

Course Specification

Course Summary Information			
1	Course Title		BA (Hons) Primary Education with Qualified Teacher Status
2	BCU Course Code	UCAS Code	US0686 X120
3	Awarding Institution		Birmingham City University
4	Teaching Institution(s) (if different from point 3)		
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)		Department of Education

6	Course Description
	<p>Overview</p> <p>Do you have a passion for inspiring and educating young learners, and want the best possible career opportunities after graduating? This exciting degree provides you with a variety of opportunities to explore your interests and develop core skills and experience in Primary and Early Years teaching.</p> <p>What's covered in the course?</p> <p>Our course offers you the chance to gain the professional qualification of Qualified Teacher Status (QTS) as well as a degree, helping you walk into your dream job as a primary school teacher immediately after graduating from university.</p> <p>This course allows you to specialise in age phases 3-7 or 5-11, qualifying you to deliver primary education in schools and early years settings, and gives you the opportunity to work in a Special Educational Needs school.</p> <p>Your placements in local schools in the wider Birmingham area will give you practical experience right from the start of this teacher training course. We believe working in schools with experienced teachers and children is key to developing you into a committed, creative and confident teacher with existing relationships to benefit from when seeking employment after graduation.</p> <p>Our course is underpinned by a commitment to your well-being and achievement in a supportive and nurturing environment. Your learning will be led by highly experienced tutors who facilitate a wide range of practical experience and taught sessions to engage you in reflective and critical evaluation of research, policy and practice. You will be well supported during the course in your journey to becoming an outstanding teacher.</p> <p>Where will I study?</p> <p>Our Education courses are taught at our recently extended £71 million City South Campus in Edgbaston, which includes brand new state-of-the-art facilities. Our facilities are specifically designed to develop your knowledge and skills in primary teaching.</p>

7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	Bachelor of Arts with Honours Primary Education with Qualified Teacher Status	6	360
	Bachelor of Arts with Honours Primary Education Studies	6	360
7b	Exit Awards and Credits Awarded		
	Certificate of Higher Education Primary Education Studies	4	120
	Diploma of Higher Education Primary Education Studies	5	240
	Bachelor of Arts Primary Education Studies	6	300

8	Derogation from the University Regulations
	<ol style="list-style-type: none"> 1. For modules with more than one item of assessment, all items of assessment must be passed in order to pass the module 2. Compensation of marginally failed modules is not permitted 3. Condonement of failed modules is not permitted 4. Students must pass the zero-credit rated School Experience modules in order to be eligible for the award 'with Qualified Teacher Status'.

9	Delivery Patterns		
	Mode(s) of Study	Location	Duration of Study
	Full Time	City South	3 years
			Code
			US0686F

10	Entry Requirements
	<p>The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/, or may be found by searching for the course entry profile located on the UCAS website.</p>

11	Course Learning Outcomes
	By the end of your course you will:
1	Be able to meet the Teachers' Standards and apply them to the role of the Teacher
2	Conduct yourself in a manner that is consistent with the values of the profession. (Part 2 of the Teachers' Standards)
3	Be able to create a learning environment in which all learners progress and thrive
4	Be confident in addressing the needs of all learners and their communities
5	Demonstrate a commitment to continuing professional development and career planning.
6	Demonstrate an excellent subject and pedagogical knowledge.
7	Be committed to engaging, inspiring and motivating all learners
8	Be able to inform learning and teaching through research and evidence
9	Be confident in reflecting on the impact of your professional practice.
10	Demonstrate a capacity to engage in critical self-reflection to continue to learn and make professional decisions.
11	Be a critical, rational and innovative thinker, who is confident, adaptable and capable of independent enquiry.
12	Have a wide range of intellectual and key skills, and a reflective approach to teaching and learning.

