



| PART 1 – BA PRIMARY EDUCATION (WORK BASED ROUTE) 1 YEAR PROGRAMME SPECIFICATION | | |
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| 1 | Awarding institution | St Mary's University, Twickenham |
| 2 | Partner institution and location of teaching (if applicable) | N/A |
| 3 | Type of collaborative arrangement (if applicable) | N/A |
| 4 | Award title | Primary Education (Work Based Route) |
| 5 | Final award | BA (Hons) |
| 6 | Interim award(s) with award titles (if specific titles have been designated) | Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) |
| 7 | Faculty with responsibility for the programme | Faculty of Education, Humanities and Social Science; Institute of Education |
| 8 | Language of study | English |
| 9 | Joint Honours combinations | N/A |
| 10 | UCAS code | X112 |
| 11 | JACS code | X120 |
| 12 | Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition | N/A |
| 13 | QAA subject benchmark or other relevant external reference point | <p>The BA (Hons) Primary Education: Work Based Route is a degree qualification with standards of practice set or influenced by external and internal agencies.</p> <ul style="list-style-type: none">• Quality Assurance Agency (QAA)• FHEQ qualification descriptor from 2014.• Department for Education (DfE), with particular reference to the following: The degree is benchmarked against the following QAA Agencies....• Training our Next Generation of Outstanding Teachers (2011)• The Framework for the National Curriculum: a Report by the Expert Panel for the National Curriculum Review (2011)• Preparing Teachers and Developing School Leaders for the 21st Century (OECD 2012)• Great Teachers: Attracting, Training and Retaining the Best (HoC Education Committee 2012-12)• Independent Review of Key Stage 2 testing, assessment and accountability – Final Report (Bew, P.2011).• South England Consortium for Credit Accumulation and Transfer (SEEC) Level descriptors (2016) |



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| 14 | Normal completion time and maximum duration of study | <p>Normal completion time:</p> <p>Full-time study – one year</p> <p>The standard duration of study is one academic year full time. However, the overall duration of study at each level of the programme, from initial registration to completion, shall not exceed five consecutive semesters for a Level 6 programme.</p> <p>A full-time BA undergraduate student will normally register for 120 credits worth of modules in an academic year.</p> <p>A full-time undergraduate student must register for no less than 40 credits and no more than 100 credits per semester.</p> |
| 15 | Mode of study | <p>The one year programme is available on a full-time basis only.</p> <p>Students will follow the programme on a one day a week, in St. Mary's University, basis. As a requirement of the programme at least three of the other days must be spent working or volunteering at classroom assistant level or similar in an educational setting.</p> |
| 16 | Mode of delivery | Face to face |
| 17 | Date approved and name of authorised body | Faculty Academic Development Committee, September 2019 |
| 18 | Applies to students commencing study in (month/year) | September 2019 |
| PART 2 – CURRICULUM SPECIFIC DETAILS | | |
| 19 | Summary of the programme | <p>The BA (Hons) Primary Education (Work Based Route) provides an overview of Primary Education.</p> <p>The programme gives those already working in education the opportunity to gain a BA (Hons) in Primary Education by day release once a week having obtained a Foundation degree in Education.</p> <p>The programme provides opportunities for people working directly with children, or those working in other educational support roles, to build on their existing knowledge and experience to progress to a level 6 qualification at higher education level. The programme, which will continue to enhance the students' understanding of their current professional roles and of teaching in the Primary Education Sector, can be completed through one year of full-time study via a day release model.</p> |



