Course Information Form

This Course Information Form provides the definitive record of the designated course

Section A: General Course Information

Course Title	BA (Hons) Primary Education (3-7) (with QTS)
Final Award	BA (Hons)
Route Code	BAPECABF
Intermediate Qualification(s)	BA (Hons) Primary and Early Years Education
FHEQ Level	6
Location of Delivery	Bedford Campus
Mode(s) and length of study	3 years full time , 3 years full time
Standard intake points (months)	October

| **External Reference Points as applicable including Subject Benchmark** | Teachers' Standards (DfE, 2012)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers__Standards |

Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	This course lead to Qualified Teacher Status: Teachers' Standards (DfE, 2012) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers__Standards_2021_update.pdf ' This course lead to Qualified Teacher Status: Teachers' Standards (DfE, 2012) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers__Standards_2021_update.pdf
HECoS code(s)	100511
UCAS Course Code	X150

Course Aims	This course is specifically designed to prepare you to teach the 3-7 age range. You will also gain knowledge and understanding about Early Years Child Development and relevant educational matters beyond Key Stage 1. The primary aim of the course is that you will acquire the knowledge, skills and understanding for teaching in an EYFS and Key Stage 1 Primary School context.
	The course supports you to:
	Work in partnership with a range of stakeholders
	Be an independent, reflective, creative, collaborative and resilient practitioner
	Have developed expertise in learning and teaching, based upon a sound knowledge and understanding of early child development and pedagogy
	Be able to engage in the development of the EYFS and Key Stage 1 curriculum
	Be committed to life-long personal and professional development
	Be committed, and accountable, to meeting the needs of all children within a culturally diverse society
	Have developed some leadership and management skills
	Be an effective communicator with children, colleagues, parents/carers, other professionals
	Have appropriate subject knowledge expertise and is able to further develop subject knowledge for teaching
	Know, understand and develop strategies to promote good health and well-being within EYFS and Key Stage 1
	Develop an understanding of behaviour for learning and behaviour management strategies within the classroom
	Develop knowledge and understanding of teaching pupils with SEND
	Utilise digital technology, plus develop computational thinking and programming to support teaching and learning within EYFS and the Key Stage 1 computing curriculum

Course Learning Outcomes	Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below	

	Outcome	Award
1	Demonstrate the subject knowledge and systematic understanding to enable you to meet the standards required for QTS for teaching in a range of contexts, with a diversity of learners.	BA (Hons) Primary Education (3-7) (with QTS)
2	Have a clear understanding of how all children should progress and what you as a teacher should expect them to achieve.	BA (Hons) Primary Education (3-7) (with QTS)
3	Synthesise ideas and observations into coherent arguments confidently in order to articulate and demonstrate a clear vision of their understanding of the values, theories and concepts relevant to the early years and primary teaching, plus their own educational philosophy	BA (Hons) Primary Education (3-7) (with QTS)
4	Inspire and enthuse children to learn effectively through systematic and reflective planning which is based on understanding of theory and up-to-date research-based evidence and responds to individual needs and creating a learning culture where children are reflective and take risks	BA (Hons) Primary Education (3-7) (with QTS)
5	Co-operate effectively with various groups of adults, including peers, school staff, parents/cares and external agencies, taking on leadership responsibilities where appropriate.	BA (Hons) Primary Education (3-7) (with QTS)
6	Communicate reasoning in a range of situations, using a variety of methods including effective use of digital technology, within academic and professional contexts.	BA (Hons) Primary Education (3-7) (with QTS)
7	Non-QTS LO1: Apply the methods and techniques that you have learned to your work supporting children in the early years and Key Stage One to learn and develop	BA (Hons) Primary and Early Years Education
8	Non-QTS LO2: Review, consolidate, extend and apply your knowledge and understanding to your work with early years and primary age-phase children	BA (Hons) Primary and Early Years Education

9	Non-QTS LO3: Synthesise ideas and observations into coherent arguments confidently in order to articulate and demonstrate a clear vision of their understanding of the values, theories and concepts relevant to early years and primary teaching and their own educational philosophy	BA (Hons) Primary and Early Years Education
10	Non-QTS LO4: Critically evaluate arguments, assumptions, abstract concepts and data to make judgements and to frame appropriate questions to achieve a solution	BA (Hons) Primary and Early Years Education
11	Non-QTS LO5: Communicate information, ideas, problems and solutions to a range of stakeholders, including academics, children, parents and other professionals	BA (Hons) Primary and Early Years Education
12	Non-QTS LO6: Co-operate effectively with various groups of adults, including peers, schoolups Yip/pro7.989 .999 Tf 1dlts,	

| **Teaching, learning and assessment strategies** | be introduced to key issues about research and supported through the process by your research tutor. |

The varied approaches outlined above support you on your journey toward becoming a life-long learner and prepare you to make strong applications to Early Career Teacher (ECT) posts.

