Course Specification
BA (Hons) Primary Education and Teaching Studies
HND Primary Education and Teaching Studies
HNC Primary Education and Teaching Studies
Part A

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

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1. Introduction

The Primary Education and Teaching Studies courses are offered as part of the curriculum portfolio at Coventry University College (CUC), CU Scarborough (CUS) and CU London (CUL), wholly known as CU Group.

The overall aim of the BA (Hons) Primary Education and Teaching Studies course is to supply knowledgeable, enthusiastic and skilled individuals to local and national school centred teacher training institutions. It aims to provide theoretical and practical learning modules that underpin knowledge and understanding of concepts of education and teaching; are relevant to both current practice in schools and the changing context of education in this country.

The programme aims to produce graduates who are critically informed about and engaged with contemporary issues in educational policy and practice. This programme will also synthesise theory and practice throughout each module to ensure that students are knowledgeable in the key areas of educational processes, perspectives and policies. However, students will also be encouraged to develop a critical and reflective stance throughout the course to ensure that they develop a personal philosophy of education which will inform their practice in postgraduate teacher training and beyond.

Assessment will be aligned to the teaching strategy throughout the programme. This will ensure a variety of assessment activities over three years. All teaching will be research inspired and this will culminate in the research project at level 6 where students will be encouraged to reflect on an aspect of primary teaching practice. The distinctiveness of the programme within the Faculty resides in its focus on theory into practice, its core pedagogies of collaborative and contextualised learning and the development of students' individual philosophy of teaching and learning and the field of education in general. Students will participate in debates about educational discourse and ideas and, through personal and social engagement with their peers and those working in educational settings, be encouraged to develop, analyse and evaluate their own practice as a professional. By embedding an innovative pedagogical approach, focussed on enquiry based learning, into this programme, it is envisaged that students will develop the necessary skills and attributes to become capable of making a positive and valued contribution in the complex and rapidly changing world of primary education. Furthermore, students will have the opportunity to experience the use of innovative digital technologies within their own learning and also their impact upon the education sector.

Students will undertake placements in schools and other education settings each year. They will also be encouraged to impact on the wider community e.g. Sure Start centre campaigns. Students will also have the opportunity to take part in an enrichment project to Romania each year where they will be able to work with orphaned children, supply resources to community groups and experience life in another country.

2 Available Award(s) and Modes of Study

HNC Primary Education and Teaching Studies
HND Primary Education and Teaching Studies
BA (Hons) Primary Education and Teaching Studies

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<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of attendance</th>
<th>UCAS Code</th>
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<tr>
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<td>Level 6</td>
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<td>Full Time programme with year abroad (FY) year – 4 Years</td>
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<td>CU London (East London)</td>
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<td>6 Internal Approval/Review Dates</td>
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<td>Date for next review: 2026</td>
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<td>7 Course Accredited by</td>
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<td>8 Accreditation Date and Duration</td>
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<tr>
<td>9 QAA Subject Benchmark Statement(s) and/or other external factors</td>
<td>♦ Education Studies (2015)</td>
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<td></td>
<td>♦ Teachers Standards (2012) will be used to provide context for learning, particularly during placement periods, but will not be used to assess students.</td>
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<table>
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<th>10 Date of Course Specification</th>
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<tr>
<td>11 Course Director</td>
<td>Kay Fraser</td>
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12 Outline and Educational Aims of the Course

BA (Hons) Primary Education and Teaching Studies will offer progressive development in the theory and practice of learning and teaching, and the statutory and non-statutory documents guiding current educational policy.

There will be placements in schools at each stage of the course. This will ensure that the links between theory and practice are made explicit. There will be extensive input from partnership schools both on the taught course and placement element of the programme.

At HNC stage the course gives a theoretical grounding in child development and teaching and learning in the primary school. The course also provides students with an overview of the historical context of education in England today. Wide reading of relevant books will be encouraged through studying children’s literature.

At HNC stage students will be taught using a variety of teaching strategies which will include contextualised learning, a problem based learning pedagogy. (QAA Framework for Higher Education Qualifications Qualification Descriptors, 2008: 16)

The second stage (HND) of the course broadens the agenda to include wider theoretical perspectives of learning and the sociology of learning to ensure that students are able to support all types of learners in the primary school. Students will also engage with the core curriculum and will plan, deliver and assess lessons to small groups of children on placement (QAA Framework for Higher Education Qualifications Qualification Descriptors, 2008:18) This module will also ensure that students’ subject knowledge is sound. At this stage students will be given an introduction to research methods which will be used in the research project at the final stage of the course.

