

School of Education

Title of Programme: BEd (Hons) Primary Education with QTS

Programme Code: HEBP

## Programme Specification

This programme specification is relevant to students entering:  
17 September 2018

Associate Dean of School (Academic Quality Assurance):  
Alison McLauchlin

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

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### Summary of amendments to the programme:

Section	Amendment
Programme Specific Assessment Regulations	Added to the attendance requirement statement.
Section G; Entry requirements	Removal of statement regarding year 2 and year 3 direct entry

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification

## BEd (Hons) Primary Education with QTS

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

### Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	University of Hertfordshire
<b>University/partner campuses</b>	De Havilland Campus
<b>Programme accredited by</b>	Not applicable
<b>Final Award</b>	BEd Hons
<b>All Final Award titles</b>	BEd (Hons), Certificate of Higher Education in Education Studies, Diploma of Higher Education in Education Studies, BA (unclassified) in Education Studies, BA (Hons) in Education Studies, BEd (unclassified)
<b>FHEQ level of award</b>	6
<b>UCAS code(s)</b>	X120
<b>Language of Delivery</b>	English

#### A. Programme Rationale

The rationale for this programme is to provide trainees with knowledge, understanding and skills necessary to achieve Qualified Teacher Status in accordance with the requirements for initial teacher education as set out in the current Teachers' Standards for the Award of Qualified Teacher Status (QTS). The programme offers a three-year course of study for standard entry trainees.

#### B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

##### **Additionally this programme aims to:**

- To educate our trainees to be the best teachers they can be, to enable them to embark confidently on their NQT year and beyond.
- To have a clear understanding of learning theories and child development and how this impacts and informs their development as a teacher.
- To be able to analyse, engage in and reflect upon educational issues, keeping abreast of current philosophies and initiatives

#### C. Intended Learning Outcomes

The learning outcomes have been developed in response to a number of influences both internally and externally. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching/learning methods & strategies	Assessment
<p>A1-The subjects in the current National Curriculum and Foundation Stage as laid down by the DFE and RE agreed syllabus, with specific emphasis on Literacy, Early Reading and maths.</p> <p>A2-subjects and terminology across the age and ability range that they are trained to teach including relevant curricula frameworks</p> <p>A3-the use of literacy, numeracy and digital learning technologies in all subject teaching</p> <p>A4-assessment and monitoring requirements and use of data to monitor and enable pupil progression</p> <p>A5-policies, legal requirements, support mechanisms, contextual factors, equality and inclusion principles that support the health, well-being and achievement of pupils</p> <p>A6-how to create an inclusive learning environment taking into account diversity, equality and inclusion</p> <p>A7- the ability to critically evaluate a range of pedagogical approaches and appropriate use of resources</p> <p>A8-The current NCTL Teachers' Standards for the award of Qualified Teacher Status.</p>	<p>Acquisition of knowledge and understanding is through compulsory modules that cover the subject knowledge and pedagogy to teach at Primary school level (A1-7). Core lectures are supported by seminars, School placements, both school-led and school-centred, will enhance A1-7</p> <p>A8 is achieved through school placements where trainees progressively assume the class teacher's roles and responsibilities.</p> <p>Throughout the programme, learners are encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>Knowledge and understanding are assessed through a wide variety of assignments including traditional essays, posters, presentations, reflective journals and production of teaching materials (A1-7)</p> <p>A2 Subject audits and self-assessment. [N.B. The NCTL Skills Tests in numeracy, literacy are externally administered and assessed, and have to be passed prior to commencing the programme this is statutory requirement as of 2013]</p> <p>A8 is assessed through progressive demonstration of the Teachers' Standards within school placements and a formal viva at the end of the final placement.</p>

Intellectual skills	Teaching/learning methods & strategies	Assessment
<p>B1-Think independently and flexibly</p> <p>B2-Reflect on and evaluate practice</p> <p>B3-plan and teach sequences of lessons that demonstrate a logical</p>	<p>Intellectual skills (B1-7) are developed through a variety of input including seminar activities, small group and on-line discussion together with directed school-based tasks. Trainees are encouraged to develop</p>	<p>Intellectual skills are assessed through formative assessment in seminars and workshops (B1 - 6) and the building of professional relationships with staff in placement schools and</p>

