



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

**PGCE Primary  
Education (3-11) with  
Qualified Teacher  
Status**

**Course Code: PPITE**

**2024/25**

# ***PGCE Primary Education (3-11) with Qualified Teacher Status (QTS)***

## **Applicant Facing Course Specification for 2024/25 Postgraduate Entrants**

**Confirmed at November 2023**

### **General Information**

<b>Award</b>	Postgraduate Certificate in Education Primary Education (3-11) with Qualified Teacher Status  Pathways: <ul style="list-style-type: none"><li>• Postgraduate Certificate in Education Primary Education (3-7) with Qualified Teacher Status (QTS)</li><li>• Postgraduate Certificate in Education Primary Education (5-11) with Qualified Teacher Status (QTS)</li><li>• Postgraduate Certificate in Education Primary Education (5-11) with Qualified Teacher Status (QTS) – Physical Education</li></ul>
<b>Contained Awards</b>	Professional Graduate Certificate in Education Primary Education (3-11) with Qualified Teacher Status (QTS)  Professional Graduate Certificate in Education Primary Education (3-7) with Qualified Teacher Status (QTS)  Professional Graduate Certificate in Education Primary Education (5-11) with Qualified Teacher Status (QTS)  Professional Graduate Certificate in Education Primary Education (5-11) with Qualified Teacher Status (QTS) - Physical Education  Postgraduate Certificate Education Studies
<b>Awarding Body</b>	Leeds Beckett University (LBU)
<b>Level of Qualification and Credits</b>	Level 7 of the Framework for Higher Education Qualifications, with 60 credit points at Level 7 of the Higher Education Credit Framework for England.
<b>Course Lengths and Standard Timescales</b>	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below: <ul style="list-style-type: none"><li>• 1 year (full time, campus / school or setting based)</li><li>• 2 years (part-time, campus / school or setting based)</li></ul>

<b>Part Time Study</b>	PT delivery is usually at half the intensity of the FT equivalent course. 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.
<b>Location(s) of Delivery</b>	Headingley Campus and Placement Schools in partnership with LBU
<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: <a href="http://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning">www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning</a>  Admissions enquiries may be directed to: <a href="mailto:AdmissionsEnquiries@leedsbeckett.ac.uk">AdmissionsEnquiries@leedsbeckett.ac.uk</a> .
<b>Course Fees</b>	Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to: <a href="mailto:Fees@leedsbeckett.ac.uk">Fees@leedsbeckett.ac.uk</a> .

## 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](http://www.leedsbeckett.ac.uk/academicregulations))

- I. Exemption from the Academic Regulations for Attendance requirements in order to ensure that we can support students in fully meeting the professional standards for QTS and any other criteria as specified by the Secretary of State for Education.
- II. Exemption from the University's academic calendar in order to incorporate 120 days placement in school/setting and an additional 20 days Intensive Training and Practice days (ITAP) which are distinct and separate from placement, but which are also required to be delivered partially in schools / settings under the DfE reaccreditation mandatory requirements 2022;
- III. Exemption to the regulations in accepting that International English Language Testing System (IELTS) 6.5 as a requirement, with no skill below 6.5. The IELTS, which is one of the most commonly used tests and is partly owned by the British Council, recommends that a score of at least 6.5 is needed for any degree course. (visit [www.britishcouncil.org](http://www.britishcouncil.org))
- IV. Exemption from the use of Pass, Merit and Distinction for the final award mark.

- V. A minimum of 3 GCSE (or equivalent) qualifications at grade 4 or above, or grade C, if awarded under the previous GCSE grading scheme. These must include English Language, Maths and a Science<sup>1</sup> at Grade 4 (Grade C for those sitting their GCSE before 2017) or above, or an equivalent award (please contact the Admission Teams for a list of suitable equivalencies), including some equivalency tests, are required prior to the course start. Key Skills, Functional Skills and the Certificate in Adult Numeracy/Literacy are not accepted in place of GCSEs.
- VI. Meet the requirements for physical and mental fitness to teach;
- VII. Completed Disclosure and Barring Service (DBS) checks and are cleared to teach by the accredited provider, ensuring they are not barred from working with young people or excluded from teaching.
- VIII. Normally a 2:2 honours degree or above is required.

