



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

## BA (Hons) Primary Education (5-11)

Programme Code: PEQTR

2020/21

**Undergraduate Material Information**  
**IMPORTANT INFORMATION FOR APPLICANTS**

Version date: July 2020

**Undergraduate Material Course Information**  
**Summary**

**Revised Course Structure and Delivery Information for Academic Year 2020/21 in Response to Coronavirus Covid-19 and Associated Public Health England Guidance as at 3 July 2020**

**PART 1 of 2: Important General Information about Course Delivery for Leeds Beckett University Awards in 2020/21 (Information Specific to Your Course is Provided in PART 2)**

**Introduction**

This document contains important information about Leeds Beckett University's planned approach to course delivery and assessment in 2020/21. It provides an update to the information previously available in our online prospectus. You should read this document carefully so that you are aware of any changes that affect your course.

Information is provided in two parts:

The University is informed by Public Health England (PHE) Covid-19 advice and guidance for maintaining a Covid-secure learning and working environment. We have made arrangements to continue to provide a high-quality educational experience in a way that protects the safety and wellbeing of both students and staff. We are engaging closely with Leeds Beckett Students' Union to inform the arrangements and will also be informed by feedback provided by our individual students.

Public Health England guidance continues to evolve, so the arrangements for delivery of your course and use of the campus may need to change during the academic year to continue to protect students and staff.

The taught content advertised at each level of study, or its equivalent, will be delivered across the academic year 2020/21. We have identified an appropriate mix of blended learning – a mix of face-to-face, on-campus, online and digital content and teaching and learning for each subject, reflecting what will maximise learning as well as supporting more vulnerable learners and enabling the university as a whole to minimise transmission risk.

Covid-19 social distancing measures will be implemented during 2020/21 for teaching, learning, assessment and student support.

In the event of further government lockdowns, either local or national, we will prioritise digital and online learning and support to enable students to continue with their studies.

If there is an easing of Covid-19 restrictions, we will continue to provide blended delivery for teaching block 1 or semester 1 in 2020/21. We will keep teaching blocks 2 and 3 or semester 2 under review, informed by Public Health England advice. We may revert to different proportions of on-campus learning and online learning delivery later in the academic calendar year or a later teaching block. Learning will remain accessible for students who are unable to attend on campus sessions.

## **How we will communicate with you**

We have sent information to applicants who have accepted an offer by email on the plans for delivery of your course in 2020/21, the academic calendar (teaching block delivery or alternative) applicable for your course and on the options available to you as a prospective student, to enable you to make informed choices.

As the situation evolves, further information on local course delivery arrangements will be provided to you in emails from your School.

In addition to the course specific information set out in this document and the above communications, the University's Covid-19 microsite contains information for students and applicants, including information relating to University accommodation and University facilities and services. The Covid-19 microsite is regularly reviewed and updated as the situation, advice and planning evolve and is available at: [www.leedsbeckett.ac.uk/COVID19/#tabplaceholder2](http://www.leedsbeckett.ac.uk/COVID19/#tabplaceholder2).

## **Key terms and conditions**

Further important information for applicants and students is available on our web site: [www.leedsbeckett.ac.uk/information-for-applicants-and-students](http://www.leedsbeckett.ac.uk/information-for-applicants-and-students). This includes information about the student contract, fees and funding, your rights of cancellation, the student protection plan and the University complaints process. It is essential that you read the information on this webpage carefully as it sets out the rights and obligations that will form the contract between you and the University upon accepting an offer and information about how to make a complaint.

## **Start dates**

Our academic year will begin at the normal time. Start dates will be notified to direct applicants via their offer letter or for UCAS applicants, via UCAS Track. The length of the course is confirmed in the information about your course in Part 2 of this document below.

## **Location of delivery**

In academic year 2020/21, it is planned that your course will be delivered via a blend of online and digital learning and on-campus teaching and learning, with the necessary Covid-19 social distancing and other measures in place on campus informed by Public Health England advice and guidance.

