

Programme Specification

Award and title:	BA (Hons) Primary Education 3-7/ BA (Hons) Primary Education 5-11 With recommendation for the award of QTS
<i>School:</i>	Education, Language & Psychology
<i>Subject area:</i>	Initial Teacher Education (ITE)
<i>Entry from academic year:</i>	2024/25
<i>in the month(s) of</i>	September
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York St John University
<i>Programme/s accredited by:</i>	Teaching Regulation Agency (QTS award) Ofsted (quality assurance)
<i>Exit awards:</i>	Certificate of Higher Education Primary Education Studies Diploma of Higher Education Primary Education Studies BA (Ord) Primary Education Studies BA (Hons) Primary Education Studies All exit awards do not carry a recommendation for the award of QTS
<i>UCAS code / GTTR / other:</i>	Primary Education (3-7) X310 Primary Education (5-11) X320
<i>Joint Honours combinations:</i>	N/A
<i>QAA subject benchmark statement(s):</i>	QAA Education Studies Other: DfE Teacher Standards 2012 Ofsted ITE Inspection Framework
<i>Mode/s of study:</i>	Undergraduate periods of study ¹ for full time
<i>Language of study:</i>	English
<i>Paired with Foundation Year</i>	Yes
<i>Study abroad opportunities:</i>	Yes
<i>Opt-in YSJU Placement Year opportunity:</i>	No
<i>Excluding a year-long placement/professional experience, are there placement/field trip/work experience(s) totalling 20 days or more?</i>	Yes - placements within schools are an inherent part of the programme

Introduction and special features

York St John University's heritage is anchored in teacher training and education. York St John, established in 1841, developed into a teacher training college and later a university and has a successful history of

¹ The standard period of study will apply unless otherwise stated

educating and training outstanding student teachers. We have a strong record of contributing to our local and national teaching community. We strive for our graduates to become transformative professionals as they enter the teaching profession and many of our graduates are now mentoring current student teachers within our partnership schools and are in leadership positions. Our recent Ofsted report (2022) indicated that *'there is something special about York St John trainees. They are diligent, kind, caring and self-reflective'* and that *'leaders run a genuine partnership between schools and the university'*.

We have a highly experienced team of staff who work alongside colleagues in partnership schools to ensure our programmes are current and reflect the latest evidence and research. Ofsted (2022) indicated that *'leaders provide trainees with considered insight into educational research'* and that *'staff undertake continuous research to support their decisions and show trainees how to do the same'*. YSJU is the largest provider of ITE in the region with subject specialist staff for all curriculum areas in primary, ensuring that you have the very best teachers leading your sessions and supporting your professional development. We have a strong record of our student teachers being recruited to local, regional and national schools with Ofsted (2022) indicating that *'the partnership makes a valuable contribution to meeting local and national need for the supply of knowledgeable, resilient and confident teachers'*.

What you will gain/programme summary

The overriding purpose of the two Primary Education programmes (Upper Primary 5-11 and Lower Primary 3-7) is to enable you to achieve success in the dual strands of your programme; an academic degree and a professional teaching qualification. These three-year programmes will enable you, as a student teacher, to meet the demands of an honours degree in Primary Education and meet the Teacher Standards set out by the Department for Education (DfE, 2012) by the end of your programme. In doing so, you can become reflective, critical and focussed researchers and teachers. The Qualified Teacher Status (QTS) recommendation by YSJU and the award by the Teaching Regulation Agency (TRA), will enable you to teach as qualified teachers in a maintained school in England or Wales. You will develop into teachers who recognise children at the centre of learning and teaching and identify the significance of your role in the education and care of children.

These two sides of the degree feed into each other as you learn, with the knowledge and theory you gain through University sessions informing your teaching practice on school placements. Your University-based study will cover both the primary curriculum, building your subject knowledge and pedagogy in preparation for placement, and professional studies modules which give you the skills and understanding to ensure all children make progress in their learning. The two Primary Education programmes (3-7/ 5-11) study some modules together but others separately, giving you specialist knowledge for the age group you will work with. In your final year you choose a further specialism selecting a module from a range of options. You will also design, plan and carry out a research project with a focus of your choosing.