## Key Contacts

Your Course Director

Louise Nelson

Course Administrator

[education@leedsbeckett.ac.uk](mailto:education@leedsbeckett.ac.uk)

## 'In Year' Work Placement Information

### Summary

Full-time (FT) students will attend a minimum of 2 placement schools / settings throughout the academic year and there will be two points of assessment during each of these placements. Part-time (PT) students will attend one placement school / setting throughout the academic year and there will be two points of assessment during this placement. Placements will cover the age phases for which a student is training to teach, e.g. both a Key Stage 1 and Key Stage 2 placement for a student on the pathway PGCE Primary Education 5-11 with QTS (including those '*with Physical Education*'), and both a Key Stage 1 and Early Years Foundation Stage (EYFS) placement for a student on the PGCE Primary Education 3-7 with QTS pathway.

## Professional Accreditation or Recognition Associated with the Course

### Professional Body

Department for Education (DfE)

### Accreditation/ Recognition Summary

This course leads to Qualified Teacher Status (QTS) and as such is affected by changing Government educational policy. [www.gov.uk/guidance/qualified-teacher-status-qts](http://www.gov.uk/guidance/qualified-teacher-status-qts)

---

<sup>1</sup> A list of suitable 'science' GCSEs we accept can be obtained from the Admissions Team.

## Course Overview

### Aims

The aims of the programme are to attract people who have a desire to teach in a primary school setting. The course offers initial training with Qualified Teacher Status (QTS) for primary teachers focusing on pathways in the relevant age phases of 3-7 or 5-11, with additional option to specialise in Physical Education on the 5-11 pathway. Students come to the course with a minimum of an undergraduate degree.

The course aims to develop subject knowledge in all the National Curriculum (NC) subjects and additionally for those on the 3-7 pathway, an understanding of the subjects within EYFS, with a consideration of how these subjects are taught across the relevant age phases. Students study at the university as well as receiving substantial training and support from our partnership schools. The PGCE courses put great emphasis on examining how the theory is put into practice and provides students with ample opportunity to do this by observing and practising in classroom situations; guidance is given to students from teachers working within our partnership schools. The course has 2 school experiences, the final of which is assessed against the [Teachers' Standards](#) a Department for Education (DfE) requirement.

The [Core Content Framework](#) (CCF) defines in detail the minimum entitlement of all trainee teachers. Drawing on the best available evidence, it sets out the *content* that Initial Teacher Training (ITT) providers such as Leeds Beckett University (LBU) and their partnerships must draw upon when designing and delivering their ITT curriculum and programmes. It also places a duty on providers of ITT – and their partner schools – to meet this entitlement. The CCF has been designed to support student teacher development in five core areas – *behaviour management, pedagogy, curriculum, assessment* and *professional behaviours*. The LBU PGCE in Primary Education, has been designed in the knowledge that the *quality of teaching* is the most important factor in improving outcomes for all pupils, with the CCF front and centre to ensure that it is.

### Course Learning Outcomes

The overall learning outcomes of the programme are covered under the following themes:

Theme	Outcomes
<b>Knowledge &amp; Understanding</b>	<ol style="list-style-type: none"><li>I. Display a deep and systematic knowledge and thorough understanding of the role of a Primary Teacher.</li><li>II. Exhibit an excellent understanding of the relationship between pedagogy and subject knowledge.</li><li>III. To devise and sustain arguments, and / or solve problems, using ideas / techniques, many of which are at the forefront of education, educational research, and professional knowledge.</li><li>IV. Identify and explain an understanding of a range of pedagogical issues related to effective classroom practice.</li></ol>
<b>Intellectual Skills</b>	<ol style="list-style-type: none"><li>I. Critically evaluate and select appropriate research processes and methodologies of educational enquiry that they have learned to review, consolidate, extend, and apply their</li></ol>