Information on how blended teaching and learning will be delivered and the location of any on-campus delivery is provided in a subsequent section of this document entitled '**Teaching and Learning Activities**'.

Information on the delivery of placements and other off-campus learning opportunities is provided in a subsequent section of this document entitled '**Placements and Other Off-Campus Learning Opportunities**'.

## **Course Fees**

Your course fee is stated in your offer letter. The course fee published for 2020/21 on the University's Online Prospectus and included in your offer letter has not changed. Other additional costs remain as published on our original Online Prospectus information in addition to the areas of costs outlined below.

The course will be delivered via a blended approach that includes online teaching and learning, digital learning and on campus sessions. If a further lockdown is necessary then delivery will be continued and supported via online and digital learning. Students are advised that they will need a personal digital device for this purpose. The University's wide range of student support services available for students also includes a laptop loans scheme. Students may wish to bring an existing personal device or purchase or lease a laptop or similar device for their personal use which would be an additional cost. The costs of this would vary depending on your individual requirements but can be in the region of £400-800 depending on the device.

The University is developing a means-tested Covid-19 Financial Assistance Package to support students to acquire a laptop should this be needed. Students may also apply for a living expenses fund for unexpected personal hardship as a result of the Covid-19 Crisis.

Students will need to follow the Public Health England advice and any specific national requirements for maintaining personal safety and hygiene to protect themselves and others from the Covid-19 risks. These personal safety measures such as the wearing of face coverings will be an additional cost that students need to consider.

Where PPE is an essential requirement for the nature of the course you are undertaking this will be detailed below.

## **Timetable Information**

This course will be scheduled using a teaching block/semester-based delivery and will be specified in timetable information.

The 2020/21 academic calendar and term dates are available on our web site at:

[www.leedsbeckett.ac.uk/-/media/files/academic-calendars/2021-student-calendar-sept.pdf?la=en](http://www.leedsbeckett.ac.uk/-/media/files/academic-calendars/2021-student-calendar-sept.pdf?la=en)

The academic year 2020/21 will start on the dates notified to you.

Taught sessions will normally be scheduled and included in your timetable. This will include on-campus sessions that you should attend. In 2020/21, depending on your course, this may also include scheduled online teaching and learning sessions where student engagement is required at a specified time and tutor pre-recorded lectures and scheduled discussion sessions. Module information will be made available online by the school for enrolled students.

Timetables will be made available to students during induction week via:

1. The Student Portal (MyBeckett)
2. The Leeds Beckett app

You should discuss any difficulties relating to your engagement with timetabled sessions with your Course Administrator.

### **Policies, Standards and Regulations** ([www.leedsbeckett.ac.uk/public-information](http://www.leedsbeckett.ac.uk/public-information))

Covid-19 social distancing measures will be in place for teaching, learning, assessment and student support in 2020/21. This means that there will be operational requirements and protocols in place for the way in which your course is delivered and the way in which University activities, facilities, and spaces operate which students and staff will need to follow.

In the event of further government lockdowns either local or national in response to Covid-19, we will prioritise digital and online learning and support to enable students to continue with their studies. We may need to implement approved emergency Covid-19 pandemic academic regulations to take account of the impact of Covid-19 general extenuating circumstances.

### **Sandwich Placements, Other Placements and Other Off-Campus Learning Opportunities**

Covid-19 response measures are likely to impact on the arrangements for placements, field trips, volunteering and other off-campus activities. If available, these are likely to operate with appropriate social distancing arrangements. Employers may reduce the availability of placement or volunteering opportunities due to the impact of Covid-19 on their operations.

The availability or type of placements with employers, study abroad or volunteering opportunities, may be restricted. The University follows the UK Government's Foreign and Commonwealth travel advice and is also informed by any specific in-country international travel restrictions or requirements.

