

Faculty: **of Humanities, Law and Education**

Title of Programme: **Bachelor's Degree in Education with Honours – BEd (Hons)**

Programme Code: HEB

# Programme Specification

Start Date: September 2006

Date of Approval: March 2006, updated 28 June 2011

Associate Dean (Academic Quality): Bernice Rawlings

Signature 

# Programme Specification Bachelor of Education with Honours – BEd (Hons)

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

## Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	University of Hertfordshire
<b>University/partner campuses</b>	de Havilland campus
<b>Programme accredited by</b>	Not Applicable
<b>Final Award</b>	Bachelor of Education with Honours
<b>All Final Award titles</b>	BEd (Hons), Certificate of Higher Education in Education Studies, Diploma of Higher Education in Education Studies, BA (unclassified) in Education Studies, BA (Hons) in Education Studies, BEd (unclassified)
<b>FHEQ level of award</b>	6
<b>UCAS code(s)</b>	X120, X124 and X122

### A. Programme Rationale

The rationale for this programme is to provide trainees with knowledge, understanding and skills necessary to achieve Qualified Teacher Status in accordance with the requirements for initial teacher training as set out in the DfES/TDA Standards for the Award of Qualified Teacher Status (QTS). The programme offers a three-year course of study for standard entry trainees.

### B. Educational Aims of the Programme

The programme has been devised in accordance with the University's general educational aims of programmes of study as set out in UPR TL01.

Additionally this programme aims to:

- provide an academic degree and a level of professional training that will enable trainees to teach competently within their chosen age-phase pathway (Foundation Stage / Key Stage 1, or Key Stage 1 / Key Stage 2) to meet the DfES/TDA Standards for the Award of Qualified Teacher Status (QTS)
- support and encourage trainees to accept responsibility for their own learning and be able to reflect critically on their continuing professional development;
- draw upon trainees' prior learning and experience as appropriate;
- develop trainees' knowledge and understanding of the Foundation Stage, the National Curriculum and RE, to support effective teaching;
- foster an understanding of how children develop and learn and the factors which may affect the process;
- help trainees to develop a range of teaching techniques, judging when and how to use them;
- develop trainees' sensitivity towards cultural diversity and towards children's varying and various intellectual, social and emotional needs in order that each child's abilities may be developed to the full;
- promote a sense of professionalism and an ability to develop effective working relationships with peers, colleagues and parents;

- provide a variety of school-based experiences including a block placement in each year of the course, incorporating study and work in a range of schools;
- provide opportunities for trainees to extend their knowledge and understanding in a selected educational issue;
- enable every trainee to develop and demonstrate attainment in the areas specified by current TDA documentation.

## C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 have been used as a guiding framework for curriculum design.

The programme provides opportunities for trainees to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes have references to the DfES/TDA Standards for the Award of Qualified Teacher Status (QTS).

Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
<p>A1-The subjects in the current National Curriculum and Foundation Stage as laid down by the DCSF and RE agreed syllabus, specific to the trainees' chosen age-phase.</p> <p>A2-The current DCSF/TDA Standards for the award of Qualified Teacher Status.</p>	<p>Acquisition of knowledge and understanding is through compulsory modules that cover the subject knowledge and pedagogy to teach at Primary school level (A1). Core lectures are supported by seminars, practical workshops and fieldwork which are appropriate both to the subject and the trainee's chosen age-phase. School placements are supported by Professional Studies modules in each year, taught through lectures, seminars and workshops.</p> <p>A2 is achieved through school placements where trainees progressively assume the class teacher's roles and responsibilities.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>Knowledge and understanding are assessed through a wide variety of assignments including traditional essays, posters, presentations, reflective journals and production of teaching materials (A1)</p> <p>A2 is assessed through progressive demonstration of the current Standards for Qualified Teacher Status within school placements.</p>
Intellectual skills - able to:	Teaching/learning methods & strategies	Assessment
<p>B1-Think independently and flexibly</p> <p>B2-Reflect on and evaluate practice</p> <p>B3-demonstrate evidence of achieving the current</p>	<p>Intellectual skills (B1, 2, 3) are developed through a variety of input including seminar activities, small group and on-line discussion together with directed school-based tasks. Trainees are</p>	<p>Intellectual skills are assessed through formative assessment in seminars and workshops (B1, 2) and the building of professional relationships with staff in</p>