Theme	Outcomes
	<p>knowledge and understanding to initiate and carry out projects.</p> <p>II. Demonstrate an innovative and creative approach to learning; evaluate and justify approaches to curriculum design and teaching strategies.</p> <p>III. Interpret and critique subject and pedagogical knowledge and understanding through advanced research and scholarly activity to produce outcomes which impact future educational practice.</p> <p>IV. Demonstrate a critical awareness of how children learn, informed by current research and advanced scholarship in education.</p>
<b>Subject, Professional and Practical Skills</b>	<p>I. Have an ability to critically reflect on current educational issues, generating and critically analysing data to create a new understanding that informs professional approaches to teaching and learning.</p> <p>II. Have a conceptual understanding of legal and ethical issues and their implications for interpersonal, academic, and professional contexts and an approach which is anti-discriminatory and anti-oppressive.</p>
<b>Transferable Skills and other attributes</b>	<p>I. Demonstrate reflective and transferable skills considering the social, cultural, and environmental context in which learning takes place.</p> <p>II. Taking autonomous responsibility for continually evaluating and improving practice through appropriate professional development and by responding to feedback.</p>

## Teaching and Learning Activities

### Summary

Teaching and learning activities are delivered through 3 areas of study:

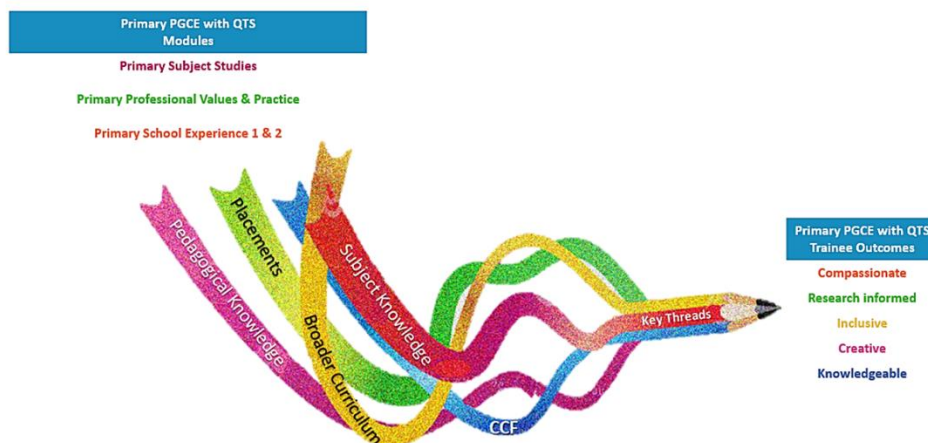
1. Two 30 credit Master's modules:
  - a. Primary Professional Values & Practice;
  - b. Primary Subject Studies;
2. Primary School Experience 1 & 2 – including *Achieving Qualified Teacher Status* (zero credit module)

Taken together, the level 7 modules and the Primary School Experiences create an integrated approach to the Primary PGCE programme. Within this, learning in and through school experience contexts and learning in and through the university context are intertwined and mutually developmental. This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes.

## Modules

Students studying a Postgraduate Certificate in Education (PGCE) study modules at Level 7 which in total account for 60 Master’s credit points. Modules aim to prepare students to understand the key overarching issues about professional roles and responsibilities of teachers whilst preparing them to teach the variety subjects for the age phase in which they are training. Emphasis is placed upon enhancing the employability of students by equipping them with the skills required to develop into *compassionate, research informed, inclusive, creative, and knowledgeable* specialist teachers, through awareness of and reflection around the qualities and skills expected of teachers – what we refer to as our LBU ‘trainee outcomes’ see fig 1. Diagrammatic representation of curriculum.

Fig 1 - Diagrammatic representation of our PGCE Primary curriculum



## Overview of the PGCE Primary Modules by route Full-time (FT) / Part-time (PT)

Route	Modules				
Full time (FT)  Part Time (PT)	Primary Professional Values & Practice  Level 7  30 Credits		Primary Subject Studies  Level 7  30 Credits		Primary School Experience 1 & 2 Level 6  0 Credits
	Lectures / seminars /	Assessments	Lectures / seminars / work-based training	Assessment	

	<i>work-based training</i>		<i>Core Subjects - Maths, English &amp; Science</i>	<i>Foundation Subjects</i>	<i>Phase Focus (3/7 / 5-11 or PE)</i>		<i>School Experience 1</i>	<i>School Experience 2</i>
Full-time (FT)	✓	✓	✓	✓	✓	✓	✓	✓
PT Year 1	✓	✓	✓				✓	
PT Year 2				✓	✓	✓		✓


