BA (Hons) Primary Education
with recommendation for QTS.

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The Context

- Vocational degree
- 97% employment
- Current demand for teachers in London

Drivers for us:

- Career ambitions of our students
- Ofsted★★★★
- Value for money
- Employability = students!

BA Primary Education, In-school employment statistics

<table>
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<tr>
<th>Employment, 2013-14 @ September 2014</th>
<th>Sector 2012-13</th>
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<td>97%</td>
<td>83%</td>
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Features of the programme

• We work in **close and constant partnership** with employers through:
  – Programme design
  – Interview of potential students
  – Placements
  – Partnership committees
  – Teaching inputs (guest lectures / targeted workshops etc.)
  – Input in employability sessions
Features of the programme

- We support students through regular and strategically timed personal tutorials.
- Employability is a **focus within taught input** across all our programmes – for example each unit in EPS has LOs, Standards and relevance to employability...
Unit 1: The Changing nature of childhood

Learning outcomes:
To understand that concepts of childhood have changed throughout history with implications for the child and the wider society.

Relevance to primary education:
Given that the nature of childhood is not fixed we need to appreciate that it can differ from culture to culture and change during our own lifetimes.

Unit 2: Emotional and social development

Learning outcomes:
In this unit you will learn about the way children develop emotionally and socially.

Relevance to primary education:
It is important to understand this development in order to know how to better equip children to empathise with others and to ensure that our expectations are age appropriate.
Specific inputs & activities

• **Getting NQTs in** with a mentor to talk in a Question Time style lecture slot about the experience and getting a job.

• We do an *employability lecture and seminar* with interview questions and scenarios from partner schools.

• We provide an *example materials* for support during the application process.

• We **draw attention to GET.**
Specific inputs & activities

• We write **detailed references** based around a reflection of the student’s work against the Teachers’ Standards in school and their attainment on the programme.

• The 2 year (non-QTS) degree has a **course on prep for next steps** (teaching or further study) to present options, stimulate reflection and prepare students for success.

• Students who don’t gain QTS are also supported with next steps on from uni.

• **Transition document** provides an accurate picture for employers.
Embedded AND explicit...

• Employability is integral to programme design.
• Employability = reputation = students = jobs!

• Bring in employers and graduates to taught sessions.
• Involve employers in course / programme design, delivery and placements.
• Vary assessments to develop skills.
• Ensure relevance to employment is as explicit as learning objectives.