The University's current position is that we will not facilitate outward (from UK) international/overseas placements, study abroad or volunteering activity in 2020/21. This is to protect students and minimise the risk of you being stranded abroad in the event of a lockdown and the introduction of national/local travel restrictions. We will only consider international placements for students whose domicile address is in the country of their placement.

Inward Erasmus study (from other EU countries to the UK under this scheme) will be supported where these align with the teaching blocks academic calendar delivery dates. There may be other national or international travel restrictions or quarantine measures or specific work-place Covid-19 measures that impact on these opportunities.

Should the Covid-19 response and alert level be amended any activity may also be subject to Covid-19 employer, local or in-country requirements applicable at the time of the placement/activity. We will keep the position under review for teaching blocks 2 and 3 or semester 2, informed by Public Health England and the UK Government's Foreign and Commonwealth travel advice.

Students will have access to advice and support from the University careers and employability team during their studies via the online resources and support.

Further information on placements or other off-campus learning opportunities applicable to your course is provided below.

### **Professional Accreditation or Recognition Associated with the Course**

We will prioritise face-to-face teaching and practical teaching to meet any requirements of relevant professional, statutory and regulatory bodies (PSRB) if your course includes these elements. This will ensure that your course retains its full professional status.

Specific information on applicable professional statutory or regulatory body recognition or requirements for your course is summarised below.

### **Teaching and Learning Activities**

The way we will deliver this course and teaching, learning and assessment activities in 2020/21 will be informed by Public Health England advice and guidance on Covid-19 secure requirements and the need for social distancing for the protection of students and staff.

You will experience a blended approach to learning for 2020/21; this is a mix of face-to-face, on campus online, and digital content, teaching and learning.

We are working within the government 2 metre social distancing measures for Teaching Block 1 so we are not planning to deliver large-group teaching on campus throughout 2020/2021. This will ensure that maximum space will be available for small-group teaching.

In most cases, the taught content will also be available online so you can still access it if you are not able to attend campus due to the pandemic (for example, due to self-isolation, shielding or travel restrictions). There will be digital content and recorded lectures available online to support students who may be unable to travel to campus. In some circumstances, other formal taught sessions may also be recorded.

In the event of a further government lockdown in response to Covid-19, we will prioritise digital and online learning and support to enable students to continue with their studies and study towards achieving any specified professional statutory and regulatory body accreditation requirements where this applies.

If there is an easing of Covid-19 restrictions, we will continue to provide blended delivery for teaching block 1 or semester 1 in 2020/21. We will keep teaching blocks 2 and 3 or semester 2 under review, informed by Public Health England advice (see Introduction section above).

Further information on local course delivery arrangements will continue to be available from your School and via the School and subject web pages.

## **Learning Support**

### **Our approach to delivering student support in 2020/21**

Given the planned social distancing measures in place on campus for 2020/21 to ensure safe delivery of services for students and staff, some of the arrangements for student support will be accessible online.

We are committed to ensuring you continue to have opportunities to access the learning and wellbeing support that you need over the forthcoming year. General learning spaces, including access to libraries, will be available to be booked online; and where specialist space



is needed, this will either be provided: as normal; created in newly adapted spaces; or replicated as part of an enhanced suite of online resources.

We want to provide a safe environment for students and staff, so on-campus delivery of student support services will be limited. This may mean that campus-based school offices will operate within defined core office hours. However, full access to advice, learning support and specialist services will be delivered via telephone, email, video calls and online live chat. The Students' Union will also be implementing social distancing arrangements for student advice services.

### **Access to Library support in 2020/21**

The Library offers access to thousands of resources via MyBeckett or the Library website (<http://libguides.leedsbeckett.ac.uk/home>) which also provides full details of all our services.

In response to Covid-19, and the need for social distancing for the protection of students and staff, the libraries will be available via a booking system in 2020/21 for students to study, access PCs and laptops, printer/ copiers, and other equipment, and to use the books and journals.

