Programme Specification

BA Primary Education with Mathematics (QTS) **UCAS Code: XG11**

For students entering Part 1 in September 2027 **UFEDMATQTS**

UFEDMATX

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 of Education (DfE)
QAA Subject Benchmarking Group	Education Studies, Mathematics, statistics and operational research

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 because of active, dialogical learning that enables the development of analytical and creative skills. The programme aims to develop the individual student's identity as a beginner teacher by broadening and deepening their knowledge and skills in a range of disciplines. The 360 credit programme will enable students to undertake a range of core modules where they can build their understanding and expertise as well as experiencing a specialism module in Mathematics across the programme, Part 1, 2 and 3. 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 Key Stage 1 and 2 with a well-developed generalist pathway 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 for 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: professional modules; enhancement (optional) modules; and school placements. The programme comprises 16 modules (six in Year 1 and five each in Years 2 and 3). Students learn essential knowledge, skills and understanding about the practice of teaching and the subjects included in the primary National Curriculum through their 13 compulsory modules. This strand is very broad and lays the bedrock for all other professional development that follows. In each Part they also select one enhancement module (in Art, English, Mathematics or Music) to develop additional knowledge to deepen their provision of that subject. This strand will explore and enable reflection on the interface between the

chosen subjects, children and teaching and learning in the primary school. The last strand is the requirement to undertake school-based placements, a vital strand that allows application of and reflection on skills. These placements are built into three of the professional modules, one per year.

Professional Studies modules, taught throughout every Part, 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 from Part 2 onwards on children's individual needs, which will include working with children with special educational needs or disabilities. The core subjects in the primary National Curriculum (English, Maths and Science) are taught from Part 1 onwards. The foundation subjects (Art, Computer Science, Design & Technology (DT), Geography, History, Languages, Music, Physical Education (PE)) and Religious Education are introduced in Part 1, with particular focus on Computer Science, Art, DT and PE, before being studied in depth from Part 2 onwards. Computer Science is seen as an integral aspect of 21st century living and it plays a central role in accessing much curriculum information. Physical Education is acknowledged as being central to the development of young people, and students will study all the subject areas to explore what is taught, how it is taught and importantly, why it is taught.

The programme ensures compliance to the number of days of placement as per the Department for Education requirements for Qualified Teacher Status.

These are split into three ‘block’ placements lasting several weeks (one per year), as well as shorter, more intensive placements which may be focused around priority areas or key elements of teaching practice. Placements provide opportunities for students to research into and experience first-hand elements of the taught modules described above and may contribute towards the assessment schedule of those modules.

The Primary BA Ed programme is underpinned by the Primary Phase Curriculum, Reading Partnership Teacher Attributes in which students will leave the programme embodying in their practice, the ITT Core Content Framework (CCF) and Teaching Standards (TS).

To appropriately address the Teachers' Standards by the end of the programme and develop effective professional attributes, full attendance and active participation in all modules is a requirement. Through critical investigation, students will be encouraged to be creative, independent thinkers who are able to propose, and defend, appropriate pedagogies for the meaningful delivery of diverse curriculum demands.

Part 1:	Introduces you to the ideas of developing a deep insight in the teaching and learning of Mathematics within the primary classroom. It explores theoretical concepts of key figures in the field of children’s mathematical development. You will develop a deep insight into the nature and purpose of teaching and learning in the primary school, exploring key features of effective mathematical learning environment. You will look at pedagogy within the primary classroom and wider issues linked to education, including inclusion, safeguarding, global citizenship and social justice. You will start to unpick the requirements of the primary curriculum. You will have a weekly serial placement in Key Stage 1, as a

