

Title of Programme: Bachelor of Education Honours Degree (Primary)

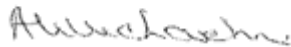
Programme Code: HEBP

Programme Specification

This programme specification is relevant to students entering:
01 September 2023

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.

Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification Bachelor of Education Honours Degree (Primary)

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).

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	De Havilland Campus
Programme accredited by	In line with the Department of Education (DfE Requirements and Standards
Final Qualification	BEd (Hons)
All Final Award titles (Qualification and Subject)	Bachelor of Education (Hons) Primary Education
FHEQ level of award	6

A. Programme Rationale

The programme is designed to enable students to develop the knowledge, understanding and skills necessary to meet the requirements for the award of BEd and Qualified Teacher Status to embark on a teaching career in the primary phase. Over three years, students will work to meet the professional requirements set out in the current Teachers' Standards. Students will explore current issues in classroom practice and the wider education sector and consider and critique policy and practice in education. Students will be encouraged to reflect on their own professional learning and development and consider what it means to be a teacher and educator in contemporary society.

Through a combination of university-based study and teaching practice in school-based training in primary partnership schools, students will be supported to become the best teachers they can be, ready to embark confidently on the ECT year and beyond.

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:

Educate our students so that they:

- Develop the professional characteristics, attitudes and attributes that align with our Partnership Vision for Initial Teacher Education: agency; resilience; professional voice; social justice.
- Develop the intellectual skills to support life-long learning.
- Have the knowledge and understanding of how children develop and learn, which informs their pedagogy and practice so that all pupils in their care make progress.
- Develop sustainable habits to manage their workload.

C. Intended Learning Outcomes

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 (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>To acquire a critical understanding of:</p> <p>A1-all subjects and terminology in the current primary national curriculum, foundation stage and RE as outlined in relevant curricula frameworks, with a focus on literacy, early reading and mathematical fluency</p> <p>A2-the pedagogy of language acquisition and development, literacy and numeracy through all primary curriculum subjects</p> <p>A3- the relationship between educational theory and practices</p> <p>A4-policies, legal requirements, support mechanisms, contextual factors to support learners' health, well-being and achievement</p> <p>A5-diversity, equality and inclusion and how to adapt practice to remove barriers to learning</p> <p>A6-a range of pedagogical approaches and resources to enact best practice in a specific context</p>	<p>Acquisition of knowledge and understanding is through:</p> <p>A1-A6 compulsory modules that address the subject, curriculum and pedagogical knowledge and understanding required to teach at primary school level.</p> <p>Core lectures are supported by seminars, workshops, tutorial and teaching practice on school-based training.</p> <p>Throughout the programme, students are expected and encouraged to undertake independent study both to consolidate and enhance what is being taught and to broaden depth and breadth of knowledge, skills and understanding.</p>	<p>Knowledge and understanding are assessed through:</p> <p>A1-A6 a wide variety of assignments including extended essays, academic posters, presentations, reflective accounts and production of teaching and learning materials from practice in school-based training.</p> <p>Formal observations of teaching.</p> <p>Formal record of professional learning and development through school-based training.</p>
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>At level 6:</p> <p>B1-critically select and negotiate with appropriate reading and research, and develop independent thinking</p> <p>B2-select and apply teaching, learning and assessment approaches and critically evaluate their impact on learning and progress</p> <p>B3-develop a critical understanding of social, intellectual and dispositional aspects of learning to create an effective learning environment</p> <p>B4-critically reflect on the role of the teacher in contemporary society and develop one's own professional identity</p> <p>B5- appreciate the uncertainty and limits of knowledge in the field of education</p> <p>B6- critically analyse educational concepts, theories and issues relating to policy and practice</p>	<p>Intellectual skills are developed through:</p> <p>B1-B6 a variety of lectures seminars, workshops, tutorials and teaching practice on school-based training. Seminar and online activities and discussion foster the development of critical intellect.</p> <p>Students are encouraged to deepen their intellectual skills by contextualising and reflect on new learning within a practice-based content through school-based training.</p> <p>Throughout the programme, students are expected and encouraged to undertake independent study to develop intellectual skills.</p>	<p>Intellectual skills are assessed through:</p> <p>B1-B6 a wide variety of summative assignments that include practice-based projects, evaluation and reflection activities, classroom practice.</p> <p>In addition the production of a formal record of professional learning and development in school-based training.</p> <p>Formal lesson observations of teaching.</p>

