

## Programme Specification: BEd (Hons) Primary Education (5 – 11 route)

About the course		
1	<b>Name of course and highest award</b>	BEd (Hons) Primary Education BA (Hons) Primary Professional Education
2	<b>Level of highest award (according to <a href="#">FHEQ</a>)</b>	Level Six
3	<b>Possible interim awards</b>	Cert HE, DipHE
4	<b>Awarding/validating institution</b>	University of Gloucestershire
5	<b>Teaching institution</b>	University of Gloucestershire
6	<b>Faculty responsible</b>	Business, Education and Professional Studies
7	<b>Mode of study (full-time, part-time, etc)</b>	Full-time
8	<b>QAA <a href="#">subject benchmark statement(s)</a> where relevant</b>	The benchmark for Education Studies has been used as a point of reference.
9	<b>Recognition by Professional, Statutory or Regulatory Body (PSRB), to include definition of the recognition</b>	The BEd (Hons) Primary Education includes recommendation for Qualified Teacher Status, confirmed by the Teaching Agency. The course must, therefore, meet the current requirement/criteria for ITT and enable students to meet all of the Teachers' Standards (DfE, 2012).  The BA (Hons) Primary Professional Education does not include QTS and is a fall-back award for students who start the BEd but do not continue to QTS.
10	<b>Other external points of reference</b>	The course is inspected regularly by the Office for Standards in Education.
11	<b>Date of initial validation</b>	Major Review 2007
12	<b>Date(s) of revision</b>	Revalidation 2010
13	<b>Course aims – a numbered list of the course's broad statements of intent (likely to be no more than 6)</b>	<ol style="list-style-type: none"> <li>1. To prepare students to at least meet the Standards for Teachers (DfE 2012)</li> <li>2. To prepare students to teach successfully within their chosen age-range of children aged five to eleven</li> <li>3. To prepare students in relation to subject knowledge and pedagogical knowledge and understanding, in order to develop effective teaching and learning approaches that meet the needs of all learners</li> <li>4. To enable students to become highly reflective about their practice and to think critically about issues in relation to primary education and take responsibility for their own development as teachers</li> <li>5. To enable students to understand the values that underpin primary education</li> </ol>

14	<p><b>Learning outcomes of the BEd (Hons) Primary Education course</b></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate detailed knowledge and systematic understanding across key aspects of primary education, including the primary National Curriculum in order to at least meet the Standards for Teachers (DfE 2012) required by newly qualified teachers.</li> <li>2. Know, understand and critically evaluate theories and principles of learning and pedagogy to inform a variety of highly effective approaches to planning, teaching and assessment on school placement;</li> <li>3. Engage successfully in school placements, demonstrating high standards and quality of professional practice in order to meet the Standards for Teachers (DfE 2012) required by newly qualified teachers</li> <li>4. Engage continuously with processes of self-evaluation and target setting; demonstrating high standards of professional, reflective practice in order to at least meet the Standards for Teachers (DfE 2012) required by newly qualified teachers.</li> <li>5. Demonstrate the ability to manage their own learning through a high level of self-motivation to improve performance through engagement in Continuing Professional Development (CPD) and life-long learning.</li> </ol> <p><b>Learning outcomes of the BA (Hons) Primary Professional Education course</b></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate detailed knowledge and systematic understanding across key aspects of primary education, including the primary National Curriculum</li> <li>2. Know and understand theories and principles of learning and pedagogy to inform knowledge of creative and effective approaches to planning, teaching and assessment;</li> <li>3. Know and understand the Standards for Teachers (DfE 2012)</li> <li>4. Engage continuously with processes of self-evaluation and target setting; demonstrating high standards of academic reflective practice</li> <li>5. Demonstrate the ability to manage their own learning through a high level of self-motivation to engage in Continuing Professional Development (CPD) and life-long learning.</li> </ol>
15	<p><b>Learning and teaching strategy</b></p> <p>The BEd programme utilises a variety of teaching and learning approaches to enhance the learning experience of the student. The use of workshops, seminars, lectures, tutorials and directed study all contribute to the learning programme.</p> <p>Students are expected to take early responsibility for their own professional development through engagement in enhancing personal subject and pedagogical knowledge and through setting individual targets for personal, professional development throughout the course.</p> <p>Students engage in directed study, including group tasks, to deepen their understanding of the role of the teacher, strengthen their subject knowledge and further explore issues in relation to primary education.</p> <p>Through the approaches to learning and teaching employed on these programmes students will be supported to develop the attributes set out in the UoG Learning and Teaching Strategy.</p>

