Programme Specification
BA (Hons) Primary Education (QTS)

1. Programme title	BA (Hons) Primary Education (QTS)
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	
5. Final qualification	BA (Hons) Primary Education (QTS)
6. Year of validation **Year of amendment**	
7. Language of study	English
8. Mode of study	Full-time

9. Criteria for admission to the programme

Entry requirements for the PGCE Primary Education degree are prescribed by the Department for Education (DfE).

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

All applicants must have GCSE English language (or literature), science and mathematics at least at grade 4 to 9.

Normally, 112 UCAS points from a minimum of three A levels (or equivalent) is required, at least one of which should be in a National Curriculum subject. Candidates with an Access to Primary Teaching qualification are accepted as meeting the full requirements described above.

All candidates must be successful in an interview. A minimum of 10 days' work experience in a mainstream primary school is recommended.

All candidates must have DBS clearance in order to do Professional Development

10. Aims of the programme

The programme aims to:

Create teachers who are ethically informed through
- equipping students with the cultural responsivity and competence to teach and learn with openness, empathy and respect, in intercultural, multilingual and multi-faith settings and schools.
- enabling students to develop their knowledge and understanding of the needs of *all* children and their learning.

- enabling students to excellently communicate the responsibilities of the profession; as advocates for children and as citizens with anchored integrity.
- enabling students to proactively engage in promoting and communicating the rights of children, families and colleagues in relation to equality issues and demonstrate respect for themselves and others and a strong ethical sense and balance.

Develop teacher identity by
- enabling students to reflect on and confidently communicate their developing sense of teacher identity, based on both personal and shared teacher values.
- equipping students with empowering pedagogic knowledge, understanding and skills to enable them to develop a creative outlook and an inspirational, adaptable and enquiring approach to teaching children in Reception, Key Stage One and Key Stage Two according to current Teachers' Standards.

Develop deep Subject knowledge through
- equipping students with the ability to critically review, consolidate and extend a systematic and coherent body of knowledge of Primary education, utilising specialised skills across their areas of study.
- enabling students to develop their knowledge and understanding of the subjects of the Early Years and Primary School curricula and how the subjects inter-relate and extend beyond the classroom.

Create teachers who are research informed through
- Equipping students with the digital literacy skills to access the communication and information platforms currently generating contemporary thinking in education.
- enabling students to demonstrate critical understanding of current research in the area of primary education
- enabling students to critically evaluate new concepts and evidence from a range of sources and to transfer and apply diagnostic, analytical and creative skills in a range of situations.

Provide optimum employment opportunities by
- enabling students to demonstrate expertise in highly specialised professional skills, in a context where they will need to exercise initiative and take personal responsibility for decision-making in complex and unpredictable situations.
- equipping students with the transferable skills that optimise employment opportunities within their chosen career.
- developing students' ability to work collaboratively and interact effectively within a team to achieve personal and group outcomes.

11. Programme outcomes

A. Knowledge and understanding	Teaching/learning methods
On completion of this programme the successful student will have a systematic understanding and depth of current knowledge of:	Students gain knowledge and understanding through: - reading, listening and discussing - practical activities

	• accessing IT

1. the professional and ethical responsibilities of the teacher as a citizen and as an advocate for young children.
2. all subjects appropriate to meet the requirements as set out in the Teachers' Standards and how the subjects inter-relate.
3. the role of effective planning, teaching and assessment strategies in learning and teaching across the Early Years and Primary age range.
4. the progression of children's learning form Reception to Year 7.
5. the use of IT in the teaching of the core and foundation subjects.
6. strategies that ensure inclusion and equal opportunity for all children including those with special education needs and disabilities.
7. safeguarding, child protection and children's emotional well-being
8. creative approaches to teaching in intercultural, multilingual and multi-faith schools and settings.
9. the management of children's learning behaviour and classroom organisation.
10. strategies to support effective learning outside the classroom and beyond the school environment
11. the impact of assessment data and school improvement priorities on their planning and teaching.

