

## Programme Specification

**BA Primary Education with Mathematics**

**For students entering Part 1 in September 2018**

**UCAS Code: XG11**

**UFEDMAT3**

**This document sets out key information about your Programme and forms part of your Terms and Conditions with the University of Reading.**

Awarding Institution	University of Reading
Teaching Institution	University of Reading
Length of Programme	3 years
Accreditation	Department for Education (DfE)

### **Programme information and content**

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 effective and meaningful education comes about as a result of active, dialectical learning that enables the development of analytical and creative skills. The programme aims to develop the individual student's identity as a subject specialist in either Mathematics by broadening and deepening their knowledge and skills. By working in partnership with successful schools on programme design, delivery and evaluation, the programme will further aim to enable students to achieve their full potential as teachers at keys Stage 1 and 2 with a well-developed subject specialism who are fully equipped with the knowledge, skills and understanding to achieve high standards as newly qualified members of the teaching profession. As is appropriate to a professional programme such as this, there is an emphasis on the development of professional values and attributes, as defined by the Teachers' Standards, the Department for Education's (DfE) standards for Qualified Teacher Status (QTS).

The content of the programme follows three distinct yet closely related strands of work. These are: Subject Specialism (Mathematics), Professional Studies, and Curriculum Studies. The programme comprises 17 modules, 6 each in years 1 and 2; 5 in year 3 plus non-credit bearing 3 school experience placement modules.

The Subject Specialism modules allow students to pursue their chosen specialism (Mathematics) as a discrete discipline to Honours level (Level 6). This strand will also include work on Mathematics, Children and Education in order to explore the interface between the chosen specialism, children and teaching and learning in the primary school. The Professional Studies strand will ensure that students have the study skills they need to take control over their own learning. It will introduce students to major theories regarding teaching and learning, child development and behaviour, curriculum design and the roles and responsibilities of the teacher. There will be particular focus in the final year on children's individual needs, which will include working with children with special educational needs.

Curriculum Studies modules will explore in depth the content of the core subjects of the primary curriculum. The core subjects are regarded as English, Mathematics and Science. Computer Science is seen as an integral aspect of each of these in terms of its capacity for and application to store and retrieve information, communicate, calculate and compute. Physical Education is also acknowledged as being central to the primary curriculum.

Students will study all the subject areas that form the basis of the primary curriculum, exploring what is taught and how, what resources are available to support teaching and learning, and critically investigating how they may utilise their own creativity to develop and employ pedagogy appropriate to these diverse curriculum demands.

In addition to the taught modules, trainees will be required to undertake supervised school placements amounting to a minimum of 120 days. Serial visits will provide opportunities for trainees to research into and experience first-hand elements of the taught modules described above and may contribute towards the assessment schedule of those modules. Students will also have some week-long placements which may be focused around priority areas or key elements of teaching practice. The remaining school based days will be organised into blocks of sustained experience during which trainees will be assessed against the Teachers' Standards.

**Part 1:** You will develop a clear insight into how children develop an understanding of mathematics. Key theorists who have substantially influenced the frameworks of teaching mathematics will be critically examined and explored. You will also start to understand how children learn mathematics in schools, especially the early structures that need to be in place for successful learning of mathematics. In your professional terms, you will start to understand the nature of teaching in primary schools and start to unpick the requirements of the primary curriculum. You will have a block placement in a Key Stage 1 classroom and a serial placement either in the Early Years or Key Stage 1. Your work will be assessed through course work, presentations and practical studio work.

**Part 2:** You will understand how the English system of the teaching of mathematics compares within other international jurisdictions. You will critically examine international statistics and what this means for standards. You will carefully examine the influences such international comparisons have on educational policy. In the professional terms, you will unpack the teaching and learning of all areas of the primary curriculum and the progression of ideas. You will especially develop an insight into the teaching and learning strategies within Key Stage 2. Your placement will be in a Key Stage 2 classroom.

**Part 3:** You will hone in on what it means to champion mathematics in primary schools and what the role of a mathematics specialist looks like and how you identify within this role. Your professional terms will focus on issues of inclusion within primary education and what tool kit you will need in order to be successful educators of the future. You will also undertake a final year research project on an education issue they you are interested in.

### Module information

Each part comprises 120 credits, allocated across a range of compulsory and optional modules as shown below. Compulsory modules are listed.

#### Part 1 Modules:

Module	Name	Credits
ED1AC4	Mathematics, Children and Education 1	20
ED1EC1	English and Communication in the Primary Curriculum 1	20
ED1MP1	Mathematics in the Primary School	20

ED1PS1	Professional Studies 1	20
ED1SP1	Teaching Practical Sessions in Science and Physical Education	20
ED1SS1	Subject Specialism 1: Mathematical reasoning	20
ED1SX1	School Experience 1	0

All modules at Part 1 of the programme are compulsory.

**Part 2 Modules:**

Module	Name	Credits
ED2AC4	Mathematics, Children and Education 2	20
ED2EC1	English and Communication in The Primary Curriculum 2	20
ED2MS1	Enabling Progress In Mathematics and Science	20
ED2PF1	The Foundation Subjects in the Primary Curriculum	20
ED2PS1	Professional Studies 2	20
ED2SS1	Subject Specialism 2: Mathematics - Exploring progression	20
ED2SX1	School Experience 2	0

All modules at Part 2 of the programme are compulsory.

