

## BA (Hons) Primary Education (QTS)

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### Programme Specification

<b>1. Programme title</b>	BA (Hons) Primary Education (QTS)
<b>2. Awarding institution</b>	Middlesex University
<b>3a Teaching institution</b>	Middlesex University
<b>3b Language of study</b>	English
<b>4a Valid intake dates</b>	September
<b>4b Mode of study</b>	Full-time
<b>4c Delivery method</b>	<input checked="" type="checkbox"/> On-campus/Blended <input type="checkbox"/> Distance Education
<b>5. Professional / Statutory / Regulatory body</b>	Teacher Regulation Agency sponsored by the Department for Education (DfE) award Qualified Teacher Status (QTS)
<b>6. Apprenticeship Standard</b>	N/A
<b>7. Final qualification(s) available</b>	BA (Hons) Primary Education (QTS) BA Education Dip HE Education Cert HE Education
<b>8. Academic year effective from</b>	2024/25

### 9. Criteria for admission to the programme

Entry requirements for the BA Primary Education degree are prescribed by the Department for Education. [Initial teacher training \(ITT\): criteria and supporting advice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/initial-teacher-training-itt-criteria-and-supporting-advice)

These include at the time of writing

- a standard equivalent to a grade 4 or above in the GCSE examination in English Language, mathematics and science.
- successful in an interview designed to assess their suitability to teach by determining:
- if they have the intellectual and academic capabilities needed to meet the required standard, including fundamental competencies for use of English and mathematics
- if they possess the appropriate qualities, attitudes and values expected of a teacher
- if they can read effectively and are able to communicate clearly and accurately using Standard English
- if they have met the Secretary of State's requirements for health and physical capacity to teach.

- 112 UCAS points from suitable level 3 qualifications such as A levels, BTEC etc. Candidates with an Access to Primary Teaching qualification are accepted as meeting the full requirements described above.
- Work experience in a primary school is recommended for every applicant.
- All candidates must complete a suitability to teach declaration and successful candidates must have enhanced DBS clearance and cleared an Occupational Health check to continue on the programme.
- Students in their second year who are accepted to follow a subject specialism, must have a strong academic profile which can include engagement with relevant year 1 modules.

## 10. Aims of the programme

The programme aims to:

Create teachers who are informed through:

- equipping students with the cultural responsiveness and competence to teach and learn with openness, empathy and respect, in all settings.
- enabling students to develop their knowledge and understanding of the needs of *all* children and their learning.
- enabling students to understand and demonstrate the responsibilities of the profession; as advocates for children and as citizens with anchored integrity and a strong ethical sense and balance.
- enabling students to proactively engage in promoting and communicating the rights of children, families and colleagues in relation to equality issues and demonstrate respect for themselves and others.

Develop teacher identity by:

- enabling students to reflect on and confidently communicate their developing sense of teacher identity based on both personal and shared teacher values.
- supporting students to progress from a beginner teacher to becoming a reflective teacher and ultimately emerging as a critically thinking practitioner.
- equipping students with empowering pedagogic knowledge, understanding and skills to enable them to develop a creative outlook and an inspirational, adaptable and enquiring approach to teaching children aged 4-11 in Primary education.

Develop deep Primary Curriculum Subject knowledge through:

- equipping students with the ability to critically review, consolidate and extend their own knowledge of subject areas within Primary education.
- enabling students to develop their knowledge and understanding of the subjects of the Primary curriculum and how the subjects inter-relate and extend beyond the classroom.

Create teachers who are research informed through:

- enabling students to demonstrate critical understanding of current research in the area of primary education
- enabling students to engage with research informed teaching and learning approaches
- Supporting students to critically evaluate new concepts and evidence from a range of sources and to transfer and apply diagnostic, analytical and creative skills in a range of situations.

Provide optimum employment opportunities by:

- Enabling students to demonstrate fundamental competency in the use of English and mathematics for professional purposes.
- Enabling students to develop and demonstrate their progress in the understanding and skills necessary to operate as an effective professional across the Primary age range and promote lifelong learning opportunities for all
- equipping students with the transferable skills that optimise employment opportunities in line with the Middlesex graduate competencies.
- developing students' ability to work collaboratively and interact effectively within a team to achieve personal and group outcomes.
- Integrating the use of technology in education, demonstrating advanced knowledge and understanding in adopting digital tools and platforms to enhance teaching and learning outcomes.
- equipping students to be prepared for the realities of teaching, with the confidence, resilience and skills to be innovative, to take risks and be creative and have the skills and tools to manage their own well-being and workload.
- integrating deeper knowledge and understanding enrichment opportunities of a Primary curriculum subject specialism

