

PROGRAMME SPECIFICATION

BA(Hons) QTS Primary Education in Primary Education

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	X120
JACS Code	X120
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	There are no specific subject benchmark statements for initial teacher training. Thus this programme has taken account of the generic Education Studies subject benchmark statement (SBS) published Feb 2015. http://www.qaa.ac.uk/publications/information-and-guidance/publication/PubID=2916#.Vp3sVaNFDcs
Programme accredited by	Department for Education
Description of accreditation	https://www.gov.uk/guidance/initial-teacher-training-itt-accreditation
Validated target and alternative exit awards	BA(Hons) QTS Primary Education in Primary Education Bachelor of Arts with Honours in Primary Education Diploma of Higher Education in Primary Education Certificate of Higher Education in Primary Education
Programme Leader	Sarah Hindhaugh

Educational aims of the programme

The aims of the LJMU Primary Undergraduate Programme are:

- For trainees to achieve Qualified Teacher Status (QTS) for the primary phase (5-11) through a programme which encourages a high degree of initiative, resilience, self-motivation, critical self-awareness, reflection and well-developed communication skills;
- To provide opportunities for trainees to achieve their full academic potential through an undergraduate award, which encourages a high degree of initiative, creativity, independent judgement, self-motivation, critical self-awareness and self-education
- To develop teachers who are highly skilled in planning, teaching and assessment across the full age and ability range and who demonstrate a passion for and commitment to high quality teaching and learning for all pupils
- To create a socially engaged curriculum which celebrates diversity and creates inclusive, adaptive practice that ensures equality of opportunity for all learners that enables trainees to fulfil their civic duty
- To produce teachers with a wide primary pedagogical and subject specific body of knowledge, who apply educational research to their own practice and who are able to engage in debate and critically analyse current research
- For trainees to develop secure knowledge and understanding of the key role literacy and numeracy skills play in children's life chances
- For trainees to develop secure knowledge and understanding of the teaching of reading, writing and oracy including the place of systematic synthetic phonics, to enable pupils to communicate well orally and read and write for purpose and pleasure both across the Primary curriculum and outside of school
- For trainees to understand the need for pupils to develop in their spiritual moral social and cultural education

and recognise the distinct contribution a broad and balanced and ambitious curriculum plays with providing children with the opportunities to learn about themselves, their community, their values and the wider world

- For trainees to use their excellent subject knowledge to foster and maintain pupil interest and success in learning across the curriculum
- To provide students with the opportunity to undertake a minimum of 24 weeks of phased work-related experience in three placements spanning the Primary age range, developing their knowledge, understanding and skills of working with children under the guidance of experienced practitioners and in effective communication with parents, colleagues and other agencies
- To enable trainees to research, reflect, evaluate, analyse and debate current issues and research in Primary Education.
- To develop the collaborative skills required to work with paraprofessionals and multi-agencies to enhance the safeguarding and well-being of all children.
- To develop trainees who are key role models managing behaviour through influencing pupils' resilience and beliefs about their ability to succeed through creating effective learning environments
- To develop trainees whose teaching across all subject areas links new ideas to existing knowledge, carefully sequences teaching and explicitly teaching pupils metacognitive strategies and ensures pupils have repeated opportunities to practice
- Through providing pastoral support, create teachers who are mentally healthy and desire to remain in the teaching profession through good experiences.
- To develop trainees who recognise that effective professional development is sustained through expert support, coaching, collaboration, reflective practice, educational research and professional debate

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

demonstrate knowledge and understanding of the Primary National Curriculum and, other statutory frameworks and government initiatives that impact on Primary education.

have a knowledge and understanding of the theoretical and practical principles of child development.

demonstrate awareness and understanding of the pedagogical, content and professional knowledge and have an understanding required for effective teaching and learning at key stage 1.

discuss and reflect upon the place of foundation subjects in the primary curriculum and to develop and evaluate suitable activities for teaching foundation subjects.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

discuss, analyse and evaluate the integration of theory and practice in primary teaching.

compare and contrast current educational issues and research.

have a developing critical awareness of key factors which lead to children's differentiated learning needs and of different strategies for supporting differentiated learning needs.

have a developing critical understanding of the pedagogical, content and professional knowledge and understanding required for effective teaching at key stage 2.

have a developing critical understanding of the pedagogical, content and professional knowledge and understanding required of effective teaching of the foundation subjects

use personal and professional development planning to support reflection on developing practice.