**Modules during a placement year or study year (if applicable):**

Students will undertake supervised placements amounting to 120 days.

If you take a year-long placement or study abroad, Part 3 as described below may be subject to variation.

**Part 3 Modules:**

Module	Name	Credits
ED3AC4	Mathematics, Children and Education 3	20
ED3EM1	Refining Pedagogy in English and Mathematics	20
ED3PI1	Professional Studies and Inclusion	40
ED3SP1	Formative Assessment In Science And Physical Education	20
ED3SS1	Subject Specialism 3: Mathematics- Inclusion, diversity and intervention	20
ED3SX1	School Experience 3	0

All modules at Part 3 of the programme are compulsory.

**Additional costs of the programme**

During your programme of study you will incur some additional costs.

For textbooks and similar learning resources, we recommend that you budget up to £100 per year, depending on your preference to have your own books rather than borrow from the Library. Some books may be available second-hand, which will reduce costs. A range of resources to support your curriculum, including textbooks and electronic resources, are

available through the library. Reading lists and module specific costs are listed on the individual module descriptions.

Printing and photocopying facilities are available on campus at a cost per A4 page of £0.05 (black and white) and £0.30 (colour). Essential costs in this area will be low as most coursework will be submitted electronically.

Costs are indicative and may vary according to optional modules chosen and are subject to inflation and other price fluctuations.

The estimates were calculated in 2017

### **Optional modules:**

The optional modules available can vary from year to year. An indicative list of the range of optional modules for your Programme is set out in the Further Programme Information. Details of optional modules for each part, including any Additional Costs associated with the optional modules, will be made available to you prior to the beginning of the Part in which they are to be taken and you will be given an opportunity to express interest in the optional modules that you would like to take. Entry to optional modules will be at the discretion of the University and subject to availability and may be subject to pre-requisites, such as completion of another module. Although the University tries to ensure you are able to take the optional modules in which you have expressed interest this cannot be guaranteed.

### **Placement opportunities**

Placements, principally in primary schools, form an essential part in all three years of the BAEd programme.

### **Teaching and learning delivery:**

You will be taught 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.

Total study hours for each Part of your programme will be 1200 hours. The contact hours for your programme will depend upon your module combination; an average for a typical set of modules on this programme is Part 1 - 312 hours, Part 2 - 360 hours, Part 3 - 264 hours. In addition to your scheduled contact hours, you will be expected to undertake guided independent study. Information about module contact hours and the amount of independent study which a student is normally expected to undertake for a module is indicated in the relevant module description.

### **Accreditation details**

DBS clearance

## **Assessment**

The programme will be assessed through a combination of written coursework, oral presentations, critical evaluations of work undertaken on placement, final exhibition or performance, as appropriate, and extended research projects and dissertations.

Teaching is organised in modules that typically involve lectures, seminars, tutorials and blended learning. Some modules provide opportunities for students to work with children both in and out of the school context.

Modules are assessed by a blend of coursework assignments and other tasks such as presentations. Students complete a final year exhibition.

The programme will be assessed through a combination of written coursework, oral presentations, critical evaluations of work undertaken on placement and a research project written up in a dissertation format.

Assessment of professional and curriculum assignments and of placements will also be against the Teachers' Standards, as appropriate.

## **Progression**

The University-wide rules relating to 'threshold performance' as follows

### *Part 1*

- (i) obtain an overall average of 40% over 120 credits taken in Part 1; and
- (ii) obtain a mark of at least 30% in individual modules amounting to at least 100 credits taken in Part 1.

In order to progress from Part 1 to Part 2, a student must achieve a threshold performance; and

- (iii) pass ED1SX1.

The achievement of a threshold performance at Part 1 qualifies a student for a Certificate of Higher Education if they leave the University before completing the subsequent Part.

### *Part 2*

To gain a threshold performance at Part 2, a student shall normally be required to:

- (i) obtain a weighted average of 40% over 120 credits taken at Part 2; and
- (ii) obtain marks of at least 40% in individual modules amounting to at least 80 credits; and
- (iii) obtain marks of at least 30% in individual modules amounting to at least 120 credits, except that a mark below 30% may be condoned in no more than 20 credits of modules owned by the Department of Mathematics and Statistics.

In order to progress from Part 2 to Part 3, a student must achieve a threshold performance and

- (iv) pass ED2SX1.

The achievement of a threshold performance at Part 2 qualifies a student for a Diploma of Higher Education if they leave the University before completing the subsequent Part.

### **Classification**

Bachelors' degrees

The University's honours classification scheme is based on the following:

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

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

*Three year programmes:*

Part 2: one-third

Part 3: two-thirds

Students successfully completing the programme will be awarded BA in Primary Education with Mathematics. In addition to the degree classification, students who have successfully met the Teachers' Standards and passed ED3SX1 will be recommended for Qualified Teacher Status (QTS). The assessment is based their final school experience. The Department for Education will formally award Qualified Teacher Status.

**For further information about your Programme please refer to the Programme Handbook and the relevant module descriptions, which are available at <http://www.reading.ac.uk/module/>. The Programme Handbook and the relevant module descriptions do not form part of your Terms and Conditions with the University of Reading.**

BA Primary Education with Mathematics for students entering Part 1 in session 2018/19  
19 September 2017

© The University of Reading 2017