

# Nottingham Trent University Course Specification

<b>Basic Course Information</b>	
1. Awarding Institution:	Nottingham Trent University
2. School/Campus:	Social Sciences / Clifton
3. Final Award, Course Title and Modes of Study:	BA (Hons) Primary Education (full time) BA (Hons) Studies in Primary Education (full time)
4. Normal Duration:	BAPE Four Years BASPE Three Years
5. UCAS Code:	X101
<b>6. Overview and general educational aims of the course</b>	
The BA (Hons) Primary Education is a four year full-time degree course which entitles successful graduates to qualified teacher status. Beyond year 2 the degree comprises two strands; the 3-7 strand aimed at teachers of children in the Foundation Stage and Key Stage 1, and the 5-11 strand for those opting to teach children in Key Stages 1 and 2.	
The BA (Hons) Studies in Primary Education is aimed at those who do not wish to enter education as a qualified teacher. Students that transfer to the BA (Hons) Studies in Primary Education, usually during the third year of study, will normally enter a field associated with education or work with children in a range of professional roles. There is no separate admissions process for this degree as it is only available as an internal transfer for those enrolled on the BA (Hons) Primary Education.	
At the centre of our provision is the development and maintenance of a strong collaborative partnership with schools and other relevant professional organizations. In a rapidly changing educational environment this partnership will play an increasingly crucial role in supporting trainees and in providing the formative opportunities which enable them to develop into excellent practitioners.	
Indeed, the course's central aim is to produce teachers who are confident, critical and creative professionals committed to the development of ALL through education. At the centre of such teachers' practice is an understanding of children, and how they learn and develop with their individual needs. Such teachers have a holistic view of the taught curriculum and exhibit a range of skills, knowledge and understandings enabling them to meet learner's individual needs within a collaborative classroom. Such teachers will also have a critical understanding of inclusive education and are able to take responsibility for their own professional development.	
<b>The 3-7 strand and the 5-11 strand</b>	
There are two distinct strands within the course. Those who wish to specialise in teaching children in the Foundation Stage and in Key Stage 1 will choose the 3-7 strand at the end of their second year. Those wishing to specialise in teaching children in Key Stages 1 and 2 will choose the 5-11 strand. The course integrates both strands for the first two years with an emphasis on progression across the 3-11 age range. In the first two years of the course there will be specific as well as integrated coverage of Early Years Foundation Stage principles and pedagogy. During Years 1 and 2 students will undertake two school placements, normally in different age phases allowing them to gain experience in Key Stage 1, Key Stage 2 and the Foundation Stage. In	

Year 3 the 3-7 specialist route will also explore the 0-3 age range and consider multi agency approaches to working with the 0-5 age group and the transitions children make from home to school and within school. The 5-11 route will explore the requirements of the KS3 curriculum and transition between the Key stages.

### **Balance of Core and Foundation Subjects**

In each of the first two years of the course students study the Core subjects, Wider Curriculum subjects, Professional and Educational Studies and carry out a period of Professional Practice. In Year 3 on both strands students continue to study the core curriculum areas. On the 5-11 strand they then opt to develop strengths in an area of the foundation curriculum whilst on the 3-7 strand they engage with a more holistic approach across areas of learning and development. In year 4 students will have the opportunity to opt to study at Masters level or to continue at level 6. Whichever route is taken students are expected to work more independently in the final year, undertaking an independent study in their chosen specialist area.

### **Professional and Educational Development**

The Professional and Educational Development module is central to the degree and incorporates school based placements which are referred to as Professional Practice (PP). There is a period of Professional Practice in each year with a clearly defined pattern of progression across the four years. In the first year the placement is often carried out within a small group in one school and, in subsequent years, your placement is an individual one. Currently there is a requirement from The National College for Teaching and Leadership that if you are on a four year course you should spend at least 160 days in school. We ensure that you meet the requirement through the Professional and Educational Development modules and other relevant experiences gained on the course. There are also opportunities for school based work in curriculum modules and opportunities to engage in a range of placements to expand student understanding of the range of contexts which work to support children, young people and families. The professional development element of the module will ensure that you are fully prepared for your Professional Practice and together with your personal tutor plays a key role in the review of your placement experience.

