

PART 1 – BA PRIMARY EDUCATION WITH QUALIFIED TEACHER STATUS (QTS) PROGRAMME SPECIFICATION		
1	Awarding institution	St Mary's University, Twickenham
2	Partner institution and location of teaching	N/A
3	Type of collaborative arrangement	N/A
4	Award title	Primary Education with Qualified Teacher Status (QTS)
5	Final award	BA (Honours)
6	Interim award(s) with award titles (if specific titles have been designated)	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) BA (Honours) Primary Education
7	School with responsibility for the programme	Education, Theology and Leadership
8	Language of study	English
9	Joint Honours combinations	N/A
10	UCAS code	X120
11	JACS code	X120
12	Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition	Qualified Teacher Status is awarded by the National College for Teaching and Leadership (NCTL)
13	QAA subject benchmark or other relevant external reference point	The programme content is driven by the criteria established by external agencies, particularly the Department of Education (DfE), NCTL, QAA and Ofsted. The programme is mapped against the Initial Teacher Training Guidance (DfE 2017)
14	Normal completion time and maximum duration of study	Normal completion time: Full-time study – three years (six semesters) Maximum duration of study – seven years (fourteen semesters)
15	Mode of study	Full time
16	Mode of delivery	Face to face
17	Date approved and name of authorised body	
18	Applies to students commencing study in	September 2018
PART 2 – CURRICULUM SPECIFIC DETAILS		
19	Summary of the programme	St Mary's University is a renowned institution for teacher training and has close connections to many leading primary schools in London. BA Primary Education with QTS leads to one of the most fulfilling and rewarding careers. In line with the

		<p>School of Education, Theology and Leadership's mission statement we seek to prepare teachers for both religious and secular schools with special provision for those intending to teach in Roman Catholic and other Christian schools. All students have the opportunity to complete the Catholic Certificate of Religious Studies (CCRS). This is welcomed by Catholic schools as it enables the students to teach the Religious Education syllabus.</p> <p>Our degree programme trains you to teach children aged 5 to 11 years old. It teaches you how to educate and inspire future generations, and gives you the perfect foundation for future pathways such as educational leadership. You will gain an in-depth knowledge of primary education with three years to acquire the relevant knowledge and skills needed to be an outstanding teacher.</p> <p>School experience is an integral part of the programme. You spend a minimum of six weeks in school each year where you progress from teaching small groups to whole classes. Your school experience will be with Key Stage 1 and Key Stage 2. Placements are organised by us to ensure that you receive the appropriate level of support. We promote international links and there are opportunities to study abroad during the programme.</p> <p>You will be supported by a passionate and caring team of experienced tutors who strive for excellence in the theory and practice of teaching. By studying with us fantastic resources and support systems will be available to you throughout your degree. Teaching takes place in purpose-built classrooms that mirror those found in primary schools. Tutors model good practice in the use of ICT and use lectures, seminars, and group activities to stimulate and encourage you to become reflective practitioners.</p> <p>You will be assessed through essays, rationales, portfolios, lesson plans, presentations and one examination. School experience is assessed against the government's standards for the award of Qualified Teacher Status.</p>
20	Aims of the programme	<ul style="list-style-type: none"> • To promote passion in teaching and learning, underpinned and enriched by research and scholarship; • To provide a culture which promotes integrity, nurture, challenge, partnership and collaboration allowing all to develop their physical, intellectual and spiritual potential; • To foster equality of opportunity for all with respect to diversity, inclusion and individual need; • To guide and support students to meet the professional attributes, knowledge, understanding and skills necessary to meet the Teachers' Standards (DfE 2011) for entry into the teaching profession; • To offer special provision for those intending to teach in Catholic and other Christian schools; • To develop newly qualified teachers 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; • To develop critically reflective practitioners who are committed to their own continual professional learning.

