BA(Ed) Educational Studies (Primary) with Music   **UCAS code: X1W3**
For students entering Part 1 in 2011/2

Awarding Institution: University of Reading
Teaching Institution: University of Reading
Relevant QAA subject Benchmarking group(s):
Faculty: Arts, Humanities and Social Science Faculty
Programme length: 4 years
Date of specification: 23/Aug/2011
Programme Director: Dr Michael Lockwood
Programme Advisor: Eileen Hyder
Board of Studies: Board for Primary ITE programmes
Accreditation: Teaching and Development Agency for Schools (TDA)

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. Because this is a professional programme, there is an emphasis on the development of appropriate professional attributes in students, as defined by the TDA's standards for Qualified Teacher Status (QTS) and the General Teaching council's (GTC) code of practice, throughout the programme.
The programme also aims to produce teachers with deep insight into a specific subject to graduate 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 who achieve 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 leaders.
Those students who do not achieve QTS, but have demonstrated appropriate professional attributes, will gain a range of transferable skills, for example, communication skills. They will be offered alternative placements which relate to their subject knowledge, transferable skills and career aspirations.

Programme content

The work of the programme is divided into Subject Specialism Studies and Professional and Curriculum Studies modules. The Subject Specialism Studies modules enables students to pursue their academic interest to Honours (6) level and to explore ways in which the subject can be realised in the primary classroom.
The Professional and Curriculum Studies modules include investigation into the changing role of the primary classroom teacher in the 21st century with an in-depth evaluation of the National Curriculum and Primary Framework to ensure that students have the knowledge, understanding and skill to teach all areas of the curriculum. Substantial placement periods are a feature throughout the 4-year programme to ensure experience with children from 5-11. All modules are compulsory throughout the programme in order to appropriately address QTS standards and develop effective professional attributes.

Part 1 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
ED1CS	Curriculum Science	5	4
ED1CX	Curriculum Mathematics 1	5	4
ED1PF	General Professional Studies	10	4

ED1CE	Introduction to Curriculum English	5	4
ED1M11	Musical Studies (1)	20	4
ED1M12	The Performing Practitioner (1)	10	4
ED1M13	The Musical Classroom (1)	10	4
ED1M21	Musical Studies (2)	25	4
ED1M22	The Performing Practitioner (2)	10	4
ED1M23	The Musical Classroom Practitioner (2)	10	4
ED1PL	Placement 1	10	4

Part 2 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
ED2PF	General Professional Studies	30	5
ED2CE	Primary Curriculum English 2	15	5
ED2CX	Curriculum Mathematics 2	15	5
ED2CS	Curriculum Science 2	15	5
ED2FS	Foundation Subjects	35	5
ED2M3A	Music in Schools	5	5
ED2M4A	Performance Studies	20	5
ED2M5A	Composition	15	5
ED2M6A	History and Pedagogy	15	5
ED2PL	Placement 2	15	5

Part 3 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
ED3M8	Music Subject Specialism Dissertation	30	6
ED3CE	Primary Curriculum English 3	10	6
ED3CX	Curriculum Mathematics 3	5	6
ED3CS	Curriculum Science 3	5	6
ED3GPS	General Professional Studies	10	6
ED3M9A	Curriculum Design	35	6
ED3M7A	Orchestra, Chorus	5	6
ED3PL1	Placement 3	20	6
ED3PL2	Placement 4	30	6
ED3ARP1	Advanced Research Project	30	6

Progression requirements
To proceed to Part 2 a student should normally be required to:
(i) achieve a 'pass' in modules totalling 100 credits in Part 1; and
(ii) demonstrate professional attributes through satisfactory completion of the placement ED1PL.

To proceed to Part 3 a student should normally be required to:
(i) achieve an overall average of at least 40% over 150 credits in Part 2; and
(ii) achieve not less than 30% in any module taken in Part 2 save that a mark of less than 30% in a total of not more than 20 credits may be condoned at the discretion of the Examiners; and
(iii) demonstrate professional attributes through satisfactory completion of the placement ED2PL.

Assessment and classification
The University's honours classification scheme is:

Mark	interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see: http://www.reading.ac.uk/Exams/classificationpost2007.pdf.

