

BA Honours Education with Qualified Teacher Status (Primary) **For students entering Part 1 in 2005**

UCAS code: Art: X5W1
English: X5Q3
Music: X5W3

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading Faculty of Social Sciences
Relevant QAA subject benchmarking group(s):	
Programme length:	4 years
Date of specification:	October 2007
Programme Director:	Audrey Gregory
Programme Adviser:	David Harries
Board of Studies:	BA in Education
Accreditation:	Teacher Training Agency

Summary of programme aims

High quality education is essential if individuals are to realise their full potential and the teacher is fundamental in that process. This Primary Initial Teacher Training and Education (ITTE) programme is based on the view that education is about active and meaningful learning so that students become analytical and creative teachers and receptive to new ideas. By working with partnership schools on the design, delivery and evaluation of the ITTE courses, this programme aims to achieve high standards of newly qualified members of the teaching profession. The programme also aims to produce teachers with deep insight into a specific subject at their own level.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills, which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem solving, team working and use of information technology.

The exercise of initiative and personal responsibility, decision making in complex and unpredictable contexts and the learning ability needed to undertake appropriate further training of a professional nature as required for teaching in UK primary education. By the end of the programme, students (QTS) will have gained the range of skills to become competent primary classroom teachers as well as being able to use their subject skills to become subject co-ordinators.

Non-QTS students will be able to relate their subject knowledge and range of communications skills to the needs of the user community.

Programme content

The work of the programme is divided into Subject Studies and Professional Studies blocks. The Subject Studies course enables students to pursue their academic interest at university level and to explore ways in which the subject can be realised in the primary classroom.

The Professional Studies courses include investigation of the changing role of the primary classroom teacher in the 21st century with an in-depth evaluation of the Primary National Curriculum to ensure that students have the knowledge, understanding and skill to teach all areas

of the curriculum while substantial periods of School Experience are a feature throughout the 4-year programme. All modules are compulsory throughout the programme.

Part 1 (three terms) Subject Specialism - Art		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED1A2	<i>Art and Practice in the 20th/21st Centuries</i>	80	C
ED1A1	<i>Art and the National Curriculum</i>	5	C
ED1PF	<i>General Professional Studies</i>	10	C
ED1CE	<i>Primary Curriculum English 1</i>	5	C
ED1CX	<i>Curriculum Mathematics</i>	5	C
ED1CS	<i>Curriculum Science</i>	5	C
ED1SC	<i>School Experience</i>	10	C
Part 2 (five terms)		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED2A3	<i>Art & Patronage</i>	40	I
ED2A5A	<i>Contemporary Art & Art Education</i>	15	I
ED2PF	<i>General Professional Studies 2</i>	30	I
ED2CE	<i>Primary Curriculum English 2</i>	15	I
ED2CX	<i>Curriculum Mathematics 2</i>	15	I
ED2CS	<i>Curriculum Science 2</i>	15	I
ED2FS	<i>Foundation Subjects</i>	35	I
ED2SC	<i>School Experience 2</i>	15	I
Part 3 (four terms)		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED3A6	<i>Art Special Study</i>	40	H
ED3A7	<i>Subject Specialism Dissertation</i>	30	H
<i>Plus one of:</i>			
ED3TP/PP	<i>Advanced Teaching Project (for QTS students)/ Advanced Practical Project (for non-QTS students)</i>	30	H
ED3GPS	<i>General Professional Studies 3</i>	10	H
ED3CE	<i>Primary Curriculum English 3</i>	10	H
ED3CX	<i>Curriculum Mathematics 3</i>	5	H
ED3CS	<i>Curriculum Science 3</i>	5	H
ED3SC2	<i>School Experience 3</i>	20	H
ED3SC3	<i>School Experience 4</i>	30	H

Part 1 (three terms) Subject Specialism - English *Credits* *Level*

Compulsory modules

ED1EN1	<i>Childhood and Autobiography</i>	20	C
ED1EN2	<i>Language and Communication</i>	20	C
ED1EN3	<i>Craft of Writing</i>	20	C
ED1EN4	<i>Realization of Text</i>	20	C
ED1EN5	<i>The English Specialist in the Primary School 1</i>	5	C
ED1PF	<i>General Professional Studies</i>	10	C
ED1CE	<i>Primary Curriculum English 1</i>	5	C
ED1CX	<i>Curriculum Mathematics</i>	5	C
ED1CS	<i>Curriculum Science</i>	5	C
ED1SC	<i>School Experience</i>	10	C