In all years there are close links between the university taught course and your work in school. In Years 3 and 4 you return to school following the block practice for the serial placement, which is utilised to support your academic work and inquiry project. The days are also used to support key visits to other schools and educational contexts to broaden your perspectives. Both Professional and Educational Development and Curriculum and Pedagogical Studies modules support this work.

### **Distinctive Features of the course**

Currently, there are a number of features which distinguish the BA (Hons) Primary Education degree course at Nottingham Trent University from other teacher education courses. Firstly, there is a residential field work experience for all first years, where students apply their growing subject knowledge for teaching in the context of outdoor learning. Secondly, a focussed SEND week experience is offered in year 2 where students experience a short placement with a specific focus on the needs of children with SEND. Thirdly, students take part in a 'Special Programme', a period of two weeks at the end of the third year in which offers an experience in an educational setting outside formal schooling, on a self-organised basis. Many students choose to spend this time in an international setting drawing on the links that the Nottingham

Institute of Education has developed with institutions around the world. Finally, in every year there is a 'Values Week' which offers students the opportunity to broaden their educational experience by focussing on the values which underpin education. This series of sessions offers you the chance to extend your understanding of citizenship as well as providing a context for tutors, you and support staff to share in learning experiences related to the development of our mutual understanding of the role of values and beliefs in education. All of these key experiences are tied into modules and form part of the module assessment. Alternative assessment arrangements exist for those students who are unable to complete these key experiences,

There are usually further opportunities, during the course, for professional development in a variety of other areas. These have included, recently, phonics awareness and training events, Forest school training offered at level 1 and 2 and 'Take One Picture' – an initiative promoted and funded by the National Gallery. Opportunities like this are, quite often, integrated into the programme as and when they arise. We will continue to look for and incorporate into the course exciting and relevant experiences wherever possible.

## 7. Course outcomes

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

### **Knowledge and understanding**

By the end of the course you should be able to:

#### **BA (Hons) Studies in Primary Education**

- Critically and systematically evaluate the professional frameworks within which *primary teachers and early years practitioners* work;
- Critically review and extend your subject, curriculum and pedagogical knowledge in a systematic manner *in the wider context of primary and early years education*;
- Demonstrate an ability to question and critique theories of teaching, learning and assessment in the light of professional experience and practice *in the wider context of primary education*;
- Demonstrate a critical understanding of how global perspectives, such as sustainability and citizenship, contribute to children's learning;
- Exercise independent judgement in identifying relevant professional and research based sources.

#### **BA in Primary Education (Honours Degree)**

- Critically and systematically evaluate the statutory and other frameworks within which *primary teachers and early years practitioners* work;
- Critically review and extend your subject, curriculum and pedagogical knowledge in a systematic manner *in the context of primary and early years education*;
- Demonstrate an ability to question and critique theories of teaching, learning and assessment in the light of professional experience and practice *in the context of primary education*;

- Demonstrate a critical understanding of how global perspectives, such as sustainability and citizenship, contribute to children's learning;
- Exercise independent judgement in identifying relevant professional and research based sources and used these appropriately to consolidate and extend your knowledge, understanding and professional effectiveness *in the context of primary education*;
- Demonstrate an ability to be able to recognise and know how to respond to a diversity of learners and a critical awareness of the roles of different participants in learning.

### **Skills, qualities and attributes**

By the end of the course you should be able to:

#### **BA Studies in Primary Education (Honours Degree)**

- Apply diagnostic, analytical and creative skills in teaching and evaluating learning *in the wider context of primary education*;
- Demonstrate responsibility for developing your own values and using them to inform and shape your professional practice *in the wider context of primary education*;
- Exercise independent judgement in deploying a range of transferable skills in the workplace, *in the wider context of primary education* including demonstration of:
  - i. Effective communication in a range of contexts;
  - ii. Effective use of skills in literacy, numeracy and ICT to support your teaching and wider professional activities;
  - iii. The ability to work collaboratively with a diversity of professional colleagues;
  - iv. Personal responsibility in respect of professional codes of conduct.