professional Standards for recommendation of the Award of Qualified Teacher Status (QTS)	encouraged to develop intellectual skills further by contextualizing new learning in their school placement setting, reflecting on and evaluating practice, sharing and learning from each other and studying independently. Throughout, the learner is encouraged to develop intellectual skills further by independent study	placement schools and completion of school-based tasks (B3). Summative assessment tasks include evaluation and reflection of experience, analysis of classroom practice, presentations and small-scale research projects.
<b>Practical skills - able to:</b>	<b>Teaching/learning methods &amp; strategies</b>	<b>Assessment</b>
C1-apply understanding of the key concepts and theories to practice C2-identify their own professional development needs	Practical skills are developed through contextualizing new learning in their school placement (C1), reflecting in and applying concepts developed in module sessions in the practical teaching situation. For C2, the process of personal and professional target setting and action planning is embedded within the programme and supported by the personal tutor system, which leads to completion of the Career Entry Development Profile.	Practical skills are assessed formatively through participation in workshops and seminars, the building of professional relationships with staff in placement schools and completion of directed school-based tasks. Summative assessment tasks include evaluation and reflection of experience, analysis of classroom practice, presentations and small-scale research projects.
<b>Transferable skills - able to:</b>	<b>Teaching/learning methods &amp; strategies</b>	<b>Assessment</b>
D1-communicate effectively orally and in writing D2- Work as an effective member of a team	Effective primary school practice is modelled by tutors in a taught sessions and workshops. Skills sessions are embedded into the programme and where a need is identified, individual support is offered(D1, D2). Placement preparation includes input on working as part of a professional team. (D2).  Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing audits and subject knowledge action plans.	Transferable skills are assessed through a range of written assignments and presentations (D1). D1 and D2 are also assessed by formal observations during teaching placement and via the trainees' oral and written formative and summative assignments.

## D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in a full time (3 years) only mode, and leads to the award of BEd (Hons). Entry is normally at level 4 with A level or equivalent qualifications. In addition entrants need GCSE Maths, Science and English at Grade C or above or recognized equivalents. Intake is only available in semester A (September) each year.

### Professional and Statutory Regulatory Bodies

On successful completion of the BEd(Hons) degree which includes placement pass grades at levels 4, 5 and 6, recommendation for Qualified Teacher Status will be made.

## Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

**Mode of study** Full time

**Entry point** Level 4

### Level 4

<b>Compulsory Modules</b> Module Title	Module Code	Credit Points	% course work	Semester
Professional Studies: Learning and Teaching	4EDU0096	30	100%	A
Learning and Teaching in English	4EDU0097	15	100%	A
Learning and Teaching in Mathematics	4EDU0098	15	100%	A
Enquiry through Science	4EDU0099	15	100%	B
Our World	4EDU0100	15	100%	B
Inspiring Creativity and Imagination	4EDU0101	15	100%	B
Information Skills 1 : LIS induction	4EDU0103	0	100%	A
School Placement Year 1 or Alternative to School Placement	4EDU0102 4EDU0087	15 15	100% 100%	B B
Professional Studies and Diverse Needs Research	5EDU1008	30	100%	AB
Enhancing Learning and Teaching with ICT	5EDU0078	15	100%	A
Creating the Learning Culture	5EDU0079	15	100%	A
Communication and Enquiry in English, Maths and Science	5EDU0080	15	100%	A
Enhancing Knowledge and Skills in the Creative Process	5EDU0082	15	100%	B
Community Links: Humanities	5EDU0083	15	100%	B
Information Skills 2: Literature Searching	5EDU0085	0	100%	A
School Placement Year 2 <b>or</b> Alternative to School Placement	5EDU0084 5EDU0066	15 15	100% 100%	B B
Excellence in the Foundation Subjects and RE	6EDU0463	15	100%	A
Professional Studies: Leadership and Management	6EDU0464	15	100%	A
Dissertation	6EDU0465	30	100%	A
Excellence in Learning in Core Subjects	6EDU1013	30	100%	AB
Year 3 School Placement <b>or</b> Alternative to School Placement	6EDU0466 6EDU0454	30 30	100% 100%	B B

Progression to level 5 requires a minimum of 120 credits at level 4 and passes in all modules.

Progression to level 6 requires a minimum of 120 credits at level 5 and passes in all modules.

The award of a BEd (Hons) degree requires 360 credit points passed with a minimum of 120 credits at level 6..

### Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14.

### Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level
Certificate of Higher Education	120 credit points at level 4	4, 5
Diploma of Higher Education	240 credit points including at least 120 at level 5	5, 6
BA* Education Studies	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6
BEd (unclassified)	300 credits including at least 90 credits at level 6 including the completion of the level 6 school placement (includes recommendation for QTS)	6

\*This must include the successful completion of the Alternative to Placement module and will not include recommendation for QTS.