21	Criteria for admission	<ul style="list-style-type: none"> • Applicants must satisfy the general admissions requirements of St Mary's University which are informed, with respect to certain aspects, by the Initial Teacher Training (ITT) requirements governed by the DfE (2011). • Applicants must have achieved a standard equivalent to a grade 4 in the GSCE examination in the subjects of English, Mathematics and a Science discipline. • Applicants must normally have achieved two A Level passes or equivalent. Offers will be made to applicants achieving one B and one C grade at A Level, with the remainder of required UCAS points being made up of A Level or AS Level grades. Consideration is also given to applicants with equivalent qualifications, including BTEC Nationals, Cache Diplomas in Childcare and Education, Irish Leaving Certificates, International Baccalaureates and validated Access courses. • Applicants must satisfy the recruitment and selection criteria in accordance with the Proposed ITT Requirements, that through interview and assessment of their educational qualifications, they: <ul style="list-style-type: none"> ○ Have passed the National Skills tests in English and mathematics; ○ Have a Disclosure and Barring Service (DBS) enhanced disclosure check and/or any other appropriate background check; ○ Have taken part in an interview designed to assess their suitability to teach; ○ Have the intellectual and academic capabilities needed to meet the required QTS Teachers' Standards; ○ Possess the appropriate qualities, attitudes and values expected of a teacher; ○ Can read effectively and are able to communicate clearly and accurately in Standard English; ○ Have met the Secretary of State's requirements for physical and mental fitness to teach. • 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. 																		
22	Scheduled learning time	<table border="1"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>620</td> <td>13%</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>1,096</td> <td>22%</td> </tr> <tr> <td>Guided learning hours</td> <td>710</td> <td>14%</td> </tr> <tr> <td>Independent study time</td> <td>2,570</td> <td>51%</td> </tr> <tr> <td>TOTAL</td> <td>4,996</td> <td>100%</td> </tr> </tbody> </table>	Type of learning time	Number of hours	Expressed as %	Contact time	620	13%	Placement/work-based learning hours	1,096	22%	Guided learning hours	710	14%	Independent study time	2,570	51%	TOTAL	4,996	100%
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23	Programme learning outcomes	<p>On successful completion of the programme, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate they have met the Teachers' Standards (DfE 2011) required for the award of Qualified Teacher Status. 2. Demonstrate a systemic understanding of the key aspects of primary education and apply the methods and techniques they have learned to apply and extend their knowledge and understanding; 3. Demonstrate coherent and detailed knowledge of primary education informed by current research and government initiatives; 4. Demonstrate the ability to articulate and critically reflect on their values and the strengths of their practice and to identify areas for continuing professional learning; 5. Demonstrate the ability to communicate effectively to a range of audiences; 6. Use technology to critically evaluate a range of information to identify a range of solutions to a problem 7. Undertake an independent study of a topic related to pedagogy and practice, demonstrating the ability to describe and comment upon particular aspects of current research and analyse and interpret both qualitative and quantitative data 8. Demonstrate an ability to manage their own learning, exercise their initiative and to take personal responsibility. <p>Students who complete with a BA in Primary Education will achieve programme learning outcomes 2-8.</p>																																																												
24	Programme structure and module requirements	<p>BA Primary Education with Qualified Teacher Status (QTS)</p> <p>FHEQ Level 4</p> <p>All students must acquire 120 credits at FHEQ Level 4 from the core modules below.</p> <table border="1" data-bbox="456 1384 1485 2002"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Semester of delivery</th> <th>Module status</th> </tr> </thead> <tbody> <tr> <td>PEQ4034</td> <td>School Experience 1</td> <td>0</td> <td>1 and 2</td> <td>Core</td> </tr> <tr> <td>PEQ4035</td> <td>Professional Studies 1 – Teaching and Learning</td> <td>20</td> <td>1 and 2</td> <td>Core</td> </tr> <tr> <td>PEQ4036</td> <td>Core English 1</td> <td>10</td> <td>1 and 2</td> <td>Core</td> </tr> <tr> <td>PEQ4037</td> <td>Core Mathematics 1</td> <td>10</td> <td>1 and 2</td> <td>Core</td> </tr> <tr> <td>PEQ4038</td> <td>English, Mathematics and Science Subject Knowledge Audits1</td> <td>0</td> <td>1 and 2</td> <td>Core</td> </tr> <tr> <td>PEQ4039</td> <td>Core Science 1</td> <td>10</td> <td>2</td> <td>Core</td> </tr> <tr> <td>PEQ4040</td> <td>Core Physical Education 1</td> <td>05</td> <td>2</td> <td>Core</td> </tr> <tr> <td>PEQ4041</td> <td>Core Foreign Languages 1</td> <td>05</td> <td>2</td> <td>Core</td> </tr> <tr> <td>PEQ4042</td> <td>The Broader Curriculum: Expression:</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>PEQ4043</td> <td>The Broader Curriculum: Communication</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>PEQ4044</td> <td>The Broader Curriculum: Innovation</td> <td>20</td> <td>1</td> <td>Core</td> </tr> </tbody> </table>	Code	Title	No. of credits	Semester of delivery	Module status	PEQ4034	School Experience 1	0	1 and 2	Core	PEQ4035	Professional Studies 1 – Teaching and Learning	20	1 and 2	Core	PEQ4036	Core English 1	10	1 and 2	Core	PEQ4037	Core Mathematics 1	10	1 and 2	Core	PEQ4038	English, Mathematics and Science Subject Knowledge Audits1	0	1 and 2	Core	PEQ4039	Core Science 1	10	2	Core	PEQ4040	Core Physical Education 1	05	2	Core	PEQ4041	Core Foreign Languages 1	05	2	Core	PEQ4042	The Broader Curriculum: Expression:	20	2	Core	PEQ4043	The Broader Curriculum: Communication	20	2	Core	PEQ4044	The Broader Curriculum: Innovation	20	1	Core
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FHEQ Level 5

