

PROGRAMME SPECIFICATION**1. General Information**

Awarding Body/Institution:	University of Leeds
Teaching Institution:	Leeds Trinity University
Professional Accreditation Body: (if applicable)	NCTL
Award Title:	BA (QTS) Primary Education in the Early Years (3-7)
Title of Programme:	BA Primary Education
In the case of a Scheme of Study, indicate the other Scheme(s) with which it may be combined:	
Approved Start Date (month and year):	September 2007
UCAS Code:	X121

2. Aims and Objectives**Aims of the programme**

The aims of the BA (QTS) primary education programme are:

1. to support the College's mission to provide high quality education in a supportive learning environment
2. to support the College's aim to suitably prepare those who wish to teach in Catholic schools
3. to provide an academically challenging, stimulating and rigorous education degree to honours level, which incorporates the standards required for qualified teacher status
4. to ensure students have the academic understanding and skills to become lifelong learners
5. to ensure graduates continue to be highly employable in a competitive job market
6. to meet the needs of those preparing to work in a perpetually developing education system

The Programme aims are consistent with the *defining principles* as specified in the QAA Benchmark statement for Education Studies, which states that all education studies programmes should:

- _ draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the contexts within which it takes place;
- _ provide trainees with a broad and balanced knowledge and understanding of the principal features of education in a wide range of contexts;
- _ encourage trainees to engage with fundamental questions concerning the aims and values of education and its relationship to society;
- _ provide opportunities for trainees to appreciate the problematic nature of educational theory, policy and practice;
- _ encourage the interrogation of educational processes in a wide variety of contexts;
- _ develop in trainees the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner;
- _ promote a range of qualities in trainees including intellectual independence and critical engagement with evidence.

Objectives/learning outcomes of the programme in terms of:

- **Knowledge and understanding (K);**
- **Application (A);**
- **Reflection(R);**
- **Transferable skills (T).**

On successful completion of the BA Primary Education programme students will be able to:

- (i) demonstrate a secure understanding of the breadth of education contexts; theory related to learning, development and education systems and the values underpinning these (K1, K3)
- (ii) analyse, synthesise and evaluate a range of sources including research, government policy and legislation from a breadth of educational media and other relevant disciplines in constructing academic argument and solving problems and apply key principles across educational systems (K4, A1, R3)
- (iii) demonstrate an ability to analyse learning contexts and apply theoretical understanding to a practical context both in their own research and as a trainee teacher (A1, A2)
- (iv) demonstrate an awareness of the broad range of cultural, social, religious, developmental and linguistic differences reflected in the UK pupil population and how these impact on learning (K2, A3, A4)
- (v) accommodate to new principles and new knowledge; analyse and evaluate educational policy and issues in an informed and systematic way (R2)
- (vi) plan, deliver, assess and evaluate learning and teaching sessions differentiated to meet the needs of individual children and demonstrating good classroom organisation and management (QTS, R4)
- (vii) meet the QTS standards 2007 (see Appendix A)* (QTS)
- (viii) demonstrate independent learning and professional skills including the ability to become a reflective practitioner (A1,R1, R4)

*except Q16 pass QTS skills tests

Knowledge and Understanding (K)

Degree programmes should enable students to demonstrate that they have acquired the ability to understand theoretical knowledge and research evidence about:

- K1 the processes of learning, including some of the key paradigms and their impact on educational practices
- K2 relevant aspects of cultural and linguistic differences and societies; politics and education policies; economics; geographical and historical features of societies and contexts; moral, religious and philosophical underpinnings, including issues of social justice, and their effects on learning
- K3 formal and informal contexts for learning. Educational contexts will include some understanding of their own education system and other education systems, and the value systems underpinning their organisation
- K4 complex interactions between education and its contexts, and relationships with other

disciplines and professions

Application (A)

Courses should enable students to apply their subject knowledge and understanding through:

- A1 the analysis of complex situations concerning human learning and development in particular contexts, including their own learning
- A2 the use examples of the implementation of policies in practice
- A3 the accommodation of new ideas concerning globalisation on education systems and issues such as social justice, sustainable development, peace education, social inclusion and the knowledge economy
- A4 provision of well argued conclusions relating to these main global issues

Reflection (R)

Courses should provide opportunities for students to:

- R1 reflect on their own value systems, development and practices
- R2 question concepts and theories encountered in their studies
- R3 interrogate the assumptions underpinning theory and research
- R4 reflect on their own development and practices

Transferable Skills (T)

By the end of their degree programme, students should be able to demonstrate ability to:

- T1 communicate and present oral and written arguments
- T2 use Information and Communication Technology, including word processing, data bases, internet communication, information retrieval and on-line searches
- T3 interpret and present relevant numerical information
- T4 work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team
- T5 improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning
- T6 analyse, synthesise, evaluate, and identify problems and solutions

Statement of congruence with the relevant published subject benchmark statements

The aims and objectives of the BA Primary Education programme meet the requirements of QAA Benchmark Statements for Education Studies (2007) and TTA QTS Standards (2012) as well as the Framework for Higher Education Qualifications.

3. Objectives for Certificates and Diplomas of Higher Education and Ordinary Degrees.

<p>Guidance:</p>	<p>This section should be retained, verbatim in all programme specifications:</p>
<p><i>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 1.</i></p> <p><i>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 1 and 2.</i></p> <p><i>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 1, 2 and 3.</i></p>	<p>Generic Objectives for the award of Certificate of Higher Education:</p> <p><i>On successful completion of at least 100 credits, students will have demonstrated an ability to:</i></p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic Objectives for the award of Diploma of Higher Education:</p> <p><i>On successful completion of at least 200 credits, students will have demonstrated, in addition to the outcomes for a Certificate:</i></p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional attachment or school based training component.</p> <p>Generic Objectives for the award of an Ordinary Degree:</p> <p><i>On successful completion of at least 260 credits, students will have demonstrated, in addition to the outcomes for a Diploma:</i></p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional attachments or school based training placements.</p>

4. Content

Summary of content by level (typically 150 to 200 words).

The BA Honours programme in Primary Education (Early Years) offers a balance between the academic study of education and initial teacher training for Primary, particularly focusing on children between 3-7 years of age.

The main components of the programme are:

- Core modules focusing on the understanding and teaching of English, Mathematics and Science in Key Stage 1 or mathematical development and communication, language and literacy in the Foundation Stage
- Non Core modules focusing on history, geography, PE, art, music, RE and DT in Key Stage 1 or physical development, creative development, knowledge and understanding of the world in the Foundation Stage
- ICT modules focusing on developing students' personal skills, the use of ICT in learning and teaching in the primary school and issues arising from the use of ICT
- Professional Studies modules focusing on the theoretical underpinning of education practice, child development, research skills, historical and philosophical development of education, diversity and inclusion issues
- Professional Practice modules focusing on school based training
- Core Preference modules developing key areas of interest related to subjects in school ie. English, Science, PE, Religious Studies, History and Catholic Education

At Level 1a and 1b, students will receive the foundation to subsequent study in terms of personal subject knowledge in key subjects to be taught in school; theory related to child development, learning and learning contexts; introduction to the diversity of the pupil population and early academic skills related to communication, research and ICT.

At Level 2, students will be expected to demonstrate an ability to apply knowledge and understanding to practical problems, issues and practice. They will undertake a range of observation, case study and reading tasks preparing them for a small scale research project. They will still be developing their subject knowledge related to the National Curriculum subject areas, but will also be expected to reflect on the impact of learning in school and develop an evaluative approach to their own learning and development as a teacher.

At Level 3, students will be expected to demonstrate independence in classroom practice and learning. They will undertake a more extended research activity which will include critical analysis of research and evidence. Students will be expected to demonstrate an analytical and critical approach to reading and synthesise material and argument from a range of sources. They will be expected to draw together evidence from their own reading and experiences in school to offer clear and concise oral and written argument.

