

BA (QTS) in Primary Education with Mathematics
For students entering Part 1 in 2013/4

UCAS code: XG11

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Education Studies, Mathematics, statistics and operational research
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	3 years
Date of specification:	17/Sep/2014
Programme Director:	
Programme Advisor:	
Board of Studies:	Board for Primary ITE programmes
Accreditation:	National College for Teaching & Leadership

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 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 Art, English, Mathematics or Music 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).

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. 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.

Programme content

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, Maths and Science. ICT 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.

In order to appropriately address Teachers' Standards and develop effective professional attributes, full attendance and active participation in all modules is a requirement.

All modules are compulsory.

Part 1 (three terms)

Compulsory modules

ED1PS1	Professional Studies 1	20	4
ED1SS1	Mathematical reasoning	20	4
ED1AC4	Mathematics, Children & Education 1	20	4
ED1EC1	English and Communication in the Primary Curriculum	20	4
ED1MP1	Mathematics in the Primary School	20	4
ED1SP1	Teaching practical sessions in Science and PE	20	4
ED1SX1	School experience 1		

Part 2 (three terms)

Compulsory modules

ED2PS1	Professional Studies 2	20	5
ED2SS1	Mathematics - Exploring progression	20	5
ED2AC4	Mathematics, Children & Education 2	20	5
ED2EC1	English and Communication in the Primary Curriculum 2	20	5
ED2MS1	Enabling progression in Maths and Science	20	5
ED2PF1	The Foundation Subjects in the Primary Curriculum	20	5
ED2SX1	School experience 2		

Part 3 (three terms)

Compulsory modules

ED3PI1	Professional Studies and inclusion	40	6
ED3SS1	Mathematics - Inclusion, diversity and intervention	20	6
ED3AC4	Mathematics, Children & Education 3	20	6
ED3EM1	Refine pedagogy on English and Mathematics	20	6
ED3SP1	Formative assessment in Science and PE	20	6
ED3SX1	School experience 3		

Progression requirements

To proceed to Part 2 a student must normally:

- Obtain an overall average of 40% over 120 credits taken in Part 1;
- Achieve a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1;
- Pass ED1SX1.

To proceed to Part 3 a student must normally:

- (i) Obtain a weighted average of 40% over 120 credits taken in Part 2;
- (ii) Obtain marks of at least 40% in individual modules amounting to not less than 80 credits taken in Part 2;
- (iii) Obtain marks of at least 30% in individual modules amounting to not less than 120 credits taken in Part 2;
- (iv) Pass ED2SX1.

Assessment and classification

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 subject specialist dissertation and final exhibition, presentation or performance in the context of an Arts, Children and Education week.

An enrichment programme involving partnership schools will be offered in order to celebrate and utilise students' creative and professional work.

Students' Professional Studies work culminates in an advanced research project recorded in a dissertation

Award

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: www.reading.ac.uk/Exams/classificationpost2007.pdf.

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

Part 2: one-third

Part 3: two-thirds

Students successfully completing the programme will be awarded BA in Primary Education (with Art, English, Mathematics or Music). 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.

Lesser awards

The Certificate of Higher Education is available as an exit award following successful completion of Part 1.

The Diploma of Higher Education is available as an exit award following successful completion of Part 2.

Admission requirements

Entrants to this programme are normally required to have obtained:

- Grade C or better in English, Maths, Science GCSE (or equivalent qualification).
- 280 UCAS point normally consisting of a minimum of three 'A' levels (normally a minimum of grades BBC)
- This tariff excludes Key Skills and General Studies.
- English language requirements:
 - At least ten days recent experience in a state primary school.
 - Interview is an essential requirement.

