

## Course Specification

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<b>Produced By:</b>	Oliver Jones
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton			
<b>School / Institute:</b>	Institute of Education			
<b>Course Code(s):</b>	PE024H01UV	University of Wolverhampton	Full-time	3 Years
<b>UCAS Code:</b>	X120			
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours Primary Education Bachelor of Arts Primary Education Bachelor of Arts with Honours Primary Education Studies Bachelor of Arts Primary Education Studies Diploma of Higher Education Primary Education Certificate of Higher Education Primary Education University Statement of Credit University Statement of Credit			
<b>Language of Study:</b>	English			
<b>Date of DAG approval:</b>	21/Jul/2017			
<b>Last Review:</b>	2016/7			
<b>Course Specification valid from:</b>	2016/7			
<b>Course Specification valid to:</b>	2022/3			

## Academic Staff

<b>Course Leader:</b>	Mrs Emma Luckhurst
<b>Head of Department:</b>	Mrs Rachel Morgan-Guthrie

# Course Information

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Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

All entrants to the Primary BA(Hons) in Primary Education course must:

1. Have achieved a standard equivalent to a grade 4/C in the GCSE examinations in English, mathematics and Science.
2. Hold 96 (old tariff -240) UCAS points gained through A level or equivalent examinations
3. As part of the selection procedures, have taken part in a rigorous selection process designed to assess their suitability to teach.
4. Meet enhanced DBS checks, fitness to teach and medical check and prohibition order check requirements.

## Distinctive Features of the Course:

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If you wish to communicate your enthusiasm of learning with young people, this course will prepare you to do this effectively.

This three year Undergraduate course in Primary Education offers initial teacher education to develop reflective teachers who care about pupils' development and who understand how to ensure pupil progression. You will focus on the teaching of the National Curriculum for primary schools and specialise in teaching Key Stages 1 and 2, with an enhanced focus on the whole curriculum.

This course is designed to meet Department for Education (DfE) standards which assesses all trainees working towards Qualified Teacher Status (QTS). It is practically based, with theoretical back up and students will develop a wide range of skills, knowledge and understanding as they become competent and confident in the classroom.

We are proud of our long-standing tradition of training students in [Primary Education](#) within the Institute of Education.

## Educational Aims of the Course:

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The Faculty of Education, Health and Wellbeing's BA(Hons) Primary Education provides a high standard of education and training for those preparing to take up a teaching post in the primary and early primary sector. The course reflects the specific and precise quality frameworks established by the relevant national government agency, and complies fully with the relevant standards framework.

The BA(Hons) Primary Education is specifically designed to ensure that those who are successful can be recommended to the relevant professional body for the award of Qualified Teacher Status (QTS) - the professional award required by all those who wish to teach in a maintained school.

The course has also been designed to develop primary teachers who will be:

- empathetic and committed to pupils' learning;
- critically reflective and reflexive;
- enthusiastic and innovative;

- open-minded and research-aware
- capable of engaging in collaborative inquiry and practitioner research
- flexible and creative decision-makers

The course will also help a trainee to develop as a teacher who understands the link between subject knowledge and the curriculum knowledge needed to teach his/her subject and/or phase and relevant Key Stages. Equally we seek to develop teachers who understand child development, the needs of the individual pupil and the school community in which they will work.

Trainee teachers who are recommended for the award of QTS will be well-placed to obtain employment in schools.

Students who have successfully taken this award are well-placed to return to the University to complete complementary programmes through postgraduate study.

#### Intakes:

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September

#### Major Source of Funding:

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Department for Education

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00

#### PSRB:

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None

#### Course Structure:

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### September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

#### Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4PE007	An introduction to Primary English	20	YEAR	Core
4PE008	An introduction to Primary Science	20	YEAR	Core
4PE009	An introduction to Primary Mathematics	20	YEAR	Core
4PE010	An introduction to the Wider Curriculum	20	YEAR	Core
4PE011	Professional Learning 1 - The Developing Child	20	YEAR	Core
4PE012	Professional Standards and Placement 1	20	YEAR	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5PE013	Developing Primary English subject knowledge and pedagogy	20	YEAR	Core
5PE014	Developing Mastery of Primary Mathematics	20	YEAR	Core
5PE015	Developing Science and Wider curriculum knowledge and Pedagogy - Learning Outside the Classroom	20	YEAR	Core
5PE016	Developing subject specific learning and planning for research	20	YEAR	Core
5PE017	Professional Learning 2 - Meeting Individual needs	20	YEAR	Core
5PE018	Professional Standards and Placement 2	20	YEAR	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6PE016	Making Connections in the Core Curriculum	20	YEAR	Core
6PE017	Enhancing subject specific learning	20	YEAR	Core
6PE018	Research Project	40	YEAR	Core
6PE019	Professional Standards and Placement 3	20	SEM1	Core
6PE020	Professional Standards and Placement 4	20	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

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Section 1.2.3 - Exemption for the Year Long delivery of all modules, outside the standard University Academic Framework, in order to encourage the integration of theory and practice.