5. Structure

BA (QTS) Primary Education in the Early Years (3-7)

Duration: 4 years full time

Total credit rating: 480

Level 1a:

Core: Candidates are required to take:

For those preparing for school based training in foundation stage:

PED A162 Teaching and Learning in the Foundation Stage 1	20 credits
PED A192 Teaching and Learning in the Foundation Stage 2	20 credits
PED A171 Early Childhood	10 credits

For those preparing for school based training in key stage 1

PED A152 National Curriculum Core	20 credits
PED A151 Non Core 2	10 credits
PED A172 Non Core 1	20 credits

For all students:

PED A182 Creating An Effective Learning Environment	20 credits
PED A202 Teaching in the Primary School 1	20 credits
PED A161 Information and Communication Technology 1	10 credits

Core Preference: Candidates are required to choose 20 credits from:

PED A252 The Learning Environment in Catholic Education	20 credits
PEH 1402 Athletics, Swimming and OAA	20 credits
ENG 1802 Children Reading	20 credits
ENG 1812 Children Writing	20 credits
HIS 1602 Discovering British History 1: Surveys and Sources	20 credits
TRS 1622 Stories in Performance: Sacred Voices	20 credits
PED A262 Humans, disease and lifestyle	20 credits

Level 1b:

Entry requirements: minimum of 100 credits from Level 1, including (Teaching in the Primary School 1)

For those preparing for school based training in foundation stage:

PED B222 Teaching and Learning in the Foundation Stage 1	20 credits
PED B282 Teaching and Learning in the Foundation Stage 2	20 credits
PED B261 Early Childhood	10 credits

For those preparing for school based training in key stage 1

PED B212 National Curriculum Core	20 credits
PED B241 Non Core 2	10 credits
PED B232 Non Core 1	20 credits

For all students:

PED B272 Effective Learning and Teaching	20 credits
PED B251 Individual Learning Needs	10 credits
PED B292 Teaching in the Primary School 2	20 credits

Core Preference: Candidates are required to choose 20 credits from:

PED B392 Teaching and Learning in Catholic Education	20 credits
PEH 1502 Themes and Issues in Physical Education	20 credits
ENG 1802 Children Reading	20 credits
ENG 1812 Children Writing	20 credits
HIS 1612 Discovering British History II Enquiry and Interpretation	20 credits
TRS 1642 Multi-sensory Learning : the language of creative arts in speaking of the Divine	20 credits
PED B402 Environments, energy and biotechnology	20 credits

Level 2:

PED 2302	Early Years Core 1	20 credits
PED 2372	Research in an Educational Setting	20 credits
PED 2361	Play and Early Learning	10 credits
PED 2352	The Role of Assessment in Learning	20 credits
PED 2342	Information and Communications Technology 2	20 credits
PED 2382	Teaching in the Primary School 3	20 credits
PED 2371	Religious Education	10 credits

Level 3:

PED 3822	Early Years Core 2	20 credits
PED 3862	Professional Roles and Responsibilities	20 credits
PED 3872	Evaluating Educational Themes	20 credits
PED 3851	Researching Assessment for Formative Purposes	10 credits
PED 3882	Diversity in the Primary School	20 credits
PED 3841	Preparation for Teaching in the Primary School 4	10 credits
PED 3892	Teaching in the Primary School 4	20 credits

6. Learning, Teaching and Assessment

6a) Statement of the strategy for Learning, Teaching and Assessment for the programme, including the development of active, vocational and ethically-minded learning

Learning and Teaching Strategy

Students completing the BA (QTS) Primary Education in the Early Years (3-7) are challenged to reach the standards required to fulfil an honours degree in primary education combined with the professional standards related to Qualified Teacher Status. Teaching within College is focused on developing their skills in acquiring new knowledge; assimilating skills and understanding from a range of sources and developing the thinking and problem solving skills to evaluate the underpinning theory. They are expected to become reflective classroom practitioners who can accommodate the needs of a diverse classroom population, whilst fulfilling the requirements related to professional values, skills knowledge and development.

Teaching within the department reflects our understanding of good practice in learning and teaching; combining the best of interactive learning with a development of the students' independent learning skills related to reading; research; reflection and evaluation. Tutors across the programme model effective use of interactive whiteboards; ICT; practical activities and group work as well as challenging debate and reflection of new theoretical material.

As the course progresses from level 1a to level 3, students' research skills are scaffolded so that they are initially introduced to papers written by, or reflecting on, key educational and developmental theorists; they develop data analysis skills; and in levels 1b, 2 and 3 they hone their own research capability through observation and small scale research projects.

Teaching is a balance of lecture, workshop, tutorial and independent study tasks. Through this balance students receive relevant input on the area of study; they are supported in their engagement with new material and guided in how to develop their understanding and then encouraged to review and evaluate their learning independently. Tutors make good use of CLARCS packs for independent reading and the VLE for support materials, online assessments, sharing good practice and links to additional materials.

