

## **BA Honours Education with Qualified Teacher Status (Primary)**

UCAS code: Art: X5W1  
English: X5Q3  
Music: X5W3

Awarding Institution: The University of Reading  
Teaching Institution: The University of Reading  
Relevant QAA subject benchmarking group(s): Education Studies; Art, English or Music (as appropriate)  
Faculty of Economic and Social Sciences Programme length: 4 years  
For students entering Part 1 in 2003 Date of specification: 2002  
Programme Director: Dr H C L James  
Programme Adviser:  
Board of Studies: BA in Education  
Accreditation: Teacher Training Agency

### **Summary of programme aims**

High quality education is essential if individuals are to realise their full potential and the teacher is fundamental in that process. This Initial Teacher Education and Training (ITET) (primary) programme is based on the view that education is about active and meaningful learning through which students should become analytical, creative and receptive to new ideas. By working with partnership schools on the design, delivery and evaluation of the ITET courses, this programme aims to raise the standards of newly qualified members of the teaching profession.

### **Transferable skills**

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

The exercise of initiative and personal responsibility, decision making in complex and unpredictable contexts and the learning ability needed to undertake appropriate further training of a professional nature as required for teaching in UK primary education. By the end of the programme, students (QTS) will have gained the range of skills to become competent primary classroom teachers as well as being able to use their subject skills to become subject co-ordinators.

Non QTS students will be able to relate their subject knowledge and range of communications skills to the needs of the user community.

### **Programme content**

The work of the programme is divided into Subject Studies and Professional Studies blocks. The Subject Studies course enables students to pursue their academic interest at university level and to explore ways in which the subject can be realised in the primary classroom.

The Professional Studies courses include investigation of the changing role of the primary classroom teacher in the 21<sup>st</sup> century with an in-depth evaluation of the Primary National Curriculum to ensure that students have the knowledge, understanding and skill to teach all areas of the curriculum while substantial periods of School Experience are a feature throughout the 4 year programme. All modules are compulsory throughout the programme.

<b>Part 1 (three terms) Subject Specialism - Art</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED1A1	<i>Subject Specialism: Art (Term 1)</i>	5	1
ED1CE	<i>BAEd Term 1 Curriculum English</i>	5	1
ED1CS	<i>BAEd Term 1 Curriculum Science</i>	5	1
ED1CX	<i>BAEd Term 1 Curriculum Mathematics</i>	5	1
ED1PF	<i>BAEd Term 1 Professional Studies</i>	10	1
ED1SC	<i>BAEd Term 1 School Experience (Term 1)</i>	10	1
ED1A2	<i>Subject Specialism: Art (Terms 2 &amp; 3)</i>	80	1
<b>Part 2 (five terms)</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED/2/A3	<i>Subject Specialism: Art (Term 4)</i>	40	2
ED/2/CE1/2	<i>Curriculum English (Terms 5, 6, 7)</i>	10	2
ED/2/CX/1	<i>Curriculum Mathematics (Terms 5, 6)</i>	10	2
ED/2/CS/1	<i>Curriculum Science (Terms 5, 6)</i>	5	2
ED/2/FA1/2	<i>Foundation subject: Art</i>	5	2
ED/2/FG	<i>Foundation subject: Geography</i>	5	2
ED/2/FH1	<i>Foundation subject: History &amp; RE</i>	5	2
ED/2/CM1/2	<i>Foundation subject: Music (Term 5)</i>	5	2
ED/2/FP	<i>Foundation subject: Physical Education</i>	5	2
ED/2/PF/1	<i>Professional Studies (Terms 5, 6)</i>	10	2
ED/2/SC/1	<i>School Experience (Term 6)</i>	15	2
ED/2/A4	<i>Subject Specialism: Art (Term 5)</i>	5	2
ED/2/A5	<i>Subject Specialism: Art (Terms 7, 8)</i>	5	2
ED/2/CX/2	<i>Curriculum Mathematics (Term 7)</i>	5	2
ED/2/CS/2	<i>Curriculum Science (Term 7)</i>	5	2
ED/2/FD	<i>Foundation subject: Drama</i>	5	2
ED/2/FH2	<i>Foundation subject: History &amp; RE</i>	5	2
ED/2/FT	<i>Foundation subject: Technology</i>	5	2
ED/2/PF/2	<i>Professional Studies (Terms 7, 8)</i>	20	2
ED/2/SC/2	<i>School Experience (Term 8)</i>	20	2
<b>Part 3 (four terms)</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED/3/A6	<i>Subject Specialism: Art (Terms 9, 11, 12)</i>	50	3
ED/3/CE1/2	<i>Curriculum English (Term 9)</i>	10	3
ED/3/CX	<i>Curriculum Mathematics (Term 9)</i>	5	3
ED/3/CS	<i>Curriculum Science (Term 9)</i>	5	3
ED/3/PF	<i>Professional Studies (Term 9)</i>	10	3
ED/3/SC	<i>School Experience (Term 10)</i>	30	3
ED/3/A7	<i>Subject Specialism Dissertation</i>	30	3
<i>Plus one of:</i>			
ED/3/TP/PP	<i>Advanced Teaching Project (for QTS students)/ Advanced Practical Project (for non-QTS students)</i>	30	3