The Library and Student IT Advice Service is available by online chat, email or phone, and provides support on using the University's online and digital services, finding information, borrowing, Office 365, MyBeckett, online meetings, saving your work, passwords, etc.

- online (including 24/7 chat): [http://libguides.leedsbeckett.ac.uk/contact\\_us](http://libguides.leedsbeckett.ac.uk/contact_us)
- by phone - 0113 812 1000 (24/7 IT support)

The Library Academic Support Team can help you develop your academic skills such as critical thinking, academic writing and analysing data, and research skills such as how to find, use and evaluate information for your studies. The team liaises with your lecturers to provide the information resources you need for your subject and to arrange academic skills sessions to support you in your studies. They also have a wide range of short tutorials available on the Library's YouTube channel: [www.youtube.com/channel/UCFFd5u75zmy00EnkM9F2zPQ](http://www.youtube.com/channel/UCFFd5u75zmy00EnkM9F2zPQ).

### **Support from your School**

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to university specialist support services as appropriate. They can also arrange for a confirmation of attendance letter, and a transcript on your behalf. You may also

like to contact your Course Representative or the Students' Union Advice team for additional support with course related questions.

### **Student Advice and Support**

If you have any questions about life at our University in general, you may contact the Student Advice Hub to speak to one of our Student Services Advisers. This team, consisting of recent graduates, are able to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. Our Student Advice Hub will be operating via live chat, video, telephone and email services. Telephone lines - 0113 812 3000 will open as usual 09.00-17.00 Mon-Fri. You can book an appointment via telephone or online video chat with an adviser via the link at: [www.leedsbeckett.ac.uk/studenthub/student-experience-team](http://www.leedsbeckett.ac.uk/studenthub/student-experience-team). This is where contact details for all specialist support services can also be found. You can also email the team at [studentadvicehub@leedsbeckett.ac.uk](mailto:studentadvicehub@leedsbeckett.ac.uk).

### **Range of Support Services Available**

There is a range of support for disabled or vulnerable students. Any student with a disability, who may or may not have declared this to the University and wishes to discuss their learning support for the year ahead or their status as a Covid-19 extremely vulnerable person, should contact their Disability Adviser for their School who is based in Student Services to discuss their support needs in the first instance. The service contact details are [disabilityadvice@leedsbeckett.ac.uk](mailto:disabilityadvice@leedsbeckett.ac.uk) or telephone 0113 812 5831. Students who are classed at Covid-19 Extremely Vulnerable (i.e. you have received a Shielding Letter from the NHS) but who do not regard themselves as disabled, and have not registered with the Disability Team, should discuss any support arrangements they may need, directly with their Course Director and if resident in halls, their Residential Life Team.

Once enrolled, you will have access to our virtual learning environment, MyBeckett. Within this system you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration. The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

You can also access details of all University student support teams at our web A-Z of Services. This can be found at [www.leedsbeckett.ac.uk/studenthub/student-support](http://www.leedsbeckett.ac.uk/studenthub/student-support). Here you can obtain further information including service contact details, access self-help resources or book an appointment with a range of support services.

In order to provide you with information on student services support in 2020/21 in response to the changing Covid-19 position, updated information will be provided on our University Covid-19 microsite.

## Part 2: Important Information Specific to BA (Hons) Primary Education (5-11) for 2020/21

<b>Award</b>	Bachelor of Arts (with Honours) Primary Education (5-11) with recommendation for Qualified Teacher Status
<b>Contained Awards</b>	Bachelor of Arts (with Honours) Primary Education (5-11) Bachelor of Arts Primary Education (5-11) Diploma of Higher Education Primary Education (5-11) Certificate of Higher Education Primary Education (5-11)
<b>Awarding Body</b>	Leeds Beckett University

### Level of Qualification & Credits

Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total)

### Course Lengths & Standard Timescales

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2019. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

- 3 years (full time, campus based)  
Starts 21<sup>st</sup> September 2020/ Ends June 2023

### Timetable Information

This course will be taught via teaching block delivery. Details of on campus and other scheduled sessions will be confirmed in your timetable. Further information on learning and teaching activities and your modules is provided in a later section of this document.

