



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

**BA (Hons) Primary  
Education (3-7) with  
recommendation for  
Qualified Teacher  
Status**

**Course Code: PEQTE**

**2021/22**

# BA (Hons) Primary Education (3-7) with recommendation for Qualified Teacher Status (PEQTE)

## Applicant Facing Course Specification for 2021/22 Undergraduate Entrants

Confirmed at March 2021

### General Information

<b>Award</b>	Bachelor of Arts with Honours Primary Education (3-7) with recommendation for Qualified Teacher Status
<b>Contained Awards</b>	Bachelor of Arts with Honours Primary Education (3-7) (level 6) Bachelor of Arts Primary Education (3-7) (level 6) Diploma of Higher Education Primary Education (3-7) (level 5) Certificate of Higher Education Primary Education (3-7) (level 4)
<b>Awarding Body</b>	Leeds Beckett University
<b>Level of Qualification &amp; Credits</b>	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)
<b>Course Lengths &amp; Standard Timescales</b>	Start dates will be notified to students via their offer letter. The length of the course is confirmed below and modes of delivery will be confirmed prior to the start date in line with Government guidance: <ul style="list-style-type: none"><li>• 3 years (full time)</li></ul>
<b>Part Time Study</b>	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.
<b>Location(s) of Delivery</b>	Headingley Campus, Leeds
<b>Entry Requirements</b>	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer

are located here: [www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning](http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning).

Admissions enquiries may be directed to: [AdmissionsEnquiries@leedsbeckett.ac.uk](mailto:AdmissionsEnquiries@leedsbeckett.ac.uk)

### **Course Fees**

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to [Fees@leedsbeckett.ac.uk](mailto:Fees@leedsbeckett.ac.uk).

## **Timetable Information**

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

- i) The Student Outlook Calendar
- ii) The Student Portal (MyBeckett)
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

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

There are no additional or non-standard regulations which relate to your course.

## **Key Contacts**

<b>Your Course Director</b>	Sarah Hindmarsh
<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>	Terri Hewitt ( <a href="mailto:teachertraining@leedsbeckett.ac.uk">teachertraining@leedsbeckett.ac.uk</a> )

## **Other 'In Year' Work Placement Information**

### **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**

130 days in school over three years: 45 days at level 4, 45 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.

## **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)).

### **Accreditation summary**

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 Overview**

### **Aims**

The course is targeted at a wide range of individuals that aspire to become primary teachers in the age-range 3-7.

The course is compliant with Department for Education (DfE) requirements as laid out in Statutory Guidance (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 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.**

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.

The course has been designed in tandem with the BA (Hons) Primary Education (5-11) course. The Primary (Early Years, 3-7) and Primary (5-11) courses share a similar structure and indicative content, whilst placing emphasis upon learning and teaching within the ages 3-7 and 5-11 respectively. Thus, the course aims to foster mutually constituted identities relating to primary education, whilst also placing emphasis upon the specialist nature of teaching in the early years.

This strong sense of identity is underpinned by the course being **simple, dynamic and relevant**. 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 (within a year) and vertical (across years) 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

At the end of the course, students will be able to:

- 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 3-7 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 (3-7), 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 specialist subject knowledge and critically reflect upon subject leadership in a primary school context.

## **Teaching and Learning Activities**

### **Summary**

Modules are delivered through lectures, seminar groups, tutorials, virtual learning environments and practice-based experiences with children. Some learning experiences are co-delivered by university- and school-based tutors, thus promoting connectivity between different experiences, skills and knowledge. Teaching and learning activities are inclusive of students' individual needs and preferences and enable multimodal approaches to sharing ideas, experiences and knowledge. There is ample scope throughout the course for students to draw upon their previous experiences and to engage in personalised learning.

Practical experiences in schools and early years settings are a key element of the course. These practice-based activities are integrated with university-based learning through, for example, directed focused activities and reflective sessions linked with specific modules at every level. Directed focused activities and other aspects of placement are closely linked to the Teachers' Standards and ensure that students develop the skills to reflect upon, evaluate and plan for their personalised progress towards the Standards. Students experience at least one assessed placement per year within a school in the partnership. These placements enable every student to meet the requirements of the Teachers' Standards within the Early Years Foundation Stage and Key Stage One. Students benefit from additional experience in schools/settings a part of their learning within specific modules. This facilitates meaningful connections between theory and practice and contributes to a sense of course cohesion.