In the final stage, students will engage critically with educational issues as they explore agendas influencing current policy, theory and practice both in the UK and abroad. Students will embrace issues of equality of opportunity through an inclusive approach to education and will explore children’s diverse needs and how to cater for them. Science and other National Curriculum subjects will be studied to ensure readiness for post graduate teacher training in all areas studied in primary schools. Finally, a research project will be undertaken to explore an area of interest and these will be shared at a research conference where local teachers, schools and teacher training providers will be invited to attend (QAA Framework for Higher Education Qualifications Qualification Descriptors, 2008: 19-20)

13 Course Learning Outcomes

A student who successfully completes the course will have achieved the following Course Learning Outcomes.

1. Know and understand the contemporary context of primary education including: national statutory and non-statutory frameworks; policy and practice associated with safeguarding and local, national and international perspectives of teaching and learning for children aged 5-11. (QAA Education Studies Subject Benchmark 7.4, 7.5)

2. Recognise children’s development and diversity and how this impacts on both life and learning. (QAA Education Studies Subject Benchmark 7.5)

3. Develop and demonstrate an independent critical perspective on current national and international policy, initiatives and issues and justify using relevant reports and refereed research to inform discussion and present a reasoned argument. (QAA Education Studies Subject Benchmark 7.7, 7.11)

4. Communicate fluently in effective Standard English in both spoken and written forms whilst taking
5. Work effectively as a team member, taking the lead when required, and sustain positive relationships with peers and professional colleagues. (QAA Education Studies Subject Benchmark 7.10)

6. Employ creativity and confidence in decision making and time management of own learning, workload and seeking opportunities for professional development. (QAA Education Studies Subject Benchmark 7.11)

7. Undertake self-initiated independent projects (investigative/evaluative/problem-solving) to inform understanding of education, present using both qualitative and quantitative data and analyse to synthesise theoretical and empirical data, using technology to support this process where appropriate. (QAA Education Studies Subject Benchmark 7.5, 7.8, 7.9, 7.12)

14 Course Structure and Requirements, Levels, Modules, Credits and Awards

The HNC/HND/BA (Hons) Degree in Primary Education and Teaching Studies can be undertaken in various modes and patterns of delivery.

Full Time mode is designed for students who normally wish to study 120 credits (4 modules) in one academic year, PT mode is anything less than this. The awards are offered in a range of delivery options and patterns which can be found on the relevant campus website. This may be weekdays, evenings or Saturdays. The length and set up of guided teaching sessions allows for teaching to be presented in various ways including team teaching, group discussions, individual presentations, research and presentation, interactive teaching and guest lecturers. The aim of each session is to have a balance between students learning academic practical and professional skills.

The course is taught in 6-week blocks and can be offered (subjects to numbers) 6 times each calendar year.

- 4 blocks will lead to a HNC (120 credits at level 4)
- 8 blocks will lead to an HND (240 credits at levels 4 and 5)
- 12 blocks will lead to an Honours degree (360 credits at levels 4, 5 and 6)

Each one of the learning blocks (modules) is worth 30 credits; these will require the equivalent of 300 study hours. The modules run over a six week period and are taught consecutively, with assessments at the end of each block. Students will receive approximately 18 hours of teaching per week. There will also be small group two hour tutorials per week. The remaining hours required for the module will be self-guided.

This degree could also be undertaken in an accelerated mode over two years. Students would study 6 modules in each year.

At HNC level students will spend one day per week in all modules in blocks 2 and 4 and will undertake a 60 hour 3 week placement in the ’Teaching and Learning in the Primary School’ module. This placement will take place during weeks 3, 4 and 5 of a 6 week module to allow for preparation prior to placement and reflection upon return.

At HND level students will undertake 2 placements each of 40 hours. These placements will occur during ’Teaching the Core Curriculum’ and ’Theoretical Perspectives of Learning’ modules. They will occur during...
weeks 3 and 4 of a 6 week module.

At degree level students will plan a science curriculum day for local primary school children as part of the 'Science and the wider curriculum' module, undertake visits to special schools in 'Inclusion in special educational needs' module and will complete a 60 hour placement which will focus on gathering empirical data for their research project and will present this as part of a conference of research for local professionals.

The placement element of the course will ensure that students have adequate and relevant experience to apply for post graduate teacher training courses where a minimum of ten days experience is required. By situating placements within a module as described above will ensure that theory and practice are synthesised effectively but will also provide an opportunities for reflection as an integral part of the assessment and teaching strategy.

The programme has three level of awards available to students:

- BA (Hons) Primary Education and Teaching Studies
- HND Primary Education and Teaching Studies
- HNC Primary Education and Teaching Studies

To progress, students must normally have passed a minimum of 90 credits from the previous stage.

For an HNC Primary Education and Teaching Studies award a student must have passed or been credited with all the mandatory modules at level 4 (120 credits).

For an HND Primary Education and Teaching Studies award a student must have passed or been credited with all the mandatory modules at levels 4 and 5 (240 credits).