The key aim of the Primary Education programme is to deliver a high quality current and relevant programme of training and education that equips you with the professional knowledge, understanding, skills and attributes that you need to become highly effective teachers (and leaders) with both a strong subject and wider professional identity. To support this, you will follow an ambitious curriculum that is underpinned by current government policy and York St John Partnership five key themes. Your professional development will be underpinned throughout the programme by essential theoretical knowledge and current local, national and international research and developments that will support and shape your teaching practice. There will also be opportunities for in-depth focus on a specific element of one or several areas of the curriculum where you will engage in a cycle of observation, practice and feedback in order to develop increased knowledge, understanding and skills. This is in addition to the on-going school experience you will undertake where you will also receive feedback and support from a trained mentor.

The programme is carefully sequenced to ensure a coherent, layered spiral curriculum which enables you to revisit key concepts and ideas to support your developing knowledge, understanding and teaching skills. You will be expected to critically engage with all elements of the programme and develop as a reflective practitioner, to enable you to evaluate and adapt your practice to meet the needs of diverse learners in the primary school classroom.

- You will be supported throughout the programme to develop your subject knowledge and understanding of current educational policy and initiatives
- You will be encouraged to critically reflect on educational theory into practice to support development of pedagogy

- Academic assessments are designed to be authentic and support your developing practice
- Throughout the programme there is strong support for you by both university and school-based staff and you also will benefit from the full range of university services

School placements

Assessed school placements, one per year, provide structured opportunities to observe experienced teachers and other professionals, and support you in progressively building your confidence towards independent teaching. You will gradually take on more responsibility as you progress through the programme until you are ready to lead a class of your own. You will get involved in all aspects of school life while you are on placement. For example, you will attend school meetings, and participate in school professional development activities, that will support you in developing your knowledge and understanding of the whole school environment.

Distinctive features of the programmes

- A secure grounding in subject and pedagogical knowledge and the underlying theory;
- a suite of assessed placements and opportunities for in-depth focus on a specific element of one or several areas of the curriculum;
- curriculum modules designed to develop each primary subject in its own right and integrated with other subjects where applicable;
- teaching and learning opportunities facilitated by a partnership of: University-based staff with extensive primary school and university teaching experience; school-based staff with a wealth of classroom experience in a wide range of settings; other external professionals;
- common modules across the 3-7 and 5-11 programmes at level 4 with more specialised routes for each programme at levels 5 and 6;
- opportunities in the programme to make choices about your study and personalise your programme;
- a structured journey for you to develop as a researcher as well as a teacher;
- well established and supported opportunities for study abroad (details are shared in Year 2 in preparation for study abroad opportunities in Year 3);
- the use of technologies to support our well-established Academic Tutor system that provides academic, school placement and pastoral support, guidance and structured target setting.

Overall, the BA Primary Education programme takes a rigorous and robust approach to initial teacher education and is a significant provider within the region. Feedback from student teachers praises highly the level of support received and dedication of both school and YSJU staff which ensure a high level of retention and completion into employment.

Admissions criteria

You must meet the minimum entry requirements which are published on the programme specific webpage. In addition, you must meet the following entry requirements stipulated by the DfE ([ITT Criteria 2024](#)) for all programmes leading to Qualified Teacher Status (QTS):

- Five GCSEs at grade C/4 including English language, mathematics and science
- A satisfactory enhanced DBS check
- A satisfactory medical report
- An overseas police check (where applicable)
- Safeguarding checks including a prohibition check in line with the Government [Keeping Children Safe in Education](#) policy

No places will be offered on the Primary Education programmes without a successful interview.

If your first language is not English, you need to take an equivalent qualification accepted by the University (see <https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/>). Please note that we do not accept IELTS in lieu of a GCSE in English.

Programme aim(s)

The key aim of the BA (Hons) Primary Education programme is to deliver a high-quality current and relevant programme of education and training that equips student teachers with the professional knowledge,

understanding, skills and attributes that they need to become outstanding teachers and leaders in our local and national primary schools. The programme combines an academic degree and professional teaching qualification.