The weighting of the Parts/Years in the calculation of the degree classification is

Four-year programmes in Art and in the Institute of Education

See Programme Handbook
Teaching
Teaching is organised in modules that typically involve lectures, seminars, tutorials and practical placements. Modules are assessed by a mixture of coursework, including a subject specialist dissertation and an advanced research project as well as either a formal examination, final exhibition or performance. The module weightings indicate the relative proportions of this intensive programme.
Re-assessment
A student who fails a module at the first attempt may be re-assessed on one further occasion, normally during the academic session, prior to the Examination Board meeting. Where a student is re-assessed, in no case shall the final module mark be higher than the pass mark.
Award
For classifications purposes, the weightings, for those modules which are graded , which contribute towards Parts 2 and 3 of the final 4-year degree award are:
Subject Specialism Studies 45%
Professional and Curriculum Studies 45%
Advanced Research Project 10%
The heavier weighting of Professional and Curriculum Studies along with the Advanced Research Project (55%), compared to Subject Specialism Studies (45%

Admission requirements
Entrants to this programme are normally required to have obtained:
GCSE Grade C or equivalent in English Language, Mathematics and Science, normally obtained before application.
'A' level grades B and C, with grade B normally in a subject related to the Subject Specialism, or equivalent qualifications. This excludes Key Skills and General Studies.
English language requirements: Obtain an IELTS score of 6.5 or a TOEFL score of 570 (paper based) or 88 (internet based), or equivalent.
Candidates need to demonstrate all the TDA entry requirements for initial teacher training.
Interview is an essential requirement.
Candidates should normally have spent at least ten days gaining recent experience in a state primary school.

Admissions Tutor: Nils Franke

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 Student Employment, Experience and Careers Centre (SEECC), 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 advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. 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 and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

For the BA Ed degree programme a Virtual Learning Environment (VLE) supports access to resources and communication between programme members. The resources include a series of handbooks relating to each Part and associated placements are provided for every student. Each subject specialism provides a handbook for that subject. Four placements for each student are organised for the four-year programme. Academic and pastoral advice is available from a range of staff, including programme directors, personal tutors, professional and subject tutors. Mentors within the placements and tutors from the Institute of Education support progress in placements. BA Ed students compile a Personal and Professional Development Portfolio throughout the four years of the programme, as well as completing an electronic portfolio as part of the university-wide iLearn resource.

Career prospects
On successful completion of a professional ITTE degree, it is expected that BA Ed graduates with QTS will obtain posts as Newly Qualified Teachers (NQTs) in primary schools. Students who have graduated with a BA Ed without QTS obtain posts in a variety of other related professions, for example, museum services, educational administration, and the children's publishing industry.

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, particularly with Freiburg Pedagogical University in southern Germany. Placements, principally in primary schools, form an essential part in all four year as of the BA Ed programme as described above.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1 The chosen specialist subject at degree level.
2 The application of the chosen subject to the education of primary school children.
3 Teaching and learning in the primary school
4 The primary school curriculum
5 Research methods and the research process.

Teaching/learning methods and strategies

1. Subject specialist modules in Art, English and Music, such as ED1AA, ED1EN1, and ED1M11.
2. Subject specialist modules such as ED2A5A, ED1EN5, and ED2M3A.
3. Professional Studies modules such as ED1PF and Placements such as ED1PL.
4. Curriculum Subjects modules such as ED1CE, ED1CX, ED1CS and Placements such as ED1PL.
5. The Advanced Research Project ED3ARP1/ARP2 and the Subject Specialism Dissertation ED3A7, ED3EN15, and ED3M8.
The above modules are delivered through a combination of lectures, seminars, tutorials, practical classes and fieldwork, as appropriate. There is an emphasis on student participation and reflective practice at all stages of the programme.

Assessment
Knowledge and understanding of the areas listed above will be examined through module assessments, which include dissertations, written coursework, oral presentations, placement assessments, a formal examination, final exhibition

or performance, as appropriate.
Assessment of professional and curriculum assignments and of placements will also be against the TDA standards for QTS, as appropriate.

Skills and other attributes

B. Intellectual skills - *able to:*

1.Creatively apply their subject in a range of contexts.
2.Apply concepts and knowledge from the chosen subject specialism to the design, implementation, assessment and evaluation of teaching approaches and practices.
3.Creatively interpret the implementation of the national curriculum.
4.Critically evaluate literature and research relating to the chosen subject specialism.
5.Critically evaluate literature and research relating to primary education.
6.Use evidence-based approaches to evaluate theories and practices of primary education.
7.Understand and implement links between the theory and practice of primary education.
8.Select appropriate pedagogical and assessment strategies to promote effective teaching and learning
9.Create well presented and well organised written work in standard English, in a style appropriate to a subject specialist or professional audience.
10.Make effective oral presentations on topics related to their subject specialism and professional knowledge and understanding.
11;Design small-scale projects using appropriate research design and methods, and draw appropriate conclusions from the results.