Section 4.3.5 - Exemption in accordance with Professional Body requirements for Qualified Teacher Status (QTS) with no right to repeat practice modules in Year 2 or Year 3 (allowing second attempts for non-practice components and repeats for theory modules);

5PE018 Professional Standards and Placement 2

6PE019 Professional Standards and Placement 3

6PE020 Professional Standards and Placement 4.

Replacement theory modules (6PE021 and/or 6PE022) can be substituted for the failure of practice in Year 3 (6PE019 and/or 6PE020) and, if successfully completed (including additional third attempts by exception), those students are eligible to claim the interim exit qualification of BA (Hons) Primary Education Studies (non-QTS).

Section 4.4.3 & 4.4.4 - Exemption in accordance with Professional Body requirements for Qualified Teacher Status (QTS) with no compensation permitted for any modules (with additional third attempts by exception);

4PE007 An Introduction to Primary English

4PE008 An Introduction to Primary Science

4PE009 An Introduction to Primary Mathematics

4PE010 An Introduction to the Wider Curriculum

4PE011 Professional Learning 1 – The Developing Child

4PE012 Professional Standards and Placement 1

5PE013 Developing Primary English subject knowledge and pedagogy

5PE014 Developing mastery of Primary Mathematics

5PE015 Developing Science and Wider Curriculum knowledge and pedagogy – learning outside the classroom

5PE016 Developing subject specific learning and planning for research

5PE017 Professional Learning 2 – Meeting individual needs

5PE018 Professional Standards and Placement 2

6PE016 Making Connections in the Core Curriculum

6PE017 Enhancing subject specific learning

6PE018 Research Project

6PE019 Professional Standards and Placement 3

6PE020 Professional Standards and Placement 4

6PE021 Current Issues in Primary Education

6PE022 Alternative Education Settings.

Students are normally required to gain a minimum of 120 credits before commencing the next level of study.

Effective date: September 2017.

APPROVED (22/6/17)

Reference Points:

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Quality Code - [Part A: Setting and Maintaining Academic Standards](#). Including :

[Qualifications Frameworks](#)

[Characteristics Statements](#)

[Credit Frameworks](#)

[Subject Benchmark Statements](#) - *list*

Quality Code - [Part B: Assuring and Enhancing Academic Quality](#)

[University Policies and Regulations](#)

Equality Act (2010)

Children & Families Act (2014)

This course is subject to the National College for Teaching and Leadership (NCTL) statutory guidance and accompanying advice.

Initial Teacher Training Criteria and Supporting Advice (DfE, Feb 2017) [Initial Teacher Training Criteria and Supporting Advice](#)

The recommendation of Qualified Teacher Status (QTS) is subject to meeting the Teachers' Standards. These standards set the minimum requirements for teachers' practice and conduct.

Teachers' Standards (DfE, 2011) [Teachers' Standards](#)

Initial Teacher Training Courses are subject to inspection by the Office for Standards in Education (OFSTED).

Ofsted Handbook (Ofsted, September 2015) [Ofsted Initial Teacher Education Inspection Handbook](#)

[Keeping Children Safe in Education 2016](#)

A framework of Core Content for ITT (2016)

Learning Outcomes:

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CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study.

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CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

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CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work.

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CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments.

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CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

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DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

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DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

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DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.

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DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

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DipHE Course Learning Outcome 5 (DHECLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

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DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

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Ordinary Degree Course Learning Outcome 1 (ORDCLO1)

Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge.

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Ordinary Degree Course Learning Outcome 2 (ORDCLO2)

Demonstrate conceptual understanding that enables you, the student: (a) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline (b) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline.

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Ordinary Degree Course Learning Outcome 3 (ORDCLO3)

Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audience.

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Ordinary Degree Course Learning Outcome 4 (ORDCLO4)

Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.

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Ordinary Degree Course Learning Outcome 5 (ORDCLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring: (a) the exercise of initiative and personal responsibility (b) decision-making in complex and unpredictable contexts (c) the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

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Honours Degree Course Learning Outcome 1 (DEGCLO1)

Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge.

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Honours Degree Course Learning Outcome 2 (DEGCLO2)

Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding.

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Honours Degree Course Learning Outcome 3 (DEGCLO3)

Demonstrate conceptual understanding that enables you, the student: (a) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline (b) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline.

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Honours Degree Course Learning Outcome 4 (DEGCLO4)

Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audience.

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Honours Degree Course Learning Outcome 5 (DEGCLO5)

Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.