Practical skills	Teaching and learning methods	Assessment strategy
<p>At level 6:</p> <p>C1-apply understanding of the key theories and concepts related to learning, teaching and assessment to practice in a specific context</p> <p>C2-organise and manage the learning environment, including ensuring that statutory requirements to keep children safe are met</p> <p>C3-plan, teach and resource sequences of lessons which respond to individual learning needs and enable pupils to progress</p> <p>C4-rigorously and systematically plan for pupil learning, drawing on a range of data sources</p> <p>C5-develop confidence to promote a convincing argument and justify a personal position</p> <p>C6-demonstrate proficiency in the use of digital learning technologies and develop digital capability to enhance pupil engagement and learning in the primary phase</p> <p>C7-demonstrate evidence of achieving the current Teachers' Standards for recommendation of the award of Qualified Teacher Status (QTS)</p>	<p>Practical skills are developed through</p> <p>At level 6:</p> <p>C1-C7 Lectures, seminars and workshops.</p> <p>Modelling by tutors and mentors.</p> <p>Formative and summative professional learning opportunities undertaken in school and at UH.</p> <p>Observation and practice in school.</p> <p>Throughout the programme, students are expected to engage with their training school context to develop and apply practical skills.</p>	<p>Practical skills are assessed through</p> <p>At level 6:</p> <p>C1-C6 Planning and teaching sequences of learning in the subject area as part of school-based assessment.</p> <p>Formal observations of teaching.</p> <p>C7 Formal record of professional learning and development on school-based training that captures progress towards the current Teachers' Standards for QTS.</p>
Transferable skills	Teaching and learning methods	Assessment strategy
<p>At level 6:</p> <p>D1-be adaptable and flexible in a range of situations</p> <p>D2-communicate confidently both orally and in writing and in a range of contexts</p> <p>D3-work effectively as an individual, in pairs, teams and as a collective, as a member and/or leader</p> <p>D4-be critically reflective, evaluative and act on feedback</p> <p>D5-use problem solving skills and have a solution-focused attitude</p> <p>D6-be self-regulated, take responsibility for personal development and act with professional integrity</p> <p>D7-Manage their own learning and organise an effective work pattern including working to deadlines</p>	<p>Transferable skills are developed through</p> <p>At level 6:</p> <p>D1-D7 Lectures, seminars, workshops and school-based teaching practice.</p> <p>Modelling by tutors and mentors.</p> <p>Self-study and directed eLearning.</p> <p>Through the programme, students are expected to keep a systematic record of professional learning and development.</p>	<p>Transferable skills are assessed through</p> <p>At level 6:</p> <p>D1-D7 Planning and teaching sequences of learning in the subject area as part of school-based assessment.</p> <p>Formative and summative assignments</p> <p>Formal observations of teaching.</p> <p>Formal record of professional learning and development on school-based training.</p>

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

The programme is offered as a full time (3years) route only 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 recognised/accepted 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.

Prior to the award of QTS, all students must demonstrate that they meet the DfE requirement for competency in fundamental English and maths.

Work-Based Learning, including Sandwich Programmes

Work based learning is integrated throughout this programme.

Student Exchange programme

Incoming Exchange – Not Applicable

Study Abroad

Not Applicable

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 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Full Time

Entry point Semester A

Level 4

Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Professional Learning and Development 1	4EDU1040	15	0	100%	0	A
Professional Learning and Development 2	4EDU1041	15	0	100%	0	B
Introduction to English learning and teaching	4EDU1042	15	0	100%	0	A
The development of reading and writing	4EDU1043	15	0	100%	0	B
Introduction to mathematics learning and teaching	4EDU1044	15	0	100%	0	A
Introduction to science learning and teaching	4EDU1045	15	0	100%	0	A
Introduction to the foundation subjects and RE	4EDU1046	15	0	100%	0	B
School-based training 1	4EDU1047	15	0	0	P/F	A/B
Enriching Practice 1	4EDU1049	0	0	0	0	A/B

Mode of study Full Time

Entry point Semester A

Level 5

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Module Title						
Professional Learning and Development 3	5EDU1050	15	0	100%	0	A
Professional Learning and Development 4	5EDU1051	15	0	100%	0	B
Developing high-quality practice in English	5EDU1052	15	0	100%	0	B
Developing high-quality practice in maths	5EDU1053	30	0	100%	0	A/B
Developing high-quality practice in science	5EDU1054	15	0	100%	0	B
Creativity in the foundation subjects and in RE	5EDU1055	15	0	100%	0	A
School-based training 2	5EDU1056	15	0	0	P/F	A/B
Enriching Practice 2	5EDU1058	0	0	0	0	A/B