### Placements and Other Off-Campus Learning Opportunities

School block placements will take place in each year of the course if it is safe to place students in primary or early years settings. Visits to schools or other educational settings as part of

module delivery will take place if it is safe to do so and if the location of the visit can be accessed by all students on the module.

**Summary** Leeds Beckett is dedicated to improving the employability of our students and one of the ways in which we do this is to support our students to gain valuable work experience through work-based placements. Our placement teams have developed strong links with companies, many of whom repeatedly recruit our students into excellent placement roles and the teams are dedicated to supporting students through every stage of the placement process. More information about the many benefits of undertaking a work placement, along with details about how to contact our placement teams may be found [here](#).

**Length** 120 days in school over three years: 30 days at level 4, 50 days at level 5 and 40 days at level 6.

**Location** In schools / settings that are part of the Leeds Beckett Partnership, largely in the local region within 60-90 minutes commute from the University. In special circumstances, some trainees can arrange to self-arrange Placements near to their home location. This is subject to such Placements being approved by the University in order to ensure that such Placements would be compliant with DfE regulations for the training of teachers.

**Policies, Standards and Regulations** ([www.leedsbeckett.ac.uk/public-information](http://www.leedsbeckett.ac.uk/public-information))

### **Key Contacts**

<b>Your Course Director</b>	Mrs Sarah Hindmarsh
<b>Your Course Leader</b>	Dr Melissa Hart
<b>Your Academic Advisor</b>	A member of the key academic staff will be allocated to you on the first day of the Course
<b>Your Course Administrator</b>	Julie McMahon

### **Professional Accreditation or Recognition Associated with the Course**

**Professional Body** This course is accredited by the Teaching Regulation Agency (formerly the National College for Teaching and Leadership (NCTL))

## How is Accreditation/ Recognition Achieved?

In addition to the undergraduate degree, to obtain accreditation students over the course of their studies they must complete 120 days placement in school; have successfully completed placements in all Key Stages that the award they are taking covers; have experience of at least 2 different schools; have an Upper and Lower Key Stage experience in the years before and after that which the award covers.

**Course Accreditation/ Recognition Period** Current to 2022

### Course Overview:

The course aims to develop reflexive primary practitioners, capable of reflecting upon and adapting their own practice to meet the needs of individual children in a variety of situations in an increasingly diverse society.

It is targeted at a wide range of individuals that aspire to become primary teachers in the age-range 5-11.

The course is compliant with Department for Education (DfE) requirements as laid out in Statutory Guidance (Initial Teacher Training Criteria: 2015) by the National College for Teaching and Learning (NCTL). It fulfils requirements at all stages of teacher development from recruitment to the content of the course, to experience gained in schools and other education settings over a minimum of 120 days and on to the demonstration of the Teachers' Standards whilst on Placements in at least two different schools. Such teacher development is undertaken in the context of a strong partnership between the University and partner-schools / settings.

The course will develop critical, analytical teachers capable of understanding the complex learning needs of children and making provision for such needs through the deployment of extensive teaching skills and subject knowledge.

This course is designed to have a **strong course identity** which will build on the high levels of vocational commitment and the passion for supporting children's learning that are displayed by successful candidates through rigorous selection processes at the point of entry. The course identity maximises trainees' emerging identity as primary teachers by maintaining a high level of relevance to practice in schools (including knowledge and understanding of the statutory duties of teachers) combined with the intellectual challenge of developing a critical, analytical approach to learning theory, ideological positions on education and the

philosophical underpinning of both content and pedagogy in relation to the school curriculum.