	precursor to your block placement in a Key Stage 1 classroom. Your work will be assessed through course work, presentations, and practical activities.
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. students will gain an international perspective as they explore different models of mathematics teaching and critically compare mathematics curricula. Students will grow in confidence as they set mathematics within a wider context, exploring links between mathematics and other curricular areas, such as art and literacy. You will develop greater depth of understanding how children develop their learning. You will unpack the teaching and learning of all areas of the primary curriculum and the progression of ideas and curriculum design. 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. Your work will be assessed through course work, presentations and practical workshops.
Part 3:	Gives you the opportunity to understand and develop clear strategies and skills to become a Mathematics Subject Leader in the future. You will continue to gain a critical insight and knowledge of Mathematics and its use in the classroom. deepens and consolidates students' understanding of the nature, purpose and leadership of mathematics in the primary school. You will establish key skills underpinning the role of the subject leader, including working with others, monitoring and evaluation. You will refine understanding of key issues for teaching and learning mathematics and consider implications for a school mathematics policy. You will consider the role of working with parents and the wider role of the subject leader as a member of the school community, working with TAs as well as peers. You will refine your understanding of primary classroom practice as you consider intervention and support for children. You will also develop your skills for working with other adults in the school community. Through your chosen optional module, you will also develop clear strategies and skills to go into a leadership role in a school in the future. Additionally, you will be provided opportunity and time to develop your understanding of a specific area that you are interested in through investigating the research base for it. This will take the form of a Research Engagement Project and will be linked to your school placement. The school placement may be in either Key Stage.

Programme Learning Outcomes - BA Primary Education with Mathematics (QTS)

During the course of the Programme, you will have the opportunity to develop a range of skills, knowledge and attributes (known as learning outcomes) For this programme, these are:

	Learning outcomes
1	Develop the professional competencies of teachers as described in the national Teachers' Standards.
2	Have a secure understanding of the subject content knowledge in the primary National Curriculum. * For students on the specialist pathway only: Be able to go beyond National Curriculum content in own specialist subject, teaching from a

	deep, innovative knowledge-base and sharing current best practice in their specialist subject.
3	Develop into pedagogically-skilled practitioners who use their knowledge of the craft of teaching reflexively.
4	Develop spoken and written communication skills that have clarity for all types of audience, including children.
5	Be able to organise and prioritise workload with autonomy and discipline.
6	Develop into compassionate professionals who can deliver empathetic pastoral care for the children they teach and for themselves.
7	Develop into creative critical thinkers who combine their knowledge of research and context to plan and reflect on their teaching.
8	Be committed to developing as a teacher through reflection on own emerging teacher identity and seek out new learning and collaboration opportunities.
9	Develop into evidence-informed teachers who are able to find, engage with and appraise relevant research in the field of primary education for translation into their own practice.
10	Demonstrate the ideas of academic integrity and research ethics in their own work.
11	Develop into ethical community participants who promote the protection of our environment through delivery of a curriculum underpinned by climate sustainability.
12	Be able to craft inclusive educational experiences that draw on the principles of equity, sustainability and social justice.

You will be expected to engage in learning activities to achieve these Programme learning outcomes. Assessment of your modules will reflect these learning outcomes and test how far you have met the requirements for your degree.

To pass the Programme, you will be required to meet the progression or accreditation and award criteria set out below.

In addition to the learning outcomes stated above if you are on a placement or study abroad programme you will have the opportunity to develop the following learning outcome:

Additional Learning outcomes
N/A

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	Level
ED1EP1	English in the Primary Curriculum 1	20	4
ED1GIS1	Global Inclusion and Social Justice for Education	20	4
ED1MC1	Mathematics and Computing in the Primary Curriculum	20	4

ED1MCE4	Mathematics, Children and Education 1	20	4
ED1PSP1	Professional Studies and School Placement 1	20	4
ED1SAP1	Teaching Practical Sessions in Science, Design and Technology, Art and Physical Education	20	4

Part 2 Modules:

Module	Name	Credits	Level
ED2EP2	English in the Primary Curriculum 2	20	5
ED2FS1	The Foundation Subjects in the Primary Classroom 1	20	5
ED2MCE4	Mathematics, Children and Education 2	20	5
ED2MSP1	Mathematics and Science in the Primary Curriculum	20	5
ED2PSP2	Professional Studies and School Placement 2	40	5

Students who fail the placement element of the compulsory module *ED2PSP2 Professional Studies and School Placement 2 (40 credits)* will take an equivalent alternative compulsory module at Part 3 in place of *ED3PSP3 Professional Studies, Research Engagement & School Placement 3 (40 credits).*