## **11. Programme outcomes\***

### **A. Knowledge and understanding**

On completion of this programme the successful student will have knowledge and understanding of:

1. the underpinning knowledge in the 5 core areas (managing behaviour, pedagogy, curriculum, assessment, professional behaviours) of the ITT curriculum as required by the Teachers' standards
2. the professional and ethical responsibilities of the teacher including safeguarding, child protection and children's emotional well-being
3. all subjects of the Primary National Curriculum
4. the progression of children's learning from Reception to Year 7
5. strategies that ensure inclusion and equal opportunity for all children including those with special education needs and disabilities
6. creative learning and teaching approaches and strategies to support effective learning outside the classroom and beyond the school environment

### **Teaching/learning methods**

Students gain knowledge and understanding through:

- reading, listening and discussing
- practical activities
- directed independent activity
- collaborative group activity
- self-directed scholarly activity
- seminars, practical workshops, outdoor activities and key concept videos
- tutor support
- off-site educational visits, practical workshops and field trips

### **Assessment methods**

Students' knowledge and understanding is assessed by:

- attendance and engagement in modules
- self-auditing and self-assessment.
- tutor and school mentor scrutiny of online teaching files
- tutor and school mentor observation of the students' teaching

continual module formative assessment which prepares students for the final summative assessment

### **B. Skills**

On completion of this programme the successful student will be able to:

1. Conceptualise, synthesise, analyse and critically evaluate informed learning and teaching approaches and other pedagogies through primary and secondary sources including current research
2. Apply diagnostic, analytical and creative skills when critically reflecting on their teaching and when evaluating children's learning outcomes.
3. Use a body of knowledge to confidently approach problems and generate solutions coherently.
4. Exercise initiative and make decisions in complex and unpredictable situations.
5. work with autonomy whilst maintaining awareness of personal responsibility, professional codes of conduct and adherence to school policy.

teach all children competently according to the Teachers' Standards.

### **Teaching/learning methods**

Students learn practical skills through:

- regular practise in school
- scrutiny of school policy and systems
- tutor and mentor modelling
- visits to art galleries, museums, sites of specific interest and places of worship
- guest speakers from partnership school colleagues and local authority specialist teams
- key concept videos
- focused observation tasks;
- self-evaluation of practice
- reflective conversations with mentors and tutors
- practising priority curriculum areas and deconstructing and analysing this practise with expert colleagues

### **Assessment methods**

Students' practical skills are assessed by:

- scrutiny of online portfolios;

- observation of the student's practice
- evaluative discussion with tutors and mentors.
- coursework
- presentations
- collaborative work
- attendance and engagement

## **12. Programme structure (levels, modules, credits and progression requirements)**

### **12.1 Structure of the programme**

#### **Full Time**

##### Year 1 / Level 4

###### Semester 1

- Introducing the Primary Curriculum (30 Credits)
- Creativity in the Primary Curriculum (30 Credits)

###### Semester 2

- Teaching the Primary Curriculum (30 Credits)

###### Semester 3

- Becoming a Teacher (includes school experience, 30 Credits)

##### Year 2 / Level 5

###### Semester 1

- Creativity through Story (30 Credits)
- Inclusive Practices: SEND, Physical and Mental Health (30 Credits)

###### Semester 2

- Primary Professional Practice One (30 Credits)

###### Semester 3

- Investigative Learning through Cross-Curricular Approaches (30 Credits)

##### Year 3 / Level 6

###### Semester 1

- Primary Curriculum and Dialogic Pedagogies (30 Credits)
- Primary Professional Practice Two (30 Credits)

###### Semester 2

- Interdisciplinary Learning and Teaching (30 Credits)

- Inclusive Practices: Beyond the Classroom (30 Credits)

The programme is studied over three years (full-time) and complies fully with the current requirements of the DfE. The programme consists of twelve 30 credit modules undertaken at levels 4 through 6.

For three modules, students spend at least 120 days in schools, these include one school experience and two Professional Practice placements.

Nine modules are made up of University Based Training, where students attend module sessions including seminars and workshops.

Enrichment opportunities of Primary curriculum subject specialisms and opportunities to experience in a SEND school are available from Year 2 of the programme.