#### **BA (Hons) Primary Education**

- Apply diagnostic, analytical and creative skills in planning, teaching and assessing learning *in the context of primary education*;
- Demonstrate responsibility for developing your own values and using them to inform and shape your professional practice *in the context of primary education*;
- Demonstrate a creative and constructively critical approach towards innovation, being prepared to adapt your practice to accommodate new principles and understandings *in the context of primary education*;
- Exercise independent judgement in deploying a range of transferable skills in the workplace, *in the context of primary education* including demonstration of:

- i. Effective communications in a range of contexts;

- ii. Effective use of skills in literacy, numeracy and ICT to support your teaching and wider professional activities;
- iii. The ability to work collaboratively with a diversity of professional colleagues;
- iv. Personal responsibility in respect of professional codes of conduct.

#### **8. Teaching and learning methods**

The Nottingham Institute of Education is committed to enhancing the quality of your experience by providing a learning and teaching framework that supports independent and lifelong learners. You will experience teaching and learning in two contexts: University or 'centre' based teaching and through Professional Practice placements. Although these two contexts are physically different the learning and teaching strategies complement each other allowing for an integration of theory and practice. You will be expected to move towards a more autonomous mode of learning as you progress through the course. You can expect to experience a range of learning and teaching strategies during the four years, including whole cohort lectures, seminar and workshop sessions in groups, fieldwork and site visits, independent learning focused on directed learning tasks, auditing and researching your personal subject knowledge for teaching, as well as individual and group tutorials. You will also spend a considerable amount of time placed in school where you will work with school based Mentors and university Link Tutors who will support your developing practice.

The University Virtual Learning Environment (or the 'NOW') will also be used to support your learning. You can expect all module documentation and assessment details to be available on the NOW. Several modules use discussion boards to support your learning and some key lectures are available as podcasts.

#### **9. Assessment methods**

The BA (Hons) Primary Education course carries both a professional qualification and a degree qualification. This means that you are required to evidence achievement of the Teaching Standards as well as evidence that you have reached the standards expected of graduates across the higher education sector. All of the modules that you study are assessed against clearly stated criteria which relate to the Teaching Standards and against undergraduate and postgraduate criteria reflecting the expectations of you at levels 4, 5, 6 and Masters level (level 7).

We use a variety of assessment strategies to ensure that you can demonstrate the range of desired outcomes. At this time there are no formal examinations although there are some timed written assignments.

The development of your professional knowledge and understanding and skills is assessed through a variety of means:

- Written assignments;
- Individual practical & oral /file assessment of Primary Professional Practice;
- Peer and self-assessment;
- Group/paired/individual presentations;
- Research Projects.

We use diagnostic and formative feedback to help you recognise your own strengths and to negotiate targets for improving your learning. In the first

two years of the course all assessment is formative, supporting you in developing your skills, knowledge and understanding of the processes of teaching and learning. In Years 3 and 4 feedback is both formative and summative as these assignments are classifying, that is, they count towards the final degree classification. Normally, students must pass all assessments in each year in order to progress into the next year of the programme in accordance with the Common Assessment Regulations.

We make reasonable adjustments for all of you who declare a disability. Usually these adjustments will be in line with the statement of access arrangements and are managed by Year Leaders.

#### **10. Course structure and curriculum**

##### **Year 1 Modules**

Professional and Educational Development 1	60 credits
Curriculum and Pedagogical Studies 1	60 credits

In the first year of the course there is a focus on learners and learning and your own developing professionalism. This includes reflection on your own learning experiences and engaging with some of the theories around children's learning and development. By the end of Year 1 we would expect you to have an understanding of the content of the Early Years Foundation Stage and Primary School curricula and show that you are beginning to be aware of the relevant theories around child development and learning.