The Primary Education core programme is carefully structured to develop core themes, theories and concepts which are reviewed and applied through the National Curriculum modules. This allows for a cohesive curriculum for the students, who can begin to create links across the theoretical and practical elements of the programme from an early stage.

The core preference modules offered in Catholic Education, English, History, Religious Studies, PE and Science enhance the primary education core programme through the opportunities they offer students to explore more deeply key elements of the curriculum. Each core preference module relates to the programme objectives, whilst developing subject specific skills and understanding. Core preference modules allow students to gain confidence in areas in which they may wish to study further, as well as broaden their awareness of areas which they may not have previously studied. Core preference modules are not assessed for QTS standards, but do relate to the programme objectives drawn from QAA benchmarks for education and the relevant subject area.

Most of the primary programme is delivered in 20 credit modules delivered in either one or two semester blocks. At key points across the programme, modules are designed to 'wrap around' school based training so that students can carry out research tasks, gather data and make observations for case study reports. In some cases ten credit modules are sufficient to enable the acquisition of skills and relevant knowledge – these are used where specific input in a key subject ie. ICT, RE or History/Geography is required; or where the Early Years specific elements of the degree can be addressed ie. Early Childhood, Play and Early Learning. The overall coherence of the programme is apparent through the mapping of standards and benchmark statements.

All students are required to complete four periods of assessed school-based training in partnership schools to equip them with the knowledge, understanding and skills for teaching across the age phase 3-8 years. School Based Training modules enable students to demonstrate their progress in meeting the QTS standards in a professional work – based setting. In the BA (QTS) Primary Education in the Early Years (3-8) students will follow a clear route through school based training, with National Curriculum or Foundation Stage modules supporting their preparation. Half of the cohort will complete a foundation stage placement in Level 1a, Key Stage 1 in Level 1b, Foundation Stage in Level 2 and Key Stage 1 in Level 3. The other half will follow the alternative pattern of Key Stage 1, Foundation Stage, Key Stage 1, Foundation Stage. The placements are designed in this way to provide the best preparation for school based training in key phases that can differ vastly in terms of planning, classroom management, organisation and assessment.

Assessment Strategy

The programme Assessment Strategy is to:

- i) test the realization of the programme and module objectives;
- ii) use a range of appropriate assessment instruments;
- iii) assess the students' developing teaching competences;
- iv) assess the students' developing academic engagement, skills, knowledge and understanding
- iv) link assessment criteria to module objectives;
- v) assess relevant cognitive, literacy, ICT and mathematical skills;

- vi) assess the students' knowledge and understanding of primary education;
- vii) monitor their ability to apply knowledge, understanding and skills in a professional context;
- viii) make effective use of tutor and student time.

The current assessment balance incorporates a mix of unseen examinations, seen examination, data analysis tasks, essays, practical reports, presentations and case study exercises. Clear assessment criteria are provided at every stage of the scheme, with the greatest demands in terms of analysis and synthesis of material, evaluation, research and critical thinking being clearly made at Levels 2 and 3.

Examinations used at Level 3 provide the opportunity to assess how far students are able to reflect on often very complex conceptual issues, that are set in a school context. They provide opportunities for students to consider recent research in specific areas; reflect on issues, contradictions and dilemmas; reach conclusions, construct and present argument. Seen examinations provide a mechanism for dealing with breadth versus depth, and areas where the knowledge and literature base is extensive, unseen examinations demand that students can synthesise and evaluate a range of issues raised during the course and critically reflect these, presenting a concise argument.

It is a requirement that trainees are also assessed against the Standards for the award of Qualified Teacher Status 2007. Primary Education module assessment will assess one or more of the Standards in order to give trainees the opportunity to achieve a full profile of standards by the end of their course. Standards are assessed at the end of each module and trainees receive feedback about the quality of their performance. Such indications of strengths and areas for development form the basis of individualised targets and needs assessment. This data also informs the student's Career Entry Development Profile. Trainees who fail to achieve Standards are given one opportunity to retest. Such re-tests is in addition to formal examinations. Trainees are required to complete mandatory tasks as part of the assessment against Standards. Standards are assessed in school and in college. Those Standards concerned with Teaching are assessed predominantly in school. Practical teaching will be assessed on a PASS/FAIL basis for each assessed placement. Unless otherwise stated in module descriptor, it is expected that students pass all elements of assessment to achieve the credits for the module.