## 12.2 Levels and modules

### Level 4

#### **Compulsory**

Students must take all of the following:

- EDP1700 Introducing the Primary Curriculum
- EDP1701 Creativity in the Primary Curriculum
- EDP1702 Teaching in the Primary Curriculum
- EDP1703 Becoming a Teacher

#### **Optional**

N/A

#### **Progression requirements**

Students must pass all Level 4 modules in order to progress to Level 5.

Students can receive an exit award of a Cert HE with 120 credits.

### Level 5

#### **Compulsory**

Students must take all of the following:

- EDP2700 Creativity through story
- EDP2701 Inclusive Practices: SEND, Physical and Mental Health
- EDP2702 Primary Professional Practice 1
- EDP2703 Investigative learning through cross curricular approaches

#### **Optional**

N/A

#### **Progression requirements**

Students must pass all Level 5 modules in order to progress to Level 6.

Students can receive an exit award of a Dip HE with 240 credits.

## Level 6

### **Compulsory**

Students must take all of the following:

- EDP3701 Primary Professional Practice 2
- EDP3700 Primary Curriculum and Dialogic Pedagogies
- EDP3703 Interdisciplinary Learning and Teaching across the curriculum
- EDP3702 Inclusive Practices: Beyond the classroom

### **Optional**

N/A

### **Progression requirements**

Students must pass all Level 6 modules in order to gain the award of BA (Hons) Primary Education (QTS)\*

Students who complete the enrichment opportunity of a subject specialism will have it acknowledged in the title of their degree.

### **12.3 Non-compensable modules**

- All modules are non-compensable

## **13. Information about assessment regulations**

Students must pass all aspects of the programme. Successful completion of the programme entitles students to be awarded the Middlesex University BA (Hons) Primary Education degree with recommendation for QTS.

## **14. Placement opportunities, requirements and support (if applicable)**

All students complete three Professional Practice placements as part of the programme.

For three modules, students spend at least 120 days in schools, these include one school experience and two Professional Practice placements.

Each student has a trained school-based mentor (an expert colleague) who will support the student to acquire the knowledge and skills of the ITT Curriculum and learn to apply these in practice. The mentor will ensure the student's teaching and professional practice is observed regularly with weekly opportunities to discuss structured feedback and refine practice.

Each student also has a university-based link tutor who will support their practice learning.

Students have the opportunity to do an optional placement in an alternative school setting e.g. special school.

## 15. Future careers / progression

This programme leads to Qualified Teacher Status. Students will be supported with the process of applying and preparing for their first teaching post as an Early Career Teacher.

## 16. Particular support for learning

The Learning Enhancement Team support students and colleagues across the University to develop advanced Maths Statistics and Numeracy skills and Academic Writing and Language skills which are fundamental to success in assignments and to future life, work, and studies. Support for these skills are integrated into the curriculum of core programmes, and additional opportunities can be accessed on a one-to-one or group basis here: [Learning Enhancement | UniHub \(mdx.ac.uk\)](https://www.mdx.ac.uk/learning-enhancement/)

Students have access to dedicated education resources and resource centre within the library.

17. HECos code(s) – 100464 / 100511

18. Relevant QAA subject benchmark(s) - N/A

## 19. Reference points

The following reference points were used in designing the programme:

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (QAA, 2024)

[https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf?sfvrsn=3562b281\\_11](https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf?sfvrsn=3562b281_11)

SEEC Credit Level Descriptors

<https://seec.org.uk/wp-content/uploads/2021/03/SEEC-Credit-Level-Descriptors-2021.pdf>

UK Quality Code for Higher Education (QAA 2018)

[https://www.qaa.ac.uk/docs/qaa/quality-code/quality-code-overview-2015.pdf?sfvrsn=d309f781\\_6#:~:text=The%20UK%20Quality%20Code%20for%20Higher%20Education%20is%20the%20nationally,most%20appropriate%20for%20their%20organisation.](https://www.qaa.ac.uk/docs/qaa/quality-code/quality-code-overview-2015.pdf?sfvrsn=d309f781_6#:~:text=The%20UK%20Quality%20Code%20for%20Higher%20Education%20is%20the%20nationally,most%20appropriate%20for%20their%20organisation.)