Working in partnership with schools, the programme aims to:

- Provide a broad and enriching curriculum that incorporates current government policy and YSJU Themes and enables students to meet statutory requirements by the end of their programme
- Enable student teachers to develop, articulate and practice their values and personal philosophies of education, and critically analyse educational policy and practice - thus developing high academic and professional standards for new teachers entering the profession
- Provide a high-quality experience of Initial Teacher Education within the partnership that fosters retention and a commitment to on-going professional development
- Promote the personal and professional development of student teachers, through critical engagement with contemporary issues in primary education
- Foster approaches that blend theoretical and professional practice-based learning in the development of pedagogy, subject knowledge and professional teaching skills
- Develop student teachers as independent researchers who are able to critically engage and influence their professional community
- Develop student teachers to become reflective, flexible and committed teachers who are able to draw upon evidence and experience to ensure high quality inclusive learning for all children and young people

All elements of the programme are intended to impact on the student teachers' personal, professional and academic development and have a subsequent impact on pupil progress.

Programme learning outcomes

Upon successful completion of the programme students will be able to:

Level 4

- 4.1 **Outline and discuss** significant theories and policies in relation to primary education.
- 4.2 **Identify and address** their Primary subject knowledge and curriculum development needs.
- 4.3 **Recognise and apply** pedagogical knowledge relevant to learning and teaching contexts.
- 4.4 **Demonstrate** how well they are meeting staged expectations in school and recognise key targets for their future professional practice.
- 4.5 **Find and engage** with relevant academic literature and research to develop their understanding.
- 4.6 **Construct** coherent arguments and communicate information and ideas clearly.
- 4.7 Work independently and/ or collaboratively in a professional manner.
- 4.8 **Express and discuss** their values and philosophy of education as an early-stage student teacher.

Level 5

- 5.1 **Evaluate and apply** significant theories and policies in relation to primary education.
- 5.2 **Demonstrate and apply** enhanced Primary and/ or Early Years curriculum subject knowledge.
- 5.3 **Evaluate and apply** pedagogical knowledge relevant to learning and teaching contexts.
- 5.4 **Consistently demonstrate** how well they are meeting staged expectations in school and recognise key targets for their future professional practice.

5.5 **Select and analyse** relevant academic literature and research to inform their understanding.

5.6 **Construct** balanced arguments and communicate information and ideas effectively.

5.7 Work independently and/ or collaboratively with increasing autonomy.

5.8 **Explain and discuss** their values and philosophy of education as a developing student teacher.

Level 6

6.1 **Critically analyse and synthesise** significant theories and policies in relation to primary education.

6.2 **Demonstrate** specialist expertise in an aspect of professional practice.

6.3 **Analyse and apply** pedagogical and/ or subject knowledge flexibly in relevant learning and teaching contexts.

6.4 **Evidence** sustained competence in meeting all of the Teacher Standards in school across relevant key stages.

6.5 **Critique and evaluate** relevant academic literature and research to deepen their understanding.

6.6 **Construct** convincing arguments and communicate information and ideas with confidence.

6.7 Work independently and/or collaboratively in a manner appropriate for the award of QTS.

6.8 **Discuss and refine** their values and philosophy of education as an emerging professional.

Please refer to the appendix for a mapping document of PLOs across modules

Programme structure

Code	Level	Semester	Title	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
QTS4007M	4	1& 2	Starting the Journey to QTS: Professional Studies 1	20	C	NC
QTS4008M	4	1& 2	The Primary Core Curriculum 1	40	C	NC
QTS4009M	4	1& 2	The Primary Wider Curriculum 1	20	C	NC
QTS4010M	4	1& 2	Professional and Academic Skills for the Student Teacher	20	C	NC
QTS4011P	4	1& 2	School Experience 1 (SE1)	20	C	NC
QTS5008M	5	1& 2	Becoming a Teacher: Professional Studies 2	20	C	NC
QTS5009M	5	1& 2	The Primary Core Curriculum 2	40	C	NC
QTS5010M	5	1& 2	The Primary Wider Curriculum 2 (Upper Primary 5-11 only)	20	C	NC
QTS5011M	5	1& 2	The Early Years Foundation Stage (Lower Primary 3-7 only)	20	C	NC