##### **Year 2 Modules**

Professional and Educational Development 2	60 credits
Curriculum and Pedagogical Studies 2	60 credits

The focus in Year 2 is on responding to learners' needs. You will learn how to plan for progression in the light of your developing skill in assessing children's needs taking account of prior learning and the needs of individuals/groups of learners. You will continue to explore the statutory frameworks and begin to show an understanding that, although schools are bound by a range of statutory requirements, you are free to develop your own individual ethos and approach to fulfilling these requirements. You will be aware of and use some of the structures in place to support individual needs such as the SEN code of practice. You will also continue to be expected to demonstrate professional commitment by contributing to school life beyond the classroom.

At the end of Year 2 you will select either the 3-7 strand or the 5-11 strand. You will complete a common Professional and Educational studies module whichever strand you choose. However the Curriculum and Pedagogical studies module has a different emphasis depending on your choice of strand. If you opt for the 5-11 strand you will choose areas from the foundation curriculum to study in Year 3 and you will be trained to teach in Key Stages 1 and 2; if you opt for the 3-7 strand you will take a more holistic approach to the curriculum and areas of learning and development and will be trained to teach in the Foundation Stage and Key Stage 1. However, once you have achieved QTS (Qualified Teacher Status) you are qualified to teach in any age phase from 3-11.

##### **Year 3 Modules: 3-7 and 5-11 strand**

Professional and Educational Development 3	60 credits
Curriculum and Pedagogical Studies 3	60 credits

In year 3 you will learn how to research via primary and secondary sources and reflect on improvements you may make to your practice through analysis of your findings. In the classroom you will teach for extended periods of time and be explicit about how you have planned and taught inclusively, innovatively and creatively in order to motivate and inspire learners

**Year 4 Modules: 3-7 strand**

Professional and Educational Development 4 Leading Early Years practice Level or level 6)	60 credits 60 credits (at M
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**5-11 strand**

Professional and Educational Development 4 Leading Primary practice Level or level 6)	60 credits 60 credits (at M
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You will, by year 4, have a wide and detailed knowledge of developments in curriculum and pedagogy. In your practice you should have the confidence to take risks by adapting and adopting inspirational approaches to teaching and learning gleaned from research and observation. At this level, you should be seen by other teachers and children as confident and committed professionals. In adopting inspirational practices and ideas you will draw upon your knowledge of best practice from a range of national/international approaches to education. You should be able to critically analyse and evaluate ideas and discern the suitability of these ideas to be adapted for application in your own working context.

**11. Admission to the course**

**Entry requirements.**

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the NTU course information web page.

**12. Support for learning**

The University Student Support Services offer a comprehensive support system for a wide range of issues which you may face during your period of study. For example support in managing your finances or managing your time. There is also extensive web based study skills support.

**Partnerships**

Nottingham Institute of Education has a strong partnership of approximately 300 schools. You will have access to a wide range of schools including inner city schools, foundation units, suburban schools, schools in local market towns, ex-mining areas and many local villages. The Partnership is managed by the Primary Partnership Management Group (PPMG) which co-ordinates the partnership across all primary courses, ensuring coherence. You can also expect the support of your School Tutor, the School Coordinator and the University Tutor both trained by the university. The university pays each school a fee for supporting you in school. Each placement is normally supported by two meetings for School Tutors and University Tutors, an initial briefing meeting and a moderation meeting midway through the placement. All placements are supported by handbooks which have a common format. The same handbooks are supplied to students, School tutors and coordinators and University tutors. Rigorous support procedures are in place if you experience difficulties in school and a partnership agreement clearly defines the expectations and roles of all parties.

The course also works in partnership with The National Gallery, The Beth Shalom Holocaust Centre, and a range of museums.

### **Resources, Library and IT Support**

The provision for teaching and learning resources within the Institute is very good. You will be mainly taught in the Ada Byron King Building which houses specialist rooms for Mathematics, English, Humanities, Design and Technology, Science, Education Studies and Art as well as technically well-equipped seminar rooms, all having data projectors and internet links. Many of these rooms have also been fitted with Interactive White Boards. Specialist teaching accommodation for Early Years Education, Music and PE is also available on the campus.

There are two computer suites within Ada Byron King with dedicated education software and departmental policy allows open access according to timetable availability. There is also an extensive network of computers with 24 hour access around the campus and extensive wireless email access.