Mode of study Full Time

Entry point Semester A

Level 6

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Module Title						
Professional Learning and Development 5	6EDU1124	15	0	100%	0	A
Professional Learning and Development 6	6EDU1125	15	0	100%	0	B
Developing an inspiring curriculum in the foundation subjects and RE	6EDU1127	15	0	100%	0	A
Making connections across the curriculum and beyond	6EDU1128	15	0	100%	0	A
School-based training 3	6EDU1129	30	0	0	P/F	A/B
Enriching Practice 3	6EDU1131	0	0	0	0	A/B

	Module Code	Credit Points	% Examination	% coursework	% Practical	Semesters
Optional Modules						
Module Titles						
Alternative to school-based training 1	4EDU1048	15	0	P/F	0	A/B
Alternative to school-based training 2	5EDU1057	15	0	100%	0	A/B
Leading and developing the science curriculum	6EDU1126	30	0	0	100%	A/B
Alternative to school-based training 3	6EDU1130	30	0	100%	0	A/B
Leading and developing the English curriculum	6EDU1144	30	0	0	100%	A/B

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

At level 6 students will choose a core subject to lead and develop.

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:

Interim 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: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Diploma of Higher Education	240 credit points including at least 120 at level 5	5, 6	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
BA Education Studies	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	A2-A6 B1, B3, B4, B5, B6 C1, C5, C6, D1, D2, D3, D4, D5, D6, D7,
Final Award	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
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). Students will not have met the Teachers' Standards to be recommended for QTS and will instead undertake 'Alternative to School-Based Training'
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.
- On a School-Based Training module, students referred to Fitness to Practise following the *notification of a cause for concern* may receive a support plan to help them meet the necessary standards. Where the module outcome is then a failure at the first attempt, a student will normally be recommended for the grade of F(REN) at the Exam Board. A student then has the option to either withdraw from their programme of study or re-enrol on the module the next time it is available and thus attempt to meet the requirements of school-based training. Typically, this means that the SoE will contact a maximum of three partnership schools. In the event of all three of these schools deciding that they do not to have the capacity to train, the student will be withdrawn from the programme. A student who re-enrols and then is unsuccessful at the first attempt will not be permitted any further attempts and will be recommended for the grade of FNFA.
- Any final year student who fails school-based training at the first attempt must re-enrol and complete within a period of 12 months to be eligible for their award.
- 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.
- All students must adhere to the Attendance Policy for ITE Programmes. Full attendance is required on school-based and centre-based training. If a student's attendance and/or punctuality is judged by the Programme Leader and Head of ITE to be of concern, then a *notification of a cause concern* and/or Fitness to Practise process may be initiated.
- The maximum period within which a student may gain an award on the programme is 5 years from their date of registration.

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.

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- A Year/Programme Tutor to help students understand the course/programme structure
- Student representatives on programme committees
- Module Leaders
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme
- 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.
- A School-Based Training and Partnership Lead to support students on School-Based Training
- An Admissions Tutor, with specific responsibility for open days and selection
- A Programme Committee, the membership of which includes the Programme Leader, the Module Leaders, student representatives, the Associate Dean (AQA), employers, ex-officio, the Dean of School and members of the ITE Steering Committee

Support

Students are supported by:

- An induction week at the beginning of each new academic session
- Overseas Orientation
- Personal Tutors to provide academic and pastoral support

- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
- Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery
- StudyNet, a versatile on-line interactive intranet and learning environment
- Guided student-centered learning on StudyNet module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in three Learning Resources Centres
- Academic Skills Centres
- Medical Centre
- University Disability Advisors
- Careers and Employment
- Hertfordshire Students' Union
- Programme and module documentation, including a 'Study Skills' handbook
- The Programme Leaders assisting trainees understand the course structure
- Module Leaders as the first point of contact for course-related issues
- Year Leads for Levels 4, 5 and 6 as an additional point of contact
- Each student will have a personal tutor
- 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 the total support and provision
- School Based Training and Partnership Liaison Lead to oversee school placements.
- School Placement Visiting Tutors
- An Equal Opportunities Officer

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 canvas site;
- A Definitive Module Document (DMD) for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

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.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

The normal entry requirements for the programme are:

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

Additionally, as specified in the DfE 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).