QTS5012M	5	1	The Research Informed Professional 1	20	C	NC
QTS5013P	5	2	School Experience 2 (SE2)	20	C	NC
You must take one of the following option modules						
QTS6011M	6	1&2	The Emerging Professional: Professional Studies 3	20	C	NC
QTS6012M	6	1	Contemporary Educational Issues	20	C	NC
QTS6013M	6	1&2	The Research Informed Professional 2	40	C	NC
QTS6014P	6	1&2	School Experience 3 (SE3)	20	C	NC
QTS6016M	6	1	Creativity and Sustainability in Education (Professional Elective)	20	O	NC
QTS6017M	6	1	Outdoor Learning (Professional Elective)	20	O	NC
QTS6018M	6	1	Thinking and Philosophy for Children (Professional Elective)	20	O	NC
QTS6019M	6	1	Early Years Philosophy and Practice in Education (Professional Elective)	20	O	NC
QTS6020M	6	1	Mental health and well-being in Education (Professional Elective)	20	O	NC

Please note that not all options may be available every year as they depend on student demand and staff availability.

Any modules that must be passed for progression or award are indicated in the table above as non-compensatable. A non-compensatable module is one that must be passed at the relevant level (with a mark of 40) in order to progress.

Learning, teaching and assessment

There are two essential elements to the learning, teaching and assessment of these programmes; University-based and school placement based. These two elements combine throughout the programmes.

University based learning, teaching and assessment

The model of delivery will vary between modules but will typically involve;

- some whole cohort lectures although these will be the minority of provision;
- workshops conducted in classes of around 25-30, with a focus on dialogue, discussion, debate, Q&A and practical hands-on learning;
- seminars which are student led;
- use of specialist learning and teaching spaces and resources wherever appropriate;
- tutorials to support learning, teaching and assessment.

There is an expectation that you will be able to integrate and synthesise theory, practice and key skills in order to evaluate critically your exploration of teaching and education. Over three years, this will develop greater levels of applied research skills, creativity, innovation, critical thinking, independent judgement and reflective practice.

Summative assessments will reflect a range of approaches:

- written assessments of different types and lengths;
- Individual presentations;
- Group presentations;
- Viva voces

Formative assessment opportunities will be built into modules in various ways, e.g.

- core primary subject knowledge audits;

- feedback on seminar presentations;
- informal and formal quizzes etc.
- feedback on learning tasks conducted in sessions and independently.

You will have some opportunities in the programme to personalise your study, including some assessment elements where you will choose a specific focus. In your final year, you will choose an optional module from a suite of professional elective choices and will have a wide scope of choice for the focus for a research dissertation.

Inclusion is at the heart of our programme design and we strive to create an inclusive and environment where all student teachers can achieve success. Our student-centred approach, authentic assessment strategies and careful consideration of workload ensure students teachers take ownership of their learning and become engineers of their own progress.

School placement based learning, teaching and assessment

You will undertake three formal, assessed placements totalling 24 weeks across your programme. These will be in at least two different schools and across the two different key stages within the 3-7 or 5-11 age range as appropriate to your programme age range. These will all take place in England. Here, you will benefit from the knowledge and expertise of our wide range of school partners. From levels 4 to 6, these placements will grow in length and in the amount of teaching, responsibility and independence that will be required of you as student teachers. These formal placements allow you to apply the theories and knowledge gained at the University in real classroom settings. Working alongside experienced school colleagues, these placements are rich and challenging learning opportunities which are at the heart of these programmes.

Our school placements are closely aligned to the Work Related Experiential Learning (WREL) framework. They increase in intensity over time, and together with the staged expectations set out in the School Experience Formative Assessment Continuum, student teachers build confidence, knowledge and skills. This authentic approach ensures that our student teachers are classroom ready and supports transition into employment.

For each placement there will be formal interim and final written reports by school mentors. These will report on your progress and set targets for your future practice. During placements, lesson observations will be conducted with written reports as well as regular mentor meetings to summarise your progress and set ongoing formative targets with you. There will also be informal observations, advice, support and feedback from class teachers on a more day-to-day basis.

