

PROGRAMME SPECIFICATION

for the award of

BA (Hons) Primary Teacher EducationManaged by the **Faculty of Humanities and Social Sciences**Delivered by the **School of Education**

Date approved:	March 2019
Applies to students commencing study in:	September 2019

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Language of study:	English
Final award/s:	Bachelor of Arts (Honours) degree with Qualified Teacher Status
Programme title:	BA in Primary Teacher Education
Interim exit awards and award titles available:	Cert HE (Primary Education); Dip HE (Primary Education); BA
Brookes course code:	ED15/CHEU/BAHQTS-PTE/BAOQTS-PTE/DHEU/BAH-SPE
UCAS code:	X320 BA/EDUC
JACS code:	X120
HECoS code:	100464
Mode of delivery: (Mode of Study given in brackets)	Face to face/on-campus (full-time) Face to face/on-campus (part-time) School Based Practice
Duration of study:	Three years
Subject benchmark statement/s which apply to the programme:	Educational Studies
Professional accreditation attached to the programme:	The Department of Education awards Qualified Teacher Status
Apprenticeship Standard:	N/A
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

Rationale for/distinctiveness of the programme

Oxford Brookes University has been designated by OfSTED as a Good provider of primary teacher education. The School of Education trains teachers to teach across all age ranges for the primary, secondary and further education sectors. The BA in Primary Teacher Education (PTE) programme has been designed and written by University staff in partnership with colleagues from schools and integrates school-based and University based elements of training linked to current national standards. Your tutors in the University have a wide range of appropriate teaching experience and academic expertise, including research specialisms.

Teacher training at is carried out in partnership between the University and a large number of schools in Oxfordshire, Buckinghamshire, West Berkshire, Milton Keynes and Wiltshire. The programme includes taking a specialist pathway in one of five options to extend and deepen your knowledge and understanding of one of these important aspects of learning and teaching and to enable you to develop a valuable specialism which will enhance your employability.

Throughout the programme you will be working with an enthusiastic and dynamic teaching team, which has a diversity of experience and expertise. Some of you will feel challenged by the prospect of embarking on such a Programme but feel assured that whatever your feelings, we are here to help you both academically and pastorally. Whilst on School Experience you will be working alongside experienced and trained mentors in our Partnership schools. Together we are committed to your personal and professional development, supporting you as you reflect upon and develop your own practice in order to fulfil your full potential.

Aims of the programme

The course aims to provide high-quality professional training and education through a cohesive programme of school-focused work and academic study at undergraduate level.

The programme will enable trainees to:

- understand the nature of learning, and the similarities and differences in children's learning needs and to plan suitable activities and learning experiences to meet the variety of needs;
- understand the need to build effective relationships with children in order to teach effectively, and to manage individuals, groups and whole classes;
- know and understand the National Curriculum and its application in schools;
- know and understand the subject knowledge required to plan, teach and assess;
- understand the relationship between effective planning, teaching, assessment and evaluation, and to monitor children's learning, keep clear records, and use these to inform planning;
- understand that primary school staff work as interdisciplinary teams, and to establish good relationships and work professionally within this context;
- understand the importance of continuing professional development and to know how to work with others in order to achieve this.;
- develop depth of knowledge and understanding of your specialist pathway to support and extend effective teaching and learning;
- know and understand the whole primary curriculum, including the wider educational opportunities for children's learning.

In relation to their chosen specialist pathway, the course will enable trainees

to:

- build on previous study of teaching and learning and develop depth of knowledge and understanding;

- consider further aspects of your chosen pathway within the professional context of primary teaching and in relation to supporting and extending children's learning;
- begin to acquire the skills needed for advising colleagues on aspects of your chosen pathway.

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

- demonstrate the purposes, scope, structure and balance of the school National Curriculum;
- demonstrate their subject knowledge of English, mathematics and science, as appropriate for the effective teaching of those subjects;
- demonstrate their knowledge and understanding their specialist pathway area in the context of the primary school
- demonstrate their knowledge and understanding of the non-core subjects in the primary curriculum
- demonstrate their awareness of and commitment to meeting the professional requirements of the role of the teacher, including professional values, professional duties, and the statutory framework relating to teachers' responsibilities;
- demonstrate their ability to plan successfully for, teach and manage classes of primary-aged children;
- demonstrate their ability to monitor, assess, record and report on children in primary-aged classes;
- communicate information, skills, understanding, ideas and arguments effectively by a variety of appropriate oral and visual means, and relate material to intended audiences;

3.2 RESEARCH LITERACY

- identify, gather and analyse multiple source materials
- analyse and evaluate critically subject specific and multi-disciplinary literatures;
- demonstrate knowledge and understanding of appropriate research in relation to educational practice;
- undertake educational research within an area of personal choice (BR International link!)