		<b>BEd Programme Outcomes and where they are assessed</b>				
		Demonstrate detailed knowledge and understanding across key aspects of primary education, including the primary National Curriculum and the statutory framework for the Early Years Foundation Stage in order to at least meet the Standards for Teachers (DfE 2012) required by newly qualified teachers.	Know and understand critically theories and principles of learning and pedagogy to inform a variety of highly effective approaches to planning, teaching and assessment on school placement.	Engage successfully in school placements, demonstrating high standards and quality of professional practice in order to meet the Standards for Teachers (DfE 2012) required by newly qualified teachers	Engage continuously with processes of self-evaluation and target setting; demonstrating high standards of professional, reflective practice in order to at least meet the Standards for Teachers (DfE 2012) required by newly qualified teachers.	Demonstrate a high level of self-motivation to improve performance through engagement in Continuing Professional Development (CPD) and life-long learning.
<b>BEd Level 4</b>	BE4001	✓	✓	✓	✓	✓
	BE4003	✓	✓			✓
	BE4004	✓	✓			
	BE4005	✓	✓		✓	✓
	BE4006	✓	✓		✓	✓
	BE4007	✓	✓		✓	
	BE4008	✓	✓		✓	
<b>BEd Level 5</b>	BE5001	✓	✓	✓	✓	✓
	BE5002	✓	✓	✓	✓	✓
	BE5003	✓	✓			✓
	BE5004	✓	✓		✓	✓
	BE5005	✓	✓		✓	✓
	BE5006	✓	✓		✓	✓
	BE5007	✓	✓		✓	✓
	BE5011 – BE5018	✓	✓		✓	✓

		Demonstrate detailed knowledge and understanding across key aspects of primary education, including the primary National Curriculum and the statutory framework for the Early Years Foundation Stage in order to at least meet the Standards for Teachers (DfE 2012) required by newly qualified teachers.	Know and understand critically theories and principles of learning and pedagogy to inform a variety of highly effective approaches to planning, teaching and assessment on school placement.	Engage successfully in school placements, demonstrating high standards and quality of professional practice in order to meet the Standards for Teachers (DfE 2012) required by newly qualified teachers	Engage continuously with processes of self-evaluation and target setting; demonstrating high standards of professional, reflective practice in order to at least meet the Standards for Teachers (DfE 2012) required by newly qualified teachers.	Demonstrate a high level of self-motivation to improve performance through engagement in Continuing Professional Development (CPD) and life-long learning.
<b>BEd Level 6</b>	BE6001	✓	✓	✓	✓	✓
	BE6002	✓	✓	✓	✓	✓
	BE6004	✓	✓	✓	✓	✓
	BE6009	✓	✓	✓	✓	✓
	BE6010	✓	✓	✓	✓	✓
	BE6011 – BE6018	✓	✓	✓	✓	✓

