

## Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

<b>Section 1 - General Course Information</b>	
<b>Course Title</b>	BA (Hons) Primary Education (with QTS)
<b>Qualification</b>	BA Honours
<b>Intermediate Qualification(s)</b>	BA (Hons) Primary Education (for students who fail QTS)
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	AB
<b>Mode(s) of Study and Duration</b>	Full-time over three years
<b>Core Teaching Pattern</b>	Core pattern 1
<b>FHEQ Level</b>	Level 6
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	National College for Teaching and Leadership
<b>PSRB Renewal Date</b>	
<b>University of Bedfordshire Employability accreditation</b>	
<b>Route Code (SITS)</b>	BAPEDABF (QTS) BAPREABF (non QTS)
<b>Subject Community</b>	Teacher Education
<b>UCAS Course Code</b>	X120
<b>Relevant External Benchmarking</b>	<ul style="list-style-type: none"> <li>BA (Hons) Primary Education: SEEC descriptors Level 4 mapped against units.</li> <li>BA (Hons) Primary Education: SEEC descriptors Level 5 mapped against units.</li> <li>BA (Hons) Primary Education: SEEC descriptors Level 6 mapped</li> </ul>

against units.

Teachers' Standards (DfE, 2012)

## Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

### Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
PSB009-1	4	30	Child Development and Theories of Learning	Core
PSB010-1	4	30	Early Literacy and Reading	Core
PSB011-1	4	30	Mathematics and Science	Core
PSB012-1	4	30	Professional Studies: The Class Teacher	Core
PSB012-2	5	30	Literacy in the Primary School	Core
PSB013-2	5	30	Further Mathematics and Science	Core
PSB014-2	5	30	Professional Studies: Planning for Learning Across Subjects	Core
PSB015-2	5	30	Meeting the Needs of Individual Children	Core
PSB036-3	6	30	The Core Curriculum	Core
PSB038-3	6	30	Professional Studies: Raising Pupil Attainment	Core
PSB041-3	6	30	Research for Teaching	Core
PSB037-3	6	30	Primary Physical Education Enhancement	Option
PSB039-3	6	30	Primary Mathematics Enhancement	Option
PSB040-3	6	30	Primary Literacy Enhancement	Option

You will undertake a school placement in each year. School placements contribute to the following units:

**Level 4 Professional Studies: The Class Teacher**

**Level 5 Professional Studies: Planning for Learning Across Subjects**

**Level 6 Professional Studies: Raising Pupil Attainment**

### Why study this course

You will train to become a good or outstanding Primary school teacher in three years. You will train in schools and at university, learning from experienced class teachers and university lecturers.

### Course Summary – Educational Aims

The primary aim of the course is that you will acquire the knowledge, skills and understanding for teaching in a Primary School context.

The course supports you to

- Work in partnership with a range of stakeholders
- Be an independent, reflective, creative, collaborative and resilient practitioner
- Have developed expertise in learning and teaching, based upon a sound knowledge and understanding of child development and pedagogy
- Be able to engage in the development of curriculum
- Be committed to life-long personal and professional development
- Be committed, and accountable, to meeting the needs of all children within a culturally diverse society
- Have developed some leadership and management skills
- Be an effective communicator with children, colleagues, parents/carers, other professionals
- Have appropriate subject knowledge expertise and is able to further develop subject knowledge for teaching

This course is specifically designed to prepare you to teach the 5-11 age range. You will also gain knowledge and understanding about Early Years Child Development and relevant educational matters beyond Key Stage 2.

Keywords: TEACHER TRAINING;TEACHING;TRAINING TO TEACH; TRAIN TO TEACH; TEACHING QUALIFICATION; PRIMARY TEACHING; PRIMARY TEACHER; EARLY YEARS TEACHING; EARLY YEARS TEACHER; QTS; QUALIFIED TEACHER STATUS

### **Entry requirements**

The University specifies standard entry requirements which must be met by all students; these are set out on the university website at [www.beds.ac.uk/howtoapply/](http://www.beds.ac.uk/howtoapply/). For this course you will also have:

#### Additional:

- 280 POINTS minimum entry
- All entrants to have achieved a standard equivalent to a grade 4 (or GCSE A to C) in the GCSE examinations in English, mathematics and science.
- Applicants whose first language is not English and who do not have GCSE grade 4 in English need to have IELTS with an average score of at least 6.0
- All students will undergo a Disclosure and Barring Services (DBS) check
- All entrants must have passed the professional skills tests prior to entry
- Successful completion of the interview process

### ***Professional standards, ethics and values***

Professional values and standards are central to employability within the education sector. In addition to the Teachers' Standards and in order to develop an appropriate professional attitude we expect you to:

- Adhere to professional standards, whether relating to the curriculum, ethical issues, classroom management or relationships with parents and the community
- Attend all lectures, rehearsals, workshops and seminars as your peers are depending upon your presence in order to develop work. If absence is unavoidable through illness, for example, the lecturer and students working in your group should be notified in advance of the session
- Have strict punctuality while on placement and at all lectures, seminars, workshops and self-directed groups
- Complete all coursework, reading, preparation, research set between classes to be undertaken in a thorough manner in order to allow you to be prepared for the session you are attending
- Fully participate in all aspects of school like while on school placement
- Use appropriate clothing for the particular learning environment both on and off site
- Have responsible attitude towards your health and wellbeing. You need to be pro-active in ensuring that you are fit and healthy. This means getting adequate sleep, eating properly and exercising regularly
- Undergo appropriate criminal record checks as required at the beginning of the course
- Take responsibility for understanding the term 'plagiarism' through study sessions and leaflets and your student/course handbook thereby ensuring that the university regulations are met

This course supports you in meeting the Teachers' Standards (2012):

#### **1. Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2 Promote good progress and outcomes by pupils**

- be accountable for attainment, progress and outcomes of the pupils plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of demonstrate a clear understanding of appropriate teaching strategies.

#### **4 Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

## **5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons -give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

### **Graduate Impact Statements**

The course is designed to develop graduates who are able to:

- Work as independent, reflective, creative, innovative, collaborative and resilient practitioners, continuously developing expertise in subject and phase specific knowledge and in learning and teaching, based upon a sound knowledge and understanding of learner development and pedagogy.
- Commit to, and be accountable for, meeting the needs of all learners within a culturally diverse society, communicating very effectively with learners, colleagues, parents/carers, other professionals.
- Commit to life-long personal and professional development underpinned by critical engagement with practice based research, engaging in the development of curriculum and developing leadership and management skills.

### **Higher Education Achievement Report - Additional Information**

## **Learning and Teaching**

You will be supported to develop your professional and academic skills and competencies in partnership with professionals in schools. This will be achieved through a blended learning approach incorporating the following:

- School placements
- Lectures
- Seminars
- Workshops
- Research including case studies, small scale school-based research including pupil observations, evaluation of learning materials, self-selected project work
- Use of managed learning environment (BREO)
- Reflective E-portfolio
- Individual Training Plan

These approaches will support you on your journey to becoming a life-long learner responsible for shaping your own career development.

You will be supported to develop your professional and academic skills and competencies with university tutors and teachers in partnership schools. You will attend lectures, seminars and tutorials at university. You are introduced to the Virtual Learning Environment (VLE) at these sessions. You are encouraged to engage in learning activities individually, with peers and with tutors on the VLE. You are required to submit online formative tasks, engage in asynchronous discussions, submit evidence for professional development and identify future learning priorities on the VLE and other university-endorsed e-learning spaces (e.g. Pebble+).

You will also be supported to learn in a range of placement settings during the three years of the degree. Whilst on placement, you are guided in your professional development by teachers (School Based Mentors) and university tutors (School Link Tutors). You will observe class teachers and subject specialists teach. You will also be observed as you teach individual children, small and large groups of children and whole classes of children. You will develop an e-portfolio while on placement. The e-portfolio is a space for you to articulate your progress towards meeting the Teachers' Standards (Department of Education 2012) and identify your next steps for learning. Your e-portfolio will contribute to your Individual Training Plan, which in turn supports your application for employment.

In your final year, you are required to carry out a small-scale research project in schools in an area of particular interest. You will be introduced to key issues about research and supported through the process by your research tutor.

The varied approaches outlined above support you on your journey toward becoming a life-long learner and prepare you to make strong applications to Newly Qualified Teacher posts.

## **Developing your employability**

98% of graduates from teaching courses at the University of Bedfordshire gain employment in schools. You gain experience in a range of schools and in different settings. You also benefit from our wider university careers services with structured guidance on preparing strong applications and attending interviews.

## **Department (s)**

Teacher Education

## **Assessment**

The purpose of the assessment on the course is to assist your learning, to monitor your performance and to measure your attainment at the end of the course against academic levels and Teachers' Standards. The assessment strategies are designed to give you the opportunity to demonstrate the range of knowledge, understanding and skills required for teaching. Assessment opportunities range from written reports to the production of teaching materials and lesson plans, from audits to group assessed presentations, from very specific structured assessments to open, self-chosen topics for personal research. A combination of these approaches will enable you to become fully involved in the assessment process, able to demonstrate your

competencies, identify your strengths and areas for development and achieve high academic standards.

The outcomes of your assessments will be used to offer targeted support and guide you as you progress towards preparing for the workplace.