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- undertake systematic critical self-reflection, within the planning, teaching and assessment cycle;
- forge positive, effective working relationships with colleagues;
- attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others;
- work collaboratively as a member of a team or group in a way which allows each individual's talents to be utilised effectively;
- undertake independent/self-directed study/learning (including time management) and reflect on their strengths and weaknesses as a learner;
- show independence in thought

3.4 DIGITAL AND INFORMATION LITERACY

- use digital media responsibly and critically, to identify appropriate source material, support research, and enhance presentations;
- demonstrate their ability to plan successfully for the inclusion of computing resources within the teaching of classes of primary-aged children

3.5 ACTIVE CITIZENSHIP

- demonstrate their ability to plan for primary-aged children’s wider educational development beyond the demands of the National Curriculum, including global citizenship;
- demonstrate their understanding of education within a global context, at both a national and international level.
- show critical self-awareness their own beliefs, commitments and prejudices

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Module Code	Module Title	Credit value	Level	Status	Coursework
U71108/PTE4001	The Wider Curriculum: Humanities, DT and The Arts	15	4	Compulsory	100%
U71109/PTE4002	Understanding Pedagogical Approaches	15	4	Compulsory	100%
U71110/PTE4003	Thinking Mathematically and Being Mathematical	15	4	Compulsory	100%
U71111/PTE4004	Primary English: Teaching reading in key stage 1 and 2	15	4	Compulsory	100%
U71112/PTE4005	Thinking, Talking and Doing Science.	15	4	Compulsory	100%
U71114/PTE4006	An Introduction to Educational Research	15	4	Compulsory	100%
U71115/PTE4007	Child Development and Learning	15	4	Compulsory	100%
U71116/PTE4008	Introducing Professional Practice – SBT1	15	4	Compulsory	100%
U71120/PTE5001	Science and Technology in the Primary Curriculum	15	5	Compulsory	100%
U71123/PTE5002	Primary English: Teaching Writing in Key Stage 1 and 2	15	5	Compulsory	100%
U71127/PTE5003	Developing the Mathematics Curriculum	15	5	Compulsory	100%
U71128/PTE5004	Enquiring in the Humanities	15	5	Compulsory	100%
U71143/PTE5008	Inclusive Pedagogy	15	5	Compulsory	100%
U71137/PTE5005	The Broader Curriculum through the Performing Arts	15	5	Compulsory	100%
U71140/PTE5007	Critical Analysis of Educational Research	15	5	Compulsory	100%
U71138/PTE5006	SBT2 (pass/fail)		5	Compulsory	
U71170/PTE6001	Literature in the Primary School (H)	15	6	Compulsory	100%
U71171/PTE6002	Curriculum Design through Thematic Planning (H)	15	6	Compulsory	100%
U71199/PTE6011	Dissertation(H)	30	6	Compulsory	100%
U71176/PTE6005	SBT3 (pass /fail)		6	Compulsory	100%
U71180/PTE6009	Extending professional Practice	15	6	Compulsory	100%

	(H)				
U71181/PTE6010	Extending Mathematical Understanding and Pedagogy (H)	15	6	Compulsory	100%

U71168/PTE5009	Independent Study: Education and employability	30	5	Only available to students who have been unsuccessful in School-based Training 2 and or 3	100%
	Envelope module	15	6	Compulsory	100%
U71174/PTE6003	Enrichment of learning: Inclusion				
U71175/PTE5004	Enrichment of learning: Health & Well Being				
U71178/PTE5006	Enrichment of learning: Storytelling				
U71178/PTE5007	Enrichment of learning: Mathematics				
U71179/PTE6008	Enrichment of learning: Science				

4.2 PROGRESSION AND AWARD REQUIREMENTS

Requirements for Cert HE: minimum of 8 Level 4 modules

Requirements for Named Dip HE: minimum of 8 level 4 modules and 6 Level 5 modules. Requirements for Degree without Honours: minimum of 8 Level 4 modules and 12 Level 5/6 modules

4.3 PROFESSIONAL REQUIREMENTS

All compulsory modules and one chosen pathway module are required in order to achieve the accreditation of Qualified Teacher Status.