Students regularly engage in learning activities that enable collaboration with peers on the 5-11 Primary Education course. This promotes peer-to-peer learning and enables students to share their specialist knowledge of teaching children within the 3-7 and 5-11 age ranges. This approach to learning and teaching resonates with the primary school context and nurtures and aligns students' professional identities as trainee teachers.

## Your Modules

This information is correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 4 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Introduction to the Early Years Curriculum (40cr)	Y	Introduction to the Early Years Curriculum (40cr) <i>*continued from semester 1</i>	Y
Teaching and Learning 1 (3-7) – Learning, Behaviour and Assessment (20 cr)	Y	Teaching and Learning 1 (3-7) – Learning, Behaviour and Assessment (20 cr) <i>*continued from semester 1</i>	Y
Play, Learning and Development (20 cr)	Y	Play, Learning and Development (20 cr) <i>*continued from semester 1</i>	Y
Mathematics in the Early Years (20 cr)	Y	Mathematics in the Early Years (20 cr) <i>*continued from semester 1</i>	Y
Language, Communication and Literacy in the Early Years (20cr)	Y		
School Experience, CPD and Employability 1 (non-credit bearing) (placements in Semester 1 and Semester 2)	Y	School Experience, CPD and Employability 1 (non-credit bearing) (placements in Semester 1 and Semester 2) <i>*continued from semester 1</i>	Y

Level 5 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Historical and International Perspectives of Early Childhood Care and Education (20 cr)	Y	Historical and International Perspectives of Early Childhood Care and Education (20 cr) <i>*continued from semester 1</i>	Y
KS1 National Curriculum 1 (20 cr)	Y	KS1 National Curriculum 1 (20 cr) <i>*continued from semester 1</i>	Y
KS1 National Curriculum 2 (40cr)	Y		
An Introduction to Subject Specialism (20 cr)	Y	An Introduction to Subject Specialism (20 cr) <i>*continued from semester 1</i>	Y
Teaching and Learning 2 (3-7) – SEND, EAL and Inclusive Practice (20cr)	Y	Teaching and Learning 2 (3-7) – SEND, EAL and Inclusive Practice (20cr)	Y

Level 5 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
School Experience, CPD and Employability 2 (non-credit bearing) (placement in Semester 2)	Y	School Experience, CPD and Employability 2 (non-credit bearing) (placement in Semester 2) <i>*continued from semester 1</i>	Y

Level 6 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Preparation and execution of School Placement.	Y		
Becoming a Subject Co-ordinator (20 cr)	Y	Becoming a Subject Co-ordinator (20 cr) <i>*continued from semester 1</i>	Y
Creativity Through the Curriculum (20 cr)	Y	Creativity Through the Curriculum (20 cr) <i>*continued from semester 1</i>	Y
Teaching and Learning 3 (3 7)– Professional Roles and Responsibilities (20 Cr)	Y	Teaching and Learning 3 (3 7)– Professional Roles and Responsibilities (20 Cr) <i>*continued from semester 1</i>	Y
English and Mathematics: Progression in Learning, 3-7 (20 cr)	Y	English and Mathematics: Progression in Learning, 3-7 (20 cr) <i>*continued from semester 1</i>	Y
Teacher Practitioner Independent Study (40 cr)	Y	Teacher Practitioner Independent Study (40 cr) <i>*continued from semester 1</i>	Y
School Experience, CPD and Employability 3 (non-credit bearing) (placement in Semester 1)	Y	School Experience, CPD and Employability 3 (non-credit bearing) (placement in Semester 1) <i>*continued from semester 1</i>	Y
Recommendation for QTS (non-credit bearing)	Y	Recommendation for QTS (non-credit bearing) <i>*continued from semester 1</i>	Y

## 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 typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.



## 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.

## Workload

Overall Workload	Level 4	Level 5	Level 6
Teaching, Learning and Assessment	324 hours	319 hours	309 hours
Independent Study	871 hours	831hours	802 hours
Placement	405 hours	360 hours	489 hours

## Learning Support

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 specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep 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, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available 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. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to [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.