		BA (Hons) Primary Professional Education Programme Outcomes and where they are assessed				
		Demonstrate detailed knowledge and understanding across key aspects of primary education, including the primary National Curriculum and the statutory framework for the Early Years Foundation Stage	Know and understand theories and principles of learning and pedagogy to inform knowledge of creative and effective approaches to planning, teaching and assessment	Know and understand the Standards for Teachers (DfE 2012)	Engage continuously with processes of self-evaluation and target setting; demonstrating high standards of academic reflective practice	Demonstrate a high level of self-motivation to engage in Continuing Professional Development (CPD) and life-long learning.
		As per Year One of the BEd Programme				
<b>BEd Level 5</b>	<i>BE5021</i>	✓	✓		✓	
	<i>BE5022</i>	✓	✓			
	BE5003	✓	✓			✓
	BE5004	✓	✓	✓	✓	✓
	BE5005	✓	✓	✓	✓	✓
	BE5006	✓	✓		✓	✓
	BE5007	✓	✓		✓	✓
	BE5011 – BE5018	✓	✓		✓	✓
<b>BEd Level 6</b>	<i>BE6021</i>	✓	✓	✓	✓	✓
	BE6002	✓	✓	✓	✓	✓
	BE6004	✓	✓	✓	✓	✓
	BE6009	✓	✓	✓	✓	✓
	BE6010	✓	✓	✓	✓	✓
	BE6011 – BE6018	✓	✓	✓	✓	✓

<b>16 Learning and teaching methods</b>			
HEFCE requires that the University's Key Information Set (KIS) indicates the proportion of time in each year of study that students can expect to engage in the following activities (express as a percentage for each level).			
<ul style="list-style-type: none"> <li>Scheduled learning and teaching activities (including lectures, seminars, tutorials, dissertation meetings, demonstration, practical workshops, fieldwork, external visits, work-based learning);</li> <li>Guided independent learning;</li> <li>Placement and study abroad</li> </ul>			
<b>Level 4</b>	Scheduled learning and teaching activities		21%
	Guided independent learning		61%
	Placement and study abroad		18%
<b>Level 5</b>	Scheduled learning and teaching activities		19%
	Guided independent learning		52%
	Placement and study abroad		29%
<b>Level 6</b>	Scheduled learning and teaching activities		15%
	Guided independent learning		57%
	Placement and study abroad		25%
<b>17 Assessment strategy</b>			
The course's approach to assessment which enable learning outcomes to be achieved and demonstrated by the student.			
<p>Assessment is undertaken both formatively and summatively and a variety of assessment approaches are utilised, including presentations, written assignments, production of portfolios and evidence in relation to teaching skills. Whilst on accredited school placement, the assessment process includes the provision of developmental (formative) feedback on practice and formal feedback based on observations of taught sessions. The formative feedback informs the summative judgment. Feedback is designed to both enhance practice and make students aware if their practice is deemed to be unsatisfactory.</p>			
<b>18 Assessment methods</b>			
HEFCE requires that the University's Key Information Set (KIS) indicates the proportion of <u>summative</u> assessment in each year of study that will derive from the following:			
<ul style="list-style-type: none"> <li>Written exams</li> <li>Practical exams</li> <li>Coursework</li> </ul>			
<b>Level 4</b>	Written exams		0%
	Practical exams		0%
	Coursework		100%*
<b>Level 5</b>	Written exams		0%
	Practical exams		0%
	Coursework		100%*

	<b>Level 6</b>	Written exams	0%
		Practical exams	0%
		Coursework	100%*
	*includes assessed teaching placements		
<b>19</b>	<b>Location(s) of the course's delivery</b>	Francis Close Hall Partnership schools in Gloucestershire and beyond	
<b>20</b>	<b>Admissions requirements</b>	<p>Points for degree: 280, using the UCAS tariff system</p> <p>Previous study must include subjects supporting the primary school curriculum, plus GCSE Grade B or above in English and Grade C or above in maths and a science subject</p> <p>Experience in an adult role in a primary or early years classroom to develop understanding of the role of a primary class teacher</p> <p>Applicants will need a satisfactory enhanced CRB disclosure</p>	
<b>21</b>	<b>Career and employability opportunities</b> - details of any work experience, work-based learning, sandwich year or year abroad	The course includes at least twenty-four weeks of school experience (except for those who transfer to BA (Hons) Primary Professional Education)	
<b>22</b>	<b>Management of Quality and Standards</b>		
	<p>Guidance on the University's approach to the management of quality and standards is contained in the Quality Assurance Handbook, Academic Regulations for Taught Provision, Assessment Principles and Procedures, and associated sources of advice. All regulations, policies and procedures are aligned with QAA reference points and, where relevant, those of Professional, Statutory and Regulatory Bodies.</p> <p>Quality assurance is undertaken as close as possible to the point of delivery. There is a route from the module level to courses and through to faculty and University levels so that issues can be addressed and delivery enhanced in the appropriate arena.</p> <p>Externality is guaranteed via external examiner reports which allow the University to make judgements on the quality and standards of its provision. The University also benefits from the input of externals in its approval and review procedures.</p> <p>Students are able to comment on their modules and courses in various ways including module evaluations, course boards and the NSS.</p> <p>The course team submits a Self-Evaluation Document to Ofsted each Autumn.</p>		