SECTION 5: TEACHING AND ASSESSMENT

5.1 Teaching, Learning and Assessment

The teaching, learning and assessment approaches used in the programme will enable the delivery and achievement of programme outcomes. The strategy for the programme is to present a coherent and balanced programme of teaching and assessment.

Teaching and Learning

The following strategies will be used by tutors in their teaching to support trainees' learning across the programme:

- lectures, seminars and workshops to develop trainees' understanding of issues related to the teaching of primary aged pupils;
- working in groups to examine and discuss issues related to primary teaching;
- planning and delivering short presentations to their peers;
- observing and analysing teaching (both actual and on video);
- working with a wide range of practical resources, including appropriate computer hardware and software;
- working with a number of expert teachers who will train and support the trainees;

- taking increasing responsibility for the planning, preparation, teaching and evaluation of their lessons on school experience;

- working in a variety of school contexts with pupils representing a range of ages and abilities.

Trainees will be expected to undertake supported and personal independent learning to develop and extend their own knowledge, understanding and skills and to reflect on and clarify their personal values and stances, through:

- discussion with tutors, School Mentors and teachers, and their peers;
- reading, covering a wide variety of sources, and including note taking and summarising from reading;
- the use of computer software and the internet;
- the observation of, discussion about and evaluation of teaching and pupils' behaviour and learning;
- reflection and self-evaluation;
- work on required and optional university and school-based tasks;
- the research for and preparation of assignments;
- the research for, preparation and planning of teaching, and the evaluation of their teaching.

Assessment

A variety of approaches will be used in the assessment of modules. For many modules trainees will be required to show research, description, analysis, synthesis and evaluation through the following types of assessment:

- essay writing;
- projects;
- portfolios;
- presentations in groups or individually;

During the programme trainees will also be required to use a range of approaches to demonstrate their knowledge, understanding and skills. A key context for assessment is the school experiences undertaken by the trainees through the programme. Again these will show the trainees' ability in research, selection, synthesis and adaptation, preparation, practical application, decision-making, and analysis and evaluation. The following assessment approaches are used in the contexts of practical teaching:

- developing a personal teaching file during school experience;
- the critical evaluation of their own teaching;
- undertaking practical teaching in school.

Trainee Progress File Your progress towards meeting the Teachers' Standards (DfE 2012) is tracked and monitored continuously throughout the programme, both in the University and during school placements. You will take an active part in the assessment process through documenting, profiling and evaluating your achievements and through discussion with tutors and school mentors. The focus of this process is the Trainee Progress File (TPF). It summarises information in a concise form so that it can be made available to the key members of the Partnership, in school and in the University, with whom you work. It is formative and will provide:

- an overview of the programme which enables you, your academic advisor and your school mentor to make links between its various elements;
- a profile of your school experiences;
- a summary of your achievements in relation to the Teaching Standards in school-based and University work, including assessment of subject knowledge;

- acknowledgement of your strengths;
- a dated record of action plans for further development devised through focused discussion with your academic advisor.

The NTD is completed towards the end of the programme. Existing strengths, and areas for development in relation to the Teachers' Standards (DfE 2012) in your Induction Year, are highlighted. The NTD will form the basis of your individual programme to meet your needs as an NQT. The NTD has, therefore, an important role to play in establishing an approach to, and record of, your continuing professional development.

Skills Tests

A trainee who successfully fulfils the requirements of the Primary Education single Honours degree programme will be eligible for the award of the BA (Hons) in Primary Education.

Confirmation of having passed, as required by the Standards set out in the "Teachers' Standards" (DfE 2012) will lead to the recommendation for Newly Qualified Teacher Status and potential entry to their Induction Year in teaching

5.2 Assessment regulations

Is at variance with the UMP Regulations as follows:

The classification for the degree BA (Hons) degree in Primary Teacher Education will be based on the average over the twelve graded level 5/6 modules which carry the highest marks. Note that school experience 2 and 3 do not count as they are pass/fail only.

The classification for the degree BA (Hons) degree in Studies in Primary Education will be based on the average over the twelve graded level 5/6 modules which carry the highest marks. Note that school experience 2 does not count as it is pass/fail only

Requirements for the award of an honours degree

To gain the BA (Hons) degree in Primary Teacher Education [PTE] and Qualified Teaching Status (QTS), trainees must pass all the compulsory modules in the programme within eight years:

- a) the 8 Level 4 compulsory module credits;
- b) the 16 Level 5 and 6 compulsory module credits, including: their selected specialist pathway module and the School Experience 3 (double) module.