<p>progression and individual learners' needs</p> <p>B4-adopt suitable pedagogical approaches to teaching and learning and critically analyse and evaluate their impact on pupils' progression</p> <p>B5-assess, monitor, give feedback, set targets and keep records and critically analyse these, to enable pupil progression</p> <p>B6-able to create a safe learning environment including the use of behavioural strategies</p> <p>B7-demonstrate evidence of achieving the current Teachers' Standards for recommendation of the Award of Qualified Teacher Status (QTS)</p>	<p>intellectual skills further by contextualizing new learning in their school placement setting, reflecting on and evaluating practice, sharing and learning from each other and studying independently.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>completion of school-based tasks (B7). Summative assessment tasks include evaluation and reflection of experience, analysis of classroom practice, presentations and small-scale research projects.</p>
<b>Practical skills</b>	<b>Teaching/learning methods &amp; strategies</b>	<b>Assessment</b>
<p>C1-apply understanding of the key concepts and theories to practice</p> <p>C2-organise the learning environment, including health and safety and pupil well-being</p> <p>C3-produce appropriate resources for teaching</p> <p>C4-critically plan and evaluate a range of routine and complex tasks and issues rigorously and systematically.</p> <p>C5-identify their own professional development needs</p>	<p>Practical skills are developed through contextualizing new learning in their school placement (C1-4), reflecting in and applying concepts developed in module sessions in the practical teaching situation. For C5, the process of personal and professional target setting and action planning is embedded within the programme and supported by appropriate staff throughout.</p>	<p>Practical skills (C1-5) are assessed formatively through participation in workshops and seminars, the building of professional relationships with staff in placement schools and completion of directed school-based tasks. Summative assessment tasks include evaluation and reflection of experience, analysis of classroom practice, presentations and small-scale research projects.</p>
<b>Transferable skills</b>	<b>Teaching/learning methods &amp; strategies</b>	<b>Assessment</b>
<p>D1-have high expectations and model positive behaviour</p> <p>D2-communicate confidently both orally and in writing and in a range of situations</p> <p>D3-work effectively in pairs, teams and as a whole group/staff, as a member or a leader</p>	<p>D1-7 Lectures, seminars and formative tasks, some of which are delivered face to face and some via e-learning. Self-study through e-learning tasks and resources or school-based tasks.</p> <p>Workshops on campus. Modelling by tutors and mentors. Mentoring support in school to evaluate progress and assist in personal target setting.</p>	<p>Transferable skills are assessed through a range of written assignments and presentations (D1). D1-7 are also assessed by formal observations during teaching placement and via the trainees' oral and written formative and summative assignments.</p>

D4-be reflective, evaluative and act upon advice in order to improve practice	Observation and practice in school.
D5-be aware of the importance of and to identify continuing professional development goals	
D6-use digital learning technologies as a learning tool and as a practical resource	
D7-be self-directed and learn independently, to plan, solve problems and complete tasks in schools and in self-study	

## D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in a full time (3 years) only mode, and leads to the award of BEd (Hons). Entry is normally at level 4 with A level or equivalent qualifications. In addition entrants need GCSE Maths, Science and English at Grade 4 or above or recognized equivalents. Intake is only available in semester A (September) each year.

### Professional and Statutory Regulatory Bodies

On successful completion of the BEd (Hons) degree, which includes placement pass grades at levels 4, 5 and 6, the award Qualified Teacher Status will be made.

### Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Full Time	Entry point Semester A	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters	
<b>Compulsory Modules</b>									
<b>Level 4</b>									
		Personal and Professional Enhancement 1	4EDU1029	0	English	0	0	0	AB
		Developing Professional Practice Induction 1	4EDU1016	15	English	0	100%	0	A
		Introduction to English	4EDU1015	15	English	0	100%	0	A
		An introduction to mathematics learning	4EDU1014	15	English	0	100%	0	A
		Science: Learning and teaching	4EDU1013	15	English	0	100%	0	A
		Developing Professional Practice Induction 2	4EDU1012	15	English	0	100%	0	B
		Children's Development in English	4EDU1011	15	English	0	100%	0	B

School Placement 1 or Alternative to School Placement	4EDU1009/ 4EDU1008	15	English	0	0 100%	100% 0	B
Introduction to Foundation Subjects & RE	4EDU1010	15	English	0	100%	0	B