- directed independent activity
- collaborative group activity
- self-directed scholarly activity
- lectures, seminars, practical workshops, outdoor activities.
- personal and module tutor support
- off-site educational visits, practical workshops and field trips

Assessment methods
Students' knowledge and understanding is assessed by:

- attendance
- engagement in sessions
- peer review of directed tasks
- self-auditing and self-assessment.
- tutor and school mentor scrutiny of online teaching files;
- tutor and school mentor observation of the students' teaching;
- module summative assessment (written assignments, group
- presentations, portfolio presentations)

B. Skills

On completion of this programme the successful student will be able to:

1. Conceptualise and think critically on a variety of given learning situations, identifying and evaluating the possibility of new approaches that

Teaching/learning methods

Students learn cognitive skills through:

- focused observation tasks;
- self-evaluation of practice
- reflective conversations with peers, school based Mentors and practitioners.

may challenge assumptions within an existing knowledge framework. 2. Apply diagnostic, analytical and creative skills when critically reflecting on their teaching and when evaluating children's learning outcomes. 3. Use a body of knowledge to confidently and flexibly approach problems, synthesise ideas and generate solutions coherently. 4. Support conclusions with analysis of the reliability, validity and significance of evidence from primary and secondary sources of information. 5. Exercise initiative and make decisions in complex and unpredictable situations. 6. Synthesise, analyse and critically evaluate primary and secondary sources of information including current research, developing reasoned arguments and challenging assumptions. 7. work with autonomy whilst maintaining awareness of personal responsibility, professional codes of conduct and adherence to school policy. 8. produce *Thinking for Teaching* documentation and resources appropriate for all aspects of learning and teaching in Reception and Key Stages 1 and 2. 9. teach *all* Early years and Primary age children competently according to the Teachers' Standards. 10. utilise a range of formative and summative assessment strategies, including those which actively involve children 11. organise and manage an environment that is conducive for all children to learn in.	• Reference to meta-cognition in subject seminars • Personal tutor academic support • Hypotheses presented for debate • Design, expectation and support of Assessment tasks regular practice in school • critical reflection of skill acquisition with mentors and tutors • scrutiny of school policy and systems • documentation pro-forma and guidance • tutor modelling • video observation and analysis • visits to art galleries, museums, sites of specific interest and places of worship • guest lectures from partnership school colleagues and local authority specialist teams • using information from the online Professional Development Portfolio to identify development needs. • collaborative group work and group presentations. • taking responsibility for own learning and to meet set deadlines through support in creation of study timelines • employability series • professional studies • signposting to online resources and forums • explicit tutor cultural responsivity and opportunity for associated discussion **Assessment methods** Students' cognitive skills are assessed by: • scrutiny of teaching files • oral presentations • contribution to debate • written assignments • on-going self-evaluation • collaborative evaluation of teaching practice • scrutiny of online teaching files; • observation of the student's teaching • evaluative discussion with tutors and school-based Mentors and teachers • coursework • presentations • collaborative work

12. understand and successfully apply range of pedagogies in order to develop a creative outlook and an inspirational, enquiring, adaptable approach to teaching and learning	- attendance - engagement
13. teach beyond the classroom in a variety of outdoor and/or off-site settings.	
14. work effectively, constructively and collaboratively within a community of colleagues, children and parents/carers.	
15. promote a love of learning and children's intellectual curiosity, recognising all pupils' strengths and needs	
16. act with minimal supervision or direction within agreed guidelines as a Newly Qualified Teacher.	
17. take responsibility for accessing colleague and mentor support in order to develop, negotiate and collaborate within the role as class teacher. Be able to accept accountability for personal and group outcomes.	
18. communicate confidently both in written and verbal communication	
19. organise and prioritise workload and manage time effectively	
20. make a positive contribution to the school community that they operate within through their awareness of ethical and social responsibility and their cultural competence.	
21. show initiative, adaptability, creativity and capability of generating new ideas	
22. demonstrate critical thinking skills through ability to analyse, structure and synthesise information in a variety of verbal and written forms, making reference to research and practice.	
23. Use Information Technology effectively and ethically, and	

participate responsibly and confidently in social media discussion. 24. Gather, analyse and present quantitative data clearly, choosing appropriate formats, interpreting findings and explaining the significance.	