### Primary Professional Values & Practice (PVP)

Primary Professional Values & Practice is a Level 7, 30 Masters credit module. This module is designed to develop students' professional values and consider their educational paradigm at various stages in their teacher training journey, in addition to considering and reflecting upon their developing *teacher identity*. The PGCE in Primary Education, recognises that students' progress through stages during their training categorised by us as *Curious* (pre & early course), *Emerging*, *Embedding*, *Securing and Autonomous* (post course) to lead into the start of their Early Career Teacher (ECT) Years. This differentiation of stages enables coverage, revisit and consolidation of the CCF as well as allowing us to sequence learning appropriately, as such students move through the following stages at key points during the programme:

University week	Stages of <i>Teacher Identity</i>	School Experience 1	School Experience 2
Pre course and 1-8	<i>Curious</i>		
9-20	<i>Emerging</i>		
21-35	<i>Embedding Phase</i>		
26-44	<i>Securing</i>		
45	<i>Autonomous</i>		

The key aims of the PVP module are achieved through a consideration of the sequence of learning, starting with:



<b>PVP aims and teaching sequence</b> 	Development of the generic curriculum knowledge and pedagogy in relation to primary schools.
	Enrichment and develop in the understanding of a teacher's role through a 'theory into practice' approach.
	Reflections of the journey of working towards all aspects of the CCF and ultimately meeting the Teachers' Standards.
	Preparation for, and experiences of, teaching placements and professional development.
	Development of post-graduate level thinking, critical analysis and writing in topics to enhance professional practice.
	Post-graduate topics to equip students with the ability to engage in professional conversation and reflections.
	Further post-graduate topics related to inclusion which also feature later in the schedule to allow students to reflect on further school experiences.
	Preparatory sessions to reflect upon achievements during the PGCE training and prepare and plan for becoming an Early Career Teacher.

To enable effective delivery, the PVP module is divided into three teaching strands:

1. *PVP teaching and learning activities* / seminars and lectures - generic curriculum knowledge, contemporary issues and pedagogy and theory into practice in relation to primary schools;
2. *PVP School Practice* lectures including preparation for school experience which are delivered throughout the year; *Review days* are included at key junctures during school experiences back at university and include preparation for the ECT years and readiness for employment.
3. [\*Intensive Training and Practice\*](#) (ITAP) days. These are part of DfE requirements on ITT courses and are made up of 4 weeks (20 days) for postgraduate courses and constitute either as one

block or can be divided across the programme into weeks / days. The aim is to ensure that students are given the *'opportunity to intensify the focus on foundational aspects of the ITT curriculum.'* Not all ITAPs must take place in a school and can be held at the university or virtually, e.g., recorded lesson observation, or can take place in a student's school experience school, in which case they must be additional and distinct from the placement itself.

There are two assessment points for this module including a group presentation and an assignment. The presentation will be formative to enable 'in the moment' and constructive feedback, plus identification of students who may be struggling and require additional academic support. The assignment is summative which allows support identified in the presentation to be put in place prior to submission. These assessments will be completed on the PT route in Year 1 of the programme.

### **Primary Subject Studies**

The Primary Subject Studies module aims to address subject knowledge and pedagogy in all National Curriculum (NC) subjects both Core and Foundation Key Stages 1 and 2 for students on the 5-11 and 5-11 PE pathways and National Curriculum (NC) subjects both Core and Foundation in Key Stages 1 and Early Years Foundation Stage (EYFS) for students on the 3-7 pathway. It offers the opportunity to build up subject knowledge appropriate to the educational context of the pathway in which students have chosen to work and allows for the enhancement of teaching methods (pedagogy) and understanding in light of experience and reflection. Specific dedicated time will focus on the chosen pathway, for example 3-7 will have EYFS Main and Prime area specific input.

To achieve this the module is delivered through three distinct teaching and learning elements:

1. *Core Subjects* - includes Mathematics (Maths), English and Science;
2. *Foundation Subjects* – includes all the National Curriculum (NC) Foundation subjects for Key Stages 1 and 2;
3. *Phase Focus* – offers the opportunity to build up subject knowledge appropriate to the educational context of the pathway in which students have chosen to work and allows for the enhancement of teaching methods (pedagogy) and understanding in light of experience and reflection. Specific dedicated time will focus on the chosen pathway, for example 3-7 will have EYFS Main and Prime area specific input.