Alternative Exit/ Interim Award Learning Outcomes - Bachelor of Arts with Honours

A student who is eligible for this award will be able to:

Demonstrate knowledge and understanding of the Primary National Curriculum and, other statutory frameworks and government initiatives that impact on Primary Education.

Demonstrate knowledge of recent initiatives appropriate to education and issues in the primary school understanding their implications.

Recognise the importance of developing a child's spiritual moral social and cultural education and the impact that a broad balanced and ambitious curriculum has on children, as they learn about themselves, their community, values and the wider world.

Understand the importance of British values and issues related to radicalisation of children

Understand statutory methods of monitoring, assessing, recording and reporting in Primary schools.

Demonstrate secure knowledge and understanding of the key role literacy and numeracy skills play in children's lives

Demonstrate knowledge of research methods in relation to Primary Education

Understand responsibilities, legislation, policies and practice within Primary Education concerning the development and well-being of children, including issues related to keeping children safe

Understand relevant underpinning theoretical principles of how children learn and develop

Support a curriculum that celebrates diversity and creates inclusive practice that ensures opportunities for all learners

Devise and sustain arguments and solve problems using current research ideas and techniques through evaluating a range of information and evidence

Synthesise information from a range of sources in order to gain a coherent understanding of issues in Primary Education

Demonstrate critically reflective skills in order to improve practice and reflect upon pedagogical skills

Apply relevant knowledge to a range of complex situations and appreciate relationships with other areas and aspects of the education field

Demonstrate an awareness of how all subject area teaching should link new ideas to existing knowledge, carefully sequence teaching and explicitly teach pupils metacognitive strategies

Demonstrate secure subject knowledge to plan in all curriculum areas and utilise assessment as well as local and national data of children to inform future learning and teaching

Search for, select, analyse and interpret information from a variety of sources, including research, theory, inspection evidence and reports

Recognise the importance of professional development through expert support, collaboration, reflective practice, educational research and professional debate

Communicate information, ideas, problems and solutions to a range of audiences

Use and employ ICT and resources efficiently and effectively.

Target award Learning Outcomes - BA(Hons) QTS Primary Education

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Demonstrate knowledge and understanding of the Primary National Curriculum and, other statutory frameworks and government initiatives that impact on Primary Education.
2. Demonstrate knowledge of recent initiatives appropriate to education and issues in the primary school understanding their implications.
3. Recognise the importance of developing a child's spiritual moral social and cultural education and the impact that a broad balanced and ambitious curriculum has on children, as they learn about themselves, their community, values and the wider world.
4. Understand the importance of British values and issues related to radicalisation of children.
5. Understand statutory methods of monitoring, assessing, recording and reporting in Primary schools.
6. Demonstrate secure knowledge and understanding of the key role literacy and numeracy skills play in children's lives
7. Demonstrate knowledge of research methods in relation to Primary Education.
8. Understand responsibilities, legislation, policies and practice within Primary Education concerning the development and well-being of children, including issues related to keeping children safe.
9. Understand relevant underpinning theoretical principles of how children learn and develop.
10. Support a curriculum that celebrates diversity and creates inclusive practice that ensures opportunities for all learners
11. Devise and sustain arguments and solve problems using current research ideas and techniques through evaluating a range of information and evidence.
12. Synthesise information from a range of sources in order to gain a coherent understanding of issues in Primary Education.
13. Demonstrate critically reflective skills in order to improve practice and reflect upon pedagogical skills.