23	<p><b>Support for Students and for Student Learning</b> – means by which support for students is provided at course, Faculty and University level.</p> <p>At University level, students are able to access information, advice and guidance on a range of issues as well as contacting most Student Services teams through the campus based Helpzones, either in person, accessing materials and advice via the website or by telephone/e-mail contact see <a href="http://www.glos.ac.uk/helpzones">www.glos.ac.uk/helpzones</a></p> <p>Available support specific to their studies includes Student Employability (Careers advice and guidance and placement related activity), Disability, Dyslexia and Learning Support team and the Student Achievement team (including study skills tutors for academic and numeracy skills). Full details of all Student Services are available at - <a href="http://www.glos.ac.uk/studentsservices">www.glos.ac.uk/studentsservices</a>.</p> <p>Further general and programme specific support is available through the Libraries, ICT and TLI. Library and Information Services support student learning by delivering effective, efficient and learner-focused services via the three campus libraries. These include traditional academic library resources, electronic information resources, open access IT and media facilities, integrated learner support, enquiry services, a choice of study spaces and access to the Archives and special collections. Students have access to expert help and advice in using the full range of resources to support their studies, whether they are working on or off campus. Full details of all LIS services are available at <a href="http://insight.glos.ac.uk/departments/lis/Pages/default.aspx">http://insight.glos.ac.uk/departments/lis/Pages/default.aspx</a>.</p> <p>The course leader and course team, including academic review tutors, provide guidance and advice to all students on the BEd programme and support them in the progress towards achieving Qualified Teacher Status.</p>
----	--

### 3. Course Map

#### UNIVERSITY OF GLOUCESTERSHIRE

#### UNDERGRADUATE COURSE MAP TEMPLATE FOR 2012/13

*Draft pending development work on SITS/web*

<b>BEd (Hons) Primary Education</b>
<b>Course Leader:</b> Sue Shorrocks
<b>Senior Tutor:</b> Margarete Parrish
<b>Notes:</b> BEd (Hons) includes recommendation for Qualified Teacher Status

**To achieve your intended award you must meet the overall award requirements and the Course requirements.**

#### Award Requirements

For BEd (Hons):
<ul style="list-style-type: none"> <li>• Take 360 CATS, with 120 CATS at each Level</li> <li>• Pass 360 CATS in total with 240 CATS at Levels 5 and 6</li> <li>• Pass compulsory and core modules from the Course map below</li> </ul>

#### Course Requirements:

<b>LEVEL 4</b>		
To complete your programme you must pass the following compulsory modules:		
BE4001 School Experience One	15 CATS	SEM 1, 2, 3
BE4003 Foundation Subjects One	30 CATS	SEM 1, 2, 3
BE4004 Professional Studies One	15 CATS	SEM 1, 2, 3
BE4005 English One	15 CATS	SEM 1, 2, 3
BE4006 Mathematics One	15 CATS	SEM 1, 2, 3
BE4007 Science One	15 CATS	SEM 1, 2, 3
BE4008 ICT One	15 CATS	SEM 1, 2, 3