There are additional placements that are part of the course:

- Opportunities for in-depth focus on a specific element of one or several areas of the curriculum where you will engage in a cycle of observation, practice and feedback in order to develop increased knowledge, understanding and skills
- A range of informal, short term, self-arranged placements in different settings that give you the opportunity to experience working with a variety of pupils and pupil needs that you may otherwise not experience. These placements will be tailored to complement the range of formal school experiences across the three levels of the programmes. These placements are not assessed but are nonetheless very valuable additional learning experiences.
- Placements may incur additional costs. Reference should be made to the appropriate placement transport policies.
- Visits and field trips may also incur costs. These are generally not covered by the university.

Although our aim is to produce excellent primary teachers, it is acknowledged that during the course of the programme, you may discover you no longer wish to pursue a teaching career. To this end, exit routes have been defined whereby you can continue at levels 4 or 5 in order that you might complete that level and progress to another related degree programme without the recommendation for QTS. At level 6, *if* you find you are unable to complete the final school experience, you can complete an honours degree in Primary Education Studies (again without the recommendation for QTS).

Progression and graduation requirements

The University's [general regulations](#) for undergraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensatable.

In addition, the following programme-specific regulations apply in respect of progression and graduation:

At levels 4 and 5, school placements must be passed in order to progress to the next level. If you decide before attempting a placement assessment or reassessment that teaching is not for you, an Independent Learning Unit (ILU) QTS4012M (level 4) or QTS5014M (level 5) must be passed in order to gain the credit to allow you to transfer to another award or gain an exit award for level 4 of Certificate of Higher Education Primary Education Studies or for level 5, Diploma of Higher Education Primary Education Studies. These ILUs will not allow progression on the Primary Education degree course.

At level 6, the school placement must be passed in order to be awarded BA (Hons) Primary Education, with the recommendation for the award of QTS. If you decide before attempting a placement assessment or reassessment that teaching is not for you, the ILU QTS6015M must be passed in order to gain the credit to allow you to be awarded an exit degree in Primary Education Studies. This would not have QTS. This ILU will not allow the award of Primary Education (with QTS).

If you pass all three school experience modules (QTS4011P – School Experience 1; QTS5013P – School Experience 2; QTS6014P – School Experience 3) and pass assessed academic work for all modules, you will achieve a BA (Hons) Primary Education degree with recommendation for QTS.

All school placements must be successfully completed. If you do fail a school experience placement, you may be given an opportunity to re-sit. Decisions about resits are made following university procedures, including fitness to practise procedures. The appropriate panel will only allow a re-sit for school experience placements where it judges there is a likelihood that you will succeed and that a suitable placement can be secured. You will not have more than one re-sit opportunity for a school experience placement. Specific details about school experience placements, including expectations, withdrawals and terminations are fully explained in the programme documentation that reflects University guidelines.

If you failed a placement at first attempt and are taking an ILU as a reassessment replacement for the placement reassessment then the maximum mark available for the ILU is a capped mark.

If you are opting to take an ILU as you no longer wish to pursue a career in teaching you will be eligible for an uncapped mark unless this decision is made beyond the interim report deadline for the relevant School Experience; in this instance, the mark will be capped. You will usually complete the ILU over the time of the relevant School Experience taking place.

You are not eligible to complete these modules as alternatives if your placement was failed at reassessment attempt.

Code	Level	Semester	Title	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
QTS4012M	4	1&2	Level 4 Independent Learning Unit (ILU)	20	C	X
QTS5014M	5	2	Level 5 Independent Learning Unit (ILU)	20	C	X
QTS6015M	6	1&2	Level 6 Independent Learning Unit	20	C	X

This programme does not permit the option to study part time to redeem progression failure in Level 4 and 5 for School Experience modules (QTS4011P, QTS5013P and QTS6014P) due to a PSRB requirement.