All assessments on the course, both formative and summative, will relate to practical applications in a workplace. You will be required to make links between your learning in different contexts, your wider theoretical reading and your knowledge of current curriculum and policy developments.

The Individual Training Plan developed through an e-portfolio will support you to reflect on your own learning across all elements of the course and develop your skills as an independent learner. To this end, you will create your own action plans and subject audits, act on formative feedback, reflect on your work over time and draw on a greater range of theories and policies to evaluate your progress.

You will draw on examples, reflections and observations from different learning contexts to reveal your understanding of different theoretical frameworks and articulate your position in relation to a range of pedagogical approaches and curriculum policy developments.

You will receive a grade for your placement at Levels 5 and 6. This will be calculated as part of the Professional Studies unit.

### **After Graduation**

Graduates from the course gain employment in schools within the partnership and beyond. They often return to the university to take up part-time professional development units leading to Masters level qualifications. This is particularly important as teachers seek to take up leadership positions in schools.

Graduates can also apply their transferable skills to work with voluntary organisations, training roles, adult education and more broadly in work with children. The communication skills that you develop can be used in the public and private sector in a range of administrative and management roles.

### **Student Support during the course**

Study Skills are embedded in the course but additional support will be available throughout the three years of the degree via PAD. Support is for anyone wishing to improve their way of studying.

Support will be provided for you through the university Managed Learning Environment, BREO. On BREO you will be able to re-visit session materials, access e-resources, submit formative tasks, receive feedback and engage in discussions. You will be supported during the face-to-face sessions to navigate this online site.

Academic Liaison Librarians are available to support you become confident with using information literacies to enhance your academic and professional development.

The Student Engagement Team will provide confidential help and support with issues relating to students' academic studies throughout the three years of the degree.

Personal support with careers planning and careers advice is available through the university Careers and Employability department.

You will be assigned a Personal Academic Tutor on arrival at the University of Bedfordshire. Group and individual tutorials will be offered throughout the degree. This will include regular audits and action plans to meet specified personalised targets.

School Link Tutors will provide additional support to you during the School Based Training. They will work alongside your school mentor to ensure you receive useful feedback and with clear targets to help you progress towards meeting all the Teachers' Standards.

Student representatives from each year group of the course will represent the views of the student body with staff representatives.

The Health Centres at the university offers you care, including counselling, during your time as a student. The provision includes doctors, nurses, clinics, prescriptions, travel vaccinations, telephone advice and out-

of-hours emergency services.

The Peer Assisted Learning (PAL) scheme encourages students to support each other and learn co-operatively under the guidance of students from the year above.

The Student Information Desk (SID) and [SiD Online](#) are available to resolve any issues you may have straight away or pass them on to the relevant team without delay.

### **Students with disabilities**

If you are a disabled student it is expected that we will discuss with you your needs during the application process. This will be done through

- Having DDA Interview
- Assessment of personal need for course specific requirements
- Receive Learning Contracts

The Disability Advice Team is available to discuss any issues you may have and can provide services such as sign language interpreters, note takers, dyslexia screening/tuition and support with mobility on campus. They offer confidential advice and information about academic and personal issues, adjustments in examinations, applying for the Disabled Students' Allowances (DSA) and buying suitable equipment.

If you wish to be assessed after the interview process re requiring additional support you must contact student services for appropriate assessment.

**Assessment  
Map**

Unit Code and Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Y2 SE	22	23	24	25	26	27	28	29	30		
PSB012-1 Professional Studies: The Class Teacher						S																								S	S		
PSB010-1 Early Literacy and Reading																S							S									S	
PSB009-1 Child Development and Theories of Learning										S											S												
PSB011-1 Mathematics and Science												S							S													S	
PSB015-2 Meeting the Needs of Individual Children						LPL	LPL										S										S						
PSB012-2 Primary Literacy								S	S																								
PSB013-2 Further Mathematics and Science					S					S																S							
PSB014-2 Professional Studies Planning for Learning Across Subjects																							S		S					S			
PSB038-3 Professional Studies: Raising Pupil Attainment											S									S													S
PSB041-3 Research for Teaching														S														S					
PSB037-3 Primary PE Enhancement																					S									S			
PSB040-3 Primary Literacy Enhancement																	S													S			



## Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

### Course Learning Outcomes

By the end of the course you will be able to

1. Apply the methods and techniques that you have learned to your work as a Primary teacher
2. Review, consolidate, extend and apply your knowledge and understanding to your work in Primary schools
3. Critically evaluate arguments, assumptions, abstract concepts and data to make judgements and to frame appropriate questions to achieve a solution
4. Communicate information, ideas, problems and solutions to a range of stakeholders, including academics, children, parents and other professionals

### **For BA (Hons) Primary Education (non QTS)**

By the end of the course you will be able to

1. Apply the methods and techniques that you have learned to work with children, young and vulnerable people
2. Review, consolidate, extend and apply your knowledge and understanding to a range of roles related to working with children, young and vulnerable people
3. Critically evaluate arguments, assumptions, abstract concepts and data to make judgements and to frame appropriate questions to achieve a solution
4. Communicate information, ideas, problems and solutions to a range of stakeholders, including academics, children, parents and other professionals

### Course-specific regulations

The course has additional entry requirements which have been approved by Academic Board.