All students must acquire 120 credits at FHEQ Level 5 from the core modules below. Students choose two curriculum subject areas on offer in PEQ5037: Elective Module 1. Students choose two curriculum subject areas on offer in PEQ5038: Elective Module 2. Please note that subjects offered may change as a result of timetabling and resources.

Code	Title	No. of credits	Semester of delivery	Module status
PEQ5028	School Experience 2	0	2	Core
PEQ5029	Professional Studies 2 – Valuing Learners as individuals	20	1 and 2	Core
PEQ5030	Core English 2	10	2	Core
PEQ5031	Core Mathematics 2	10	2	Core
PEQ5032	English, Mathematics and Science Subject Knowledge Audits 2	0	1 and 2	Core
PEQ5033	Core Science 2	10	1	Core
PEQ5034	Core Physical Education 2	05	1	Core
PEQ5035	Core Foreign Languages 2	05	1	Core
PEQ5036	Cross Curricular Learning	20	1	Core
PEQ5037	Elective Module 1	20	1	Core
PEQ5038	Elective Module 2	20	2	Core

FHEQ Level 6

All students must acquire 120 credits at FHEQ Level 6 from the core modules and choose one core option module to study as a specialist subject. Students must pass PEQ6062: School Experience 3.

Code	Title	No. of credits	Semester of delivery	Module status
PEQ6062	School Experience 3	0	2	Core
PEQ6063	Professional Studies 3 – Promoting Progression	20	1 and 2	Core
PEQ6064	Core English 3	10	1	Core
PEQ6065	Core Mathematics 3	10	1	Core
PEQ6066	English, Mathematics and Science Subject Knowledge Audits 3	0	1 and 2	Core
PEQ6067	Core Science 3	10	1	Core
PEQ6068	Core Physical Education 3	05	1	Core
PEQ6069	Core Foreign Languages 3	05	1	Core
PEQ6070	Personal Research Project in Primary Education	40	L5 2 L6 1 and 2	Core
PEQ6071	English Elective	20	1 and 2	Core Option
PEQ6072	Mathematics Elective	20	1 and 2	Core Option
PEQ6073	Science Elective	20	1 and 2	Core Option
PEQ6074	Design and Technology and Computing Elective	20	1 and 2	Core Option
PEQ6075	Art and Design Elective	20	1 and 2	Core Option
PEQ6076	Modern Foreign Languages Elective	20	1 and 2	Core Option