Internal and external reference points

This programme specification was formulated with reference to:

- [University mission and values](#)
- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#)
- [Frameworks for Higher Education Qualifications](#)
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Date written / revised: February 2024

Programme originally approved: Re-approved 15 March 2024

Appendix

BA (Hons) Primary Education PLOs and mapping against modules

Level 4

On successful completion of this level of study, students will be able to:

- 4.1 **Outline and discuss** significant theories and policies in relation to primary education.
- 4.2 **Identify and address** their Primary subject knowledge and curriculum development needs.
- 4.3 **Recognise and apply** pedagogical knowledge relevant to learning and teaching contexts.
- 4.4 **Demonstrate** how well they are meeting staged expectations in school and recognise key targets for their future professional practice.
- 4.5 **Find and engage** with relevant academic literature and research to develop their understanding.
- 4.6 **Construct** coherent arguments and communicate information and ideas clearly.
- 4.7 Work independently and/ or collaboratively in a professional manner.
- 4.8 **Express and discuss** their values and philosophy of education as an early-stage student teacher.

Level 5

On successful completion of this level of study, students will be able to:

- 5.1 **Evaluate and apply** significant theories and policies in relation to primary education.
- 5.2 **Demonstrate and apply** enhanced Primary and/ or Early Years curriculum subject knowledge.
- 5.3 **Evaluate and apply** pedagogical knowledge relevant to learning and teaching contexts.
- 5.4 **Consistently demonstrate** how well they are meeting staged expectations in school and recognise key targets for their future professional practice.
- 5.5 **Select and analyse** relevant academic literature and research to inform their understanding.
- 5.6 **Construct** balanced arguments and communicate information and ideas effectively.
- 5.7 Work independently and/ or collaboratively with increasing autonomy.
- 5.8 **Explain and discuss** their values and philosophy of education as a developing student teacher.

Level 6

On successful completion of this level of study, students will be able to:

- 6.1 **Critically analyse and synthesise** significant theories and policies in relation to primary education.
- 6.2 **Demonstrate** specialist expertise in an aspect of professional practice .
- 6.3 **Analyse and apply** pedagogical and/ or subject knowledge flexibly in relevant learning and teaching contexts.
- 6.4 **Evidence** sustained competence in meeting all of the Teacher Standards in school across relevant key stages.
- 6.5 **Critique and evaluate** relevant academic literature and research to deepen their understanding.

6.6 **Construct** convincing arguments and communicate information and ideas with confidence.

6.7 Work independently and/or collaboratively in a manner appropriate for the award of QTS.

6.8 **Discuss and refine** their values and philosophy of education as an emerging professional.

How students fulfil programme learning outcomes through their modules?

Programme Learning Outcome numbers Level 4	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8
Starting the Journey to QTS: Professional Studies 1	x		x		x	x	x	x
The Primary Core Curriculum 1	x	x	x		x	x		
The Primary Wider Curriculum 1			x		x	x	x	
School Experience 1		x	x	x			x	x
Professional and Academic Skills for the Student Teacher		x	x				x	x
ILU (Level 4)	x				x	x		

Programme Learning Outcome numbers Level 5	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8
Becoming a Teacher: Professional Studies 2	x		x		x	x		x
The Primary Core Curriculum 2	x	x	x		x	x		
The Primary Wider Curriculum 2 (Upper programme)	x	x	x		x	x	x	
The Early Years Foundation Stage (Lower programme)	x	x	x		x	x	x	
School Experience 2		x	x	x			x	x
The Research Informed Professional 1	x				x	x		
ILU (Level 5)	x				x	x		

Programme Learning Outcome numbers Level 6	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8
The Emerging Professional: Professional Studies 3	X				X	X		X
Contemporary Educational Issues	X				X	X	X	X
School Experience 3			x	x			x	x
The Research Informed Professional 2	x	x	x		x	x	x	
Early Years Philosophy and Practice in	x	x			x	x	x	x

Education (Professional Elective)								
Thinking and Philosophy for Children (Professional Elective)	x	x			x	x	x	x
Creativity and Sustainability in Education (Professional Elective)	x	x			x	x	x	x
Outdoor Learning (Professional Elective)	x	x			x	x	x	x
Mental health and well-being in Education (Professional Elective)	x	x			x	x	x	x
ILU (Level 6)	x				x	x		