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| | | <p>The BA (Hons) Primary Education (Work Based Route) will open up a range of opportunities in the education sector to graduates from this programme, such as gaining a QTS qualification.</p> |
| 20 | Aims of the programme | <p>Aims and Learning Outcomes</p> <p>Programme Aims</p> <p>Within the context of St Mary's University Mission Statement and the School of Education, Theology and Leadership Strategic Intent, a number of over-arching aims can be identified.</p> <p>The programme aims to:</p> <ul style="list-style-type: none">• Promote passion in teaching and learning, underpinned and enriched by research and scholarship;• Provide a culture which promotes integrity, nurture, challenge, partnership and collaboration allowing all to develop their physical, intellectual and spiritual potential;• Foster equality of opportunity for all with respect to diversity, inclusion and individual need;• Develop education providers who are confident in subject and pedagogical knowledge and who are ready to meet the challenges of today and to anticipate and shape those of tomorrow;• Develop critically reflective practitioners who are committed to their own continual professional learning. <p>Specific Pathway Aims</p> <ul style="list-style-type: none">• Offer a pathway to BA Hons Primary Education degree to serving practitioners who have a wealth of experience from working with children and have already gained a Foundation degree in Education and wish to top-up to degree level;• Offer a full-time pathway (one day a week) which integrates University studies with practical work undertaken in an educational setting;• Guide and support students to meet the professional attributes, knowledge, understanding and skills necessary to meet the DfE Teacher Standards (2012). <p>Desired Learning Outcomes</p> <p>On successful completion of the programme, and in the wider context of their combined programme of study, students will have achieved the following outcomes:</p> <ul style="list-style-type: none">• Developed the ability to articulate the strengths of their own practice and identified areas for continuing professional learning;• Created a learning environment across the curriculum where issues of diversity, inclusion and equality have been addressed and related to theories of practice;• Interacted with and contributed effectively to professional debate; |



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| | | <ul style="list-style-type: none">• Undertaken an independent study of a topic related to pedagogy and practice, demonstrated the ability to select and utilise a variety of learning resources and research skills with a minimum of guidance and have begun to discern the manner in which this informs good practice. |
| 21 | Criteria for admission | <p>Programme Entrance Requirements</p> <p>Entrants must satisfy the general admissions' requirements of St Mary's University (see www.stmarys.ac.uk/admissions-policy).</p> <ul style="list-style-type: none">• All entrants have achieved a Foundation degree in Education from a Higher Education Institution or equivalent qualification.• All entrants for the BA (Hons) Primary Education (Work Based Route) pathway must have achieved a standard equivalent to a grade 'C' in the GSCE examination in the subjects of English.• All entrants have to:<ul style="list-style-type: none">▪ Be employed at least the equivalent of a halftime post (in either a paid or voluntary capacity) in a school setting with children.• Students whose first language is not English must have achieved an overall score of 6.0 in IELTS (International English Language Testing System) with no less than 5.5 in any section. <p>Credit Accumulation and Transfer, and Accreditation of Prior Learning</p> <ul style="list-style-type: none">• Students who have undertaken study or learning elsewhere may apply for exemption from a proportion of a University programme of study and be given entry with advanced standing (e.g. at a point beyond the beginning of FHEQ Level 4) and exemption from parts of their programme. The learning which may merit advanced standing is as follows:<ul style="list-style-type: none">▪ Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions;▪ Relevant certificated prior learning.• The relevance, status and currency of the prior learning will be considered by the Head of Registry on the advice of the Programme Director. The University will accept applications for accreditation of prior experiential or uncertificated learning for entry as determined by the Programme Director in line with the University Academic Regulations. The University will accept applications for the accreditation of prior uncertificated learning for particular modules as outlined in the regulations for programmes of study. |