## E. Support for students and their learning

Students are supported by;

- An induction week at the beginning of each new academic session
- Programme and module documentation, including a 'Study Skills' handbook
- An extensive Learning Resources Centre, incorporating a library and computer centre
- StudyNet
- The Programme Tutor and Deputy Programme Tutor assisting trainees understand the course structure
- Module Leaders as the first point of contact for course-related issues
- Academic Tutors to provide academic and pastoral support for the duration of the course
- An Initial Teacher Education Profile to monitor their progress against the DfES/TDA Standards for the Award of Qualified Teacher Status (QTS)
- A Partnership Tutor to oversee school placements
- School Placement Visiting Tutors
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters etc
- An Accommodation Office
- A Faculty Disabilities Officer
- An Equal Opportunities Officer
- Trainee representatives on programme committees
- The Students' Union
- Careers Guidance

## F. Entry requirements

The normal entry requirements for the programme are:

- 300 UCAS Tariff points to a primary National Curriculum subject. Key Skills can contribute to the total points.

or

- BTEC ND/NC levels with merit/distinction profile in a primary National Curriculum subject.
- Access to Teaching/Higher Education Certificate

In addition, all students must have:

- GCSE/GCE pass at a minimum grade of C (or a DfES/TDA recognised equivalent) in English Language, Mathematics and Science

All students must attend an interview for the programme. Interviews take place in the de Havilland campus and include a written task.

Additionally there are limited spaces into the third and final year of the programme for those students who have successfully completed a Foundation Degree in Early Years and have appropriate and sufficient school experience. Entry is subject to interview and the availability of places.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

## Section 2

### Programme management

<b>JACS code(s)</b>	X120, X122 and X124
<b>Modes of study</b>	F/T
<b>Intakes</b>	A
<b>Relevant QAA subject benchmarking group</b>	None
<b>Date of validation/last periodic review</b>	January 06
<b>Date of production/ last revision of PS</b>	April 2011
<b>Relevant intakes</b>	Level 4 entering September 2011
<b>Faculty</b>	of Humanities, Law and Education
<b>Administrative School(s)/Departments</b>	School of Education

#### Course (i.e. pathway) details

##### Course (ie. Pathway Point) Titles

BEd Lower Primary  
BEd Middle Primary  
BEd Upper Primary

##### Course (ie. Pathway Point) Codes

LP1, LP2 and LP3  
MP1, MP2 and MP3  
UP1, UP2 and UP3

The programme is managed by;

- Head of School
- Head of Initial Teacher Training
- Associate Head of School (Staff and Student Experience) and Associate Head of School (Academic Quality)
- A Programme Director and Deputy Programme Director
- An Admissions Tutor
- A designated Student Administrator
- A programme committee, the membership of which includes student representatives from the programme
- Programme and module documentation, including a 'Study Skills' handbook
- Extensive Learning Resources Centre including access to StudyNet
- Academic Tutors to provide academic and pastoral support for the duration of the course
- School Placement Visiting Tutors
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters etc
- An Accommodation Office
- A Faculty Disabilities Officer
- An Equal Opportunities Officer
- The Students' Union
- Careers Guidance

### Programme-specific assessment regulations

The programme is compliant with the University's generic assessment regulations (Structure and Assessment Regulations for Academic Programmes, UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

Students are normally required to pass all modules before proceeding to the next year of the degree.

Subject to the approval of the Programme Board of Examiners, a student may, in exceptional cases, be permitted to carry up to two failed modules over the 3 years of the degree programme. In any consideration of whether to exercise its discretion in this instance the overall profile of the student concerned may be taken into account by the Programme Board of Examiners. A failure in the first, second or third year school placement will normally be retrieved by repeating the placement. Whenever it is possible, this retrieval will take place as soon as possible following the decision of the

Board of Examiners and consistent with school terms and University semesters. Boards of Examiners will consider whether to recommend intercalation for a year during which the retrieval placement can be completed. Any candidate who fails school placement in the final year, may, at the discretion of the Programme Board of Examiners, retrieve the failure within a period of 12 months, following the decision of the Programme Board of Examiners, and will still be eligible for the award of an Honours Degree. Students who fail their school placement in any given year and who wish to withdraw from the QTS component of the degree will have an opportunity to undertake an alternative retrieval assignment in order that the successfully completed module can be counted towards an appropriate award.

Attendance at all scheduled learning and teaching sessions is required. The TDA also stipulates a minimum hour requirement for the satisfactory coverage of certain courses within the BEd programme. Any trainee missing 20% of sessions in any module will normally be asked to account to the Programme Director. Failure to respond, presenting a valid and reasonable explanation, supported where necessary with certification, within ten days, may result in the Module Board of Examiners being informed, an entry on the trainee's record and notification made to the trainee's funding agency. The Module Board of Examiners, at its discretion, may recommend that a fail is recorded for trainees whose attendance is incomplete according to the 20% criteria. Allowance will be made for absence for genuine reasons.

