



Definitive Programme Document: [Primary Education (5-11)  
with QTS] (Bachelor's with Honours)

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	School of Education
Main campus	Newton Park
Other sites of delivery	Sion Hill, Partnership schools/settings
Other Schools involved in delivery	N/A
Name of award(s)	Primary Education (5-11) with QTS
Qualification (final award)	BA (Hons)
Intermediate awards available	CertHE, DipHE. BA (Hons) Primary Education (5-11)
Routes available	Single
Professional Placement Year	No
Duration of award	Full time, 3 years Please note: Year 3 extends beyond the usual UG timescale due to the longer placement. Y3 therefore ends at the end of the last week in June.
Modes of delivery offered	Campus-based and placement
Regulatory Scheme <sup>1</sup>	Undergraduate Academic Framework Initial Teacher Training Framework QAA Education Studies Benchmark Statements (2019) Initial teacher training (ITT): criteria and supporting advice Statutory guidance for accredited ITT providers 24/25 (DfE, 2023)
Exemptions from regulations/framework <sup>2</sup>	Yes – no optional modules offered.
Professional, Statutory and Regulatory Body accreditation	Department for Education (DfE) and Teacher Regulation Agency (TRA)
Date of most recent PSRB approval (month and year)	
Renewal of PSRB approval due (month and year)	Reviewed as advised by government
UCAS code	
Route code (SITS)	
Relevant QAA Subject Benchmark Statements (including date of publication)	Initial teacher training (ITT): criteria and supporting advice Statutory guidance for accredited ITT providers 24/25 (DfE, 2023)

<sup>1</sup> This should also be read in conjunction with the University's Qualifications Framework

<sup>2</sup> See section on 'Exemptions'

	Initial Teacher Education (ITE) inspection framework and handbook (Ofsted, 2023) Teachers' Standards (DfE, 2021) ITT and Early Career Framework(DfE, 2024) QAA Education Studies Benchmark Statements (2019)
Date of most recent approval	October 2024
Date specification last updated	October 2024

### Exemptions

The following exemptions are in place:

Programme/Pathway	Regulations/Framework	Brief description of variance	Approving body and date
BA (Hons) Primary Education (5-11) with QTS	Undergraduate Academic Framework	Owing to PSRB requirements, all 120 credits at level 5 and 6 are Core	Programme Approval and Review Sub-committee, [date]

## **Programme Overview**

Bath Spa University has a long and successful history in initial teacher education that started at Newton Park in 1946. Our long tradition of working closely with schools and settings across the region, based on a common goal of training the best teachers, has led to the development of the Bath Spa University (BSU) Initial Teacher Education (ITE) Partnership. Our belief that 'all children deserve the very best teachers' was important to this Partnership in those early days and is still central to our practice today.

Our four key principles of collaboration, critical thinking, creativity, and care are fundamental to our social justice commitment and define our professional and academic initial teacher education programmes. They form the foundation of our practice and partnership and are interwoven through all aspects of the ITE Partnership Curriculum. They are partly what make the Bath Spa University Partnership a unique and special place to train and they undoubtedly form part of your identity, that is, the 'Bath Spa Teacher' (BST).

We believe that children and young people are entitled to the highest quality learning experiences that will ensure good progress and positive outcomes in their learning and wellbeing. This demands that those teaching them are of the highest quality. To achieve this, we have developed a collaborative curriculum across school and university that endeavours to support you in becoming a highly competent and confident teacher. From the start of your training, you will be expected to have a positive impact on the learning and progress of the learners you teach. You will undertake a school placement every year, supported by school based mentors and a university academic tutor. You will develop two specialisms, one in a foundation subject and one in a core subject. In the latter you will work alongside BSU academics engaged with research into school based practice in the core subjects. Through interactive sessions, you will engage in debate and exploration of the pedagogy, curriculum and socioemotional attributes that make teaching such a rewarding profession.

The ITE curriculum and the accurate assessment we make of your progress and attainment is designed to enable you to secure employment within our Partnership schools and beyond.