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>							
<b>Level 5</b>							
Personal and Professional Enhancement 2	5EDU1039	0	English	0	100%	0	AB
Developing Professional Practice Consolidation 1	5EDU1011	15	English	0	100%	0	A
English: The Teaching of Writing	5EDU1028	15	English	0	100%	0	B
Creative Enquiry in Science & the Foundation Subjects	5EDU1017	30	English	0	100%	0	AB
Developing Professional Practice Consolidation 2	5EDU1016	15	English	0	100%	0	B
English: Children's experiences of texts	5EDU1015	15	English	0	100%	0	A
Developing classroom practice in mathematics	5EDU1014	15	English	0	100%	0	A
School Placement (SP) 2 or Alternative to School Placement	5EDU1013/ 5EDU1012	15 15	English English	0 0	0 100%	100% 0	B B
<b>Level 6</b>							
Personal and Professional Enhancement 3	6EDU1088	0	English	0	100%	0	AB
Developing Professional Practice Enrichment 1	6EDU1048	30	English	0	100%	0	A
Developing a Creative Curriculum	6EDU1047	15	English	0	100%	0	A
Becoming an outstanding maths teacher	6EDU1046	15	English	0	100%	0	B
Developing Professional Practice Enrichment 2	6EDU1045	15	English	0	100%	0	B
English across the curriculum	6EDU1044	15	English	0	100%	0	A
School Placement (SP) 3 or Alternative to School Placement	6EDU1042/ 6EDU1041	30 30	English English	0 0	0 100%	100% 0	B B

Progression to level 5 requires a minimum of 120 credits at level 4 and passes in all modules. Progression to level 6 requires a minimum of 120 credits at level 5 and passes in all modules.

The award of a BEd (Hons) degree requires 360 credit points passed with a minimum of 120 credits at level 6.

#### Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Certificate of Higher Education	120 credit points at level 4	4, 5	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a>
Diploma of Higher Education	240 credit points including at least 120 at level 5	5, 6	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a>
BA Education Studies	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	A1, A2, A5, A6, A7 B1, B2, B5, B6, B7 C1, C2, C4, C5 D1, D2, D3, D4, D5, D6, D7, D8, D9
BA (Hons) Education Studies*	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)
BEd (Hons) Primary Education	360 credits including at least 90 credits at level 6 including the completion of the level 6 school placement (includes recommendation for QTS)	6	All programme learning outcomes (see Table 2)

\*This must include the successful completion of the Alternative to Placement module and will not include the award of QTS.

## Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

- Students are required to pass all modules before proceeding to the next year of the degree.
- A failure in the first, second or third year school placement will normally be retrieved by repeating the placement. Whenever it is possible, this retrieval will take place as soon as possible following the decision of the Board of Examiners and consistent with school terms and University semesters. Boards of Examiners will consider whether to recommend intercalation for a year during which the retrieval placement can be completed. Any students who fails school placement in the final year, may, at the discretion of the Programme Board of Examiners, retrieve the failure within a period of 12 months, following the decision of the Programme Board of Examiners, and will still be eligible for the award of an Honours Degree. Students who fail their school placement in any given year and who wish to withdraw from the QTS component of the degree will have an opportunity to undertake an alternative retrieval assignment in order that the successfully completed module can be counted towards an appropriate award.

100% attendance at all scheduled learning and teaching sessions is required. This ensures students have the subject and pedagogical knowledge required to undertake their School Based Training (SBT) modules. Lack of attendance may result in the student being unable to commence their SBT module. Furthermore the National College of Teaching and Leadership also stipulates a minimum hour requirement for the satisfactory coverage of certain courses within the BEd programme. Any student missing sessions in any module will normally be asked to account to the Programme Leader. Failure to respond, presenting a valid and reasonable explanation, supported where necessary with

certification, within ten days, may result in the Module Board of Examiners being informed, an entry on the trainee's record and notification made to the trainee's funding agency. The Module Board of Examiners, at its discretion, may recommend that a fail is recorded for trainees whose attendance is incomplete. Allowance will be made for absence for genuine reasons.

- The maximum period within which a student may gain an award on the programme is 5 years from their date of registration on it.

Further programme-specific regulations are given below:

- Progression to level 5 requires a minimum of 120 credits at level 4 and passes in all modules. Progression to level 6 requires a minimum of 120 credits at level 5 and passes in all modules.