		PEQ6077	Drama Elective	20	1 and 2	Core Option
		PEQ6078	Geography Elective	20	1 and 2	Core Option
		PEQ6079	History Elective	20	1 and 2	Core Option
		PEQ6080	Music Elective	20	1 and 2	Core Option
		PEQ6081	Physical Education Elective	20	1 and 2	Core Option
		PEQ6082	Early Years Elective	20	1 and 2	Core Option
		PEQ6083	Religious Education Elective	20	1 and 2	Core Option
		BA (Hons) in Primary Education				
		For students completing the programme with a BA (Hons) in Primary Education, the following zero credit rated modules are not required for completion:				
		FHEQ Level 4				
		Code	Title	No. of credits	Semester of delivery	Module status
		PEQ4034	School Experience 1	0	1 and 2	Core
		PEQ4038	English, Mathematics and Science Subject Knowledge Audits 1	0	1 and 2	Core
		FHEQ Level 5				
		Code	Title	No. of credits	Semester of delivery	Module status
		PEQ5028	School Experience 2	0	1	Core
		PEQ5032	English, Mathematics and Science Subject Knowledge Audits 2	0	1 and 2	Core
		FHEQ Level 6				
		Code	Title	No. of credits	Semester of delivery	Module status
		PEQ6062	School Experience 3	0	1	Core
		PEQ6066	English, Mathematics and Science Subject Knowledge Audits 3	0	1 and 2	Core
25	Work placements or study abroad	<p>All students undertake a minimum of 120 days of supervised professional experience in schools, which must be passed successfully in order to proceed along the route towards Qualified Teacher Status. There is an assessed school experience in each year.</p> <p>In addition, all Level 4 students complete an enhancement placement of 10 days to focus on a national initiative. In Level 5, students have the opportunity to spend up to 10 days in a Special Educational Needs and Disability (SEND) setting. In Level 6, students are required to spend 10 days in a school setting of their choice to focus on their particular interests and areas for development.</p>				

		There are opportunities for students to study abroad in Level 5.
26	Links to industry and employability	<p>Employability</p> <p>St. Mary's University graduates in BA Primary Education with QTS are highly sought after and have an excellent reputation, particularly in our partnership Schools. 100% of our graduates secured teaching appointments at the end of their studies (DLHE survey 2015/16). School partners contribute to programme design, lectures and the recruitment process.</p> <p>In each year of the programme, students have an assessed placement and the opportunity to complete an enhancement placement in an educational setting. Students are offered the opportunity to observe and teach lessons to primary children in their Level 5 and Level 6 elective modules.</p> <p>The Careers Service delivers bespoke content into the Year 3 Professional Studies Programme to support students with job applications and interview preparation into core curriculum modules to enhance knowledge gained in industry talks. In 2015/16 the programme achieved a 100% professional employment outcome and an overall employment outcome of 100%. Career Entry and Development Profile</p> <p>Level 6 students complete this document after their final school placement. This document marks the transition between gaining Qualified Teacher Status (QTS) and becoming a Newly Qualified Teacher (NQT) and provides a summary of the student's strengths and priorities for professional development. The information is intended to support schools in designing a personalised programme of professional development which will improve individual practice and enhance and support the school's development plan.</p>
27	Programme awards	<p>This programme conforms to the University Academic Regulations.</p> <p>Eligibility for Awards</p> <p>In order to qualify for BA (Hons) in Primary Education with Qualified Teacher Status, students must complete 360 credits, 120 at each of FHEQ Levels 4, 5, and 6 and meet the requirements of the Teacher's Standards (DfE 2011).</p> <p>In order to qualify for BA (Hons) in Primary Education, 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>We are committed to developing student centred learning through which you develop deep approaches as learners, and take responsibility for your own learning. This means providing a stimulating environment which enables you to:</p> <ul style="list-style-type: none"> • Have access to resources that will help you develop as a learner; • Interact with staff and collaborate with other learners; • Develop skills and self-awareness of your own learning process; • Develop increasing independence in learning; • Reach your full potential.