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Honours Degree Course Learning Outcome 6 (DEGCLO6)



Demonstrate the qualities and transferable skills necessary for employment requiring: (a) the exercise of initiative and personal responsibility (b) decision-making in complex and unpredictable contexts (c) the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

### Overview of Assessment:

Module	Title	Course Learning Outcomes
4PE007	An introduction to Primary English	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4PE008	An introduction to Primary Science	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4PE009	An introduction to Primary Mathematics	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4PE010	An introduction to the Wider Curriculum	CHECLO1, CHECLO2, CHECLO4
4PE011	Professional Learning 1 - The Developing Child	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4PE012	Professional Standards and Placement 1	CHECLO1, CHECLO2, CHECLO3, CHECLO5
5PE013	Developing Primary English subject knowledge and pedagogy	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5PE014	Developing Mastery of Primary Mathematics	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5PE015	Developing Science and Wider curriculum knowledge and Pedagogy -Learning Outside the Classroom	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5PE016	Developing subject specific learning and planning for research	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5PE017	Professional Learning 2 - Meeting Individual needs	DHECLO1, DHECLO3, DHECLO4, DHECLO5
5PE018	Professional Standards and Placement 2	DHECLO1, DHECLO2, DHECLO5, DHECLO6
6PE016	Making Connections in the Core Curriculum	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO5
6PE017	Enhancing subject specific learning	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6PE018	Research Project	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6PE019	Professional Standards and Placement 3	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO6
6PE020	Professional Standards and Placement 4	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO6
6PE021	Current Issues in Primary Education	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6PE022	Alternative Education Settings	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6

### Teaching, Learning and Assessment:

The assessment requirements of the course are based on the need for trainees to demonstrate that they have reached the standards required for Qualified Teacher Status and the academic standards required for the award of BA(HONS). The assessment methods may include:

- Written assignments, examinations, discussions, reports, case studies and presentations to tutors and peers to demonstrate secure subject knowledge and understanding, the ability to undertake research and the ability to reflect critically on their own teaching practice;

- Completion of school-based activities to demonstrate the ability to observe and research into classroom practice;
- Sustained periods in school/educational setting undertaking the full range of the teacher's duties and taking increasing independent responsibility for organising and managing teaching and learning across all of the specified primary age groups for which they are being trained. Compilation of evidence files.
- Record of Professional Development.

The BA(Hons) in Primary Education employs a wide range of learning and teaching methods, including formal lectures, small group seminars and practical workshop sessions. All will provide examples of good practice in teaching, which you will reflect upon as you develop your own teaching styles. A substantial part of your training will take place in school with teaching practice and regular professional dialogue with your school-based tutor. You will need to be able to learn from experience and to identify your own needs in this/these settings.

You will be expected to participate actively in your own learning and development. Reading is an essential part of the process and you will be given directed reading to inform taught sessions and wider reading to develop your knowledge and understanding.

The BA(Hons) in Primary Education requires you to develop skills as a *reflective* practitioner. You will be encouraged to think and write reflectively at all times in a focused and disciplined manner. You will be required to keep field notes in school and to write chapters of a "reflective journal". This journal will be monitored in tutorials by your tutor and will provide a key source of information for your assessed assignments.

The BA(Hons) in Primary Education will include opportunities for Inter-professional experiences (IPEX) on a number of modules (e.g. placement and professional learning) to ensure richer ways of learning and enable students from two or more professions to learn with, from and about each other.

A module at each level will provide students with the opportunity for formative use of anti-plagiarism software (4PE011, 5PE016 & 6PE017). Anti-plagiarism software will be used summatively in the final, research project (6PE018).

### Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
 Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
 Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

### Student Support:

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Supporting students effectively is an essential aspect of this route. The BEd (Hons) requires students to have a range of skills including academic, professional work based and practical skills. Therefore, students' centre-based and school-based attainment is tracked by tutors and should a student experience difficulties, needs can be identified and often specific support provided.

Students are all allocated a Personal tutor and a placement tutor who are available for advice throughout the course. Following all assessed work students are provided with feedback in written, audio or other forms as necessary. Students may be directed to other academics/support staff, as appropriate to help them with their studies. It should also be noted that tutors work closely with the Student Enabling Centre to ensure that where students have specific needs and these have been identified, specific support is provided.

Study skills also form part of the taught elements of the course and academic staff will provide instruction and advice as appropriate throughout the course.

### Employability in the Curriculum:

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Successful completion of the BA (Hons) Primary Education course leads to recommendation to NCTL for qualified teacher status (QTS) and will then allow you to take up a teaching post within a primary school. You will be prepared to teach pupils in the 3-11 age range within the primary age phase with alternative education setting enhancement.

This course will provide you with an excellent start to your teaching career as you experience teaching in four school placements, working with trained school-based tutors to aid your development.

Following successful completion of this award, you could also progress onto our Masters degree in the field of education which can be continued within your NQT year.



THE UNIVERSITY OF OPPORTUNITY