



LEEDS
BECKETT
UNIVERSITY

Course Specification

**BA (Hons) Primary
Education (5-11) with
recommendation for
Qualified Teacher Status**

Course Code: PEQTR

2022/23

leedsbeckett.ac.uk

BA (Hons) Primary Education (5-11) with recommendation for Qualified Teacher Status (PEQTR)

Applicant Facing Course Specification for 2022/23 Undergraduate Entrants

Confirmed at 16/12/21

General Information

Award	Bachelor of Arts with Honours Primary Education (5-11) with recommendation for Qualified Teacher Status
Contained Awards	Bachelor of Arts with Honours Primary Education (5-11) (Level 6) Bachelor of Arts Primary Education (5-11) (Level 6) Diploma in Higher Education Primary Education (5-11) (Level 5) Certificate in Higher Education Primary Education (5-11) (Level 4)
Awarding Body	Leeds Beckett University
Level of Qualification and 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 and Standard Timescales	Start dates will be notified to students via their offer letter. The length of the course is confirmed below: <ul style="list-style-type: none">• 3 year (full time)
Location(s) of Delivery	Headingley Campus, Leeds
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: 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 .

Timetable Information

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) 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)

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

Key Contacts

Your Course Director	Sarah Hindmarsh
Your Course Leader	Sue Rook
Your Academic Advisor	A member of the key academic staff will be allocated to (you on the first day of the Course)
Your Course Administrator	Declan Brittan (teachertraining@leedsbeckett.ac.uk)

Sandwich or 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 teaching experience through a series of placements. Our placement teams have developed strong links with our partnership schools and settings, and many of our trainees go on to work in the partnership as qualified teachers on completion of the course.

Length

130 days in school over three years: 50 days at level 4, 50 days at level 5 and 40 days at level 6 (block placements and some additional shorter placements in level 4 and 5).

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 some circumstances, some trainees can self-source a placement near to their home location. This is subject to the placements being approved by the University in order to ensure that the placement 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/ Recognition Summary

In addition to the undergraduate degree, to obtain accreditation students over the course of their studies 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

Aims

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: 2021. 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 which leads to the successful demonstration of the Teachers' Standards at the end of training. 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.

Students regularly engage in learning activities that enable collaboration with peers on the 3-7 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.

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; (removed the comment about 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.

The degree remains a course to develop teachers for the 5-11 age-range, with the 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

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 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

Summary

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 will regularly 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 enable trainees to both acquire extensive subject knowledge (suitable to the level of advanced Year 6 / Year 7 pupils in schools) and develop their pedagogical approaches associated with a) each subject and b) each age group in the 5-11 range.

Seminars operate on the basis that trainees, in part, undertake activities that they will subsequently lead children in. Consequently, trainees will work in University classrooms, the campus 'Landscape Garden, in the local built environment, in museums, arts galleries, theatres, outdoor education centres and other settings used by schools to inspire and teach children. As mentioned in an earlier section, some modules may embed school visits where students can experience the teaching of phonics and mathematics, for example. Other modules, including Subject Specialism modules at Levels 5 and 6 may also use this approach.

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 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 ECT 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 articles. 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.

Appropriate information about trainees with disabilities is shared between relevant members of the course team and relevant actions are taken. The course team is also proactive in identifying learning needs through an early course focus on academic writing and tutor feedback. The course team liaise closely with the School of Education pastoral team to respond to and support students with individual needs.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. 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 Modules Studied across Semester 1 and Semester 2	Core (Y/N)
Teaching and Learning (5-11) – Learning, Behaviour and Assessment (20cr)	Y
English: Phonics and children's language development (20cr)	Y
The Teaching and Learning of Mathematics 1 (20cr)	Y
Science & PE (20cr)	Y
The Humanities (20cr)	Y

Level 4 Modules Studied across Semester 1 and Semester 2	Core (Y/N)
The Creative Arts (20cr)	Y
<i>School Experience, CPD and Employability 1 (0cr)</i>	Y

Level 5 Modules Studied across Semester 1 and Semester 2	Core (Y/N)
Teaching and Learning (5-11) – SEND, EAL and Inclusive Practice (20cr)	Y
The Primary Core Subjects (40cr)	Y
The Primary Foundation Subjects (40cr)	Y
An Introduction to Subject Specialism (20cr)	Y
<i>School Experience, CPD and Employability 2 (0cr)</i>	Y

Level 6 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Action Research Project (40cr)	Y	Action Research Project (40cr) <i>*continued from semester 1</i>	Y
School Experience, CPD and Employability 3 (0cr)	Y	School Experience, CPD and Employability 3 (0cr) <i>*continued from semester 1</i>	Y
English 3 (20 cr)	Y	English 3 (20 cr) <i>*continued from semester 1</i>	Y
Mathematics 3 (20cr)	Y	Mathematics 3 (20cr) <i>*continued from semester 1</i>	Y
Teaching and Learning (5-11) Professional roles and responsibilities (20cr)	Y	Teaching and Learning (5-11) Professional roles and responsibilities (20cr) <i>*continued from semester 1</i>	Y
Becoming a Subject Coordinator (20cr)	Y	Becoming a Subject Coordinator (20cr) <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	243 hours	234 hours	222 hours
Independent Study	772 hours	771 hours	798 hours
Placement	400 hours	400 hours	320 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.

Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers 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. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at studentadvice@leedsbeckett.ac.uk, telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

Support and Opportunities

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.