Resources to support small scale research projects such as video cameras, digital cameras and dictaphones are available from Institute Resource Base. There are also laminators, binding machines and student photocopiers located within the Resource Base as well as a quiet seating area which many you use to prepare resources. The Resource Base is also the place where you will hand in and collect assignments.

### **Induction**

You will attend an induction programme at the beginning of Year 1. This includes induction to student support services, medical centre registration and an introduction to facilities available on campus. In Year 2 and 3 we continue to support your understanding of library and ICT facilities to enable you to make the most of resources and systems which are available to support your studies. There are online resources to support this process.

### **Students from under-represented groups**

If you are a member of a group which is in a minority on the course you will be able to access specific support at the University. In particular there are groups for Black and Asian students, male students, mature students, and for students with Dyslexia or other disabilities.

### **Course Administration**

The Course Administrator will support your general course queries and questions concerning registration and processes. There is online access through the NOW to course and module information which describes university systems and procedures as well as information about your programme of study.

### **13. Graduate destinations/employability**

The design of the course draws heavily on the input of colleagues from our partnership schools to ensure the course meets the needs of local schools in terms of the attributes you would expect in a teacher new to the profession. The aims, learning objectives, and overall design of the course have been planned in partnership with colleagues from local schools. This close relationship is reflected in the high proportion of graduates who remain in the local area after graduation. A very high proportion of the new entrants to the profession in the neighbouring Local Authorities are graduates from the

	<p>course. Very high employability rates are the norm for students graduating from this course.</p>
14. <b>Course standards and quality</b>	<p>Each Module Leader annually evaluates their module and writes a report which informs the annual course quality report. Students provide feedback on their learning experiences which inform this report through Evasys strand evaluations. There is also a Staff Student Consultative Committee and School Of Education Forum which meets once a term. Student representatives also sit on the Course Committee. This is the decision making body for the course. Additionally each period of Professional Practice is evaluated by school tutors, University Tutors and students.</p> <p>All evaluation feeds into the annual Course Standards and Quality Report (CSQR). The final report is submitted to the School Academic Standards and Quality Committee (SASQC) who make recommendations to the Course Committee for future action.</p> <p>The course also has a team of External Examiners who report on the quality of the assessment process to the Board of Examiners and then in a formal report to the university. This report becomes an appendix of the CSQR.</p> <p>The course is also subject to regular inspections by Ofsted. The course has been recently graded as 'good' with several 'outstanding features' in these inspections.</p>
15. <b>Assessment regulations</b>	<p>This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:</p> <p>Professional Practice placements will not receive a grade in respect of a degree classification. These will be judged on a pass-fail basis as far as a student's ability to progress on the course is concerned. You will, however, in years 3 and 4, receive an indicative Ofsted style grade from 1-4 based on your performance as a trainee.</p> <p>Students shall only be permitted to redeem a Primary Professional Practice placement subject to evidence that a further placement would not be detrimental to the education and care of any children. The second attempt will normally occur in the following year which will mean that you will not progress with your cohort. Students are normally allowed to retrieve only one failure in a Professional Practice placement during their period of undergraduate study at the university. An exception may be made for students with exceptional circumstances. Alternative modules are available which will allow students at level 5 and 6 who are not able to complete a period of Professional Practice to achieve a BA (Hons) 'Studies in Primary Education' non QTS route.</p> <p>Honours Degree: BA (Hons) Primary Education (with recommendation for QTS) will be awarded on: Accumulation of 480 credits, including successful completion of four periods of Professional Practice and successful completion of the skills test. In Year 4, 60 credits will sit within the degree and 60 credits within the Advanced Diploma / Post Graduate Certificate. In order to be recommended for QTS you are required to engage professionally in presenting your file of evidence during a 1:1 interview with a tutor.</p>

<b>16. Additional Information</b>	
Collaborative partner(s):	N/A
Course referenced to Quality Assurance Agency for Higher Education (QAA) Benchmark Statements:	QAA Benchmark Statements for Education Studies
Course recognised by:	The National College for Teaching and Leadership (NCTL)
Date this course specification approved:	June 2013, revisited October 2016
Any additional information:	
None.	