If you would like this information in an alternative format please contact:
dhaq@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to 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	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7
Level 4	Professional Learning and Development 1	4EDU1040	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X
	Professional Learning and Development 2	4EDU1041	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X
	Introduction to English learning and teaching	4EDU1042	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
	The development of reading and writing	4EDU1043	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
	Introduction to mathematics learning and teaching	4EDU1044	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
	Introduction to science learning and teaching	4EDU1045	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
	Introduction to the foundation subjects and RE	4EDU1046	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
	School-based training 1	4EDU1047	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 school-based training 1	4EDU1048	X	X	X	X	X	X	X	X	X	X	X	X				X	X			X	X	X	X	X	X	X
Enriching Practice 1	4EDU1049			X	X	X	X	X	X	X	X	X	X			X				X	X	X	X	X	X	X	X	
Level 5	Professional Learning and Development 3	5EDU1050	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	
	Professional Learning and Development 4	5EDU1051	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	
	Developing high-quality practice in English	5EDU1052	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 high-quality practice in maths	5EDU1053	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 high-quality practice in science	5EDU1054	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	
	Creativity in the foundation subjects and in RE	5EDU1055	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-based training 2	5EDU1056	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-based training 2	5EDU1057	X	X	X	X	X	X	X	X	X	X	X				X	X			X	X	X	X	X	X	X	
Enriching Practice 2	5EDU1058			X	X	X	X	X	X	X	X	X			X				X	X	X	X	X	X	X	X		

		Knowledge & Understanding						Intellectual Skills						Practical Skills							Transferable Skills						
Module Title	Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7
Professional Learning and Development 5	6EDU1124	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
Professional Learning and Development 6	6EDU1125	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
Leading and developing the science curriculum	6EDU1126	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
Leading and developing the English curriculum	6EDU1144	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
Leading and developing the maths curriculum	6EDU1145	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 an inspiring curriculum in the foundation subjects and RE	6EDU1127	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
Making connections across the curriculum and beyond	6EDU1128	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
School-based training 3	6EDU1129	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-based training 3	6EDU1130			X			X	X	X	X	X	X	X	X	X	X				X	X				X	X	X
Enriching Practice 3	6EDU1131			X	X	X	X	X	X	X	X	X	X	X	X	X			X						X	X	X

Level 6

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. All subjects and terminology in the current primary national curriculum, foundation stage and RE as outlined in relevant curricula frameworks, with a focus on literacy, early reading and mathematical fluency.
- A2. The pedagogy of language acquisition and development, literacy and numeracy through all primary curriculum subjects.
- A3. The relationship between educational theory and practices.
- A4. Policies, legal requirements, support mechanisms, contextual factors to support learners' health, well-being and achievement.
- A5. Diversity, equality and inclusion and how to adapt practice to remove barriers to learning.
- A6. A range of pedagogical approaches and resources to enact best practice in a specific context.

Intellectual Skills

- B1. Critically select and negotiate with appropriate reading and research, and develop independent thinking.
- B2. Select and apply teaching, learning and assessment approaches and critically evaluate their impact on learning and progress.
- B3. Develop a critical understanding of social, intellectual and dispositional aspects of learning to create an effective learning environment.
- B4. Critically reflect on the role of the teacher in contemporary society and develop one's own professional identity.
- B5. Appreciate the uncertainty and limits of knowledge in the field of education.
- B6. Critically analyse educational concepts, theories and issues relating to policy and practice.

Practical Skills

- C1. Apply understanding of the key theories and concepts related to learning, teaching and assessment to practice in a specific context.
- C2. Organise and manage the learning environment, including ensuring that statutory requirements to keep children safe are met.
- C3. Plan, teach and resource sequences of lessons which respond to individual learning needs and enable pupils to progress.
- C4. Rigorously and systematically plan for pupil learning, drawing on a range of data sources.
- C5. Develop confidence to promote a convincing argument and justify a personal position.
- C6. Demonstrate proficiency in the use of digital learning technologies and develop digital capability to enhance pupil engagement and learning in the primary phase.
- C7. Demonstrate evidence of achieving the current Teachers' Standards for recommendation of the award of Qualified Teacher Status (QTS).

Transferable Skills

- D1. Be adaptable and flexible in a range of situations.
- D2. Communicate confidently both orally and in writing and in a range of contexts.
- D3. Work effectively as an individual, in pairs, teams and as a collective, as a member and/or leader.
- D4. Be critically reflective, evaluative and act on feedback.
- D5. Use problem solving skills and have a solution-focused attitude.
- D6. Be self-regulated, take responsibility for personal development and act with professional integrity.
- D7. Manage their own learning and organise an effective work pattern including working to deadlines.

Section 2

Programme management

Relevant QAA subject benchmarking statements	None
Type of programme	Undergraduate
Date of validation/last periodic review	November 19
Date of production/ last revision of PS	March 23
Relevant to level/cohort	All students entering September 2023
Administrative School	School of Social Sciences, Humanities, and Education
Language of Delivery	English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
HEBP	Bachelor of Education Honours Degree (Primary) with QTS	100511	X120