| 22 | Scheduled learning time | <table border="1"> <thead> <tr> <th data-bbox="619 376 975 443">Type of learning time</th> <th data-bbox="975 376 1214 443">Number of hours</th> <th colspan="2" data-bbox="1214 376 1525 443">Expressed as %*</th> </tr> </thead> <tbody> <tr> <td data-bbox="619 443 975 477">Contact time</td> <td data-bbox="975 443 1214 477">120</td> <td colspan="2" data-bbox="1214 443 1525 477">10.0%</td> </tr> <tr> <td data-bbox="619 477 975 544">Placement/work-based learning hours</td> <td data-bbox="975 477 1214 544">140</td> <td colspan="2" data-bbox="1214 477 1525 544">11.0%</td> </tr> <tr> <td data-bbox="619 544 975 600">Guided learning hours</td> <td data-bbox="975 544 1214 600">320</td> <td colspan="2" data-bbox="1214 544 1525 600">26.7%</td> </tr> <tr> <td data-bbox="619 600 975 667">Independent study time</td> <td data-bbox="975 600 1214 667">620</td> <td colspan="2" data-bbox="1214 600 1525 667">51.7%</td> </tr> <tr> <td data-bbox="619 667 975 808">TOTAL*</td> <td data-bbox="975 667 1214 808">1200</td> <td colspan="2" data-bbox="1214 667 1525 808">100.0 %</td> </tr> </tbody> </table> <p data-bbox="1214 741 1525 808">* Figures rounded to one decimal place</p> | | | Type of learning time | Number of hours | Expressed as %* | | Contact time | 120 | 10.0% | | Placement/work-based learning hours | 140 | 11.0% | | Guided learning hours | 320 | 26.7% | | Independent study time | 620 | 51.7% | | TOTAL* | 1200 | 100.0 % | |
|--|---|--|--|--|--|---------------------------|-----------------|---|--------------|-----|---|---|-------------------------------------|---|-------|--|--|---|-------|---|--|-----|-------|--|--------|------|---------|--|
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| TOTAL* | 1200 | 100.0 % | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | Programme learning outcomes | <p data-bbox="619 882 1158 916">Aims and Desired Learning Outcomes</p> <p data-bbox="619 949 1525 1081">The aims and learning outcomes of the BA (Hons) Primary Education (Work Based Route) award are identified in the following table (Table 1) with reference to the Southern England Consortium for Credit Accumulation and Transfer (SEEC, 2010) Level Descriptors.</p> <p data-bbox="619 1115 930 1149">Level Descriptor Codes</p> <p data-bbox="619 1182 1525 1249">These are provided for desired learning outcomes with reference to the development of:</p> <p data-bbox="619 1283 1094 1317">Knowledge and understanding = KU</p> <p data-bbox="619 1317 890 1350">Cognitive Skills= CS</p> <p data-bbox="619 1350 1090 1384">Personal and Enabling Skills = PES</p> <p data-bbox="619 1384 1034 1417">Performance and Practice = PP</p> <table border="1" data-bbox="619 1451 1536 2033"> <thead> <tr> <th data-bbox="619 1451 1062 1552">Table 1: Aims and Desired Learning Outcomes: AIMS</th> <th colspan="2" data-bbox="1062 1451 1536 1552">DESIRED LEARNING OUTCOMES</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="619 1552 1536 1597">BA Primary Education (Hons) (Work Based Route)</td> </tr> <tr> <td data-bbox="619 1597 1062 1686">This pathway aims to develop emergent reflective students who:</td> <td colspan="2" data-bbox="1062 1597 1536 1686">Students who successfully complete</td> </tr> <tr> <td colspan="3" data-bbox="619 1686 1536 1731">Knowledge and Understanding = KU</td> </tr> <tr> <td data-bbox="619 1731 1062 1933">1. evidence understanding of a range of the theories which underpin effective learning and teaching and how these inform emergent practice</td> <td colspan="2" data-bbox="1062 1731 1536 1933">have a deep and systematic understanding of theoretical frameworks which underpin effective practice (KU)</td> </tr> <tr> <td data-bbox="619 1933 1062 2033">2. apply theoretical perspectives to practice, through a range of</td> <td colspan="2" data-bbox="1062 1933 1536 2033">continually evaluate their practice with reference to knowledge and understanding of</td> </tr> </tbody> </table> | | | Table 1: Aims and Desired Learning Outcomes: AIMS | DESIRED LEARNING OUTCOMES | | BA Primary Education (Hons) (Work Based Route) | | | This pathway aims to develop emergent reflective students who: | Students who successfully complete | | Knowledge and Understanding = KU | | | 1. evidence understanding of a range of the theories which underpin effective learning and teaching and how these inform emergent practice | have a deep and systematic understanding of theoretical frameworks which underpin effective practice (KU) | | 2. apply theoretical perspectives to practice, through a range of | continually evaluate their practice with reference to knowledge and understanding of | | | | | | | |
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| | strategies and be able to evaluate their impact | planning, teaching, monitoring and assessment (KU) |
| | 3. demonstrate informed understanding of ethical guidelines and sensitivity in the management of ethical issues | a deep and systematic understanding of their personal responsibility, in compliance with the ethical frameworks of school partner institutions and support agencies (KU) |
| | Cognitive Skills= CS | |
| | 4. identify professional values in terms of their own practice and that of others | be able to identify and articulate their values in practice, synthesise ideas or information to generate novel solutions (CS) |
| | 5. develop knowledge and understanding of the diverse ways in which children learn and implement teaching strategies to address their learning needs | strategically implement a learning environment across the curriculum where issues of diversity, inclusion and equality are addressed and related to theories of practice(CS) |
| | 6. are able to analyse data from school experience and generate evidence to inform and improve practice | show evidence of being analytically reflective when interpreting data both systematically and ethically and thus manage implications from this data (CS) |
| | Personal and Enabling Skills= PES | |
| | 7. evaluate their practice and the practice of other professionals within a reflective cycle | be able to articulate the strengths of their own practice and critically reflect on their continuing professional learning (PES) |
| | 8. understand issues relating to inclusion, diversity and equality and their implications for practice | take responsibility for and empower their own learning and development for the knowledge and skills necessary to implement a range of teaching and learning strategies, including the cycle of planning, monitoring, assessment and evaluation (PES) |