For a BA Hons in Primary Education and Teaching Studies a student must have passed or been credited with all mandatory modules at levels 4, 5 and 6 (360 credits).

Only the mandatory modules at stage 2 and 3 will be counted towards the classification calculation. 201CUC/CUSC and 202CUC/CUSC (60 credit optional modules studied as part of a Sandwich Year (SW) or Year Abroad (FY) do not count towards the award and are not calculation in the classification.

**Classification of HNC and HND Awards**

<table>
<thead>
<tr>
<th>Module Grading</th>
<th>Definition</th>
<th>Associated Marks</th>
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</thead>
<tbody>
<tr>
<td>PASS</td>
<td>Satisfactory performance in all major areas of a module as defined by the intended learning outcomes or skill areas.</td>
<td>40 - 59.5%</td>
</tr>
<tr>
<td>MERIT</td>
<td>Performance either significantly better than Pass in all areas of a module or outstanding in some areas with a Pass performance in the others.</td>
<td>60 – 69.5%</td>
</tr>
<tr>
<td>DISTINCTION</td>
<td>Outstanding performance in all major areas of a module.</td>
<td>70 – 100%</td>
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**Professional Placement or Study Year Abroad**

Students may seek to undertake a relevant professional placement (SW) /study abroad year (FY) between stages 2 (level 5) and 3 (level 6) of the degree, and we would encourage this for the depth of experience that it confers. Assistance with acquiring a relevant professional placement or Study Year Abroad is offered by the Employability Team, though no guarantee is made that such an opportunity will be found.

Students undertaking a relevant professional placement will be registered on the module 202CUC/CUSC, Professional Placement (60 credits) or on the module 201CUC/CUSC, Study Abroad Year (60 credits) during their study year abroad. Students who successfully complete the assessment associated with the relevant...
modules, assessed at the end of the year, will receive 60 credits at stage 2 (level 5). Students who do not pass may continue to the final year and be awarded the full-time (FT) degree rather than the Sandwich (SW) or study year abroad (FY) degree.

Students may undertake one of the following: a study abroad year under the Erasmus exchange scheme or another study abroad scheme for placements outside the EU; a professional placement under the Erasmus work placement scheme or a professional placement organised on their own initiative outside the EU. Alternatively they may choose to combine a period of study with a period on professional placement.

To progress to the professional placement/study abroad year a student will normally have accumulated 240 credits, 120 at stage 1 (level 4) and at least 90 of which will be at stage 2 (level 5).

Students that need to complete a repeat may be eligible to progress to their placement/year abroad and complete their repeat module in their fourth year of study, in block 5 (the four final year modules will be studied in blocks 1–4).
<table>
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<tr>
<th>Module credit</th>
<th>Module Code</th>
<th>Title</th>
<th>Credit Value</th>
<th>Mandatory/Optional</th>
<th>Course Learning Outcomes</th>
<th>Pre-requisite</th>
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</table>
| 4             | 114         | Children's development | 30           | M                  | 1. Know and understand the contemporary context of primary education including: national statutory and non-statutory frameworks; policy and practice associated with safeguarding and local, national and international perspectives of teaching and learning for children aged 5-11. (QAA Education Studies Subject Benchmark 7.4, 7.5)  
2. Recognise children's development and diversity and how this impacts on both life and learning. (QAA Education Studies Subject Benchmark 7.5)  
3. Develop and demonstrate an independent critical perspective on current national and international policy, initiatives and issues and justify using relevant reports and refereed research to inform discussion and present a reasoned argument. (QAA Education Studies Subject Benchmark 7.7, 7.11)  
4. Communicate fluently in effective Standard English in both spoken and written forms whilst taking account of subject matter and audience using specialist vocabulary where appropriate. (QAA Education Studies Subject Benchmark 7.7)  
5. Work effectively as a team member, taking the lead when required, and sustain positive relationships with peers and professional colleagues. (QAA Education Studies Subject Benchmark 7.10) |               |

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<th>Children’s literature</th>
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7. Undertake self-initiated independent projects (investigative/evaluative/problem-solving) to inform understanding of education, present using both qualitative and quantitative data and analyse to synthesise theoretical and empirical data, using technology to support this process where appropriate. (QAA Education Studies Subject Benchmark 7.5, 7.8, 7.9, 7.12)