<b>Part 1 (three terms) Subject Specialism - English</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED1EN5	<i>Subject Specialism: English (Term 1)</i>	5	1
ED1CE	<i>BAEd Term 1 Curriculum English</i>	5	1
ED1CS	<i>BAEd Term 1 Curriculum Science</i>	5	1
ED1CX	<i>BAEd Term 1 Curriculum Mathematics</i>	5	1
ED1PF	<i>BAEd Term 1 Professional Studies</i>	10	1
ED1SC	<i>BAEd Term 1 School Experience (Term 1)</i>	10	1
ED1EN1	<i>Subject Specialism: English (Term 2)</i>	20	1
ED1EN2	<i>Subject Specialism: English (Terms 2, 3)</i>	20	1
ED1EN3	<i>Subject Specialism: English (Terms 2, 3)</i>	20	1
ED1EN4	<i>Subject Specialism: English (Terms 2, 3)</i>	20	1
<b>Part 2 (five terms)</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED/2/EN6	<i>Subject Specialism: English (Term 4)</i>	10	2
ED/2/EN7	<i>Subject Specialism: English (Term 4)</i>	10	2
ED/2/EN8	<i>Subject Specialism: English (Term 4)</i>	10	2
ED/2/CE1/2	<i>Curriculum English (Terms 5, 6, 7)</i>	10	2
ED/2/CX/1	<i>Curriculum Mathematics (Terms 5, 6)</i>	10	2
ED/2/CS/1	<i>Curriculum Science (Terms 5, 6)</i>	5	2
ED/2/FA1/2	<i>Foundation subject: Art (Terms 5, 6, 7)</i>	5	2
ED/2/FG	<i>Foundation subject: Geography</i>	5	2
ED/2/FH1	<i>Foundation subject: History &amp; RE</i>	5	2
ED/2/CM1/2	<i>Foundation subject: Music (Term 5)</i>	5	2
ED/2/FP	<i>Foundation subject: Physical Education</i>	5	2
ED/2/PF/1	<i>Professional Studies (Terms 5, 6)</i>	10	2
ED/2/SC/1	<i>School Experience (Term 6)</i>	15	2
ED/2/EN9	<i>Subject Specialism: English (Term 5)</i>	5	2
ED/2/EN10	<i>Subject Specialism: English (Term 7)</i>	5	2
ED/2/CX/2	<i>Curriculum Mathematics (Term 7)</i>	5	2
ED/2/CS/2	<i>Curriculum Science (Term 7)</i>	5	2
ED/2/FD	<i>Foundation subject: Drama</i>	5	2
ED/2/FH2	<i>Foundation subject: History &amp; RE</i>	5	2
ED/2/FT	<i>Foundation subject: Technology</i>	5	2
ED/2/PF/2	<i>Professional Studies (Terms 7, 8)</i>	20	2
ED/2/SC/2	<i>School Experience (Term 8)</i>	20	2
<b>Part 3 (four terms)</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED/3/EN11	<i>Subject Specialism: English (Terms 9)</i>	15	3
ED/3/EN12	<i>Subject Specialism: English (Term 11)</i>	15	3
ED/3/EN13	<i>Subject Specialism: English (Term 11)</i>	15	3
ED/3/EN14	<i>Subject Specialism: English (Term 11)</i>	15	3
ED/3/CE1/2	<i>Curriculum English (Term 9)</i>	10	3
ED/3/CX	<i>Curriculum Mathematics (Term 9)</i>	5	3
ED/3/CS	<i>Curriculum Science (Term 9)</i>	5	3
ED/3/PF	<i>Professional Studies (Term 9)</i>	10	3
ED/3/SC	<i>School Experience (Term 10)</i>	30	3
ED/3/EN15	<i>Subject Specialism Dissertation. Plus one of:</i>	30	3