## **Programme Aims**

1 Produce Bath Spa Teachers, through the use of expert colleagues and training environments, who are able to research, question, debate and reflect on the roles and responsibilities of being a professional primary (5-11) teacher

2 To equip graduates with a conceptual and practical understanding of the primary (5-11) age-phase of education through engagement in subject and curriculum knowledge experiences

4 To produce graduates who are able to create inspiring, motivating and challenging learning environments that impact positively on children's learning, safety and well-being

5 To equip Bath Spa Teachers with the necessary qualities and attributes for successful and appropriate relationships with children, school and setting colleagues, families and communities

6 Provide graduates with methods and techniques to support ongoing professional development

## Programme Intended Learning Outcomes (ILOs)

### A Subject-Specific Skills and Knowledge

	<b>Programme Intended Learning Outcomes (ILOs)</b> <b>On Achieving Level 6</b>	<b>On Achieving Level 5</b>	<b>On Achieving Level 4</b>
A1	Systematically and critically explain established pedagogy for Primary education, evidencing acquisition of coherent and detailed knowledge of the discipline	Critically analyse a thorough knowledge and critical understanding of the pedagogy associated with Primary education	Describe the underlying concepts and principles of Primary education through evidence-informed good practice
A2	Fully embed a creative approach to the teaching of the primary curriculum in professional practice	Incorporate within professional practice a critical understanding of creative approaches to the teaching of the Primary curriculum	Identify and explain creative approaches to the teaching of the Primary curriculum
A3	Synthesize complete knowledge and understanding of the skills and professional characteristics necessary to meet the criteria of the national Teachers' Standards for the award of Qualified Teacher Status	Communicate a detailed knowledge and understanding of the skills and professional characteristics necessary to continue working towards the criteria of the national Teachers' Standards for the award of Qualified Teacher Status	Identify and explain the skills and professional characteristics necessary to begin working towards the criteria of the national Teachers' Standards for the award of Qualified Teacher Status
A4	Devise and sustain an argument through systematic and critical understanding of the nature, purposes and development of education policy in the UK and internationally .	Effectively communicate a critical position that acknowledges different perspectives on education and school's policy in the UK and internationally.	Communicate accurately and evaluate a position on education and school policy in the UK and internationally.
A5	Evidence a thorough knowledge of diversity and inclusion using the	Critically analyse a broad range of issues in diversity and inclusion	Evaluate and interpret issues in equality and

	Equality Act (2010) and any related legislation and debates by critically applying understanding to primary education	related to primary education	social justice related to primary education
A6	Demonstrate a systematic, coherent knowledge of the wider social, cultural, historical, political and economic contexts of schooling, with a focus on intersectionality.	Take a position, critically supported by literature, on issues relating to the wider role of and mutual influences between education, schooling, and society	Review/distinguish issues relating to the wider social, cultural, historical, political and economic contexts of education and schooling and the intersections between them

### **B Cognitive and Intellectual Skills**

	<b>Programme Intended Learning Outcomes (ILOs)</b>	<b>On Achieving Level 5</b>	<b>On Achieving Level 4</b>
	<b>On Achieving Level 6</b>		
B1	Critically evaluate, at local, national and international levels, a wide range of concepts within primary education	Critically analyse theory and related concepts in the context of primary education	Analyse, evaluate, and interpret underlying concepts and principles within primary education
B2	Identify and critically evaluate trustworthy sources, applying the concept to personal academic and professional research	Extend knowledge and understanding by identifying and evaluating the trustworthiness of a range of sources and apply to professional practice	Understand why some sources may be more trustworthy than others and notice that knowledge can be interpreted in different ways
B3	Devise and sustain detailed arguments about Primary teaching that are grounded in recognisable paradigms and presented with the accurate use of academic conventions.	Create coherent and persuasive arguments related to Primary teaching applying theory and presenting these using academic conventions	Use academic conventions to present arguments about educational issues within or related to Primary teaching
B4	Creatively resolve complex issues when	Resolve complex issues when planning and	Evaluate the appropriateness of

	planning and implementing tasks in the Primary setting including the role of wider professional bodies and school senior leadership	implementing tasks at a professional level in school and understand how to seek help and find further information	different approaches to solving problems at a professional level in Primary schools
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### **C Skills for Life and Work**