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<td>1. Know and understand the contemporary context of primary education including: national statutory and non-statutory frameworks; policy and practice associated with safeguarding and local, national and international perspectives of teaching and learning for children aged 5-11. (QAA Education Studies Subject Benchmark 7.4, 7.5)</td>
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|   |   | Teaching the core curriculum | 30 | M | 1. Know and understand the contemporary context of primary education including: national statutory and non-statutory frameworks; policy and practice associated with safeguarding and local, national and international perspectives of teaching and learning for children aged 5-11. (QAA Education Studies Subject Benchmark 7.4, 7.5)  
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opportunities for professional development. (QAA Education Studies Subject Benchmark 7.11)

| 5 | 217 | Introduction to the Sociological Perspective of Education | 30 | M | 1. Know and understand the contemporary context of primary education including: national statutory and non-statutory frameworks; policy and practice associated with safeguarding and local, national and international perspectives of teaching and learning for children aged 5-11. (QAA Education Studies Subject Benchmark 7.4, 7.5)  
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<td>Inclusion in education settings</td>
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<th>Module Code</th>
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| 6 316       | Science and the wider curriculum | 30      | M     | 1. Know and understand the contemporary context of primary education including: national statutory and non-statutory frameworks; policy and practice associated with safeguarding and local, national and international perspectives of teaching and learning for children aged 5-11. (QAA Education Studies Subject Benchmark 7.4, 7.5)  

2. Recognise children’s development and diversity and how this impacts on both life and learning. (QAA Education Studies Subject Benchmark 7.5)  

7. Undertake self-initiated independent projects (investigative/evaluative/problem-solving) to inform understanding of education, present using both qualitative and quantitative data and analyse to synthesise theoretical and empirical data, using technology to support this process where appropriate. (QAA Education Studies Subject Benchmark 7.5, 7.8, 7.9, 7.12) |
| 6 317       | Research project | 30      | M     | 4. Communicate fluently in effective Standard English in both spoken and written forms whilst taking account of subject matter and audience using specialist vocabulary where appropriate. (QAA Education Studies Subject Benchmark 7.7)  

6. Employ creativity and confidence in decision making and time management of own learning, workload and seeking opportunities for professional development. (QAA Education Studies Subject Benchmark 7.11) |

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7. Undertake self-initiated independent projects (investigative/evaluative/problem-solving) to inform understanding of education, present using both qualitative and quantitative data and analyse to synthesise theoretical and empirical data, using technology to support this process where appropriate. (QAA Education Studies Subject Benchmark 7.5, 7.8, 7.9, 7.12)

**Module suffix is HSC for Coventry, HSCSC for Scarborough, HSCEL for London**

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## 15 Criteria for Admission and Selection Procedure

UCAS entry profiles may be found by searching for the relevant course on the [UCAS website](http://www.ucas.co.uk), then clicking on 'Entry profile'.

The minimum entry requirements to these programmes are that candidates should normally possess one of the following:

- A minimum of 64 UCAS tariff points, including two full A levels or equivalent for a HNC
- A minimum of 80 UCAS tariff points, including two full A levels or equivalent for a HND
- A minimum of 104 UCAS tariff points, including two full A levels or equivalent for a BA (Hons) Degree
- BTEC National Certificate or Diploma (equivalent points to those noted above) in a relevant subject
- Appropriate Foundation/Access qualification where the standard achieved is deemed equivalent to the above

Candidates will be expected to hold a minimum of 5 GCSE's in total (level 2 alternatives such as functional skills are accepted).

The admissions team will also review applicants with non-standard entry requirements including those with professional work experience and direct entry applicants.

Primary Education and Teaching Studies applicants must also provide a satisfactory Enhanced Disclosure and Barring Service check. If an applicant has had a DBS check, providing this is within 3 months of the course start date, a copy can be sent to placements.cus@coventry.ac.uk. Alternatively, once an applicant makes CU Scarborough their firm choice, they will be contacted with the relevant paperwork. This must be submitted prior to the course start date. All applicants require a satisfactory DBS check to enable them to complete the mandatory work placements.

## 16 Academic Regulations and Regulations of Assessment

This course conforms to the standard CU Group Regulations: [http://www.coventry.ac.uk/cus/legal-documents/academic-and-general-regulations/](http://www.coventry.ac.uk/cus/legal-documents/academic-and-general-regulations/)
17 Indicators of Quality Enhancement

The QAA’s review of higher education undertaken in February 2015 confirmed that Coventry University meets UK expectations in:

- the setting and maintenance of the academic standards of its awards;
- the quality of student learning opportunities;
- the quality of the information about learning opportunities;
- the enhancement of student learning opportunities.

In addition:

- integrated placement element at all levels;
- strong links with local schools, teachers and post graduate teacher training providers;
- teaching and learning strategy which utilises contextualised learning as a key approach; synthesises theory and practice and provides opportunities for reflection;
- assessment which is aligned to teaching strategy and provides formative assessment opportunities;
- dissemination of research project to share findings with professional colleagues;
- links to the Teacher Standards in taught sessions and placement activities;
- target of 92% overall satisfaction rate in NSS;
- target of DLHE outcomes of 85% progression to further study or employment;
- external examiner reports and their comments will be used to evaluate and monitor the course development.

18 Additional Information

Enrolled students have access to additional, key sources of information about the course and student support including:

Student Handbook
Module Guides
Module Information Directory
Study Support information

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