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12a	<p>Level 4:</p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</i></p> <table border="1"> <thead> <tr> <th>Module Code</th> <th>Module Name</th> <th>Credit Value</th> </tr> </thead> <tbody> <tr> <td>EDU4138</td> <td>An Introduction to Core</td> <td>40</td> </tr> <tr> <td>EDU4139</td> <td>The Developing Child</td> <td>20</td> </tr> <tr> <td>EDU4140</td> <td>The Emerging Teacher</td> <td>20</td> </tr> <tr> <td>EDU4141</td> <td>Understanding the Foundation Curriculum</td> <td>20</td> </tr> <tr> <td>EDU4142</td> <td>Subject Learning and Teaching</td> <td>20</td> </tr> <tr> <td>EDU4143</td> <td>School-Based Training 1</td> <td>0</td> </tr> </tbody> </table> <p>Level 5:</p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</i></p> <table border="1"> <thead> <tr> <th>Module Code</th> <th>Module Name</th> <th>Credit Value</th> </tr> </thead> <tbody> <tr> <td>EDU5153</td> <td>Promoting Progress in Core</td> <td>40</td> </tr> <tr> <td>EDU5154</td> <td>Assessing and Reporting</td> <td>20</td> </tr> <tr> <td>EDU5155</td> <td>Special Educational Needs, Disability and Inclusion</td> <td>20</td> </tr> <tr> <td>EDU5156</td> <td>Developing the Foundation Curriculum</td> <td>20</td> </tr> <tr> <td>EDU5157</td> <td>Subjects in Action</td> <td>20</td> </tr> <tr> <td>EDU5158</td> <td>School-Based Training 2</td> <td>0</td> </tr> </tbody> </table> <p>Level 6:</p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</i></p> <table border="1"> <thead> <tr> <th>Module Code</th> <th>Module Name</th> <th>Credit Value</th> </tr> </thead> <tbody> <tr> <td>EDU6262</td> <td>Critical Issues in Core</td> <td>40</td> </tr> <tr> <td>EDU6263</td> <td>Current Issues in Education</td> <td>20</td> </tr> <tr> <td>EDU6264</td> <td>Creative Teaching in the Foundation Curriculum</td> <td>20</td> </tr> <tr> <td>EDU6265</td> <td>Research in Education</td> <td>40</td> </tr> <tr> <td>EDU6266</td> <td>School Based Training 3</td> <td>0</td> </tr> </tbody> </table>	Module Code	Module Name	Credit Value	EDU4138	An Introduction to Core	40	EDU4139	The Developing Child	20	EDU4140	The Emerging Teacher	20	EDU4141	Understanding the Foundation Curriculum	20	EDU4142	Subject Learning and Teaching	20	EDU4143	School-Based Training 1	0	Module Code	Module Name	Credit Value	EDU5153	Promoting Progress in Core	40	EDU5154	Assessing and Reporting	20	EDU5155	Special Educational Needs, Disability and Inclusion	20	EDU5156	Developing the Foundation Curriculum	20	EDU5157	Subjects in Action	20	EDU5158	School-Based Training 2	0	Module Code	Module Name	Credit Value	EDU6262	Critical Issues in Core	40	EDU6263	Current Issues in Education	20	EDU6264	Creative Teaching in the Foundation Curriculum	20	EDU6265	Research in Education	40	EDU6266	School Based Training 3	0
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12b Structure Diagram
Level 4

SEMESTER ONE	SEMESTER TWO
Core EDU4140: The Emerging Teacher (20 credits) EDU4141: Understanding the Foundation Curriculum (20 credits)	Core EDU4139: The Developing Child (20 credits) EDU4142: Subject Learning and Teaching (20 credits)
Core EDU4138: An Introduction to Core (40 credits) EDU4143: School-Based Training 1 (0 credits)	

Level 5

Core EDU5155: Special Educational Needs, Disability and Inclusion (20 credits) EDU5156: Developing the Foundation Curriculum (20 credits) EDU5153: Promoting Progress in Core (40 credits)	Core EDU5154: Assessing and Reporting (20 credits) EDU5157: Subjects in Action (20 credits) EDU5158: School-Based Training 2 (0 credits)
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Level 6

Core EDU6266: School Based Training 3 (0 credits)	Core EDU6263: Current Issues in Education (20 credits) EDU6264: Creative Teaching in the Foundation Curriculum (20 credits) EDU6265: Research in Education (40 credits) EDU6262: Critical Issues in Core (40 credits)
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13 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 4

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	156
Directed Learning	419
Private Study	625
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	67%
Exam	0
In-Person	33%

Level 5

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	156
Directed Learning	240
Private Study	804
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	78%
Exam	6%
In-Person	16%

Level 6**Workload****% time spent in timetabled teaching and learning activity**

Activity	Number of Hours
Scheduled Learning	119
Directed Learning	205.5
Private Study	875.5
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	0%
In-Person	0%