Mapping documents (attached) confirm the pattern of assessment for QTS standards and QAA benchmark statements.

Degree classification is calculated from 160 credits from level 2 and 3.

At level 2 (80 credits):

PED 2302 Early Years Core 1 (20 credits)

<p>PED 2342 ICT 2 (20 credits)</p> <p>PED 2352 The Role of Assessment in Learning (20 credits)</p> <p>PED 2372 Research in an Educational Setting (20 credits)</p> <p>At level 3 (80 credits):</p> <p>PED 3822 Early Years Core 2 (20 credits)</p> <p>PED 3851 Practitioner Enquiry into Learning Teaching and Formative Assessment (10 credits)</p> <p>PED 3862 Professional Roles and Responsibilities (10 credit from a 20 credit module)</p> <p>PED 3872 Evaluating Educational Themes (20 credits)</p> <p>PED 3892 Diversity in the Primary School (20 credits)</p>
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6b) Module Details

Module number and name (include both as shown below)	Learning and Teaching Methods	Assessment				Teaching Staff (please indicate module co-ordinator as first name and in bold)
		Form	Magnitude	Weighting	Timing	
Level 1a						
PED A152 National Curriculum Core	Lecture, workshop and seminars	Exams	1 hour in English, maths and Science 3 hours total	1/3 per subject	End of Sem 2	Teresa Brown
PED A172 Non Core 1	Lecture, workshop and seminars	Planning and resource creation	Equivalent of 1250 words in Art, Music, PE, DT	1/3 per subject	Mid Sem 2	Jenny Stuart Collins
PED A151 Non Core 2	Lecture, workshop and seminars	Written assignment	Equivalent of 1500 words per subject in history and geography	50% per subject	End of Sem 1	Beverley Forrest

PED A162 Teaching and Learning in the Foundation Stage 1	Lecture, workshop and seminars	CLL: Seen exams MD: coursework	1 hour 2500 words	50% per subject	End of Sem 1	Wendy Lowde
PED A192 Teaching and Learning in the Foundation Stage 2	Lecture, workshop and seminars	Interactive resource Rationale Essay	1000 word equivalent 1000 words 2500 words	25% 25% 50%	End of Sem 1 End of Sem 2	Kathryn Gerrard
PED A171 Early Childhood	Lecture, workshop and seminars	Report on case study Essay	1000 words 1500 words	50% 50%	End of Sem 2	Sarah Trussler
PED A182 Creating an Effective Learning Environment	Lecture, workshop and seminars	Essay Reflective report	2500 words 2500 words	50% 50%	Mid Sem 2	Sarah Trussler
PED A202 Teaching in the Primary School 1	School based training	Standards booklet	Pass in each standard cluster	100%	End of Sem 2	Kathryn Gerrard
PED A161 ICT1	Lecture, workshop and seminars, practical ICT sessions	Portfolio	2000 word equivalent	100%	End of Sem 1 or 2 dependent on group	Marie Pearson
Level 1b						
PED B222 Teaching and Learning in the Foundation Stage 1	Lecture, workshop and seminars	CLL: exam MD: coursework	1 hour 2500 words	50% per subject	End of Sem 1	Teresa Brown
PED B261 Early Childhood	Lecture, workshop and seminars	Report on case study Essay	1000 words 1500 words	50% 50%	End Sem 2	Sarah Trussler
PED B282 Teaching and Learning in the Foundation Stage 2	Lecture, workshop and seminars	Interactive resource Rationale Essay	1000 word equivalent 1000 words 2500 words	25% 25% 50%	End Sem 2	Kathryn Gerrard
PED B212 National Curriculum Core	Lecture, workshop and seminars	Exams	1 hour in English, maths and Science 3 hours total	1/3 per subject	End of Sem 1	Wendy Lowde
PED B232 Non Core 1	Lecture, workshop and seminars	Planning and resource creation	Equivalent of 1250 words in Art, Music, PE, DT	1/3 per subject	End of Sem 2	Jenny Stuart Collins