	<b>Programme Intended Learning Outcomes (ILOs)</b> <b>On Achieving Level 6</b>	<b>On Achieving Level 5</b>	<b>On Achieving Level 4</b>
C1	Autonomous learning <sup>3</sup> (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts.	Autonomous learning (including time management) and decision-making such that significant responsibility within organisations could be assumed.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility.
C2	Team working skills necessary to flourish in the global workplace with an ability both to work in and lead teams effectively.	Team work as would be necessary for employment such that significant responsibility within organisations could be assumed.	Team work as would be necessary for employment requiring the exercise of personal responsibility for effective work with others.
C3	Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences.	Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively.	Communication skills that demonstrate an ability to communicate outcomes accurately and reliably and with structured and coherent arguments.

<sup>3</sup> i.e. the ability to review, direct and manage one's own workload



C4	IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies.	IT skills and digital literacy that demonstrate the development of existing skills and the acquisition of new competences.	IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment.
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## Teachers' Standards

By the end of the course you will be able to demonstrate completion of the Teacher's Standards.

### Part One: Teaching

TS1 Set high expectations, which inspire, motivate and challenge pupils

TS2 Promote good progress and outcomes by pupils

TS3 Demonstrate good subject and curriculum knowledge

TS4 Plan and teach well structured lessons

TS5 Adapt teaching to respond to the strengths and needs of all pupils

TS6 Make accurate and productive use of assessment

TS7 Manage behaviour effectively to ensure a good and safe learning environment

TS8 Fulfil wider professional responsibilities

### Part Two: Professional Conduct

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school.

Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities. (Df E (2021))

## Programme content

This programme comprises the following modules

### Key:

Core = C

Required = R

Required\* = R\*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

### Subject offered as single and/or combined award

[BA (Hons) Primary Education with QTS]				Status	
Level	Code	Title	Credits	Single	Joint
4	EDU40 11-20	Core Subjects 1	20	C	
	EDU40 10-20	Foundation Subjects 1	20	C	
	EDU40 12-20	Teachers as Professionals 1	20	C	
	EDU40 13-20	Placement 1	20	C	
	EDU40 15-20	Positive Classroom Environments	20	C	
	EDU40 14-20	How Children Learn	20	C	
5	EDU50 11-20	Core Subjects 2	20	C	
	EDU50 10-20	Foundation Subjects 2	20	C	
	EDU50 12-20	Teachers as Professionals 2	20	C	
	EDU50 13-20	Placement 2	20	C	
	EDU50 14-20	High Quality Talk	20	C	
	EDU50 15-20	Assessment for Learning	20	C	
6	EDU60 21-20	Core Subjects 3	20	C	
	EDU60 20-20	Foundation Subjects 3	20	C	
	EDU60 22-20	Teachers as Professionals 3	20	C	
	EDU60 23-20	Placement 3 - QTS	20	C	
	EDU60 24-20	Adaptive Teaching 1	20	C	
	EDU60 25-20	Adaptive Teaching 2	20	C	

### Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

### Work experience and placement opportunities

In line with compliance requirements for Initial teacher training (ITT): criteria and supporting advice Statutory guidance for accredited ITT providers 24/25 (DfE, 2023), and for the QTS elements of training, you will be situated in at least two complimentary school/setting placements for a minimum of 120 days, during the programme.

### Additional Costs Table

Module Code & Title	Type of Cost	Cost
EDU4103-20 Placement 1	For all placement modules: Travel to and from placement schools	Travel Costs Variable.
EDU5103-20 Placement 2		
EDU6023-20 Placement 3 (QTS)		
	A DBS certificate will be required for modules with school placements and this will need to be registered on the update system with annual renewal cost.	Approximate cost to student £30-£40 for DBS and approx £15 annual renewal. These costs are set by government and as such are subject to change.

Students are required to purchase or have access to Cremin, T. and Burnett, C. (2018) Learning to Teach in the Primary School 4th edn. London: Routledge (approx cost £34).