Throughout the course you will continually be encouraged to explore what is known about teaching and learning, and to demonstrate independence and creativity in evaluating the relevance of that knowledge in your own context. Assessed work will be directly applicable to your future role as a nursery and/or primary teacher and predominantly include essays, reflective writing, reports, presentations and portfolios.

During your placements, progress will be monitored against the CER. In all years you will complete in-class audits to assess your developing subject knowledge. Sound subject knowledge is a fundamental quality of an effective teacher and you will be expected to demonstrate a commitment to on-going development of that knowledge throughout the course. Also key to the course is a focus on the development of research informed teaching, culminating in an extended systematic study of your own practice (dissertation).

The assessment for this course seeks to support you in developing your understanding of the connections between theoretical perspectives and practice-based experience. The Profile Review Point (PRP) is the process by which the mentor reviews your progress in your teaching 'practice'. The CER provides the framework by which this progress is judged at two points during a school placement to show whether you are on track to meet course curriculum expectations.

Formative use of assessment is embedded throughout the course and is a principle which we would expect you to adopt in your own teaching. You will be supported to become familiar with self and peer assessment approaches and to make effective use of feedback on academic aspects of the course, to identify targets for your on-going development and plan actions to address them.

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Admissions Criteria	**Approved Variations and Additions to Standard Admission** The University specifies standard entry requirements which must be met by all students; these are set out on the university website at www.beds.ac.uk/howtoapply/. For this course students will have: · achieved a standard equivalent to a grade 4 (or GCSE A to C) in the GCSE examinations in English, mathematics and a science subject. · successfully completed the interview process · references that support your suitability for the course · achieved 104 points as a minimum entry · met all safeguarding requirements , The University specifies standard entry requirements which must be met by all students; these are set out on the university website at www.beds.ac.uk/howtoapply/. For this course students will have: · achieved a standard equivalent to a grade 4 (or GCSE A to C) in the GCSE examinations in English, mathematics and a science subject. · successfully completed the interview process · references that support your suitability for the course · achieved 104 points as a minimum entry · met all safeguarding requirements

| **Assessment Regulations** | https://www.beds.ac.uk/about-us/our-university/academic-information |

Code	Title	Level	Credits	Type						
PSB012-1	Professional Studies: Multidimensional classrooms	4	30	Core	T1/2	T1/2	T1/2	T1/2		T1/2
PSB013-2	Further Mathematics and Science	5	30	Core	D1	TD2	T2	T2		
PSB015-2	Meeting the needs of individual children	5	30	Core	D1/2	D1/2		D1/2	D1	
PSB017-2	Early Literacy and Communication	5	30	Core	D1/2	D1/2	D1/2			
PSB018-2	Professional Studies: The Broader Curriculum in Early Years and Key Stage One	5	30	Core	D1/2	D1/2		D1/2		
PSB041-3	Research for Teaching	6	30	Core			A1/2	A1/2	A1/2	A1/2
PSB044-3	Professional Studies: Preparing to work with children in the 21st century	6	30	Core	A1		A1/2	A1/2		
PSB048-3	Exploring the EYFS and National Curriculum core subjects	6	30	Core	A1/2	A1		A1		
PSB049-3	Leading High Quality Teaching in the Early Years	6	30	Core	T1		A1	T1/2	A2	

Section C: Assessment Plan

The course is assessed as follows :

PSB017-2	5	TY	Core	CW-CS	10	PJ-EXH	24	CW-PO	30		
PSB018-2	5	TY	Core	PJ-ART	11	CW-RW	23	PR-PLC	30		
PSB041-3	6	TY	Core	WR-I	13	PJ-PRO	26				
PSB044-3	6	TY	Core	CW-RW	14	WR-I	24	PR-PLC	30		
PSB048-3	6	TY	Core	CW-RW	13	PJ-EXH	20				
PSB049-3	6	TY	Core	CW-CS	22	PR-ORAL	29				

Glossary of Terms for Assessment Type Codes

CW-CS	Coursework - Case Study
CW-ESS	Coursework - Essay
CW-LR	Coursework - Literature Review
CW-PO	Coursework - Portfolio
CW-RW	Coursework - Reflective Writing
IT-PT	Summative in-class test or phase test
PJ-ART	Coursework - Artefact
PJ-EXH	Coursework - Exhibition
PJ-PRO	Coursework - Project Report
PR-OR	Practical - Oral Presentation
PR-PLC	