

BA (Hons) Primary Education (5-11) with QTS

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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) (without QTS)
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[1]	Undergraduate Academic Framework Initial Teacher Training Framework Initial teacher training (ITT): criteria and supporting advice Statutory guidance for accredited ITT providers 24/25 (DfE, 2023)
Exemptions from regulations/framework[2]	Yes
Professional, Statutory and Regulatory Body accreditation	Department for Education (DfE) and Teacher Regulation Agency (TRA)
Date of most recent PSRB approval (month and year)	N/A
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)	QAA Subject Benchmark Statement: Education Studies (December 2019)
Date of most recent approval	September 2024
Date specification last updated	September 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	Curriculum Approval Panel September 2024

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

	On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
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 Equality Act (2010) and any related legislation and debates by critically applying understanding to primary education	Critically analyse a broad range of issues in diversity and inclusion related to primary education	Evaluate and interpret issues in equality and 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
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B Cognitive and Intellectual Skills

	On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
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 planning and implementing tasks in the Primary setting including the role of wider professional bodies and school senior leadership	Resolve complex issues when planning and implementing tasks at a professional level in school and understand how to seek help and find further information	Evaluate the appropriateness of different approaches to solving problems at a professional level in Primary schools

C Skills for Life and Work

	On achieving Level 6 you will be able to:	On achieving Level 5 you will be able to:	On achieving Level 4 you will be able to:
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C1	<p>Work Independently</p> <p>Exercise initiative, independence and personal responsibility to manage your own learning and time.</p>	<p>Work Independently</p> <p>Exercise independence and personal responsibility to manage your own learning and time.</p>	<p>Work Independently</p> <p>Manage your own learning and time.</p>
C2	<p>Work with Others</p> <p>Work collaboratively with others to achieve individual and common goals, solve problems creatively and build interpersonal relationships to flourish in a global workplace.</p>	<p>Work with Others</p> <p>Work collaboratively with others to achieve individual and common goals, solve problems creatively.</p>	<p>Work with Others</p> <p>Work collaboratively with others.</p>
C3	<p>Communicate with Impact</p> <p>Communicate clearly, effectively and impactfully with specialist and non-specialist audiences.</p>	<p>Communicate with Impact</p> <p>Communicate clearly and effectively with others.</p>	<p>Communicate with Impact</p> <p>Communicate accurately and reliably with others.</p>
C4	<p>Demonstrate Digital Fluency</p> <p>Use digital skills productively, critically and ethically to enhance creativity and communication.</p>	<p>Demonstrate Digital Fluency</p> <p>Use digital skills productively, critically and ethically.</p>	<p>Demonstrate Digital Fluency</p> <p>Use digital skills productively.</p>

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

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 (5-11) with QTS				Status	
Level	Code	Title	Credits	Single	Joint
4	EDU4011-20	Core Subjects 1	20	C	
4	EDU4010-20	Foundation Subjects 1	20	C	
4	EDU4012-20	Teachers as Professionals 1	20	C	
4	EDU4013-20	Placement 1	20	C	
4	EDU4015-20	Positive Classroom Environments	20	C	
4	EDU4014-20	How Children Learn	20	C	
5	EDU5011-20	Core Subjects 2	20	C	
5	EDU5010-20	Foundation Subjects 2	20	C	
5	EDU5012-20	Teachers as Professionals 2	20	C	
5	EDU5013-20	Placement 2	20	C	

5	EDU5014-20	High Quality Talk	20	C	
5	EDU5015-20	Assessment for Learning	20	C	
6	EDU6021-20	Core Subjects 3	20	C	
6	EDU6020-20	Foundation Subjects 3	20	C	
6	EDU6022-20	Teachers as Professionals 3	20	C	
6	EDU6023-20	Placement 3 - QTS	20	C	
6	EDU6024-20	Adaptive Teaching 1	20	C	
6	EDU6025-20	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 Course Costs [↗](#)

Module Code & Title	Type of Cost	Cost
EDU4103-20 Placement 1	For all placement modules.	Travel Costs Variable.
EDU5103-20 Placement 2	Travel to and from placement schools.	Approximate cost to student.