While this is a stand-alone course, it is designed in the context of wider provision in the School of Education and Childhood. In particular, the course is intended to run in conjunction with some aspects of the BA (Hons) Primary Education (Early Years, 3-7) with recommendation for Qualified Teacher Status which operates in the same school, on the same campus and with some of the same members of staff. This includes sharing both practical resources such as lecture theatres and other classrooms, and services such as administration, timetabling and school placement procedures. Both courses place trainees in many of the same school-partner settings.

The course aims to develop, in trainees, a thorough understanding and practical capability in the 5-11 age range, as outlined in the sections below. It is, however, important that trainees also develop a basic understanding of the development of children at a younger age as well as having some appreciation of the EYFS curriculum and the operation of Early Years settings.

This is critical in several ways:

- i) Trainees are better positioned to fully understand the needs of the primary-aged learner if they have a grasp of early child development;
- ii) Trainees are better placed to be proficient in primary school assessment methods if they have some grasp of Baseline Assessment (statutory in Reception classes from 2016);
- iii) As future subject co-ordinators (re; Subject Specialism modules at Levels 5 and 6) they will need to be confident that they can operate and even advise Early Years and Foundation colleagues with some basic sense of understanding and integrity;
- iv) Trainees are better placed to undertake an informative, holistic placement in a 'lower key stage' (ie. EYFS) which is required at Level 4.

In the context of the Subject Specialism, cited in point (iii), the previous degree course brought together trainees from both the Primary Education (5-11) and the Primary Education (Early Years, 3-7) course for the reasons outlined above. It became clear that students not only benefitted from conversations between age-range groups but actually became part of the resource of both courses. This new degree will embrace this element of peer group learning alongside tutor led instruction by bringing together both courses for aspects those modules that are pertinent to these aims.

This will include:

- i) some aspects of Teaching and Learning modules at all Levels

- ii) some CPD and employability matters at all Levels
- iii) Subject Specialism modules at Levels 5 and 6
- iv) Some lead lectures for the Core Subject module and the Foundation Subjects module, at Level 5
- v) the Practitioner Enquiry module at Level 6

The degree remains solidly a course to develop teachers for the 5-11 age-range, though now with the added strength of preparing trainees a) to understand their own age-range more deeply because of this broader vision of the primary child, and b) to operate with greater confidence and integrity in primary schools that encompass EYFS and Reception settings, Children's Centres and/or which have close cluster, family or transition arrangements with early years settings.

This develop this strong sense of identity the course is ***simple, dynamic and relevant***.

Through ***simplicity*** of structure, cohesion will be strengthened enabling trainees to appreciate the ***dynamic relationship***, both vertically (across years) and horizontally (within a year) between modules and also between school-based and University-based learning. This in turn will make more transparent the ***relevance*** of all learning to their future professional roles.

This is achieved by aligning the degree to University's Course Development Principles (2014).

- ***Key or 'threshold'*** concepts are embraced in both module titles and content that focus on key themes in primary education, using professional terminology that will be understood by trainees by being consistent in both University and school environments. This approach supports the idea of simplicity in design and relevance to the professional application of learning.
- This approach is taken across the whole degree to enable high levels of both ***horizontal and vertical cohesion***. This, in turn, underpins a dynamic interaction between modules so that the course becomes an ***holistic experience*** rather than one made up of separate elements that trainees fail to connect.
- The course is practical in many respects and is underpinned by the dynamic interaction between University-based and school-based learning and application of skills. To prepare trainees to successfully support children's learning, their own learning is based on undertaking ***challenging and authentic child/school-related tasks***.
- This approach to teaching, along with a ***course level assessment strategy*** that further supports cohesion through using a variety of assessment methods along a 'fitness for purpose' model, enables high levels of feedback to students and, in turn, enables ***depth of learning*** to take place.
- The course prepares trainees to work with children in the context of a diverse society. The course itself, therefore, creates an ***inclusive environment*** for all trainees, staff and



partners. In this way, the course not only embraces the University's own principles and its legislative duties (through the Equality Act 2010, for example) but also models the type of environment that the trainees themselves must create in their own teaching settings now and in the future.