PED B241 Non Core 2	Lecture, workshop and seminars	Written assignment	Equivalent of 1500 words per subject in history and geography	50% per subject	End of Sem 1	Diane Maguire
PED B251 Individual Learning Needs	Lecture, workshop and seminars	Case study report and IEP Essay	1,000 word equivalent 2000 words	40% 60%	Beg Sem 2	Sarah Trussler
PED B272 Effective Learning and Teaching	Lecture, workshop and seminars	Observation report	3000 word equivalent	100%	End Sem 2	Sarah Trussler
PED B292 Teaching in the Primary School 2	School based training	Standards booklet	Pass in each standard cluster	100%	Beg Sem 2	Kathryn Gerrard
<p>Blue: Those preparing for Key Stage 1 Red: Those preparing for Foundation Stage Green: all students</p>						
Level 2						
PED 2302 Early Years Core 1	Lecture, workshop and seminars	Maths: Seen exam	1 hour	1/3	End Sem 1 and 2	Kathryn Gerrard
		English: exam	1 hour	1/3		
		Science: exam	1 hour	1/3		
PED 2322 RE	Lecture, workshop and seminars, visits	Essay ICT project	1000 words 1500 word equivalent	50% 50%	End Sem 1	Robert Boulter
PED 2342 ICT2	Lecture, workshop and seminars, including practical ICT sessions	Essay and portfolio	5000 word equiv	100%	End Sem 1 Or End Sem 2	Marie Pearson
PED 2352 The Role of Assessment in Learning	Lecture, workshop and seminars	Reflective exercise based on SBT Evaluation of research literature	2000 words	50%	Beg Sem 2	Sarah Trussler
			2000 words	50%	End Sem 2	
PED 2361 Play and Early Learning	Lecture, workshop and seminars	Essay	2500 words	100%	End Sem 2	Sarah Trussler
PED 2372 Research in an Educational Setting	Lecture, workshop and seminars including independent research and individual tutorial	Research proposal Research project report	1000 words	20%	Mid Sem 1	Sarah Trussler
			3000 words	80%	Beg Sem 2	

PED 2382 Teaching in the Primary School 3	School based training	Standards booklet	Pass in each standard cluster	100%	End Sem 1	Kathryn Gerrard
Level 3						
PED 3822 Early Years Core 2	Lecture, workshop and seminars	Maths: seen exam English: exam Multi media information text Science: seen exam	1 hour 1 hour 1000 word equivalent 1 hour		End Sem 1	Teresa Brown
PED 3841 Preparation for Teaching in the Primary School 4	School based training with College tutor support	Proforma relating to planning, teaching and preparation		100%	End Sem 1	Kathryn Gerrard
PED 3851 Practitioner Enquiry into Learning Teaching and Formative Assessment	Short introductory lecture series then independent study with tutorial support	Research Report	3000 words	100%	Beg Sem 2	Mary McKay
PED 3862 Professional Roles and Responsibilities	Lecture, workshop and seminars	Personal Development Plan Essay	1000 word equivalent 2000 words	30% (for stds) 70% (for degree)	Mid Sem 2 End Sem 2	Sarah Trussler
PED 3872 Evaluating Educational Themes	Lecture, workshop and seminars	Critical evaluation Exam	1500 words 2 hours	50% 50%	End Sem 1 End Sem 2	Sarah Trussler
PED 3882 Diversity in the Primary School	Lecture, workshop and seminars	Exam	3 hours	100%	End Sem 2	Teresa Brown
PED 3892 Teaching in the Primary School 4	School based training	Standards booklet	Pass in each standard cluster	100%	Beg Sem 2	Kathryn Gerrard

Early Years Teaching Team: Sarah Trussler, Kathryn Gerrard, Teresa Brown, Wendy Lowde, Diane Maguire, Caroline Tobbell, Marie Pearson