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.	£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.
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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

[1] This should also be read in conjunction with the University's Qualifications Framework

[2] See section on 'Exemptions'

[3] i.e. the ability to review, direct and manage one's own workload

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	
Level 4	
Semester 1	Semester 2
Core Modules	
<i>Core Subjects 1</i> <i>Foundation Subjects 1</i> <i>Teachers as Professionals 1</i>	Placement 1 How Children Learn Positive Classroom Environments
Level 5	
Core Modules	
Placement 2 High Quality Talk Assessment for Learning	Core Subjects 2 Foundation Subjects 2 Teachers as Professionals 2
Level 6	
Core Modules	
Core Subjects 3 Foundation Subjects 3 Teachers as Professionals 3	Placement 3 (QTS) Adaptive Teaching 1 Adaptive Teaching 2

Appendix 2: 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) [1]	Intended Learning Outcomes													
				Subject-specific Skills and Knowledge						Cognitive and Intellectual Skills				Skills for Life and Work			
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4
4	EDU401 3-20	Placement 1	C	X	X	X							X	X	X		X
4	EDU401 1-20	Core Subjects 1	C	X	X		X		X	X					X	X	
4	EDU401 0-20	Foundatio n Subjects 1	C	X	X		X				X			X	X		
4	EDU401 2-20	Teachers as Profession als 1	C	X				X	X	X		X				X	
4	EDU401 4-20	How children learn	C	X	X	X		X		X	X		X	X	X	X	X
4	EDU401 5-20	Positive Classroo m Environm ents	C	X	X	X		X		X	X		X	X	X	X	X
5	EDU501 3-20	Placement 2	C	X	X	X						X	X	X			X
5	EDU501 1-20	Core Subjects 2	C	X	X		X	X	X	X	X					X	
5	EDU501 0-20	Foundatio n Subjects 2	C	X	X		X	X	X	X	X					X	
5	EDU501 2-20	Teachers as Profession als 2	C	X			X	X	X	X		X			X		

5	EDU501 5-20	Assessment for Learning	C	X		X	X		X		X	X		X	X	X	X	X
5	EDU501 4-20	High Quality Talk	C	X		X	X		X		X	X		X	X	X	X	X
6	EDU602 0-20	Placement 3 QTS	C	X		X	X							X	X	X		X
6	EDU602 1-20	Core Subjects 3	C	X				X		X	X	X	X		X		X	
6	EDU602 2-20	Foundation Subjects 3	C	X				X		X	X		X		X	X	X	
6	EDU602 3-20	Teachers as Professionals 3	C	X		X			X	X			X			X		
6	EDU602 4-20	Adaptive Teaching 1	C	X		X	X		X		X	X		X	X	X	X	X
6	EDU602 5-20	Adaptive Teaching 2	C	X		X	X		X		X	X		X	X	X	X	X

[1] C = Core; R = Required; R* = Required*; O = Optional

Appendix 3: Map of summative assessment tasks by module - BA (Hons) Primary Education (5-11) with QTS

5	EDU501 1-20	Core Subjects 2	C		X 5 0 %				X 5 0 %									
5	EDU501 0-20	Foundatio n Subjects 2	C					X 1 0 0 %										
5	EDU501 2-20	Teachers as Professio nals 2	C		X 7 0 %			X 3 0 %										
5	EDU501 5-20	Assessme nt for Learning	C					X 1 0 0 %										
5	EDU501 4-20	High Quality Talk	C					X 1 0 0 %										
5	EDU501 3-20	Placemen t 2	C					X 1 0 0 %										
6	EDU602 1-20	Core Subjects 3	C										X 1 0 0 %					
6	EDU602 0-20	Foundatio n Subjects 3	C	X 70%													X 3 0 %	
6	EDU602 2-20	Teachers as Professio nals 3	C		X 5 0 %			X 5 0 %										
6	EDU602 4-20	Adaptive Teaching 1	C					X 1 0 0 %										

6	EDU602 5-20	Adaptive Teaching 2	C					X 1 0 0 %									
6	EDU602 3-20	Placemen t 3 (QTS)	C					X 1 0 0 %									

[1] C = Core; R = Required; R* = Required*; O = Optional