### Course Learning Outcomes

Upon successful completion of the course, students will:	
1	Be enterprising, creative and reflexive teachers, who demonstrate the full range of Teachers' Standards, and therefore impact upon children's learning and progress.
2	Apply critical knowledge and understanding of children's learning and development in the 5-11 age range (with consideration of learning and development before and after this phase, including transition).
3	Demonstrate comprehensive subject knowledge across all EYFS Areas of Learning and National Curriculum subjects.
4	Apply critical knowledge and understanding of a range of pedagogical and assessment approaches (5-11), including those supported by digital technologies, in order to secure progress in learning for all pupils.
5	Apply and evaluate principles, values and knowledge that facilitate a global outlook and that promote the inclusion of all pupils.
6	Demonstrate enhanced subject knowledge in one area of learning and critically reflect upon subject leadership in a primary school context.

### Teaching and Learning Activities and Your Modules

Modules will be delivered through lectures, seminar groups, tutorials and school-based sessions. As discussed above, the dominant mode of delivery will be seminar groups.

Lectures may involve practicing teachers and other colleagues drawn from the University – School Partnership, enabling trainees to appreciate the contemporary and relevant nature of the Course.

Seminars in Teaching and Learning and all National Curriculum subjects represent a developing in trainees a balance between acquiring extensive subject knowledge (suitable to the level of advanced Year 6 / Year 7 pupils in schools) and pedagogical approaches associated with a) each subject and b) each age group in the 5-11 range. New to this degree (in light of recent developments in schools) is the inclusion of strategies for structuring 'Continuous Provision' in Year 1 classes. This long-standing Early Years practice is mainstream in some primary school Year 1 classes and even, sometimes, Year 2. Its inclusion in the Course emphasises the advantages of integration between some aspects of the Primary 5-11 and Primary Education (Early Years, 3-7) courses mentioned in an earlier section.

Seminars operate on the basis that trainees, where possible experience activities that they will subsequently lead children in. Consequently, trainees will study online and work in University classrooms, and other settings such as the campus 'Landscape Garden' when possible to do so. As mentioned in an earlier section, some modules embed school visits to illustrate, in situ, specific topics such as phonics (English at all Levels), lesson planning (Teaching and Learning at Levels 4 and 5), behaviour management (Teaching and Learning / Holistic Placement) at Level 4 and science (Level 5). Other modules, including Subject Specialism modules at Levels 5 and 6 also use this approach. School visits in the 2020-21 academic year will be facilitated when safe to do so and schools are able to welcome student trainees onto their premises.

The CPD element of the 'School Experience, CPD and Employability' modules (Levels 4-6) regularly utilises a one-day Conference model through which trainees experience a programme of guest speakers in a school-INSET format. This is not only high impact (resulting in very high student evaluations) but exposes trainees to the very best of up-to-date information and prepares them for the professional training practices and protocols that they will meet in their future careers. This module includes raising awareness of the University's own NQT support and training programmes which can be seen as an extension of the approach, introduced to them during their initial training.

The nature of the activities across the programme will use a range of approaches and resources in order to take account of individual needs. Where students have individual requirements, the course will be flexible and, for example, enable students to access materials online. These will include the use of the VLE as a repository for module related resources as well as the identification of relevant websites, databases, journal articles and digital readings. Students will be inducted into the use of the VLE and related resources at the beginning of the course and during modules as appropriate.

Where trainees have specific teaching practice requirements relating to disability, culture, religious beliefs, personal circumstances or gender, the Partnership Coordinator will place students accordingly. Through a recent partnership conference focussing upon disabled students, the Partnership Coordinator has been able to provide schools with supportive strategies and identify schools where disabled students will flourish.