ED/3/TP/PP	<i>Advanced Teaching Project (for QTS students)/ Advanced Practical Project (for non-QTS students)</i>	30	3
<b>Part 1 (three terms) Subject Specialism - Geography</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
Last intake for Geography in Education was September 2001			
<b>Part 2 (five terms)</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED/2/DC	<i>Subject Specialism: Geography (Term 4)</i>	10	2
ED/2/ES	<i>Subject Specialism: Geography (Term 4)</i>	10	2
ED/2/G2a	<i>Subject Specialism: Geography (Term 4)</i>	10	2
ED/2/POP	<i>Subject Specialism: Geography (Term 4)</i>	10	2
ED/2/CE1/2	<i>Curriculum English (Terms 5, 6, 7)</i>	10	2
ED/2/CX/1	<i>Curriculum Mathematics (Terms 5, 6)</i>	10	2
ED/2/CS/1	<i>Curriculum Science (Terms 5, 6)</i>	5	2
ED/2/FA1/2	<i>Foundation subject: Art (Terms 5, 6, 7)</i>	5	2
ED/2/FG	<i>Foundation subject: Geography</i>	5	2
ED/2/FH1	<i>Foundation subject: History &amp; RE</i>	5	2
ED/2/CM1/2	<i>Foundation subject: Music (Term 5)</i>	5	2
ED/2/FP	<i>Foundation subject: Physical Education</i>	5	2
ED/2/PF/1	<i>Professional Studies (Terms 5, 6)</i>	10	2
ED/2/SC/1	<i>School Experience (Term 6)</i>	15	2
ED/2/CX/2	<i>Curriculum Mathematics (Term 7)</i>	5	2
ED/2/CS/2	<i>Curriculum Science (Term 7)</i>	5	2
ED/2/FD	<i>Foundation subject: Drama</i>	5	2
ED/2/FH2	<i>Foundation subject: History &amp; RE</i>	5	2
ED/2/FT	<i>Foundation subject: Technology</i>	5	2
ED/2/PF/2	<i>Professional Studies (Terms 7, 8)</i>	20	2
ED/2/SC/2	<i>School Experience (Term 8)</i>	20	2
<b>Part 3 (four terms)</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED/3/GC	<i>Subject Specialism: Geography (Terms 9, 11, 12)</i>	15	3
ED/3/SD	<i>Subject Specialism: Geography (Terms 9, 11, 12)</i>	15	3
ED/3/PGA	<i>Subject Specialism: Geography (Terms 9, 11, 12)</i>	30	3
ED/3/CE1/2	<i>Curriculum English (Term 9)</i>	10	3
ED/3/CX	<i>Curriculum Mathematics (Term 9)</i>	5	3
ED/3/CS	<i>Curriculum Science (Term 9)</i>	5	3
ED/3/PF	<i>Professional Studies (Term 9)</i>	10	3
ED/3/SC	<i>School Experience (Term 10)</i>	30	3
ED/3/SSD/G	<i>Subject Specialism Dissertation Plus one of:</i>	30	3
ED/3/TP/PP	<i>Advanced Teaching Project (for QTS students)/ Advanced Practical Project (for non-QTS students)</i>	30	3