On the PT route in Year 1, delivery of the Primary Subjects Studies module will include all the Core Subject elements. With student's building up to 60% of whole class teaching by the end of the first school experience, it is important that the course focuses on subject knowledge and pedagogy of the Core Subjects (predominantly Maths and English) in the first instance.

On PT Year 2, students will cover Foundation Subjects and Phase Focus elements. With teaching increasing to 80% in school, most / all subjects will be expected to be delivered by the end of SE2. Students will complete the assessment for this module in Year 2 of the programme.

### **Primary School Experience 1 & 2**

School Experience is an integral part of the course. This module is offered at Level 6. This is to ensure parity with our Undergraduate (UG) Level 6 Primary course whereby final year UG students are assessed to gain Qualified Teacher Status (QTS) against the same standards and at the same level as our PGCE students both

formatively and summatively. It will enable our school partnerships to develop a deeper understanding of what it is to be a LBU student teacher, streamlining our training for mentors in school and increase clarity over student expectations.

Over the course whether FT or PT students must have successful School Experiences in at least two different schools / settings and for 120 days in school. Additionally, these experiences must be in the age phase for which a student is training to teach, e.g., both an experience in a Key Stage 1 and Key Stage 2 placement for a student on the pathway PGCE Primary Education 5-11 with QTS (including those *'with Physical Education'*), and both an experience in a Key Stage 1 and Early Years Foundation Stage (EYFS) placement for a student on the PGCE Primary Education 3-7 with QTS pathway. This adheres to the current statutory compliance documentation from the Department for Education's ITT criteria and supporting advice. [Initial teacher training \(ITT\): criteria and supporting advice](#) (updated Sept'2022, Mandatory guidance on the criteria that organisations must meet to provide ITT until 31 August 2024.) This compliance is subject to changes annually.

Our School Experience is facilitated by working with our Partnerships schools. Students are formatively assessed against our Statements of Expectation on School Experience 1 and up to mid-point School Experience 2, and ultimately assessed summatively against the Teachers' Standards at the end of the second placement. Please refer to the later section *Achieving Qualified Teacher Status (QTS)*, to see how we assess School Experience Placements.

There are two assessed School Experiences on the FT route and 1 assessed School Experience each year of the 2 year PT route. On the PT programme Year 1 will focus on a Key Stage 1 School Experience which is a requirement of both a 3-7 and 5-11 pathway; PT Year 2 will focus on either EYFS for the 3-7 pathway or Key Stage 2 for the 5-11 pathway including those *'with Physical Education'*, this is in light of the Subject Studies module input and completion of Foundation Subjects and Phase Focus in Year 2 of the PT programme.

## **Level 7**

To gain a Postgraduate Certificate in Primary Education qualification, 60 Master's credits must be achieved. If a student's assignment fails to pass at Level 7 at the first submission, they then have one further opportunity to resubmit their assignment.