| | | <p>9. make effective decisions in unpredictable circumstances</p> <p>utilise a variety of learning resources and research skills within a wide range of situations and with a minimum of guidance; begin to discern the manner in which this informs good practice (PES)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------|---|---|-----------------|---------------|----------------|-----------------|---------------|---------|---|----|---|------|---------|--------------------------------|----|---|------|---------|------------------------|----|---|------|---------|-------------------------|----|---|------|---------|---|----|---|------|
| | | <p>Performance and Practice=PP</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <p>10. engage effectively in debate with other professionals demonstrating confidence and judgement</p> <p>interact effectively and critically within a team and negotiate in an autonomous professional context (PP)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | Programme structure and module requirements | <p>BA Single Honours Programme: Primary Education (Work Based Route)</p> <p>FHEQ Level 6 In order to qualify for the BA (Hons) Primary Education (Work Based Route) students are required to accrue 60 credits in the first semester and 60 credits in the second semester.</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status</th> </tr> </thead> <tbody> <tr> <td>PEW6010</td> <td>Professional Studies - Part One: Professional Values and Practice</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>PEW6021</td> <td>Learning Outside the Classroom</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>PEW6022</td> <td>Using and Applying ICT</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>PEW6050</td> <td>Creativity in Education</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>PEW6061</td> <td>Assessment in Practice – Research Paper</td> <td>40</td> <td>2</td> <td>Core</td> </tr> </tbody> </table> | Code | Title | No. of credits | Sem of delivery | Module status | PEW6010 | Professional Studies - Part One: Professional Values and Practice | 20 | 1 | Core | PEW6021 | Learning Outside the Classroom | 20 | 1 | Core | PEW6022 | Using and Applying ICT | 20 | 1 | Core | PEW6050 | Creativity in Education | 20 | 2 | Core | PEW6061 | Assessment in Practice – Research Paper | 40 | 2 | Core |
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| PEW6061 | Assessment in Practice – Research Paper | 40 | 2 | Core | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | Work placements or study abroad | Students will follow the programme on a one day a week, in St. Mary's University, basis. As a requirement of the programme at least three of the other days must be spent working at classroom assistant level or similar in a school environment. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | Links to industry and employability | <p>Employability</p> <p>St. Mary's University graduates in primary education BA ITE are highly sought after and have an excellent reputation, particularly in Partnership Schools. As stated by Ofsted (January 2019).</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