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### Other sources of information

- Definitive Module Documents
  - Module Guides
  - Student Handbook
  - Programme Specification website: <http://www.herts.ac.uk/courses/> or (StudyNet → Staff → Department Lists → Academic Quality Office → Programme Management → Programme Specifications)
  - University of Hertfordshire Course website: <http://www.herts.ac.uk/courses/>
  - QAA Benchmark Statement website: <http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>
  - The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp>
  - SEEC Credit Level Descriptors for Further and Higher Education 2003: <http://www.seec-office.org.uk/creditlevel descriptors2003.pdf>
  - External Quality Review report website: <http://www.qaa.ac.uk/reviews/reports/instReports.asp?ukprn=10007147>
  - Professional or Statutory Regulatory Body information: [www.tda.gov.uk](http://www.tda.gov.uk)
  - UNISTATS website: <http://www.unistats.com/>
  - University of Hertfordshire Academic Quality Office website: (StudyNet → Staff → Department Lists → Academic Quality Office)
  - Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14: <http://sitem.herts.ac.uk/secreg/upr/AS14.htm>
  - Learning and Teaching Policy and General Educational Aims, UPR TL01: <http://sitem.herts.ac.uk/secreg/upr/TL01.htm>
  - Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03: <http://sitem.herts.ac.uk/secreg/upr/SA03.htm>
  - Academic Quality, UPR AS17: <http://sitem.herts.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students:  
[http://sitem.herts.ac.uk/secreg/upr\\_azlist\\_info.htm](http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm)

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## Other information relevant to the programme

Trainees must pass TDA Skills Tests in Numeracy, Literacy and ICT order to gain Qualified Teacher Status. These tests are administered by the TDA, so are not part of UH Academic Quality scrutiny procedures.

The Programme Board of Examiners will have the additional duty of recommending Qualified Teacher Status (QTS), based upon the evidence of successful completion of the accredited programme of study leading to the award of BEd (Hons) as described above.

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## University policies relevant to the Programme

The University undertakes to use all reasonable endeavour to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum, and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation, and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects (UPR RE01) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.

Signed  Date 28/06/2011  
Chair of Faculty Academic Quality Enhancement Committee

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If you would like this information in an alternative format please contact:  
Nicola Stallard, School Administration Manager, School of Education.

## Bachelor's Degree in Education with Honours – BEd (Hons)

**Table 2: Development of Programme Learning Outcomes in the Constituent Modules**

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																															
		Knowledge & Understanding								Intellectual Skills								Practical Skills								Transferable Skills							
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
Level	Module Title	Module Code																															
Level 4	Professional Studies: Learning & Teaching Year 1	4EDU0096																															
	Learning and Teaching in English	4EDU0097																															
	Learning and Teaching in Mathematics	4EDU0098																															
	Enquiry Through Science	4EDU0099																															
	Our World (Geog, Hist and RE)	4EDU0100																															
	Inspiring Creativity & Imagination (Arts & D&T)	4EDU0101																															
	Year 1 School Placement	4EDU0102																															
	Information Skills 1: LIS Induction	4EDU0103																															
	Alternative to School Placement	4EDU0087																															
Level 5	Professional Studies & Diverse Needs	5EDU1008																															
	Enhancing Learning & Teaching with ICT	5EDU0078																															
	Creating the Learning Culture	5EDU0079																															
	Communication & Enquiry in English, Maths & Science	5EDU0080																															
	Enhancing Knowledge & Skills in the Creative Process	5EDU0082																															
	Community Links: Humanities	5EDU0083																															
	Year 2 School Placement	5EDU0084																															
	Information Skills 2: Literature Searching	5EDU0085																															
	Alternative to School Placement	5EDU0066																															
Level 6	Core Subjects	6EDU0103																															
	Excellence in the Foundation Subjects and RE	6EDU0463																															
	Professional Studies: Leadership & Management	6EDU0464																															
	Dissertation: A Reflective Personal Study	6EDU0465																															
	Year 3 School Placement	6EDU0466																															
	Alternative to School Placement	6EDU0454																															

NB. UH Assessment Principles & Strategy 'if a programme learning outcome is associated uniquely with one module, it will not be compensated'. So programme learning outcomes should normally be associated with more than one module. DELETE THIS COMMENT

### **Key to Programme Learning Outcomes**

#### **Knowledge and Understanding e.g.**

- A1. The subjects in the current National Curriculum and Foundation Stage as laid down by the DCSF and RE agreed syllabus, specific to the trainee's chosen age-phase.
- A2. The current DCSF/TDA Standards for the award of Qualified Teacher Status

#### **Intellectual Skills e.g.**

- B1. Think independently and flexibly
- B2. Reflect on and evaluate practice
- B3. Demonstrate evidence of achieving the current professional standards for the recommendation of the award of Qualified teacher Status

#### **Practical Skills**

- C1. Apply understanding of the key concepts and theories to practice
- C2. Identify their own professional development needs

#### **Transferable Skills**

- D1. Communicate effectively orally and in writing
- D2. Work as an effective member of a team