### Teaching, Learning and Assessment

You will be supported to develop your professional and academic skills and competencies in partnership with professionals in schools. This will be achieved through a blended learning approach incorporating the following:

- School placements
- Lectures
- Seminars
- Workshops
- Research including case studies, small scale school-based research including pupil observations, evaluation of learning materials, self-selected project work
- Use of managed learning environment (BREO)
- Reflective E-portfolio
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You are also supported to learn in a range of placement settings during the three years of the degree.

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In your final year, you are required to carry out a small-scale research project in schools in an area of particular interest. You are introduced to key issues about research and are supported through the process by your research tutor.

The varied approaches outlined above support you on your journeys toward becoming life-long learners and prepare you to make strong applications to Newly Qualified Teacher posts.

**Additional Academic Information**

**Peer-assisted learning (PAL)**

The PAL (Peer-Assisted Learning) initiative is fully embedded with our undergraduate portfolio, making full use of the experiences of our more experienced trainees to assist in students in coming to understand the more troublesome knowledge associated with primary teacher education. The selection of our PALs leaders is rigorous, drawing on those trainees who have developed, particularly identifying those with aptitude for personal development planning as developed through our Individual Training Programme. Each group meets with their PAL representatives on a weekly basis to ensure that students are able to have their immediate needs addressed as they arise. All PALs sessions are associated with the relevant professional studies unit in Year 1.

**Initial Assessment**

You will have an assessment within the first eight weeks in the Mathematics and Science unit. You will also be required to submit short pieces as part of the Professional Studies unit within the first six weeks. These assignments will provide you with early feedback and targets for improvement, and support you to success in future assignments.

**Improving students' learning**

A defining characteristic of effective teachers is the commitment to continuing personal and professional development. The mechanisms by which the course equips student teachers for this ongoing commitment are embedded within the teaching and assessment strategies of all units. These strategies, already outlined in previous sections, include supporting self-evaluation, target setting and action planning in relation to professional performance; subject knowledge; and subject specific pedagogy. The ePDP is central to the process of improving your own learning. In addition, formative assessment is embedded (and is considered fundamental to the modelling of best teaching practice) in all units, with systematic use of progressive assessment criteria rubrics which provide detailed information to the students about current levels of attainment and specific targets to improve..

**Academic Integrity**

Although the majority of students will bring some experience of academic practice from their secondary/further education studies, the diversity of educational and professional backgrounds evident in a course of initial teacher education demand a structured approach to academic support. During the first year of study all units embed support for you in developing academic skills through direct teaching and through formative assessments. The feedback that you get from assessments should help you to identify any areas that need to be improved and you can discuss how you might achieve this with your Personal Academic Tutor (PAT). The year 1 professional studies unit includes development of academic writing and critical thinking, a strand that is continued through the following two years.

**HEAR implementation**

n/a in 2013/14

**Internationalisation**

You are encouraged to seek work experience in international contexts during the holidays. You will also find out about models of education in different countries and read international authors.

**Sustainability**

## Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

<b>Faculty</b>	<b>Education and Sport</b>
<b>Portfolio</b>	<b>Undergraduate Initial Teacher Training</b>
<b>Department/School/Division</b>	<b>Teacher Education</b>
<b>Course Coordinator</b>	<b>Diana Parton</b>
<b>Version Number</b>	4/15
<b>Approved by (cf Quality Handbook ch.2)</b>	
<b>Date of approval (dd/mm/yyyy)</b>	<b>May 2016</b>
<b>Implementation start-date of this version (plus any identified end-date)</b>	

Form completed by: Peter Wolstencroft

Name: Peter Wolstencroft      Date    9<sup>th</sup> February 2015

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: 

Date: 12/03/15

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
09/2/15	Changes to the assessment map and to the title and nature of two of the units, moving the school placement from PSB015-2 to PSB014-2	
March 15	Updates to CIF following a series of minor mods.	
may 2016	correction to entry requirements	
14/03/2018	Change to entry requirements – New ITT criteria (Feb 2008) – removal of entry requirement School-based experience: minimum 2 weeks ACROSS 2 CONSECUTIVE KEY STAGES (1and 2)  Whilst making this change – the wording of the entry requirements changed, to align with the other QTS courses.	

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