## Graduate Attributes

	Bath Spa Graduates...	In Primary Education with QTS, we enable this in the following ways:
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	The programme is designed to be coherent and carefully sequenced in order to provide Bath Spa Teachers (BSTs) with the opportunity to demonstrate the necessary knowledge, skills and understanding for future learning and employment. By engaging successfully with the Initial Teacher Education (ITE) curriculum, BSTs will have the opportunity to develop their skills in collaboration and leadership.
2	Will be able to understand and manage complexity, diversity and change	Through the emphasis placed on critical reflection throughout the programme, BSTs will have the opportunity to develop their skills in critical analysis. This foundation is designed to help BSTs manage complexity, diversity and change within their professional roles and practices. By the end of the programme the BSTs will have the opportunity to draw on a range of reflective tools and frameworks to support these outcomes.
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	BSTs will have the opportunity to explore different teaching and learning approaches and strategies, adopting creative and innovative solutions to problems. By engaging successfully with the ITE curriculum they will have the opportunity to make a positive impact on the learning and progress of children and young people.
4	Will be digitally literate: able to work at the interface of creativity and technology	The programme gives BSTs the opportunity to progress their digital literacy skills through using technology creatively and effectively, both in the classroom and as part of their academic studies.
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	The programme draws from internationally renowned research and best practice to support BSTs in preparing to meet the Teachers' Standards for England (DfE, 2021) whilst also maintaining global awareness of educational practice.
6	Will be creative thinkers, doers and makers	During the programme, BSTs will have the opportunity to develop a range of creative and innovative pedagogical approaches to teaching and learning.

7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	Through lectures, seminars, tutorials, and formative feedback BSTs are supported in developing their skills in reading and writing with criticality. They are encouraged to demonstrate their skills as critical thinkers in reflective reviews, assignments and evaluations (written and verbal) of their teaching.
8	Will be ethically aware: prepared for citizenship in a local, national and global context	Through the carefully structured ITE curriculum, BSTs are given the opportunity to understand and apply the ethical dimension that underpins their professional code of practice. The exploration of theory, research and practice will provide students with the opportunity to build an awareness of the challenges that face schools and settings when considering barriers to learning and the knowledge and skills needed to overcome them.

## Modifications

### Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

### Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

**Attached as appendices:**

1. [Programme structure diagram](#)
2. [Map of module outcomes to level/programme outcomes](#)
3. [Assessment map](#)
4. [Module descriptors](#)

Appendix 1: Programme Structure Diagram –  
(BA (Hons) Primary Education (5-11) with QTS)

Single Honours		Joint Honours	
<b>Level 4</b>			
Semester 1	Semester 2	Semester 1	Semester 2
Core Modules		Core Modules	
<i>Core Subjects 1</i>	Placement 1		
<i>Foundation Subjects 1</i>	How Children Learn		
<i>Teachers as Professionals 1</i>	Positive Classroom Environments		
Required Modules		Required Modules	
<b>Rule Notes:</b> N/A		<b>Rule Notes:</b> Joint students take the remaining 60 credits from the second subject at Level 4.	
<b>Level 5</b>			
Core Modules		Core Modules	
Placement 2	Core Subjects 2		
High Quality Talk	Foundation Subjects 2		
Assessment for Learning	Teachers as Professionals 2		
Required Modules		Required Modules	
Optional Modules		Optional Modules	

<b>Rule Notes:</b>		<b>Rule Notes:</b> Joint students must take 40 credits in each subject. The remaining 80 credits can be made up of Optional modules from either subject.	
<b>Optional: Professional Placement Year 120 credits</b>			
<b>Level 6</b>			
<b>Core Modules</b>		<b>Core Modules</b>	
Core Subjects 3	Placement 3 (QTS)		
Foundation Subjects 3	Adaptive Teaching 1		
Teachers as Professionals 3	Adaptive Teaching 2		
<b>Required Modules</b>		<b>Required Modules</b>	
<b>Required* Modules</b>		<b>Required* Modules</b>	
<b>Optional Modules</b>		<b>Optional Modules</b>	
<b>Rule Notes:</b>		<b>Rule Notes:</b> Joint students must take 40 credits in each subject. The remaining 80 credits can be made up of Optional modules from either subject.	



