

Primary Education (QTS)

BA (Hons)

This course aims to develop teachers who are capable of maximising children's learning and progress, able to teach effectively in a range of Key Stage 1 and Key Stage 2 contexts.

Course content

The course supports teacher trainees in developing the skills, knowledge and understanding required to demonstrate the professional standards for teaching five to 11-year-olds as required by the Department for Education (Teacher Agency). On successful completion, graduates are recommended and awarded Qualified Teacher Status (QTS). Students study a subject specialism in-depth (at the moment these include English, mathematics, science, history and PE) across the three stages of the course and undertake a total of six placements across three National Curriculum key stages to provide a breadth of teaching experience, specialising in Key Stage 1 and Key Stage 2.

This course, which attracts applicants from a diversity of backgrounds and experiences, is structured to promote teacher trainees' acquisition of professional teaching skills alongside subject knowledge and to ensure that on completion they will have met or exceeded those standards required for Qualified Teacher Status. Tutors aim to model best practice in learning and teaching using a variety of approaches, which include educational visits in a range of settings (for example museums, galleries, outdoor/adventurous activities).

Stage one

Taught sessions and school placements.

Stage two

Greater levels of responsibility during school placements, including opportunities to undertake school experience in a special school.

Stage three

School placement includes five days Key Stage 3 or foundation stage experience. A dissertation is submitted as a feature of the subject specialism. There is also a focus upon preparing for transition to their first post.



Ofsted
Outstanding
2009|2010

Course level

Undergraduate

Modes of study

Full time

UCAS or UKPASS details

UCAS code: X120
UCAS description: BA/QTSulp

Length of study

Three years

School

School of Education

Location

Park Campus

Course contact

study@northampton.ac.uk

Avenue Campus
St George's Avenue
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Special course features

- Highest award from Ofsted (Grade 1)
- Category A provider status awarded by TDA
- Among the highest newly qualified teacher (NQT) employment ratings nationally
- Praised by the TDA and the National Strategies Team for our teaching of Phonics
- Double Green - rated outstanding, with teaching of English and mathematics

Typical modules

- English
- Foundation Subjects
- Mathematics
- Professional Studies
- Religious Education
- Science
- Specialist option

More videos

[Primary Teacher Training - A Students Perspective](#)

Types of assessment

All elements of the course are assessed by coursework. In addition, elements of core subject knowledge are assessed by tests or examinations. Subject specialism and core knowledge are also assessed by examination in the final year in all areas except Art and Design and Science. The coursework itself assumes a variety of forms and includes essays, group presentations, exhibitions, displays, lesson plans and a final year dissertation. Practical teaching, including planning and assessment, is also assessed on a pass/fail basis throughout the course.

Entry requirements

In addition to standard entry requirements, applicants must have GCSE grade C (a higher grade is preferable) in English Language, Mathematics and Science on application. In choosing a specialist subject from those offered (at the moment these include English, mathematics, science, history and PE), applicants should have relevant experience or be taking an A level (or equivalent) in a related area. A typical offer will be 320 UCAS tariff points; however, applications are welcomed with non-standard qualifications and we are committed to widening participation and undertake positive action to support applicants from under-represented groups.

Applicants must have a minimum of five days prior experience in a UK maintained Primary School context. Successful applicants must attend an interview. CRB checks and broader disclosures are required.

Important update for applicants

QTS Skills Tests

There is a number of changes to the skill tests which have come into effect from the Department for Education (DfE).

If you are thinking of applying for an Initial Teacher Training (ITT) programme which starts from September 2013, you will be required to have passed the DfE's skills tests in numeracy and literacy before you start the course.

You will be expected to pass both tests before attending an interview, however you will not be eligible to [register and book the skills tests](#) until after you have submitted an application for an ITT programme.

Application notes

For general application information please see our [how to apply](#) page.

Interview arrangements

Our interviews usually take place anytime from December to June. For those travelling by car, parking is available (although this can be busy at peak periods). You are welcome to bring a family member or friend to the campus. Campus tours are provided by our own students so you will have an opportunity to ask specific

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questions about student life and the course.

Everyone meets together for registration and a general talk from the admissions team. We cover items such as student life, our links to schools and the course content.

After a brief introduction about the course content, a short mathematics test and literacy task is completed.

You will then be divided into smaller interview groups to make the process a little less daunting. Individuals are asked to give a short presentation (which will have been set by us and prepared by applicants in the days before the interview). In science, for example, you may have been asked to talk on a topical issue such as healthy eating. This is an opportunity to show some understanding of your subject, possibly linking this with ideas of how this might apply to young children in school. This typically takes place informally around a table consisting of a small group of applicants.

Finally we engage you in a group discussion about your experiences of school, both as a child and more recent experience. We are not looking for people who know everything about school life, and we are certainly not going to fire questions at you. At this stage we want to know that you have developing skills of communication and a basic appreciation of school life.

The whole interview process is over in a few hours. Our review of the session enables a collective view of your potential. If you fall short on any one item this does not automatically rule you out. The admissions team enter the decision on the UCAS tracking system followed by an official notification by letter.

Work placement opportunities

The School Experience (Primary) provides students with an opportunity to enhance the taught sessions they have within the university. Stage one students are placed in school throughout the year for a total period of just under eight weeks. Although students usually embark on the course having identified a preference for either Key Stage 1 or Key Stage 2 pupils, it is important that the general primary nature of the course with its five to 11 age-range is not overlooked. For this reason students undertake two placements in their first year, one in the autumn term and the remainder of the year students are allocated to a class within what at that stage they have identified as their preferred key stage. Experience is divided between serial placements, where students are in school on a regular one day a week basis and block placements.

A typical Primary School Experience in the first year:

Autumn term introductory placement. Two week block placement (ten days)

Spring term main placement. Introductory phase (four days)

Summer term main placement. Block attachment (24 days)

Total school-based days: 38

In the autumn and spring terms these block placements are of a week's duration and four days respectively, while in the summer term placement extends to four weeks. This first year is critical in promoting students from the status of inexperienced apprentices to autonomous practitioners assuming the responsibilities of the class teacher for much of the day. All students will be given the opportunity, as far as possible during this placement, to observe teaching and learning in a culturally and linguistically diverse context.

In terms of student development and professional competence, the focus of stage one school-based work is lesson planning and preparation for diversity, relationships with children and professional commitment. Core and subject specialism knowledge and their classroom application will be developed in parallel with these professional skills.

The pattern of school experience has been planned to ensure that students will be in contact with schools throughout the year. Teaching is a highly complex activity in which the required knowledge, understanding and skills are most appropriately acquired cumulatively. The structure of School Experience in stage one enables students to familiarise themselves quickly with the organisational routines, resources and curriculum delivery associated with both key stages. At the start of both placements students will be collecting information about the context in which they are working through observation and enquiry. They will supervise groups of children who are working under the teacher's planning. As they progress through the year they will undertake directed tasks that will, particularly in the core areas, involve the planning and teaching of lessons. From the outset, students can establish their professional status with the whole class by reading stories and taking the register. By the summer term block practice it is anticipated that students will be assuming more class

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management responsibility so that for the final three weeks they assume their class teacher's responsibility for approximately 70% of the day.

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