

Primary Education

Programme Information

2022.01, Approved

Overview

Programme Code	35094
Programme Title	Primary Education
Awarding Institution	Liverpool John Moores University
Programme Type	Degree

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	BA(Hons) QTS Primary Education - QAPH	N/A
Alternative Exit	Certificate of Higher Education - CHE	demonstrate knowledge and understanding of the Primary National Curriculum and, other statutory frameworks and government initiatives that impact on Primary education. 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. 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. 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. 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	Diploma of Higher Education - DHE	<p>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.</p>
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Alternate Award Names	
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External Benchmarks

Subject Benchmark Statement	
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Accreditation

Programme Accredited by

PSRB Name	Type of Accreditation	Valid From Date	Valid To Date	Additional notes
Department for Education	Accredited by the Department for Education (DfE) for the purpose of delivering initial teacher training programmes to achieve Qualified Teacher Status (QTS) or Early Years Teacher Status (EYTS).			

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Full-Time, Face to Face	September	LJMU Taught	3 Years

Aims and Outcomes

Educational Aims of the Programme	<p>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</p>
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Learning Outcomes

Code	Number	Description
PLO1	1	Demonstrate knowledge and understanding of the Primary National Curriculum and, other statutory frameworks and government initiatives that impact on Primary Education.
PLO2	2	Support a curriculum that celebrates diversity and creates inclusive practice the ensures opportunities for all learners
PLO3	3	Devise and sustain arguments and solve problems using current research ideas and techniques through evaluating a range of information and evidence.
PLO4	4	Synthesise information from a range of sources in order to gain a coherent understanding of issues in Primary Education.
PLO5	5	Demonstrate critically reflective skills in order to improve practice and reflect upon pedagogical skills.
PLO6	6	Apply relevant knowledge to a range of complex situations and appreciate relationships with other areas and aspects of the education field.
PLO7	7	Effectively use a range of behaviour for learning, teaching strategies and resources, to ensure personalised learning for all children.
PLO8	8	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
PLO9	9	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.
PLO10	10	Search for, select, analyse and interpret information from a variety of sources, including research, theory, inspection evidence and reports.
PLO11	11	Recognise the importance of professional development through expert support, coaching, collaboration, reflective practice, educational research and professional debate.
PLO12	12	Demonstrate knowledge of recent initiatives appropriate to education and issues in the primary school understanding their implications.
PLO13	13	Communicate information, ideas, problems and solutions to a range of audiences.
PLO14	14	Use and employ ICT and resources efficiently and effectively.
PLO15	15	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.
PLO16	16	Understand the importance of British values and issues related to radicalisation of children.
PLO17	17	Understand statutory methods of monitoring, assessing, recording and reporting in Primary schools.
PLO18	18	Demonstrate secure knowledge and understanding of the key role literacy and numeracy skills play in children's lives
PLO19	19	Demonstrate knowledge of research methods in relation to Primary Education.
PLO20	20	Understand responsibilities, legislation, policies and practice within Primary Education concerning the development and well-being of children, including issues related to keeping children safe.
PLO21	21	Understand relevant underpinning theoretical principles of how children learn and develop.

Course Structure

Programme Structure Description	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.
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Programme Structure - 360 credit points	
Level 4 - 120 credit points	
Level 4 Core - 120 credit points	CORE
[MODULE] 4211PRIM Introduction to Professional Practice Approved 2022.01 - 20 credit points	
[MODULE] 4212PRIM Teaching Foundation Subjects in Key Stage 1 Approved 2022.01 - 20 credit points	
[MODULE] 4213PRIM Developing the Whole Child Approved 2022.01 - 20 credit points	
[MODULE] 4214PRIM Teaching Mathematics in Key Stage 1 Approved 2022.01 - 20 credit points	
[MODULE] 4215PRIM Teaching English in Key Stage 1 Approved 2022.01 - 10 credit points	
[MODULE] 4217PRIM Science, Design and Technology and Computing in the Key Stage 1 curriculum Approved 2022.01 - 20 credit points	
[MODULE] 4220PRIM Teaching Reading and Spelling using Systematic Synthetic Phonics Approved 2022.01 - 10 credit points	
Level 5 - 120 credit points	
Level 5 Core - 120 credit points	CORE
[MODULE] 5211PRIM Developing Professional Practice Approved 2022.01 - 20 credit points	
[MODULE] 5212PRIM Teaching Foundation Subjects in Key Stage 2 Approved 2022.01 - 20 credit points	
[MODULE] 5213PRIM Understanding Specific Learning Needs of Children Approved 2022.01 - 10 credit points	
[MODULE] 5214PRIM Teaching Mathematics in KS2 Approved 2022.01 - 20 credit points	
[MODULE] 5215PRIM Teaching English in Key Stage 2 Approved 2022.01 - 20 credit points	
[MODULE] 5217PRIM Science, Design and Technology and Computing in the Key Stage 2 Curriculum Approved 2022.01 - 20 credit points	
[MODULE] 5218PRIM Enriching Primary Practice Approved 2022.01 - 10 credit points	
Optional placement - 120 credit points	OPTIONAL
Study Abroad - 120 credit points	OPTIONAL
[MODULE] 5250PRIM Study Year Abroad - Primary Education Approved 2022.01 - 120 credit points	

Level 6 - 120 credit points	
Level 6 Core - 120 credit points	CORE
[MODULE] 6211PRIM Extending Professional Practice Approved 2022.01 - 20 credit points	
[MODULE] 6212PRIM Cross Curricular Practice Approved 2022.01 - 20 credit points	
[MODULE] 6214PRIM Advanced Primary Mathematics Approved 2022.01 - 20 credit points	
[MODULE] 6215PRIM Advanced Primary English Approved 2022.01 - 20 credit points	
[MODULE] 6217PRIM Advanced Primary Science Approved 2022.01 - 10 credit points	
[MODULE] 6220PRIM School Based Research Approved 2022.01 - 30 credit points	

Approved variance from Academic Framework Regulations

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

Teaching, Learning and Assessment

Teaching, Learning and Assessment	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.
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Opportunities for work related learning

Opportunities for work related learning
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

Entry Requirements

Type	Description
A levels	- 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
Alternative qualifications considered	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.

Programme Contacts

Programme Leader

Contact Name
Sarah Hindhaugh

Link Tutor

Contact Name