To gain the BA (Hons) degree in Studies in Primary Education trainees must pass all the compulsory modules in the programme within eight years, except the School Based Training 3 module:

- a) the 8 Level 4 compulsory module credits;
- b) the 16 Level 5 and 6 compulsory module credits, including: their selected specialist pathway module (see 5.2);
the Independent Study in Education and Employability) module

Alternative compulsory pathways

Trainees are required to take one of the following alternative compulsory pathways: Enrichment of learning:

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To complete the selected specialist pathway successfully trainees must pass the following required module for their pathway:

Inclusion	U71143/PTE5008
Inclusive Pedagogy Health & Well Being	U71143/PTTE5008
Inclusive Pedagogy	
Storytelling	U71123/PTE5002 Primary English: Teaching Writing in key stage 1 and 2
Mathematics	U71127/PTE5003 Developing the Mathematics Curriculum
Science Curriculum	U71120/PTE5001 Science and Technology in the Primary

5.3 Graduate Attributes

The attributes associated with academic literacy are developed throughout the programme, through the close integration of the academic content and practice-based elements. For example, within the subject based modules, such as English, Mathematics and Science, a depth of subject knowledge is developed which is then applied to teaching within the primary classroom. Theories about children's learning are studied within modules such as Understanding Pedagogical Approaches and Child Development and Learning, which are then systematically linked to first-hand experience in schools. The training is a joint venture between the University and schools and the modules that include assessed School Based Training, along with other time in schools, provide the essential environment to make the necessary links between theory and practice.

Research literacy is overtly taught throughout the three years of the programme so that there is a progression in the development of critical analysis and the acquisition of educational research skills. This takes place through the modules: An Introduction to Educational Research Year 1 and Critical Analysis of Educational Research in Year 2. This culminates in the Dissertation in Year 3, when research is undertaken, so that each trainee develops an in-depth and informed understanding within an area of choice.

The professional skills required to be a teacher include the attributes of critical self-awareness and personal literacy. Self-reflection is an essential skill that is overtly developed both on the School Based Training modules and in the University, through for example, the Introducing Professional Practice module. Similarly the skills of collaboration and time management are essential and are integral to many of the modules and associated assignments, such as within The Broader Curriculum: Humanities, DT and the Arts.

Outstanding teachers are required to have considerable expertise with digital and information literacy and this too is addressed throughout the programme, but particularly within the Critical Analysis of Educational Research Module and the Science & Technology modules.

Global citizenship is at the heart of primary education, in terms of their understanding of education within a global context at both a national and international level, which is considered in, for example, Curriculum Design through Thematic Planning. In addition, an essential professional skill which is practised during the School Based Training modules is the ability to plan for primary-aged children's wider educational development beyond the demands of the National Curriculum, including global citizenship. The subject knowledge base for this is developed through modules such as Enquiring in the Humanities and The Broader curriculum: Humanities, DT and the Arts.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

For minimum entry requirement please follow the link below: [primary-teacher-education-campus-based](#)

Dispensation from three A levels will be considered at the discretion of the Senior Tutor for Admissions.

All applicants will need to meet the requirements for physical and mental fitness to teach.
<http://www.heops.org.uk/>

Teaching qualification requirements are set out in the DfES's Initial Teacher Training Criteria – see <https://www.gov.uk/government/publications/initial-teacher-training-criteria>

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

All applicants, prior to admission to the programme, will be required to obtain a satisfactory enhanced check from the Disclosure and Barring Service (DBS) for working with children and young people and as teachers. Any other appropriate background checks may be undertaken to ensure that trainees possess the appropriate attitudes and values expected of a teacher and meet the rigorous safeguarding policies and expectations of the School of Education and our partnership schools. No applicant or recruit who has been barred from teaching or working with children will be admitted to the programme.

6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)

This programme is designed to train primary teachers and 95% of our leavers from 2017-18 were employed or in study as teaching professionals within 6 months of graduation.

SECTION 7: PREPARATION FOR EMPLOYMENT

The programme has two integrated elements of training, the University-based element and the school based element. University-based training feeds into school-based work and, in turn, various aspects of school-based training and experience feed back into the University programme. The amount of time you will be required to undertake school-based training will be a minimum of 24 weeks. You will be given opportunities to observe and work alongside expert practitioners in at least two schools, and work with pupils of differing abilities across the age range for which you are being trained to teach. Many of our trainees find employment in these partnership schools.

Our work is in partnership with our linked schools. The school staff has an integral role in all our training, both in the University and on placements.