		<p>The emphasis within this strategy is to provide an experience which allows you to acquire the knowledge, skills and understanding which means that you can continue to develop after you have graduated. The responsibility for learning lies with you but we provide an environment which supports and guides that learning. The environment includes classroom teaching, academic staff support, assessment and feedback, your peer group, the library, learning development lecturers and computing facilities. Learning is at its most effective when you learn from doing things and then evaluate your own performance by feedback. Your learning needs to be active and reflective.</p> <p>The lectures and seminars are interactive, practical sessions where you have an opportunity to participate in a variety of activities and then explore and discuss the different methods used to promote learning. You are introduced to and discuss related theory and current research and government initiatives. You have the opportunity to teach each other and observe good practice in schools during your elective modules.</p> <p>The programme team provides high levels of pastoral care. At induction you are allocated a Personal Tutor for your time at the University. The Personal Tutor is the point of contact for advice on developing learning skills and any other issues you have.</p>
29	Programme assessment strategy	<p>Providers for ITT programmes are required by the DfE and the NCTL to ensure that all assessments are designed to demonstrate that you have met all of the Teachers' Standards (DfE 2011). A range of assessment methods are used to demonstrate that you have a critical understanding of the relationship between informed theory and practice. All assessments are designed to develop and progress knowledge, understanding and skills.</p> <p>Assessments within university take a variety of forms including writing essays and rationales, giving individual and group presentations and creating a range of portfolios and resources. There is one examination. Module outlines provide information about assessment formats and weightings. Some modules have a single piece of coursework equating to 100%, and some have two pieces of work with different weightings adding up to 100%. In line with University guidelines there is a three week period between submission and assignments being marked and returned. This prompt feedback assists your intellectual development within your studies.</p> <p>Alongside formal assessment tasks, informal formative assessments take place in lectures, seminars and workshops. These include feedback from tutors and the use of self and peer reflection and feedback.</p> <p>Progression and development on school experience is mapped to the Teachers' Standards (DfE 2011) and tracked through the Profile of Professional Standards.</p> <p>The Profile of Professional Standards seeks to integrate theory and practice and assist you in becoming effective classroom practitioners through a process of self-evaluation and supported enquiry from other professionals. Achievements are entered and dated against the Teachers' Standards (DfE 2011)with</p>

		<p>reference to the evidence base and are regularly monitored to ensure that all Standards are being appropriately met. Grading for finalists is given in accordance with the standard required to make the judgement for recommendation of QTS (DfE 2011). This portfolio and targets from the final school experience report are used to inform entries in the Career Entry and Development Profile and thus provide a seamless transition into the Newly Qualified Teacher year.</p> <p>You develop an on-line portfolio, which provides summative information on your academic and professional achievements, from pre-entry to the end of your programme. The portfolio enables you and your personal tutor to track and record progress, identify targets for development and act on areas of weakness and provide evidence of suitability for employment.</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. Information on how to access services including emergency services and services out of normal office hours can be found in the Student Services Handbook (http://www.stmarys.ac.uk/student-support/student-services/docs/2016-sep-student-services-handbook.pdf)</p> <p>The Careers Service provides in curriculum delivery and one to one support for all students and alumni of the university. They also offer CareerConnect, an online platform that allows you to be able to manage your own employability if you are off campus. They run employer engagement events throughout the academic year and an online jobs board especially for St Mary's students and alumni; Jobs on Career Connect.</p> <p>The Department of Learning and Teaching also offers academic guidance to students through its Learning Development Lecturers.</p>
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