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## E. Management of Programme & Support for student learning.

### Management

The programme is managed and administered through:

- Dean of School.
- Associate Dean of School (Learning and Teaching).
- Associate Dean of School (Academic Quality Assurance) who has delegated responsibility for programme in The School of Education.
- Head of Initial Teacher Education.
- A Programme Leader who is responsible for the day to day management.
- An Admissions Tutor, with specific responsibility for open days and selection.
- A designated Student Administrator to deal with day to day administration associated with the programme.
- A Programme Committee, the membership of which includes the Programme Leader, the Deputy Programme Leader, the module Leaders, student representatives, the Associate Dean (AQA), employers, members of the Professional Advisory Group and, ex-officio, the Dean of School.

## Support

Students are supported by;

- An induction week at the beginning of each new academic session.
- Programme and module documentation, including a 'Study Skills' handbook.
- An extensive Learning Resources Centre, incorporating a library and computer centre.
- StudyNet.
- The Programme Leaders assisting trainees understand the course structure.
- Module Leaders as the first point of contact for course-related issues.
- Academic Tutors to provide academic and pastoral support for the duration of the course.
- An Initial Teacher Education Profile to monitor their progress against the Teachers' Standards for the Award of Qualified Teacher Status (QTS).
- Head of ITE to oversee school placements.
- School Placement Visiting Tutors.
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters etc.
- An Accommodation Office.
- A Disabilities Officer.
- An Equal Opportunities Officer.
- Trainee representatives on programme committees.
- The Students' Union.
- Careers Guidance.

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## F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Herts Handbook](#) is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA's role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students' learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA's report can be accessed at: <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE>

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## G. Entry requirements

The normal entry requirements for the programme are:

- 112 UCAS Tariff points in a range of subjects. See [herts.ac.uk](http://herts.ac.uk) website for details.
- or
- BTEC ND/NC in designated subjects. See [herts.ac.uk](http://herts.ac.uk) website for details.
  - Access to Teaching/Higher Education Certificate

In addition, all students must have:

- GCSE, or a recognised equivalent, Grade 4 or above in English Language, Mathematics and Science.
- Passing the NCTL Professional Skills Tests in Numeracy and Literacy.

Additionally, as specified in the NCTL suitability requirements, all entrants:

- are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check and /or any other appropriate background check including self-disclosure, and any other current checking requirements

All students will be interviewed to assess that they:

- have the intellectual and academic capabilities needed to meet the required Teachers' Standards;
- possess the appropriate qualities, attitudes and values expected of a teacher;
- can read effectively and are able to communicate clearly and accurately in Standard English;
- have met the requirement for physical and mental fitness to teach.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

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If you would like this information in an alternative format please contact: [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)

## BEd (Hons) Primary Education with QTS

### Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																															
		Knowledge & Understanding								Intellectual Skills								Practical Skills								Transferable Skills							
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
Level 4	Developing Professional Practice Induction 1	4EDU1016	x	x			x	x		x	x				x			x	x			x				x	x	x	x	x	x	x	x
	Introduction to English	4EDU1015	x	x	x			x		x	x							x		x	x					x	x	x	x	x	x	x	x
	Introduction to Mathematics Learning	4EDU1014	x	x	x			x		x	x							x		x	x				x	x	x	x	x	x	x	x	x
	Science: Learning and Teaching	4EDU1013	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Developing Professional Practice induction 2	4EDU1012	x	x		x	x	x			x	x			x		x	x	x			x				x	x	x	x	x	x	x	x
	Children's Development in English	4EDU1011	x	x	x			x			x	x						x		x	x					x	x	x	x	x	x	x	x
	Introduction to Foundation Subjects	4EDU1010	x	x	x			x			x	x						x				x				x	x	x	x	x	x	x	x
	School Placement 1	4EDU1009	x	x	x	x	x			x	x	x	x			x	x		x	x	x			x		x	x	x	x	x	x	x	x
Alternative to School Placement	4EDU1008									x	x																x					x	
Level 5	Developing Professional Practice Consolidation 1	5EDU1011	x	x			x	x		x	x				x			x	x			x				x	x	x	x	x	x	x	
	English: The teaching of writing	5EDU1028	x	x	x	x	x	x		x	x							x	x	x			x	x		x	x	x	x	x	x	x	x
	Creative Enquiry in Science and the Foundation Subjects	5EDU1017	x	x	x			x	x		x	x	x					x	x	x			x	x		x	x	x	x	x	x	x	x
	Developing Professional Practice Consolidation 2	5EDU1016	x	x	x	x	x	x		x	x	x			x	x	x	x	x			x	x			x	x	x	x	x	x	x	x
	English: Children's experiences of texts	5EDU1015	x	x	x	x	x	x		x	x	x	x			x	x	x	x	x			x	x		x	x	x	x	x	x	x	x
	Developing classroom practice in mathematics	5EDU1014	x	x	x	x	x	x		x	x	x	x			x	x	x	x	x			x	x		x	x	x	x	x	x	x	x
	School Placement 2	5EDU1013	x	x	x	x	x	x		x	x	x	x			x	x	x	x	x			x	x		x	x	x	x	x	x	x	x
	Alternative to placement	5EDU1012									x	x																x					x