Non Core: Jenny Stuart Collins, Beverley Forrest

6c) Programme Objectives Covered

	Assessed objectives of programme								Skills Development					
	1. secure understanding of breadth of context & theory	2. analyse, synthesise and evaluate range of sources	3. apply theoretical understanding	4 awareness of cultural, social, religious, linguistic differences	5 accommodate new knowledge, analyse issues	6 plan, deliver assess and evaluate teaching	7 meet QTS standards	8 independent learning and professional skills	9. Communication	10. ICT	11. Numerical information	12. Work with others	13. Improve own learning	14. Solve problems
Level 1a														
PED A152 National Curriculum Core														
PED A172 Non Core 1														
PED A151 Non Core 2														
PED A162 Teaching and Learning in the FS1														
PED A192 Teaching and Learning in the FS2														
PED A171 Early Childhood														
PED A182 Creating an Effective Learning Environment														
PED A202 Teaching in the Primary School 1														

PED A161 ICT1																			
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	Assessed objectives of programme								Skills Development					
	1. secure understanding of breadth of context & theory	2. analyse, synthesise and evaluate range of sources	3. apply theoretical understanding	4 awareness of cultural, social, religious, linguistic differences	5 accommodate new knowledge, analyse issues	6 plan, deliver assess and evaluate teaching	7 meet QTS standards	8 independent learning and professional skills	9. Communication	10. ICT	11. Numerical information	12. Work with others	13. Improve own learning	14. Solve problems
Level 1b														
PED B222 Teaching and Learning in the FS1														
PED B261 Early Childhood														
PED B282 Teaching and Learning in the FS2														
PED B212 National Curriculum Core														
PED B232 Non Core 1														
PED B241 Non Core 2														
PED B251 Individual Learning Needs														
PED B272 Effective Learning and Teaching														

PED B292 Teaching in the Primary School 2														
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	Assessed objectives of programme								Skills Development					
	1. secure understanding of breadth of context & theory	2. analyse, synthesise and evaluate range of sources	3. apply theoretical understanding	4 awareness of cultural, social, religious, linguistic	5 accommodate new knowledge, analyse issues	6 plan, deliver assess and evaluate teaching	7 meet QTS standards	8 independent learning and professional skills	9. Communication	10. ICT	11. Numerical information	12. Work with others	13. Improve own learning	14. Solve problems
Level 2														
PED 2302 Early Years Core 1														
PED 2322 RE														
PED 2342 ICT2														
PED 2352 The Role of Assessment in Learning														
PED 2361 Play and Early Learning														
PED 2372 Research in an Educational Setting														
PED 2382 Teaching in the Primary School 3														

	Assessed objectives of programme								Skills Development					
	1. secure understanding of breadth of context & theory	2. analyse, synthesise and evaluate range of sources	3. apply theoretical understanding	4 awareness of cultural, social, religious, linguistic differences	5 accommodate new knowledge, analyse issues	6 plan, deliver assess and evaluate teaching	7 meet QTS standards	8 independent learning and professional skills	9. Communication	10. ICT	11. Numerical information	12. Work with others	13. Improve own learning	14. Solve problems
Level 3														
PED 3822 Early Years Core 2	■		■				■		■	■				
PED 3841 Preparation for Teaching in the Primary School 4						■					■			
PED 3851 Researching AFP	■	■	■		■		■		■					■
PED 3862 Professional Roles and Responsibilities		■					■					■		
PED 3872 Evaluating Educational Themes		■		■	■		■		■					■
PED 3882 Diversity in the Primary School	■			■	■		■		■					
PED 3892 Teaching in the Primary School 4						■	■				■			