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

The programme is studied over three year (**full-time**) and complies fully with the current DfE requirements for Initial Teacher Training.

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

https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework

Students take one module each year which incorporates school-based training:

Year 1: Professional Development One (20 credits @ Level 4)

Year 2: Professional Development Two (30 credits @ Level 5)

Year 3: professional Development Three (60 credits @ Level 6)

The rest of the programme is **Centre Based Training (CBT)** at the university, where students attend lectures, seminars and practical workshops. Study is undertaken at levels 4 through 6. The programme comprises of 21 compulsory modules.

Optional enrichment opportunities are available to take up in Year 2 and 3 of the programme.

Students in their second year who are accepted to follow a specialism in mathematics or science, must have a high grade at GCSE or an A level in the subject and do well in the relevant year 1 modules. Students who are successful on the specialism will have their specialism acknowledged in their degree title.

Details of each module can be found on MISIS and are provided in this handbook just after the Program Specification. Module descriptions are also available on UniHub.

12.2 Levels and modules		
Level 4 (1)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following:		
The Core Curriculum One EDP 1601		Students must pass all Level 4 modules in order to progress to Level 5.
Creativity and the Creative Arts EDP 1603		
Discovering the Humanities EDP		
1602		Students can receive an exit award of a CertHE with 120 credits.
English in the Primary Classroom EDP		
1604		
Mathematics in the Primary classroom EDP 1605		
Science and Design Technology EDP 1606		
IT and Computing EDP 1607		
Physical Education EDP 1608		
Primary Professional Development (PP1) EDP 1609		

Level 5 (2)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following:		
English: Creative Literacies EDP 2601		Students must pass all Level 5 modules in order to progress to Level 6.
Mathematics through Stories EDP 2602		
Investigating Science EDP 2603		
Physical Education and Well-being EDP 2604		Students can receive an exit award of a DipHE with 240 credits.
Primary Professional Development (PP2) EDP 2605		
Religion and Worldviews EDP 2606		
Cross Curricular learning and teaching EDP 2608		
Inclusive Practices: SEND EDP 2607		
Optional specialism programmes: Mathematics Specialism Science Specialism		

Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: Primary Professional Development (PP3) EDP 3601 Core Curriculum Two EDP 3602 Inclusive Practices EDP 3603 Interdisciplinary learning and teaching EDP3604 Optional specialism programmes: Mathematics Specialism Science Specialism		Students must pass all Level 6 modules in order to gain the award of BA (Hons) Primary Education (QTS)* Students who complete optional specialism programmes will have it acknowledged in the title of their degree.

Year 1	Core Curriculum 20 Credits Discovering Humanities 20 Credits Creativity and the Creative Arts 20 Credits	English in the primary classroom 10 Credits Mathematics in the primary classroom 10 Credits Science and DT 10 Credits IT and computing 10 Credits PE 0 Credits	Professional Development One – 8 weeks 20 Credits	CertHE with 120 credits.
Year 2	English: Creative Literacies 15 Credits Mathematics through Stories 15 Credits Investigating Science 10 Credits Physical Education and Well-being 10 Credits Optional specialism programmes: • Mathematics Specialism • Science Specialism	Professional Development Two – 8 weeks 30 Credits Optional SEND placement – 3 weeks 0 Credits	Religion and Worldviews 10 Credits Cross Curricular learning and teaching 20 Credits Inclusive Practices: SEND 10 Credits	DipHE with 240 credits.
Year 3	Professional Development Three – 10 weeks 60 Credits	Core Curriculum Two 20 Credits Inclusive Practices 20 Credits Interdisciplinary learning and teaching 20 Credits Optional specialism programmes: • Mathematics Specialism • Science Specialism		BA (Hons) Primary Education (QTS)* *Students who complete optional specialism programmes will have it acknowledged in the title of their degree.