14. Apply relevant knowledge to a range of complex situations and appreciate relationships with other areas and aspects of the education field.
15. Effectively use a range of behaviour for learning, teaching strategies and resources, to ensure personalised learning for all children.
16. Demonstrate an awareness of how all subject area teaching should link new ideas to existing knowledge, carefully sequence teaching and explicitly teach pupils metacognitive strategies
17. Demonstrate secure subject knowledge to plan in all curriculum areas and utilise assessment as well as local and national data of children to inform future learning and teaching.
18. Search for, select, analyse and interpret information from a variety of sources, including research, theory, inspection evidence and reports.
19. Recognise the importance of professional development through expert support, coaching, collaboration, reflective practice, educational research and professional debate.
20. Communicate information, ideas, problems and solutions to a range of audiences.
21. Use and employ ICT and resources efficiently and effectively.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Lectures, workshops, presentations, individual work-related learning experience, work-related learning activities, Portfolio of Personal Development (PDP), independent learning, group discussions, seminars, tutorials, Canvas resources and activities, and independent research.

Essay, written reports, presentations, portfolios of tasks, reflections, planning, Professional development activities and work-related placements.

Programme structure - programme rules and modules

BA (Hons) Primary Education with recommendation for QTS

(120 credits at level 4, 120 credits at level 5 and 120 credits at level 6)

plus successfully passing all three school placements.

BA (Hons) Primary Education

(120 credits at level 4, 120 credits at level 5 and 120 credits at level 6)

Diploma of Higher Education

(Passed 240 credits, 120 at level 4 and 120 at level 5)

Certificate of Higher Education

(Passed 120 credits at level 4)

This programme is focused upon securing an English teaching qualification Thus all placements must be within UK schools with over 50% of placements in English schools.

The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module [5250PRIM]. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Level 6	Potential Awards on completion	BA(Hons) QTS Primary Education
Core	Option	Award Requirements
6211PRIM Extending Professional Practice (20 credits) 6212PRIM Cross Curricular Practice (20 credits) 6214PRIM Advanced Primary Mathematics (20 credits) 6215PRIM Advanced Primary English (20 credits) 6217PRIM Advanced Primary Science (10 credits) 6220PRIM SCHOOL BASED RESEARCH (30 credits)		120 core credits at level 6 0 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5211PRIM Developing Professional Practice (20 credits) 5212PRIM Teaching Foundation Subjects in Key Stage 2 (20 credits) 5213PRIM Understanding Specific Learning Needs of Children (10 credits) 5214PRIM Teaching Mathematics in KS2 (20 credits) 5215PRIM Teaching English in Key Stage 2 (20 credits) 5217PRIM Science, Design and Technology and Computing in the Key Stage 2 Curriculum (20 credits) 5218PRIM Enriching Primary Practice (10 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4211PRIM Introduction to Professional Practice (20 credits) 4212PRIM Teaching Foundation Subjects in Key Stage 1 (20 credits) 4213PRIM Developing the Whole Child (20 credits) 4214PRIM Teaching Mathematics in Key Stage 1 (20 credits) 4215PRIM Teaching English in Key Stage 1 (10 credits) 4217PRIM Science, Design and Technology and Computing in the Key Stage 1 curriculum (20 credits) 4220PRIM Teaching Reading and Spelling using Systematic Synthetic Phonics (10 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Programme will not be semesterised. All modules will be assessed at the end of Semester 2 variance approved 19/7/21

Opportunities for work-related learning (location and nature of activities)

Placements are integral to this programme. Over the three years of their course students will have a minimum of 24 weeks in school based placements. Assessments of these are not part of the Academic Framework and are based upon the QTS teacher standards for initial teacher training.

These 'block school placements' and day visits are supplemented by task related visits within modules.

N.B. Where a student requires a further opportunity to undertake a block placement this may have an impact upon student progression.

Regulations linked to placement can be found on the ITT Placement website

Criteria for admission

A/AS Level

- have attained/predicted 120 UCAS points (including at least two A Levels, excluding General Studies.

Equivalent qualifications such as BTEC, I.B, AVCE, CACHE and Access to Higher Education courses are also considered.

- demonstrate an understanding of the nature and demands of the role of the Primary teachers and appropriate experience through the personal statement.

- need to successfully complete a formal LJMU interview process

Other

Prior to application all applicants must have at least a GCSE Grade 4/ C Pass in mathematics, science and English Language.

Additional conditions:

Pass online English test

Enhanced Disclosure and Barring Service (DBS) check and health declaration before commencement on this course.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements

- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.