7. Progression and Award requirements

Details of progression and award requirements (modules which must be passed for progression and award).
<p>Modules which must be passed for progression and award:</p> <p>PED A202 Teaching in the Primary School 1 PED A162 (both elements) or PED A152 (2 out of 3 elements) PED B292 Teaching in the Primary School 2 PED B222 (both elements) or PED B212 (2 out of 3 elements) PED 2382 Teaching in the Primary School 3 PED 2302 (all elements) PED 3841 Preparation for Teaching in the Primary School 4 (satisfactory report from school must be received prior to attendance on PED 3892 Teaching in the Primary School 4)</p> <p>Any student who is withdrawn from assessment due to poor attendance (regulation 5.1 or equivalent) or failure for modules: PED A162, PED A 152, PEDA182 PED B222, PED B212, PED 2302 will not be permitted to proceed to SBT within the same academic year.</p> <p>Any student who is insufficiently prepared for School Based Training, through inattendance at preparation sessions or lack of appropriate preparation for teaching eg. through lack of planning, will be withdrawn from SBT and a fail will be recorded.</p> <p>Schools reserve the right to withdraw any student from SBT who is acting unprofessionally, is insufficiently planned and who is jeopardising the education and/or safety of the children.</p> <p>Unless otherwise stated in module descriptor, it is expected that students pass all elements of assessment to achieve the credits for the module.</p> <p>If students fail School Based Training they should:</p> <ul style="list-style-type: none">• Level 1a: repeat same time in the following Academic Year• Level 1b: Complete the Academic Year and repeat SBT at the same time as Level 1a the following Academic Year• Level 2: repeat SBT same time in the following Academic Year• Level 3: repeat SBT in September – November in order to graduate in December. Preparation period must be completed successfully in the preceding Semester 2 post exam period <p>Should students progress to Level 3 of the programme and no longer be able or willing to pursue the award of QTS then they can undertake a dissertation valued at 30 credits [PED 4103 – Education Dissertation]. The purpose being to enable them to graduate with an Honours degree but without QTS</p>

8. Prerequisites

Details of prerequisites, (modules which must be passed before enrolment on a module at a higher level)
Please include rationale to justify imposition of prerequisites

The Core modules at Level 1a, 1b and 2 must be passed to ensure students have sufficient subject knowledge to teach core curriculum subjects in the primary school. At each level school based training must be successfully completed in order to progress to QTS. If students decide not to continue with QTS, they have the option to transfer to the BA primary education degree route.

9. External examining arrangements

External Examining Arrangements

Two primary education external examiners will be used for whole course assessment at levels 2 and 3.

An external moderation team consisting of the External examiners and school staff independent of the TAS partnership review moderate provision at level 3 providing a report as an appendix to the external examiner's report at this level.

10. Additional Information

Any **special features**: details regarding arrangements in respect of any special features of the programme/scheme, for example, study abroad, field course, attachment.

The course is based upon a very strong partnership between the College Primary education Department and partnership schools. All School-based training is undertaken in partnership schools where the school-based tutor is responsible for the training and assessment of trainees. Schools are involved fully in the development and maintenance of the course through the Primary Partnership Liaison Group and the Primary Partnership Steering Group. A Quality Assurance Report is produced annually. The Quality Assurance Report draws from and informs the Primary Improvement Plan. The College Academic Standards Committee reviews and reports on quality of provision through its audit arrangements for primary education

Students with disabilities will be able to participate in the course within the provisions of 'Fitness to Teach'

The variety of learning and teaching strategies employed in College enable the full participation of students with disabilities. School placements endeavour to take into account the varying needs of all students.

Students are required to successfully pass a CRB check before working in school.

11. Additional support needs

Arrangements made to accommodate students with additional support needs wherever possible. Any unavoidable restrictions are listed below.

NB: The Disability Co-ordinator should be consulted before completing this section

Students must meet 'Fitness to Train' requirements



Appendix A

Professional standards for qualified teacher status (For implementation from September 2007)

1 Professional attributes

Those recommended for the award of QTS should:

Relationships with children and young people

Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

Frameworks

Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.

(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

Communicating and working with others

Q4 Communicate effectively with children, young people, colleagues, parents and carers.

Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.

Q6 Have a commitment to collaboration and co-operative working.

Personal professional development

Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs

(b) Identify priorities for their early professional development in the context of induction.

Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified

Q9 Act upon advice and feedback and be open to coaching and mentoring.

2 Professional knowledge and understanding

Those recommended for the award of QTS should:

Teaching and learning

Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Assessment and monitoring

Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.

Q12 Know a range of approaches to assessment, including the importance of formative assessment.

Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Subjects and Curriculum

Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

Q15 Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Literacy, numeracy and ICT

Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)

Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

Health and well-being

Q21 (a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

3 Professional skills

Those recommended for the award of QTS (Q) should:

Planning

Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.

Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

Teaching

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;

(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;

- (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
- (d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Assessing, monitoring and giving feedback

- Q26** (a) Make effective use of a range of assessment, monitoring and recording strategies.
- (b) Assess the learning needs of those they teach in order to set challenging learning objectives.
- Q27** Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Q28** Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Reviewing teaching and learning

- Q29** Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Learning environment

- Q30** Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.
- Q31** Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Team Working and Collaboration

- Q32** Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
- Q33** Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.