Appropriate information about trainees with disabilities is shared between relevant members of the course team and relevant actions are taken (e.g. dyslexic students are given print outs of PPTs). The course team is also proactive in identifying learning needs through setting year 1 trainees a written task and the beginning of semester 1 and providing feedback with four weeks.

The percentage of trainees with Declared Disabilities (across ITT Courses in the Faculty) has increased four-fold in the past four years. Whilst such students were, four years ago, half as likely to attain a Grade 1 on Placement, they are now equally likely (57% of DD trainees Grade 1 / 55% of non-DD Grade 1 in 2015). This reflects the increasingly inclusive culture of Carnegie ITT courses and that practices and resources are tailored to suit individual need.

<b>Level 4</b>	
<b>Teaching Block 1</b>	<b>Core (Y/N)</b>
Teaching and Learning 1	Y
Mathematics 5-11	Y
Holistic placement	Y
<b>Teaching Block 2</b>	<b>Core (Y/N)</b>
Teaching and Learning 1	Y
Humanities	Y
Creative arts	Y
<b>Teaching Block 3</b>	<b>Core (Y/N)</b>
Science and PE	Y
English 5-11	Y
Serial day placements	Y

#### **Level 5 Core Modules (2021/22 for FT students)**

Teaching & Learning: Special Educational Needs & Disabilities, English as an Additional Language & Inclusive Practice

The Primary Core Subjects

The Primary Foundation Subjects

An Introduction to Subject Specialism

School Experience, CPD & Employability 2

#### **Level 6 Core Modules (2022/23 for FT students)**

Teaching & Learning: Professional Roles & Responsibilities

English 3

Mathematics 3

Becoming a Subject Co-ordinator

Action Research Project (was Practitioner Enquiry)

School Experience, CPD & Employability 3

#### **Assessment Balance and Scheduled Learning and Teaching Activities by Level**

The assessment balance and overall workload associated with this course are calculated from core modules and a sample of option module choices undertaken by a typical student. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, placement activities and independent study. Sandwich placement years spent out of the University are not included in the calculation unless they are credit bearing and attributed to a level of the course. Modules may have more than 1 component of assessment.

Level 4 is assessed by coursework predominately, with some practical assessments.

Level 5 is assessed by coursework predominately, with some practical assessments.

Level 6 is assessed by coursework predominately, with some practical assessments.

<b>Overall Workload</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
Teaching, Learning and Assessment	243 hours	234 hours	222 hours
Independent Study	772 hours	771 hours	798 hours
Placement	250 hours	585 hours	535 hours

### **Learning Support Arrangements**

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to university specialist support services as appropriate. They can also arrange for a confirmation of attendance letter, and a transcript on your behalf. You may also like to contact your Course Representative or the Students' Union Advice team for additional support with course related questions.

If you have any questions about life at our University in general, you may contact the Student Advice Hub to speak to one of our Student Services Advisers. This team, consisting of recent graduates, are able to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. Our Student Advice Hub will be operating via our normal online web, telephone and email services. Telephone lines - 0113 812 3000 will open as usual 09.00-17.00 Mon-Fri. You can book an appointment via telephone or online video chat with an adviser via the link at: [www.leedsbeckett.ac.uk/studenthub/student-experience-team](http://www.leedsbeckett.ac.uk/studenthub/student-experience-team) or you can email the team at [studentadvicehub@leedsbeckett.ac.uk](mailto:studentadvicehub@leedsbeckett.ac.uk).

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration. The Opportunities tab is the place to explore

the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can

find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

You can also access details of all University student support teams at our web A-Z of Services. This can be found at [www.leedsbeckett.ac.uk/studenthub/student-support](http://www.leedsbeckett.ac.uk/studenthub/student-support). Here you can obtain further information including service contact details, access self-help resources or book an appointment with a range of support services.

The school of Education has a bespoke pastoral support team who support individual students through one to one appointments. The pastoral support team will be available online and in person through the 2020-21 academic year and will continue to liaise with the course teams and the University wellbeing service