;
- ☑ Take responsibility for your own professional development;
- ☑ Work co-operatively in a group or as part of a team;
- ☑ Systematically gather and use data for decision making.

Learning and Teaching

Knowledge is developed through:

- ☑ lectures
- ☑ seminars
- ☑ workshops
- ☑ tutorials – with academic and personal tutors
- ☑ school visits, placements and invited guests
- ☑ guided and independent reading and study tasks
- ☑ student-led presentations

Thinking skills are developed through

- ☑ seminars
- ☑ small-group discussions
- ☑ workshops
- ☑ tutorials
- ☑ school visits, placements and invited guests
- ☑ critical analysis and evaluation of literature and data
- ☑ observation, analysis, evaluation and self-reflection.

Practical skills are developed through

- ☑ library research
- ☑ data analysis
- ☑ written assignments
- ☑ workshops
- ☑ student-led presentations
- ☑ school based enquiry
- ☑ working with autonomy, discipline and professionalism
- ☑ observations of teaching by experienced practitioners
- ☑ professional dialogue and feedback with school based mentors and WPS tutors
- ☑ school based training and related development tasks

Skills for life and work (general skills) are developed through

- ☑ written assignments, group presentations, school based enquiry
- ☑ collaborating in a small group as a leader or participant to solve a specific problem
- ☑ defining the parameters of a problem, and addressing it autonomously
- ☑ undertaking school based research (optional but encouraged)
- ☑ maintaining a QTS file

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☒ observing professional behaviour and modelling this

Assessment

Knowledge is assessed by:

- ☒ written assignments
- ☒ subject knowledge audits
- ☒ exams
- ☒ school based portfolio
- ☒ teaching observations

Thinking skills are assessed by

- ☒ written assignments
- ☒ exams
- ☒ school based portfolio
- ☒ teaching observations

Practical skills are assessed by

- ☒ written assignments
- ☒ exams
- ☒ school based portfolio
- ☒ teaching observations

Emphasis is placed upon evidence of systematic preparation; coherent structure and analytic insight in the assessed work; clarity of expression; evidence of meeting the standards for QTS

Skills for life and work (general skills) are assessed by

- ☒ written assignments
- ☒ skills tests
- ☒ exams
- ☒ school based portfolio
- ☒ teaching observations
- ☒ feedback against the Teachers' Standards for QTS

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

Work or Study Placements

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Qualificatory work towards qualified teacher status is assessed through progress on placements in all three years and ultimately through the student's ability to consistently meet the QTS standards by the end of their final placement in year 3. In all placements students will be receiving regular oral and written feedback from school-based mentors and work place supervisors, and will receive a report at the end of each placement, which will help them to set targets.

Course Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
4	ED4070	School Based Training1a: Mental Wealth	20	Core	N
4	ED4071	School Based Training1b: Professional Learning	20	Core	N
4	ED4063	English Teaching in Primary Education	20	Core	N
4	ED4065	Mathematics Teaching in Primary Education	20	Core	N
4	ED4060	Applied Pedagogy and Classroom Practice	20	Core	N

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4	ED4061	Children's Rights and Children's Worlds	20	Core	N
5	ED5073	School Based Training 2a: Mental Wealth	20	Core	N
5	ED5074	School Based Training 2b: Professional Learning	20	Core	N
5	ED5070	Curriculum Subject Knowledge: Professional Development	20	Core	N
5	ED5070	Curriculum Subject Knowledge: Policy Development	20	Core	N
5	ED5072	Assessment in Primary Education	20	Core	N
5	ED5075	Research Methods	20	Core	N
6	ED6073	School Based Training 3a: Mental Wealth	20	Core	N
6	ED6074	School Based Training 3b: Professional Learning	20	Core	N
6	ED6097	Specialist Applied Project	40	Core	N
6	ED6070	Values-based Teaching	20	Core	N
6	ED6072	Wider School Life	20	Core	N

Additional detail about the course module structure:

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

The overall credit-rating of this course is 360 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

NA

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Typical Duration

This course is only available full time, due to the professional demands of the course. Full-time duration is 3 years.

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The expected duration of this course is three years full-time

A student cannot normally continue study on a course after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted.

Further Information

More information about this course is available from:

- The UEL web site (www.uel.ac.uk)
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages
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All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

Students on the QTS route will need to be able to commit to an extended academic year and spend additional time in schools on placement. This includes committing to the cost of travel to and from placement schools.

Alternative Locations of Delivery

N/A