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	Level
ED3EMS1	Refining Pedagogy in Core Subjects: English, Mathematics and Science	20	6
ED3FS2	The Foundation Subjects in the Primary Classroom 2	20	6
ED3MCE4	Mathematics, Children and Education 3	20	6
ED3MPE1	Mental and Physical Education - Psychology of Education	20	6
ED3PSP3	Professional Studies, Research Engagement and School Placement 3	40	6

Placement opportunities

You will be provided with the opportunity to undertake a pass/fail placement as part of the Professional Studies module in each part of your programme. This will form part of your compulsory requirements for progression through the course. Your placement will be organised by the University with one of our partnership schools. You will have a mentor (school-based) as well as the support of a University tutor throughout your placements. Study Abroad: You will not have an opportunity to Study Abroad.

Optional modules:

The optional modules available can vary from year to year. An indicative list of the range of optional modules for your programme can be found online in the Course Catalogue. 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.

Teaching and learning delivery:

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

Total hours for each taught Part of your programme will be around 750 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 – 227, Part 2 – 235, Part 3 – 222 = 684 total + 51 digital 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.

Elements of your programme will be delivered via digital technology. The scheduled teaching and learning activity hours and amount of technology enhanced learning activity for your programme will depend upon your module combination. In addition, you will undertake some self-scheduled teaching and learning activities, designed by and/or involving staff, which give some flexibility for you to choose when to complete them. You will also be expected to undertake guided independent study.

Information about module study hours including 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 and other mandatory working with children checks

Fitness to Teach Assessment

The Department for Education will formally award Qualified Teacher Status on the basis of a recommendation from the University of Reading.

Assessment

There is an emphasis on student participation and reflective practice at all stages of the programme.

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

Modules are assessed by a blend of coursework assignments and other tasks such as presentations.

The programme will be assessed through a combination of written coursework, oral presentations and research projects. Work undertaken in block placements will be critically evaluated and assessed and, in Part 3, evaluated for recommendation to QTS.

Further information is contained in the individual module descriptions.

Progression

Part 1
To achieve a threshold performance at Part 1, a student will normally be required to:
(i) Obtain an overall weighted average of 40% over 100 credits taken in Part 1; and
(ii) Obtain a mark of at least 40% or Pass in individual modules amounting to not less than 80 credits taken in Part 1; and
(iii) Obtain marks of at least 30% or Pass in modules amounting to 120 credits. (A Fail in a Pass/Fail module will be treated as not meeting the minimum threshold requirement for progression or classification. Pass/fail modules are excluded from weighted average calculations but must be passed to avoid failure of the Part or degree.)

In order to progress from Part 1 to Part 2, a student must achieve a threshold performance; pass ED1PSP1.

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.

Students considering transferring to another programme should seek guidance from their designated Support Centre in the first instance.

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

(i) Obtain a weighted average of 40% over 120 credits taken in Part 2; and
(ii) Obtain marks of at least 40% or Pass in individual modules amounting to at least 80 credits taken in Part 2; and
(iii) Obtain marks of at least 30% or Pass in individual modules amounting to at least 120 credits. (A Fail in a Pass/Fail module will be treated as not meeting the minimum threshold requirement for progression or classification. Pass/fail modules are excluded from weighted average calculations but must be passed to avoid failure of the Part or degree.)

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

(iv) pass ED2PSP2 with an overall module mark of 40%; and

(v) pass the placement element of ED2PSP2 in order to be eligible to undertake the QTS element of ED3PSP3 in Part 3. Where a student does not pass the placement element they will NOT be eligible for QTS, they will take that alternative route non-QTS (ED3PSPA).

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.

In order to be recommended to the DfE for QTS: Students have to pass the placement element of ED3PSP3. For those students who take the alternative route (non-QTS) they will exist with an equivalent non-QTS award.

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

Details of the classification method is given in detail in the Assessment Handbook under:

- Section 17: Awards (Bachelor's), or
- Section 18: Awards (Integrated Master's programmes). Students who do not progress to Part 4 of the Integrated Master's will normally be subject to the method detailed under Section 17: Awards (Bachelor's)

Please note that there may be a specific version of the above for your year of entry.

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. Estimates were calculated in 2026.

Students may consider purchasing a laptop to help support their learning. Information on recommended device specifications can be found on the DTS Student Hub.

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.

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