Candidates must:

- Satisfy all the NCTL entry requirements for initial teacher training
- Show that they can communicate effectively in both spoken and written English.
- If offered a place, obtain an appropriate enhanced DBS disclosure, arranged through the University. All non-UK candidates need to provide a certificate of no criminal convictions - provided by their own police force before entering the UK
- If offered a place, meet the requirements for physical and mental fitness to teach, assessed by a declaration of health questionnaire and, in some cases, a medical examination

- Pass computer-based Skills Tests in Numeracy and Literacy, prior to starting the programme (September 2013 entry onwards)

Admissions Tutor: Programme Director

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, Placement and Experience Centre (CPEC), 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, academic issues (eg problems with module selection) and exam related queries. 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

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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

Most full-time staff who contribute to the BA(Ed) are also Personal Tutors for students on the programme. They advise and support students regarding their studies, helping with both academic and personal difficulties that may affect progress. They meet students regularly to discuss their progress and provide reports and references for future academic or career choices, as appropriate.

Career learning

Career prospects

On successful completion of a professional ITT/E degree, it is expected that BAEd graduates with QTS will obtain posts as Newly Qualified Teachers (NQTs) in primary schools. Students who have graduated with a BAEd without QTS obtain posts in a variety of other related professions, for example, museum services, educational administration, art / music educational support services, or the children's publishing industry.

Opportunities for study abroad

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 three years of the BAEd programme as described above.

Placement opportunities

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:

1. Educational processes, and the cultural, political and historical contexts within which they are embedded
2. Contemporary research and other relevant educational literature
3. The processes of learning, including some of the key paradigms and their impact on educational practices
4. The effects of cultural, societal, political, historical and economic contexts on learning, including education policies, moral, religious and philosophical underpinnings, and issues of social justice
5. Formal and informal contexts for learning. Educational contexts will include some understanding of their own education system and other education systems, and the values underpinning their organisation
6. A range of research perspectives and methodologies applied to education
7. The complex interactions between education and its contexts, and relationships with other disciplines and professions
8. Personal responsibility and professional codes of conduct

Teaching/learning methods and strategies

The elements of knowledge and understanding listed here are germane to all of the modules on the BAEd programme. These 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 will be examined through module assessments, which include written coursework, oral presentations, critical evaluations of work undertaken on placement, final exhibition or performance, as appropriate, and extended research projects and dissertations. Assessment of professional and curriculum assignments and of placements will also be against the Teachers' Standards, as appropriate. Full attendance and active participation in all modules is required.

Skills and other attributes

B. Intellectual skills - *able to*:

1. Creatively apply their subject knowledge and skills 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, professional studies and child development.
6. Critically appraise research and policy documents.
7. Apply numeracy and data gathering/interpretation skills as appropriate, for example in professional modules and placements.
8. Use evidence-based approaches to evaluate theories and practices of primary education.
9. Understand and implement links between the theory and practice of primary education.
10. Select appropriate pedagogical and assessment strategies to promote effective teaching and learning

Teaching/learning methods and strategies

The BAEd consists of four discrete yet closely intertwined strands: Subject specialism, professional studies and primary curriculum modules, and school placements. The first three of these are concerned with the development of intellectual skills and recognises the connectivity between these and practical application in the development of the subject specialist and classroom teacher. They 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 opposite will be examined through module assessments, which include dissertations, written coursework, oral presentations, placement assessments, a formal examination, final exhibition or performance, as appropriate.

11. Design small-scale projects using appropriate research design and methods, and draw appropriate conclusions from the results.

C. Practical skills - able to:

1. Develop and evaluate their own creative work in Art, English, Mathematics and Music.
2. Teach in primary school in a professional manner, covering the whole curriculum at Key Stages 1 and 2.
3. Develop an understanding of inclusion as a principle of educational policy and practice
4. Can apply appropriate teaching techniques in the context of special educational needs
5. 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.
6. Employ and appraise ICT for effective use in their subject specialism, professional and curriculum studies, and on placements.
7. Formulate, assess and adapt plans for unpredictable and complex situations.