Middlesex University Learning and Quality Handbook

[Learning and Quality Enhancement Handbook \(LQEH\) | Middlesex University London \(mdx.ac.uk\)](https://www.mdx.ac.uk/learning-and-quality-enhancement-handbook/)

Initial teacher training (ITT): core content framework (2023)

[https://assets.publishing.service.gov.uk/media/6061eb9cd3bf7f5cde260984/ITT\\_core\\_content\\_framework.pdf](https://assets.publishing.service.gov.uk/media/6061eb9cd3bf7f5cde260984/ITT_core_content_framework.pdf)

Initial teacher training (ITT): Core content framework (2025)

[Initial Teacher Training and Early Career Framework \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/media/65ccac0ec96cf300126a3718/2024-25_ITT_criteria_and_supporting_advice.pdf)

Initial teacher training (ITT): criteria and supporting advice

[https://assets.publishing.service.gov.uk/media/65ccac0ec96cf300126a3718/2024-25\\_ITT\\_criteria\\_and\\_supporting\\_advice.pdf](https://assets.publishing.service.gov.uk/media/65ccac0ec96cf300126a3718/2024-25_ITT_criteria_and_supporting_advice.pdf)



The Teachers' Standards (DfE, 2012)

<https://www.gov.uk/government/publications/teachers-standards>

Handbook for Education Professionals The Bristol Guide 2014 provides a clear overview of the law and statutory frameworks which are most relevant to the professional responsibilities and duties of teachers).

<https://www.bristol.ac.uk/media-library/sites/education/migrated/documents/bgpreview.pdf>

UK Quality Code for Higher Education Advice and Guidance Work-based Learning

[https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-work-based-learning.pdf?sfvrsn=f625c181\\_2](https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-work-based-learning.pdf?sfvrsn=f625c181_2)

## **20. Other information**

Students who do not complete or do not pass their final Professional Practice can exit the programme with an ordinary degree without the award of QTS (Qualified Teacher Status).

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the BA Programme Handbook, the School Mentor Handbook, the Module Handbooks and the University Regulations.

## 21. Curriculum map for BA Film

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

### Programme learning outcomes

Knowledge and understanding:

A1	The underpinning knowledge in the 5 core areas (managing behaviour, pedagogy, curriculum, assessment, professional behaviours) of the ITT curriculum as required by the Teachers' standards
A2	the professional and ethical responsibilities of the teacher including safeguarding, child protection and children's emotional well-being
A3	all subjects of the Primary National Curriculum
A4	the progression of children's learning from Reception to Year 7
A5	strategies that ensure inclusion and equal opportunity for all children including those with special education needs and disabilities
A6	creative learning and teaching approaches and strategies to support effective learning outside the classroom and beyond the school environment

Skills:

B1	Conceptualise, synthesise, analyse and critically evaluate informed learning and teaching approaches and other pedagogies through primary and secondary sources including current research
B2	Apply diagnostic, analytical and creative skills when critically reflecting on their teaching and when evaluating children's learning outcomes.
B3	use a body of knowledge to confidently approach problems and generate solutions coherently.
B4	exercise initiative and make decisions in complex and unpredictable situations.
B5	work with autonomy whilst maintaining awareness of personal responsibility, professional codes of conduct and adherence to school policy.
B6	teach all children competently according to the Teachers' Standards

### Programme Outcomes:

A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8
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Highest level achieved by all graduates

6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
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<b>Module Title</b>	<b>Module Code by Level</b>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	<b>A5</b>	<b>A6</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>B5</b>	<b>B6</b>
Introducing the Primary Curriculum	EDP1700	x		x	x			x		x			
Creativity in the Primary Curriculum	EDP1701	x		x	x	x	x	x	x	x			
Teaching the Primary Curriculum	EDP1702	x		x	x	x	x	x	x	x			
Becoming a Teacher	EDP1703	x	x	x	x	x	x	x	x	x	x	x	x
Creativity Through Story	EDP2700	x		x		x	x						
Inclusive Practices: SEND, Physical and Mental Health	EDP 2701	x	x			x	x	x	x	x			
Primary Professional Practice 1	EDP2702	x	x	x	x	x	x	x	x	x	x	x	x
Investigative Learning through Cross Curricular Approaches	EDP2703	x		x	x		x	x	x	x	x		
Primary Curriculum and Dialogic Pedagogies	EDP3700	x		x	x	x	x	x	x	x			
Primary Professional Practice 2	EDP3701	x	x	x	x	x	x	x	x	x	x	x	x
Inclusive Practices: Beyond the Classroom	EDP3702	x	x			x	x	x	x	x	x		
Interdisciplinary Learning and Teaching	EDP3703	x		x	x		x	x	x	x	x		