<b>LEVEL 5</b>		
To complete your programme you must pass the following compulsory modules:		
BE5001 School Experience Two: Part One Prerequisites: pass BE4001	15 CATS	SEM 1
BE5002 School Experience Two: Part Two Prerequisites: pass BE5001	15 CATS	SEM 3
BE5003 Foundation Subjects Two Prerequisites: pass BE4003	15 CATS	SEM 1, 2
BE5004 Professional Studies Two Prerequisites: pass BE4004	15 CATS	SEM 1, 2, 3
BE5005 English Two Prerequisites: pass BE4005	15 CATS	SEM 1, 2, 3
BE5006 Mathematics Two Prerequisites: pass BE4006	15 CATS	SEM 1, 2, 3
BE5007 Science Two Prerequisites: pass BE4007	15 CATS	SEM 1, 2, 3
To complete your programme you must pass 15 CATS from the following core modules:.		
BE5012 Foundation Subject Strength: Geography One Prerequisites: pass BE4003	15 CATS	SEM 1
BE5013 Foundation Subject Strength: Art One Prerequisites: pass BE4003	15 CATS	SEM 1
BE5014 Foundation Subject Strength: PE One Prerequisites: pass BE4003	15 CATS	SEM 1

BE5015 Foundation Subject Strength: RE One Prerequisites: pass BE4003	15 CATS	SEM 1
BE5016 Foundation Subject Strength: ICT One Prerequisites: pass BE4003, BE4008	15 CATS	SEM 1
BE5017 Foundation Subject Strength: History One Prerequisites: pass BE4003	15 CATS	SEM 1
BE5018 Foundation Subject Strength: Primary Languages One Prerequisites: pass BE4003	15 CATS	SEM 1

<b>LEVEL 6</b>		
To complete your programme you must pass the following compulsory modules:		
BE6001 School Experience Three Prerequisites: pass BE5002	30 CATS	SEM 2
BE6002 Promoting inclusion through understanding individual needs Prerequisites: pass BE5004	15 CATS	SEM 1, 2, 3
BE6004 Professional Studies Three Prerequisites: pass BE5004	15 CATS	SEM 1, 2, 3
BE6009 General Core Prerequisites: pass BE5005, BE5006, BE5007	15 CATS	SEM 1, 2
BE6010 Core Strength Dissertation Prerequisites: pass BE5005, BE5006, BE5007	30 CATS	SEM 1, 2, 3
To complete your programme you must pass 15 CATS from the following core modules:		
BE6012 Foundation Subject Strength: Geography Two Prerequisites: pass BE5012	15 CATS	SEM 1
BE6013 Foundation Subject Strength: Art Two Prerequisites: pass BE5013	15 CATS	SEM 1
BE6014 Foundation Subject Strength: PE Two Prerequisites: pass BE5014	15 CATS	SEM 1
BE6015 Foundation Subject Strength: RE Two Prerequisites: pass BE5015	15 CATS	SEM 1
BE6016 Foundation Subject Strength: ICT Two Prerequisites: pass BE5016	15 CATS	SEM 1
BE6017 Foundation Subject Strength: History Two Prerequisites: pass BE5017	15 CATS	SEM 1
BE6018 Foundation Subject Strength: Primary Languages Two Prerequisites: pass BE5018	15 CATS	SEM 1

The semester details will be generated out of the timetabling system and are not subject to validation.

<b>BA (Hons) Primary Professional Education</b>
<b>Course Leader:</b> Sue Shorrock
<b>Senior Tutor:</b> Margarete Parrish
<b>Notes:</b> BA (Hons) Primary Professional Education is an alternative award to the BEd (Hons) for students no longer pursuing QTS

**To achieve your intended award you must meet the overall award requirements and the Course requirements.**

#### **Award Requirements**

For BA (Hons) Primary Professional Education:
<ul style="list-style-type: none"> <li>• Take 360 CATS, with 120 CATS at each Level and at least 270 CATS from the Course map below</li> <li>• Pass 300 CATS in total with 210 CATS at Levels 5 and 6</li> <li>• Pass at least 240 CATS from the Course map below with at least 75 CATS at each Level</li> <li>• Pass compulsory and core modules from the Course map below</li> </ul>