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	**Module code**
All modules are compulsory and none are compensatable	

13. Curriculum map
See appendix 2

14. Information about assessment regulations
Students must pass all aspects of the programme. Successful completion of the programme entitles students to be awarded the Middlesex University BA (Hons) Primary Education degree with recommendation for QTS.

15. Placement opportunities, requirements and support (if applicable)
All students do three Professional Development modules which include school-based training as part of the programme. Students are supported in their school-based training by a school-based mentor and a university Link Tutor. Students have the opportunity to do an optional placement in an alternative school setting e.g. special school.

16. Future careers (if applicable)
Primary school teaching (5-11)

17. Particular support for learning (if applicable)
All students are able to access support from the university's LET and library services.

18. JACS code (or other relevant coding system)
X120

19. Relevant QAA subject benchmark group(s)

20. Reference points

- https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice
- https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework
- Teacher Standards (2012)
- National Curriculum (2014)

21. Other information

*Students who do not complete or pass their final Professional Development can exit the programme with an ordinary degree without the award of QTS (Qualified Teacher Status).

Curriculum Map

Curriculum map for *BA (Hons) Primary Education (QTS):* This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

A.Knowledge and Understanding	
A1	the professional and ethical responsibilities of the teacher as a citizen and as an advocate for young children.
A2	all subjects appropriate to meet the requirements as set out in the Teachers' Standards and how the subjects inter-relate.
A3	the role of effective planning, teaching and assessment strategies in learning and teaching across the Early Years and Primary age range.
A4	the progression of children's learning form Reception to Year 7.
A5	the use of IT in the teaching of the core and foundation subjects.
A6	strategies that ensure inclusion and equal opportunity for all children including those with special education needs and disabilities.
A7	safeguarding, child protection and children's emotional well-being
A8	creative approaches to teaching in intercultural, multilingual and multi-faith schools and settings.
A9	the management of children's learning behaviour and classroom organisation.
A10	strategies to support effective learning outside the classroom and beyond the school environment
A11	assess the impact of assessment data and school improvement priorities on their planning and teaching.
B.Skills	

B1	Conceptualise and think critically on a variety of given learning situations, identifying and evaluating the possibility of new approaches that may challenge assumptions within an existing knowledge framework.
B2	Apply diagnostic, analytical and creative skills when critically reflecting on their teaching and when evaluating children's learning outcomes.
B3	Use a body of knowledge to confidently and flexibly approach problems, synthesise ideas and generate solutions coherently.
B4	Support conclusions with analysis of the reliability, validity and significance of evidence from primary and secondary sources of information.
B5	Exercise initiative and make decisions in complex and unpredictable situations.
B6	Synthesise, analyse and critically evaluate primary and secondary sources of information including current research, developing reasoned arguments and challenging assumptions.
B7	work with autonomy whilst maintaining awareness of personal responsibility, professional codes of conduct and adherence to school policy.
B8	produce *Thinking for Teaching* documentation and resources appropriate for all aspects of learning and teaching in Reception and Key Stages 1 and 2.
B9	teach *all* Early years and Primary aged children competently according to the Teachers' Standards.
B10	utilise a range of formative and summative assessment strategies, including those which actively involve children
B11	organise and manage an environment that is conducive for all children to learn in.
B12	Understand and successfully apply range of pedagogies in order to develop a creative outlook and an inspirational, enquiring, adaptable approach to teaching and learning
B13	teach beyond the classroom in a variety of outdoor and/or off-site settings.
B14	work effectively, constructively and collaboratively within a community of colleagues, children and parents/carers.