## KEY TO PROGRAMME LEARNING OUTCOMES

### Knowledge and Understanding

- A1. The subjects in the current National Curriculum and Foundation Stage as laid down by the DCSF and RE agreed syllabus, specific to the trainee's chosen age-phase.
- A2. Subjects and terminology across the age and ability range that they are trained to teach including relevant curricula frameworks.
- A3. The use of literacy, numeracy and digital learning technologies in all subject teaching.
- A4. Assessment and monitoring requirements and use of data to monitor and enable pupil progression.
- A5. Policies, legal requirements, support mechanisms, contextual factors, equality and inclusion principles that support the health, well-being and achievement of pupils.
- A6. How to create an inclusive learning environment taking into account diversity, equality and inclusion.
- A7. The ability to critically evaluate a range of pedagogical approaches and appropriate use of resources.
- A8. The current NCTL Standards for the award of Qualified Teacher Status.

### Intellectual Skills

- B1. Think independently and flexibly
- B2. Reflect on and evaluate practice
- B3. Plan and teach sequences of lessons that demonstrate a logical progression and individual learners' needs
- B4. Adopt suitable pedagogical approaches to teaching and learning and critically analyse and evaluate their impact on pupils' progression
- B5. Assess, monitor, give feedback, set targets and keep records and critically analyse these, to enable pupil progression
- B6. Able to create a safe learning environment including the use of behavioural strategies.
- B7. Demonstrate evidence of achieving the current professional standards for the recommendation of the award of Qualified teacher Status.

### Practical Skills

- C1. Apply understanding of the key concepts and theories to practice.
- C2. Organise the learning environment, including health and safety and pupil well-being.
- C3. Produce appropriate resources for teaching.
- C4. Critically plan and evaluate a range of routine and complex tasks and issues rigorously and systematically.
- C5. Identify their own professional development needs.

### Transferable Skills

- D1. Have high expectations and model positive behaviour.
- D2. Communicate confidently both orally and in writing and in a range of situations.
- D3. Work effectively in pairs, teams and as a whole group/staff, as a member or a leader.
- D4. Be reflective, evaluative and act upon advice in order to improve practice.
- D5. Be aware of the importance of and to identify continuing professional development goals.
- D6. Use digital learning technologies as a learning tool and as a practical resource.
- D7. Be self-directed and learn independently, to plan, solve problems and complete tasks in schools and in self-study.

## Section 2

### Programme management

<b>Relevant QAA subject benchmarking statements</b>	None
<b>Type of programme</b>	Undergraduate
<b>Date of validation/last periodic review</b>	June 15
<b>Date of production/ last revision of PS</b>	March 2018
<b>Relevant to level/cohort</b>	All students entering September 2018
<b>Administrative School</b>	School of Education

Table 3 Course structure

Course details					
Course code	Course description			JACS	
HEBP	BEd Primary Education with QTS			X120	
Course Instances					
Instances code	Intake	Stream	Instances Year	Location	Mode of study
PRIF1F	A	Bachelor of Education Honours Degree Primary with QTS	1	Hatfield	Full-time
PRIF2F	A	Bachelor of Education Honours Degree Primary with QTS	2	Hatfield	Full-time
PRIF3F	A	Bachelor of Education Honours Degree Primary with QTS	3	Hatfield	Full-time