Part 2 (five terms) *Credits* *Level*

Compulsory modules

ED2EN6	<i>Heritage and Multicultural Literature</i>	10	I
ED2EN7	<i>Shakespeare and the Modern World</i>	10	I
ED2EN8A	<i>Literature and Gender</i>	10	I
ED2EN9	<i>The English Specialist in the Primary School 2</i>	5	I
ED2EN10	<i>Children's Radio, Film and Television</i>	10	I
ED2EN11	<i>Children's Literature 1</i>	10	I
ED2PF	<i>General Professional Studies 2</i>	30	I
ED2CE	<i>Primary Curriculum English 2</i>	15	I
ED2CX	<i>Curriculum Mathematics 2</i>	15	I
ED2CS	<i>Curriculum Science 2</i>	15	I
ED2FS	<i>Foundation Subjects</i>	35	I
ED2SC	<i>School Experience 2</i>	15	I

Part 3 (four terms) *Credits* *Level*

Compulsory modules

ED3EN12	<i>Children's Literature 2</i>	20	H
ED3EN13	<i>Modern British and Irish Poetry</i>	20	H
ED3EN15	<i>Subject Specialism Dissertation</i>	30	H
	<i>Plus one of:</i>		
ED3TP/PP	<i>Advanced Teaching Project (for QTS students)/ Advanced Practical Project (for non-QTS students)</i>	30	H
ED3GPS	<i>General Professional Studies 3</i>	10	H
ED3CE	<i>Primary Curriculum English 3</i>	10	H
ED3CX	<i>Curriculum Mathematics 3</i>	5	H
ED3CS	<i>Curriculum Science 3</i>	5	H
ED3SC2	<i>School Experience 3</i>	20	H
ED3SC3	<i>School Experience 4</i>	30	H

Part 1 (three terms) Subject Specialism - Music *Credits* *Level*

Compulsory modules

ED1M1	<i>Making Music in the Primary Classroom</i>	5	C
ED1M2	<i>Musical Skills, Knowledge and Understanding (1)</i>	80	C
ED1PF	<i>General Professional Studies</i>	10	C
ED1CE	<i>Primary Curriculum English 1</i>	5	C
ED1CX	<i>Curriculum Mathematics</i>	5	C
ED1CS	<i>Curriculum Science</i>	5	C
ED1SC	<i>School Experience</i>	10	C

Part 2 (five terms) *Credits* *Level*

Compulsory modules

ED2M3A	<i>Music in Schools</i>	5	I
ED2M4A	<i>Performance Studies</i>	20	I
ED2M5A	<i>Composition</i>	15	I
ED2M6A	<i>History and Pedagogy</i>	15	I
ED2PF	<i>General Professional Studies 2</i>	30	I
ED2CE	<i>Primary Curriculum English 2</i>	15	I
ED2CX	<i>Curriculum Mathematics 2</i>	15	I
ED2CS	<i>Curriculum Science 2</i>	15	I
ED2FS	<i>Foundation Subjects</i>	35	I
ED2SC	<i>School Experience 2</i>	15	I

Part 3 (four terms) *Credits* *Level*

Compulsory modules

ED3M7A	<i>Orchestra/Chorus</i>	5	H
ED3M8	<i>Subject Specialism Dissertation</i>	30	H
ED3M9A	<i>Curriculum Design</i>	35	H
	<i>Plus one of:</i>		
ED3TP/PP	<i>Advanced Teaching Project (for QTS students)/ Advanced Practical Project (for non-QTS students)</i>	30	H
ED3GPS	<i>General Professional Studies 3</i>	10	H
ED3CE	<i>Primary Curriculum English 3</i>	10	H
ED3CX	<i>Curriculum Mathematics 3</i>	5	H
ED3CS	<i>Curriculum Science 3</i>	5	H
ED3SC2	<i>School Experience 3</i>	20	H
ED3SC3	<i>School Experience 4</i>	30	H

Progression requirements:

To proceed to Part 2 it is necessary to pass all modules and the Term 3 School Experience. There is a pass threshold of **40%** in every module.