D. Transferable skills - able to:

1. Can work effectively with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team
2. Able to analyse, synthesise, evaluate, and identify problems and solutions

Teaching/learning methods and strategies

1. Lectures, seminars, tutorials and practical classes in Subject Specialist modules in Art, English, Mathematics and Music (Modules ED1SA1, ED1SE1, ED1SM1, ED1SS1, ED1AC1, ED1AC2, ED1AC3, ED1AC4, ED2SA1, ED2SE1, ED2SM1, ED2SS1, ED2AC1, ED2AC2, ED2AC3, ED2AC4, ED3SA1, ED3SE1, ED3SM1, ED3SS1, ED3AC1, ED3AC2, ED3AC3, ED3AC4)
2. School experience ED1SX1, ED2SX1, ED3SX1
3. Lectures, seminars, tutorials and practical classes in Wider professional studies (ED3PI1)
4. Fieldwork in wider professional studies (ED3PI1)
5. Independent, guided and blended learning in Subject Specialist modules in Art, English, Mathematics and Music (Modules ED1AC1, ED1AC2, ED1AC3, ED1AC4, ED2AC1, ED2AC2, ED2AC3, ED2AC4, ED3AC1, ED3AC2, ED3AC3 ED3AC4)
6. The nature and use of ICT is embedded in all modules and the Teachers' Standards. It is specifically addressed through lectures, seminars, practical classes and blended learning in Modules ED1SP1 and ED3SP1
7. Lesson and curriculum planning is addressed in subject specialism and primary curriculum strands in order to prepare students for work towards the Teachers' Standards. In school placements students will have a school based mentor and a University tutor to offer individual support and guidance.

Assessment

Students' practical skills will be examined through module assessments, which include written coursework, oral presentations, placement assessments, a formal examination, final exhibition or performance, as appropriate, and extended research projects and dissertations.

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

Teaching/learning methods and strategies

1. Collaborative and group work is a feature of all taught modules. It is represented in the Teachers' Standards and is thus an element of the school placements.
2. Practical session in all module routinely involve individual and group explorations

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| <ul style="list-style-type: none"> 3. Can communicate effectively, including providing effective feedback, in standard English both orally and in writing for a range of audiences, including primary schoolchildren. 4. Effective use of interpersonal skills in a range of teaching and learning contexts, for example being a team member, or leadership of other adults. 5. Develop appropriate learning skills across a variety of subject specialist and professional areas, for example, to undertake appropriate research using a variety of media. 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. Create well presented and well organised written work in standard English, in a style appropriate to a subject specialist or professional audience. | <ul style="list-style-type: none"> of problems, presentations of findings and peer evaluations 3. All modules involve communicating to specific audiences for different purposes e.g. peers, assessors, colleague and primary schoolchildren. 4. All modules offer the opportunity to work in and lead groups of other adults in order to research, plan, present and teach. 5. All modules will introduce students to a range of research methods including web-based literature searches. Students will be offered individual support and guidance in Wider professional issues (ED3PI1) the Subject Specialism Practice as Research / Dissertation assignments (modules ED3SA1, ED3SE1, ED3SM1, ED3SS1 & ED3AC1, ED3AC2, ED3AC3, ED3AC4) 6. Self-management is developed in many contexts, but particularly through creating a personal and professional portfolios in school placements and primary curriculum modules (ED1EC1, ED1MP1, ED2EC1, ED2MS1, ED2PF1, ED3EM1, ED3SP1) 7. The nature and use of ICT is embedded in all modules and the Teachers' Standards. It is specifically addressed through lectures, seminars, practical classes and blended learning in Modules ED1SP1 and ED3SP1 8. All modules involve communicating to specific audiences for different purposes e.g. peers, assessors, colleague and primary schoolchildren. The ability to communicate in Standard written and spoken English is included in the Teachers' Standards and as such will be tutored in school experience. |
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Assessment

Students' transferable skills will be examined through module assessments, which include written coursework, oral presentations, placement assessments, a formal examination, final exhibition or performance, as appropriate, and extended research projects and dissertations.

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

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.