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| | | “Because of the esteem in which trainees are held, employment rates for newly qualified teachers are high, and former St Mary’s trainees are in great demand.” |
| 27 | Programme awards | <p>This programme conforms to the University Academic Regulations.</p> <p>Eligibility for Awards: In order to qualify for a Bachelor of Arts degree, students must complete 360 credits, 120 at each of FHEQ Levels 4, 5, and 6.</p> |
| PART 3 – TEACHING, LEARNING & ASSESSMENT | | |
| 28 | Programme teaching and learning strategies | <p>Teaching and Learning Strategy</p> <p>Lecturers who are outstanding teachers with recent classroom practice will employ a wide range of teaching and learning strategies such as paired and group collaborative tasks, micro-teaching (group and individual presentations), student-led teaching, and guided weekly tasks. Since students on this programme will be working with young children, the Programme Team aim to develop students’ teaching skills as well as appealing to different learning styles, building independent learning and transferable skills. The above will also enhance learning and the overall student engagement.</p> <p>Each student will be allocated a personal tutor who will support the student throughout his or her time at St Mary’s University. Students are only at university one day a week. They will receive termly individual and group tutorials where targets will be set and reviewed. The programme will practice an open door policy. Students will be able to make additional appointments for extra tutorials if support is needed with personal, social and academic issues.</p> <p>Research-Enriched Teaching and Learning</p> <p>There is an increasingly vibrant research culture within the School of Education. The Aquinas Centre for Educational Research aims to develop consultancy, professional development and study opportunities at all levels up to and including doctoral work. Staff are active in publishing and/or consultancy across a wide range of subject specialisms, including Leading Innovation and Change, Creative Curriculum Provision, Art and Design, Literacy and Phonics, Primary Science, Primary Mathematics, Physical Education, Religious Education, Modern Foreign Languages and PHSE. In the rapidly changing world of education academic tutors seek to influence policy and practice across a range of contexts and settings, always grounded in the view of the learner as being at the heart of the School of Education mission. It is this desire to influence learning, generate new knowledge and encourage values driven practices that makes the research educational and influences the programme content and methods of teaching and assessment.</p> |



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| 29 | Programme assessment strategy | Assessment Strategy <p>The range and appropriateness of the assessment modes is designed to enhance students' academic and intellectual skills as well as bringing them to a critical realisation of their capability in practice. This is assessed within individual modules using a range of assessment strategies which demonstrate a critical understanding of the relationship between informed theory and practice and is addressed through the activities outlined. All parts of assessment for each module needs to be passed in order to achieve 20 credits.</p> <p>Formative assessment opportunities and detailed guidance will be provided within the module delivery for each element of the assessment requirements. Tutorial support and written and verbal feedback will be available to students on all assessments. Importance is attached to students' self-assessment, reflection and personal target-setting which is formalised through: Profiles of Professional Standards.</p> <p>The passing grade for all level 6 modules is 40%. In modules where there is more than one point of assessment, students will be expected to pass all components.</p> <p>The University uses standardised criteria for marking which apply across all types of assessment. Coursework feedback sheets provide comments according to the marking criteria as well as an overall mark. Anonymous marking is employed in written work to minimise the influence of expectations and personal bias. All failures and a cross section representing at least 10% of the total work completed in each module are double marked. A representative sample of the full range of marks in selected modules is sent to external examiners for scrutiny and comment. Internal moderation of selected modules is done within the team.</p> <p>In line with University guidelines there is a three week period between assignments being available for marking and returned to students. This prompt feedback assists students in intellectual development within their studies.</p> |
| PART 4 – UNIVERSITY SUPPORT | | |
| 30 | Student support and guidance | <p>We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues.</p> |



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| 31 | Quality management arrangements | <p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none">• Five yearly cycle of revalidation• Ongoing monitoring through the Programme Review process• Programme Boards• Consideration of marks and graduate profiles at Exam Boards• Engagement with programme student representatives• Engagement with approved external examiners |
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