#### **Course Requirements:**

<b>LEVEL 4</b>		
To complete your programme you must pass the following compulsory modules:		
BE4001 School Experience One	15 CATS	SEM 1, 2, 3
BE4003 Foundation Subjects One	30 CATS	SEM 1, 2, 3
BE4004 Professional Studies One	15 CATS	SEM 1, 2, 3
BE4005 English One	15 CATS	SEM 1, 2, 3
BE4006 Mathematics One	15 CATS	SEM 1, 2, 3
BE4007 Science One	15 CATS	SEM 1, 2, 3
BE4008 ICT One	15 CATS	SEM 1, 2, 3

<b>LEVEL 5</b>		
To complete your programme you must pass the following compulsory modules:		
BE5001 School Experience Two, Part One Prerequisites: pass BE4001	15 CATS	SEM 1
BE5003 Foundation Subjects Two Prerequisites: pass BE4003	15 CATS	SEM 1, 2
BE5004 Professional Studies Two Prerequisites: pass BE4004	15 CATS	SEM 1, 2, 3
BE5005 English Two Prerequisites: pass BE4005	15 CATS	SEM 1, 2, 3
BE5006 Mathematics Two Prerequisites: pass BE4006	15 CATS	SEM 1, 2, 3
BE5007 Science Two Prerequisites: pass BE4007	15 CATS	SEM 1, 2, 3
BE5021 Independent Study (only available for students progressing towards BA Primary Professional Education)	15 CATS	SEM 1
To complete your programme you must pass 15 CATS from the following core modules:.		
BE5012 Foundation Subject Strength: Geography One Prerequisites: pass BE4003	15 CATS	SEM 1
BE5013 Foundation Subject Strength: Art One Prerequisites: pass BE4003	15 CATS	SEM 1
BE5014 Foundation Subject Strength: PE One Prerequisites: pass BE4003	15 CATS	SEM 1
BE5015 Foundation Subject Strength: RE One Prerequisites: pass BE4003	15 CATS	SEM 1
BE5016 Foundation Subject Strength: ICT One Prerequisites: pass BE4003, BE4008	15 CATS	SEM 1

BE5017 Foundation Subject Strength: History One Prerequisites: pass BE4003	15 CATS	SEM 1
BE5018 Foundation Subject Strength: Primary Languages One Prerequisites: pass BE4003	15 CATS	SEM 1

<b>LEVEL 6</b>		
To complete your programme you must pass the following compulsory modules:		
BE6002 Promoting inclusion through understanding individual needs Prerequisites: pass BE5004	15 CATS	SEM 1, 2, 3
BE6004 Professional Studies Three Prerequisites: pass BE5004	15 CATS	SEM 1, 2, 3
BE6009 General Core Prerequisites: pass BE5005, BE5006, BE5007	15 CATS	SEM 1, 2
BE6010 Core Strength Dissertation Prerequisites: pass BE5005, BE5006, BE5007	30 CATS	SEM 1, 2, 3
BE6021 Independent Study (only available for students progressing towards BA Primary Professional Education) Prerequisites: none	30 CATS	SEM 2
To complete your programme you must pass 15 CATS from the following core modules:		
BE6012 Foundation Subject Strength: Geography Two Prerequisites: pass BE5012	15 CATS	SEM 1
BE6013 Foundation Subject Strength: Art Two Prerequisites: pass BE5013	15 CATS	SEM 1
BE6014 Foundation Subject Strength: PE Two Prerequisites: pass BE5014	15 CATS	SEM 1
BE6015 Foundation Subject Strength: RE Two Prerequisites: pass BE5015	15 CATS	SEM 1
BE6016 Foundation Subject Strength: ICT Two Prerequisites: pass BE5016	15 CATS	SEM 1
BE6017 Foundation Subject Strength: History Two Prerequisites: pass BE5017	15 CATS	SEM 1
BE6018 Foundation Subject Strength: Primary Languages Two Prerequisites: pass BE5018	15 CATS	SEM 1

The semester details will be generated out of the timetabling system and are not subject to validation.

Note: BE5021 and BE6021 Independent Study modules are only available for students progressing towards BA Primary Professional Education but not for BEd (Primary) or for BEd (Hons) Primary. Students wishing to transfer out of the BEd programme at Level 4 or early in L5 will be advised to transfer to the separate programme of BA Education Studies.