To proceed to Part 3 it is necessary to have obtained an overall average of at least 40% and at least 40% in Subject Specialism modules and ED2CE, ED2CX, ED2CS and ED2PF. A mark of 40% must be obtained in all but 2 of the other modules. There is a pass threshold of 40% in every module.

Summary of teaching and assessment

The overall programme weightings, which contribute towards the final 4-year degree award are:

Subject Specialism and Application – 45%

Professional framework and Curriculum subjects – 45%

Advanced Teaching Project – 10%

Teaching is organised in modules that typically involve lectures, seminars, tutorials and practical school experience. Modules are assessed by a mixture of coursework including a subject specialist dissertation and project as well as formal examinations.

Admission requirements

Entrants to this programme are normally required to have obtained A level grades BC with grade B normally in a subject related to the Subject Specialism (or the equivalent UCAS Tariff; International Baccalaureate; Irish Leaving Certificate. Two AS grades are accepted in place of one A-Level.) Interview is essential. Candidates should have spent at least ten days gaining recent and relevant experience in a state primary school.

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

For the BA Ed degree programme a series of handbooks relating to each phase and associated school experiences are provided for every student. In addition each subject specialism provides a handbook for that subject. Four school placements for each student from within the Institute of Education's Primary School Partnership are organised for the four-year programme. Course and pastoral advice is available from a range of people including course director, assistant directors and subject tutors.

Career prospects

As expected on completion of a professional ITTE degree, Newly Qualified Teachers (NQTs) obtain posts in a range of primary schools. Non-QTS students obtain posts in personnel management, related educational services and the service industries

Opportunities for study abroad or for placements

It is possible within this programme for a student, provided s/he has passed Part 1, to take part in an ERASMUS exchange programme. Links are well established with Education Departments in a number of universities in mainland Western Europe. As far as possible students who take the non-QTS route will be provided with a placement within their range of interest to replace the final school practice.

Educational aims of the programme

High quality education is essential if individuals are to realise their full potential and the teacher is fundamental in that process. This Primary Initial Teacher Education and Training (ITTE) programme is based on the view that education is about active and meaningful learning through which students should become analytical, creative and receptive to new ideas. By working with partnership schools on the design, delivery and evaluation of the ITTE courses, this programme aims to raise the standards of newly qualified members of the teaching profession.

- To meet the required standards for Qualified Teacher Status (QTS) which is accredited by the Teacher Training Agency (TTA). (*Professional Standards for QTS 2002 document*)
- To achieve satisfactory knowledge and understanding of National Curriculum subjects.
- To achieve the necessary teaching skills
- To achieve required knowledge and understanding of the selected subject specialism in both academic content and subject application and to obtain the relevant expertise to offer curriculum leadership in primary schools.

Programme Outcomes

Knowledge and Understanding

<p>A. Knowledge and understanding of: The chosen specialist subject at degree level. To understand the contribution which the chosen subject makes to the education of primary school children. Further knowledge and understanding of the primary school curriculum.</p>	<p>Teaching/learning methods and strategies Formal lectures, seminars and tutorials. Practical classes and fieldwork where appropriate. <i>Assessment</i> A mixture of coursework, including a dissertation and project as well as formal examinations.</p>
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Skills and other attributes

<p>B. Intellectual skills – able to: Critically evaluate literature relating to primary education and the chosen subject specialism. Think logically and creatively.</p>	<p>Teaching/learning methods and strategies Formal lectures, seminars and tutorials. Practical classes and fieldwork where appropriate. <i>Assessment</i> A mixture of coursework, including a dissertation and project as well as formal examinations.</p>
<p>C. Practical skills – able to: Teach in primary school in a professional manner covering the whole curriculum at two chosen Key Stages.</p>	<p>Teaching/learning methods and strategies ICT is embedded within the university-based programme with applications in school experiences. <i>Assessment</i> TTA standards</p>
<p>D. Transferable skills – able to: Communicate both the specialist subject and wider curriculum at a level appropriate to young children. Use ICT Give oral presentations Work as a team Use library resources Manage time</p>	<p>Teaching/learning methods and strategies Serial visits to primary placements followed by school experiences of varying lengths and follow up visits, all supported with a professional framework programme. <i>Assessment</i> TTA standards</p>

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.