Teaching/learning methods and strategies

1.Subject Specialist modules in Art, English and Music, such as ED3ASP6, ED1EN3, and ED2M5A.
2.Subject Specialist modules.
3.Professional Studies, Curriculum Subjects, and Placement modules such as ED1PF, ED1CE, ED1PL.
4.Subject specialist modules such as ED1AA, ED1EN2, and ED2M4A.
5.Professional Studies and Curriculum Subjects modules such as ED2PF, ED2CE, ED2CX, AND ED2CS.
6.Professional Studies and Curriculum Subjects modules such as ED2PF, ED2CE, ED2CX, AND ED2CS.
7.Professional Studies and Curriculum Subjects modules such as ED2PF, ED2CE, ED2CX, AND ED2CS. The Advanced Research Project ED3ARP1/ARP2.
8.All modules.
9.All modules
10. All modules.
11. The Advanced Research Project ED3ARP1/ARP2 and the Subject Specialism Dissertation ED3A7, ED3EN15, and ED3M8.
The above modules are delivered through a combination of lectures, seminars, tutorials, practical classes and fieldwork, as appropriate. There is an emphasis on student participation and reflective practice at all stages of the programme.

Assessment
The intellectual skills listed above will be examined through module assessments, which include dissertations, written coursework, oral presentations, placement assessments, a formal examination, final exhibition or performance, as appropriate.
Assessment of professional and curriculum assignments and of placements will also be against the TDA standards for QTS, as appropriate.

C. Practical skills - *able to:*

1.Develop and evaluate their own creative work in Art, English and Music.
2.Teach in primary school in a professional manner, covering the whole curriculum at Key Stages 1 and 2.
3.Design research projects in the area of their chosen subject specialism and in primary education, using appropriate ethical guidance, literature searches, methodology, data collection and analysis.

Teaching/learning methods and strategies

1. Subject Specialist modules in Art, English and Music, such as ED3ASP6, ED1EN3, and ED2M5A.
2. Placement modules ED1PL, ED2PL, ED3PL1, ED3PL2.
3. The Advanced Research Project ED3ARP1/ARP2 and the Subject Specialism Dissertation ED3A7, ED3EN15, and ED3M8.
4. All modules.
5. Professional Studies and Curriculum Subjects

4. Appraise ICT for effective use in their subject specialism, professional and curriculum studies, and on placements.
5. Formulate, assess and adapt plans for unpredictable and complex situations.

modules such as ED2PF, ED2CE, ED2CX, AND ED2CS. The above modules are delivered through a combination of lectures, seminars, tutorials, practical classes and fieldwork, as appropriate. There is an emphasis on student participation and reflective practice at all stages of the programme.

Assessment
The practical skills listed above will be examined through module assessments, which include dissertations, written coursework, oral presentations, placement assessments, a formal examination, final exhibition or performance, as appropriate. Assessment of professional and curriculum assignments and of placements will also be against the TDA standards for QTS, as appropriate.

D. Transferable skills - *able to:*

1. Communicate effectively, including providing effective feedback, in standard English both orally and in writing for a range of audiences, including primary schoolchildren.
2. Use interpersonal skills in a range of teaching and learning contexts, for example being a team member, or leadership of other adults. 3. Develop appropriate learning skills across a variety of subject specialist and professional areas, for example, to undertake appropriate research using a variety of media.
4. Critically appraise research and policy documents.
5. Apply numeracy skills as appropriate, for example in professional modules and placements.
6. Manage their own learning and professional development independently and self-critically.
7. Use ICT in a range of contexts, for example in dissertations, oral presentations, and placements.
8. Problem-solve in situations requiring creative thinking, initiative, and reflective practice.

Teaching/learning methods and strategies

1. All modules. Communication specifically to audiences of primary schoolchildren would be developed particularly through the placements modules ED1PL, ED2PL, ED3PL1, EDPL2.
2. All modules. Leadership of other adults would be developed particularly through the placement modules ED1PL, ED2PL, ED3PL1, ED3PL2 3. All modules. Web-based literature searches would be developed through many contexts, but particularly through the Advanced Research Project ED3ARP1/ARP2 and the Subject Specialism Dissertation ED3A7, ED3EN15, and ED3M8.
4. Professional Studies and Curriculum Subjects modules such as ED2PF, ED2CE, ED2CX, AND ED2CS.
5. Numeracy is developed in many contexts, but particularly through Mathematics Education modules such as ED1CX, ED2CX, ED3CX.
6. Self-management is developed in many contexts, but particularly through creating a personal and professional portfolio in ED1PF, ED2PF, and ED3GPS.
7. All modules.
8. Problem solving is developed through a range of contexts, but particularly through the placements modules ED1PL, ED2PL, ED3PL1, ED3PL2. The above modules are delivered through a combination of lectures, seminars, tutorials, practical classes and fieldwork, as appropriate. There is an emphasis on student participation and reflective practice at all stages of the programme.

Assessment
The transferable skills listed above will be examined through module assessments, which include dissertations, written coursework, oral presentations, placement assessments, a formal examination, final exhibition or performance, as appropriate. Assessment of professional and curriculum assignments and of placements will also be against the TDA standards for QTS, as appropriate.