<b>Part 1 (three terms) Subject Specialism - Music</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED1M1	<i>Subject Specialism: Music (Term 1)</i>	5	1
ED1CE	<i>BAEd Term 1 Curriculum English</i>	5	1
ED1CS	<i>BAEd Term 1 Curriculum Science</i>	5	1
ED1CX	<i>BAEd Term 1 Curriculum Mathematics</i>	5	1
ED1PF	<i>BAEd Term 1 Professional Studies</i>	10	1
ED1SC	<i>BAEd Term 1 School Experience (Term 1)</i>	10	1
ED1M2	<i>Subject Specialism: Music (Terms 2 &amp; 3)</i>	80	1
<b>Part 2 (five terms)</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED/2/M3	<i>Subject Specialism: Music (Term 4)</i>	35	2
ED/2/M4	<i>Subject Specialism: Music (Terms 5, 6)</i>	5	2
ED/2/M5	<i>Subject Specialism: Music (Term 8)</i>	10	2
ED/2/CE1/2	<i>Curriculum English (Terms 5, 6, 7)</i>	10	2
ED/2/CX/1	<i>Curriculum Mathematics (Terms 5, 6)</i>	10	2
ED/2/CS/1	<i>Curriculum Science (Terms 5, 6)</i>	5	2
ED/2/FA1/2	<i>Foundation subject: Art</i>	5	2
ED/2/FG	<i>Foundation subject: Geography</i>	5	2
ED/2/FH1	<i>Foundation subject: History &amp; RE</i>	5	2
ED/2/CM1/2	<i>Foundation subject: Music (Term 5)</i>	5	2
ED/2/FP	<i>Foundation subject: Physical Education</i>	5	2
ED/2/PF/1	<i>Professional Studies (Terms 5, 6)</i>	10	2
ED/2/SC/1	<i>School Experience (Term 6)</i>	15	2
ED/2/CX/2	<i>Curriculum Mathematics (Term 7)</i>	5	2
ED/2/CS/2	<i>Curriculum Science (Term 7)</i>	5	2
ED/2/FD	<i>Foundation subject: Drama</i>	5	2
ED/2/FH2	<i>Foundation subject: History &amp; RE</i>	5	2
ED/2/FT	<i>Foundation subject: Technology</i>	5	2
ED/2/PF/2	<i>Professional Studies (Terms 7, 8)</i>	20	2
ED/2/SC/2	<i>School Experience (Term 8)</i>	20	2
<b>Part 3 (four terms)</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED/3/M6	<i>Subject Specialism: Music (Term 9)</i>	10	3
ED/3/M7	<i>Subject Specialism: Music (Terms 11, 12)</i>	40	3
ED/3/CE1/2	<i>Curriculum English (Term 9)</i>	10	3
ED/3/CX	<i>Curriculum Mathematics (Term 9)</i>	5	3
ED/3/CS	<i>Curriculum Science (Term 9)</i>	5	3
ED/3/PF	<i>Professional Studies (Term 9)</i>	10	3
ED/3/SC	<i>School Experience (Term 10)</i>	30	3
ED/3/M8	<i>Subject Specialism Dissertation</i>	30	3
	<i>Plus one of:</i>		
ED/3/TP/PP	<i>Advanced Teaching Project (for QTS students)/ Advanced Practical Project (for non-QTS students)</i>	30	3

### Summary of learning outcomes

- To meet the required standards for Qualified Teacher Status (QTS) which is accredited by the Teacher Training Agency (TTA). (*Professional Standards for QTS 2002 document*)
- To achieve satisfactory knowledge and understanding of all National Curriculum subjects, Art, Drama, English, Geography, History, Information and Communication Technology (ICT), Mathematics, Music, Physical Education, Religious Education, Science, Technology. The Degree Programme is accredited by The University.
- To achieve the necessary teaching skills
- To achieve required knowledge and understanding of the selected subject specialism in both academic content and subject application and to obtain the relevant expertise to offer curriculum leadership in primary schools. The selected subject specialisms are, together with their UCAS codes as follows:

Art:	X5W1	English:	X5Q3
Geography:	X5L8 (final intake Sept 2001)	Music:	X5W3

### Progression requirements

To proceed to Part 2 it is necessary to pass all modules and the Term 1 School Experience. There is a pass threshold of **40%** in every module.

