

**BA(Ed) Educational Studies (Primary) with Art
For students entering Part 1 in 2008/9**

UCAS code: X1W1

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Social Sciences Faculty
Programme length:	4 years
Date of specification:	29/Mar/2011
Programme Director:	Ms Audrey Gregory
Programme Advisor:	Mr David Harries
Board of Studies:	Board for Primary ITE programmes
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

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy, self-management, use of IT and problem-solving and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

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)

Compulsory modules

ED1A2A	Art and Practice in the 20th and 21st Centuries	85	C
ED1CE	Introduction to Curriculum English	5	C
ED1CS	Curriculum Science	5	C
ED1CX	Curriculum Mathematics 1	5	C
ED1PF	General Professional Studies	10	C
ED1SC	School Experience	10	C

Part 2 (three terms)

Compulsory modules

Code	Title	Credits	Level
ED2A3A	Art and Patronage 1	20	I
ED2A3B	Art and Patronage 2	20	I
ED2A5A	Contemporary Art and Art Education	15	I
ED2PF	General Professional Studies	30	I
ED2CE	Primary Curriculum English 2	15	I
ED2CX	Curriculum Mathematics 2	15	I
ED2CS	Curriculum Science 2	15	I
ED2FS	Foundation Subjects	35	I
ED2SC	School Experience	15	I

Part 3 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
ED3A7	Subject Specialism Dissertation	30	H
ED3CE	Primary Curriculum English 3	10	H
ED3CX	Curriculum Mathematics 3	5	H
ED3CS	Curriculum Science 3	5	H
ED3GPS	General Professional Studies	10	H
ED3PL1	Placement 3	20	H
ED3PL2	Placement 4	30	H
ED3ASP6	Art and Studio Practice	40	H
ED3ARP1	Advanced Research Project	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 Research 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.

Admissions Tutor:

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers Advisory Service, In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Directorate. The Student Services Directorate is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support and Counselling. Student Services has a Helpdesk available for enquiries made in person or online (www.risisweb.reading.ac.uk), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found on the Student website (www.reading.ac.uk/student).

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.

Programme Outcomes

Knowledge and Understanding

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

Teaching/learning methods and strategies

Formal lectures, seminars and tutorials. Practical classes and fieldwork where appropriate.

Assessment

the primary school curriculum.

A mixture of coursework, including a dissertation and project as well as formal examinations.

Skills and other attributes

B. Intellectual skills - *able to:*

Critically evaluate literature relating to primary education and the chosen subject specialism.
Think logically and creatively.

Teaching/learning methods and strategies

Formal lectures, seminars and tutorials. Practical classes and fieldwork where appropriate.

Assessment

A mixture of coursework, including a dissertation and project as well as formal examinations.

C. Practical skills - *able to:*

Teach in primary school in a professional manner covering the whole curriculum at two chosen Key Stages.

Teaching/learning methods and strategies

ICT is embedded within the university-based programme with applications in school experiences.

Assessment

TTA standards

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

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.

Assessment

TTA standards

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 be expected 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 the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.