Map of Intended Learning Outcomes (ILOs) against modules  
BA (Hons) Primary Education (5-11) with QTS

Level	Module Code	Module Title	Status (C,R,R*,O) <sup>4</sup>	Intended Learning Outcomes															
				Subject-specific Skills and Knowledge								Cognitive and Intellectual Skills				Skills for Life and Work			
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4
4	EDU4013-20	Placement 1	C	X	X	X									X	X	X		X
	EDU4011-20	Core Subjects 1	C	X	X		X		X			X					X	X	
	EDU4010-20	Foundation Subjects 1	C	X	X		X		X					X			X	X	
	EDU4012-20	Teachers as Professionals 1	C	X				X	X			X		X				X	
	EDU4014-20	How children learn	C	X	X	X		X				X	X		X	X	X	X	X
	EDU4015-20	Positive Classroom Environments	C	X	X	X		X				X	X		X	X	X	X	X
5	EDU5013-20	Placement 2	C	X	X	X								X	X	X			X
	EDU5011-20	Core Subjects 2	C	X	X		X	X	X			X	X					X	
	EDU5010-20	Foundation Subjects 2	C	X	X		X	X	X			X	X					X	

<sup>4</sup> C = Core; R = Required; R\* = Required\*; O = Optional

	EDU5012-20	Teachers as Professionals 2	C	X			X	X	X			X		X			X		
	EDU5015-20	Assessment for Learning	C	X	X	X		X				X	X		X	X	X	X	X
	EDU5014-20	High Quality Talk	C	X	X	X		X				X	X		X	X	X	X	X
6	EDU6020-20	Placement 3 QTS	C	X	X	X								X	X	X			X
	EDU6021-20	Core Subjects 3	C	X			X		X			X	X	X		X		X	
	EDU6022-20	Foundation Subjects 3	C	X			X		X			X		X		X	X	X	
	EDU6023-20	Teachers as Professionals 3	C	X	X			X	X					X			X		
	EDU6024-20	Adaptive Teaching 1	C	X	X	X		X				X	X		X	X	X	X	X
	EDU6025-20	Adaptive Teaching 2	C	X	X	X		X				X	X		X	X	X	X	X



Map of summative assessment tasks by module  
 [BA (Hons) Primary Education (5-11) with QTS]

Level	Module Code	Module Title	Status (C,R,R*,O) <sup>5</sup>	Assessment method													
				Coursework					Practical				Written Examination				
				Poster/Infographic	Lesson plan and analysis	Resource Evaluation	Journal	Portfolio	Report	Performance	Practical Project	Practical skills	Presentation	Set exercises	Written Examination	In-class test (seen)	In-class test (unseen)
4	EDU4011-20	Core Subjects 1	C		X 50%									X 50%			
4	EDU4010-20	Foundation Subjects 1	C		X 100%												
4	EDU4012-20	Teachers as Professionals 1	C					X 70%					X 30%				
4	EDU4014-20	How children learn	C					X 100%									
4	EDU4015-20	Positive Classroom Environments	C					X 100%									

<sup>5</sup> C = Core; R = Required; R\* = Required\*; O = Optional

4	EDU4013-20	Placement 1	C					X 100%									
5	EDU5011-20	Core Subjects 2	C		X 50%				X 50%								
5	EDU5010-20	Foundation Subjects 2	C					X 100%									
5	EDU5012-20	Teachers as Professionals 2	C			X 70%			X 30%								
5	EDU5015-20	Assessment for Learning	C					X 100%									
5	EDU5014-20	High Quality Talk	C					X 100%									
5	EDU5013-20	Placement 2	C					X 100%									
6	EDU6021-20	Core Subjects 3	C										X 100%				
6	EDU6020-20	Foundation Subjects 3	C	X 70%												X 30%	
6	EDU6022-20	Teachers as Professionals 3	C		X 50%				X 50%								
6	EDU6024-20	Adaptive Teaching 1	C					X 100%									
6	EDU6025-20	Adaptive Teaching 2	C					X 100%									
6	EDU6023-20	Placement 3 (QTS)	C					X 100%									