To proceed to Part 3 it is necessary to have obtained an overall average of at least 40% and at least 40% in **14** of the 16 modules. There is a pass threshold of 40% in every module.

### Summary of teaching and assessment

The overall programme weightings, which contribute towards the final 4 year degree award are:

Subject Specialism and Application – 45%

Professional framework and Curriculum subjects – 45%

Advanced Teaching Project – 10%

Teaching is organised in modules that typically involve lectures, seminars, tutorials and practical school experience. Modules are assessed by a mixture of coursework including a subject specialist dissertation and project as well as formal examinations.

The university's honours classification is as follows:

Mark	Interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

### Admission requirements

Entrants to this programme are normally required to have obtained A level grades BC with grade B normally in a subject related to the Subject Specialism (or the equivalent UCAS Tariff; International Baccalaureate; Irish Leaving Certificate. Two AS grades are accepted in place of one A-Level.) Interview is essential. Candidates should have spent at least ten days gaining recent and relevant experience in a state primary school.

Admissions Tutor:

From October 2002 entry onwards the admission requirements will be in the form of the accepted UCAS tariff.

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

For the BA Ed degree programme a series of handbooks relating to each phase and associated school experiences are provided for every student. In addition each subject specialism provides a handbook for that subject. Four school placements for each students from within the School of Education's Primary School partnership are organised for the four year programme.

### **Career prospects**

As expected on completion of a professional ITET degree, Newly Qualified Teachers (NQTs) obtain posts in a range of primary schools. Non-QTS students obtain posts in personnel management, related educational services and the service industries

### **Opportunities for study abroad or for placements**

It is possible within this programme for a student, provided s/he has passed Part 1, to take part in an ERASMUS/SOCRATES exchange programme for a period of three months during Term 4. Links are well established with Education Departments in a number of universities in mainland Western Europe. In addition students who take the non QTS route will be provided with a placement within their range of interest to replace the final school practice.

### **Educational aims of the programme**

High quality education is essential if individuals are to realise their full potential and the teacher is fundamental in that process. This Initial Teacher Education and Training (ITET) (primary) programme is based on the view that education is about active and meaningful learning through which students should become analytical, creative and receptive to new ideas. By working with partnership schools on the design, delivery and evaluation of the ITET courses, this programme aims to raise the standards of newly qualified members of the teaching profession.

### **Programme Outcomes**

## *Knowledge and Understanding*

<p><b>A. Knowledge and understanding of:</b> The chosen specialist subject at degree level. To understand the contribution which the chosen subject makes to the education of primary school children. Further knowledge and understanding of the primary school curriculum.</p>	→	<p><b>Teaching/learning methods and strategies</b> Formal lectures, seminars and tutorials. Practical classes and fieldwork where appropriate. <i>Assessment</i> A mixture of coursework, including a dissertation and project as well as formal examinations.</p>
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## *Skills and other attributes*

<p><b>B. Intellectual skills – able to:</b> Critical evaluation of the literature relating to primary education and the chosen subject specialism. The ability to think logically.</p>	→	<p><b>Teaching/learning methods and strategies</b> Formal lectures, seminars and tutorials. Practical classes and fieldwork where appropriate.  <i>Assessment</i> A mixture of coursework, including a dissertation and project as well as formal examinations.</p>
<p><b>C. Practical skills – able to:</b> Teach in primary school in a professional manner covering the whole curriculum at a chosen Key Stage.</p>	→	<p><b>Teaching/learning methods and strategies</b> ICT is embedded within the university based programme with applications in school experiences.  <i>Assessment</i> TTA standards</p>
<p><b>D. Transferable skills – able to:</b> Communication of both the specialist subject and wider curriculum at a level appropriate to young children. Use ICT Give oral presentations Work as a team Use library resources Manage time</p>	→	<p><b>Teaching/learning methods and strategies</b> Serial visits to primary placements followed by school experiences of varying lengths and follow up visits, all supported with a professional framework programme.  <i>Assessment</i> TTA standards</p>

*Please note:* This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.