B15		Promote a love of learning and children's intellectual curiosity, recognising all pupils' strengths and needs
B16		act with minimal supervision or direction within agreed guidelines as a Newly Qualified Teacher.
B17		take responsibility for accessing colleague and mentor support in order to develop, negotiate and collaborate within the role as class teacher. Be able to accept accountability for personal and group outcomes.
B18		communicate confidently both in written and verbal communication
B19		organise and prioritise workload and manage time effectively
B20		make a positive contribution to the school community that they operate within through their awareness of ethical and social responsibility and their cultural competence.
B21		show initiative, adaptability, creativity and capability of generating new ideas
B22		demonstrate critical thinking skills through ability to analyse, structure and synthesise information in a variety of verbal and written forms, making reference to research and practice.
B23		Use Information Technology effectively and ethically and participate responsibly and confidently in social media discussion.
B24		Gather, analyse and present quantitative data clearly, choosing appropriate formats, interpreting findings and explaining the significance.

Programme Outcomes. Highest level achieved by all graduates.

A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	B21	B22	B23	B24
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

| Module Code | Programme Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Knowledge and Understanding | | | | | | | | | | | Skills | | | | | | | | | | | | | | | | | | | | | | | |
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	B21	B22	B23	B24
EDP 1601 Core 1	x	x	x	x	x	x		x		x				x	x		x			x		x	x			x			x	x		x			
EDP 1602 Hum 1			x		x			x		x			x	x	x		x							x	x	x	x		x			x	x		
EDP 1603 Art	X		X	X		x		X		X			X	X		x			x		x			x	x	x			x	x		x			
EDP 1604 English	X	X	X	X		X		X				X		X			x		x			x			x				x	x		x	x		
EDP 1605 Maths			X	X		X		X	X		X	X	X	X			x		x		x			x	x				x	x		x	x		x
EDP 1606 Sc & DT	X	X	X	X		X			X	X		X		X		X	X			x		x			x	x		x	x	x		x		x	
EDP 1607 Comput			X	X	X			X								X	X			X			X						X			X		X	
EDP 1608 PE		X	X	X		X	X			X			X	X	X	X				x			x	x	x			x	x	x		x			
EDP 1609 PS PP1	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x			x		x	x	x	x	x	x					
EDP 2601 English		x	x	x				x	x	x			x	x		x							x		x	x			x	x		x	x		X
EDP 2602 Maths		x	x	x		x		x	x	x	x	x	x	x		x	x			x		x	x	x					x	x		x	x		
EDP 2603 Science	x	x	x	x	x	x		x		x		x	x	x	x	x	x			x		x	x		x				x	x				x	x

EDP 2604 PE		x	x	x		x	x			x			x	x	x	x			x			x	x	x				x	x		x	x		
EDP 2605 PS PP2	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x			x	x				x	x	x	x	x		x	x		
EDP 2607 Incl: SEND	x	x	x	x		x		x	x	x	x		x		x	x	x	x		x					x	x				x	x	x		x		x	
EDP2 2606 RE	x		x			x		x		x	x	x				x				x		x	x	x				x	x			x			x	
EDP 2608 CC	x		x		x	x	x	x				x			x	x	x					x	x	x		x		x	x			x		x	x		
EDP 3601 PS PP3	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x		x			x		x	x		x	x	x	x			x
EDP 3602 Core 2	x	x	x	x	x	x		x		x	x	x	x		x		x		x	X		X	X		X	X	X		X	X		x	X	x	X
EDP 3603 Inclusion	X					X	X	X		X		x	x		x		x	x	x	x	x		x	x	x	x	x		x	x	x	x	x	x	x	x	x
EDP 3604 Interdisc.	x		x				x		x		x	x	x		x	x	x	x	x	x	x		x	x	x	x	x		x	x	x	x	x	x	x	x	x