## **Assignments marked at Level 6**

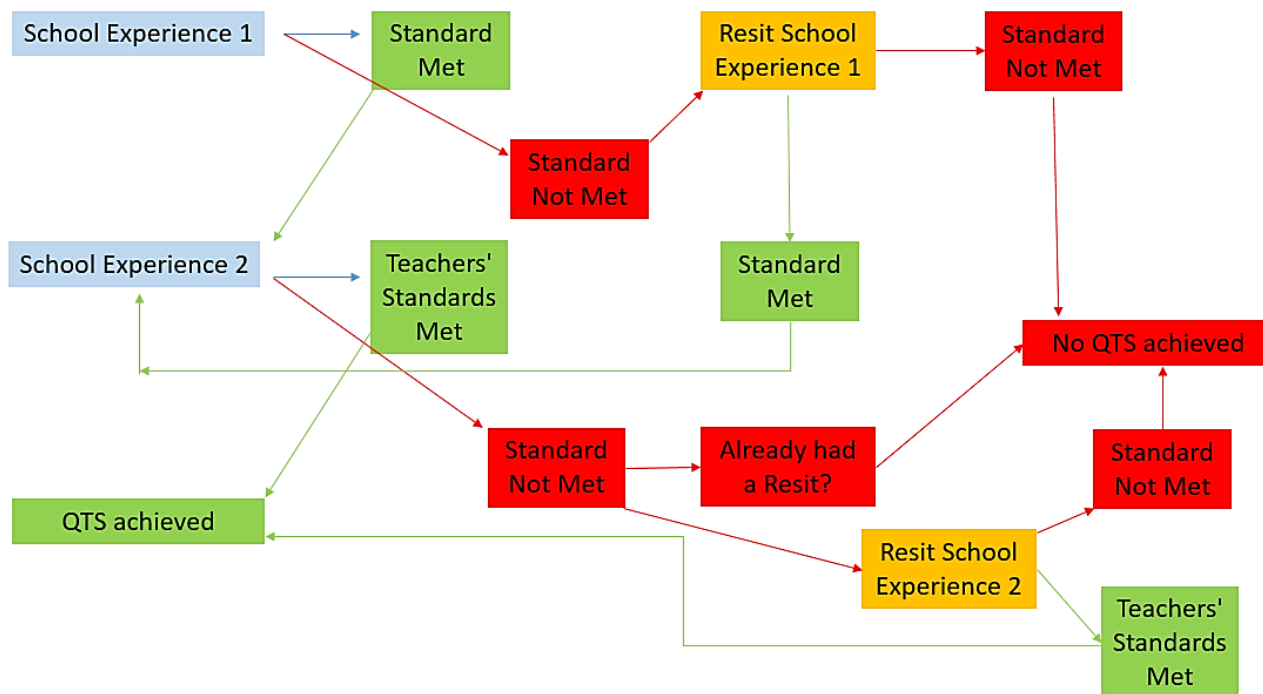
Where a student lacks the confidence to prepare resubmitted work at Level 7, they can opt for the work to be marked at Level 6 (Graduate Level) instead. All module handbooks clearly outline the marking criteria across both Level 7 and Level 6. If this occurs, students are invited into university to speak with the Module Leader. At this point a student can agree to grading at Level 6 or to 'fail repeat' the module at Level 7 the following academic year. If one or more assignments are graded at Level 6, then a student will automatically transfer onto the fall-back award of Professional Graduate Certificate in Education Primary Education (3-11) with Qualified Teacher Status (QTS) is awarded separately. Please see the section, *Achieving Qualified Teacher Status (QTS)*.

## **Achieving Qualified Teacher Status (QTS)**

Students must meet the criteria for qualifying with QTS by undertaking a minimum of 120 days of school placement and satisfactory outcomes are measured by collaboration between university and school-based staff. There will be a minimum of 2 school / setting placements offered. There will be 2 phases of assessment

during each of the placements at mid-point and end point to gauge how a student is progressing, with *Support Planning* in place if any further support is needed to ensure success. School Experience 1 will have to be completed successfully in meeting our *Statements of Expectation*, which are differentiated to the stages of the student's journey to progress onto School Experience 2. Both School Experience 1 & 2 must be successfully completed to achieve QTS. Only one repeat placement will be offered during the length of the course whether that is on PT or FT routes. Please see *Fig 2 Pathways to QTS*.

*Fig 2 Pathways to QTS*



Primary School Experience 1 & 2 is a zero credit module, however the professional nature of this, requires attendance to be a pre-requisite. Failure to attend may result in the student being referred in accordance with the university's professional suitability regulations in which case QTS may be removed from the Level 7 PGCE or Level 6 Professional Graduate Certificate in Education (3-11) with Qualified Teacher Status (QTS) qualification.

### Assessment Balance and Scheduled Learning and Teaching Activities

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.

Our standard 30 credit Level 7 Master module equates to 300 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules can have more than one component of assessment.

## Assessment

On this course programme encompasses a range of assessment methods including presentations, written assignments and the collection of professional evidence through our e-portfolio on school experience. These are detailed in the following assessment map:

Assessment Map		Type of Assessment			
		Practical Teaching Skills	Written Assignment	Presentation	Professional evidence collected through on e-portfolio
Module	Primary School Experience 1 & 2	✓			✓
	Primary Professional Values and Practice		✓	✓	
	Primary Subject Studies		✓		

## Workload

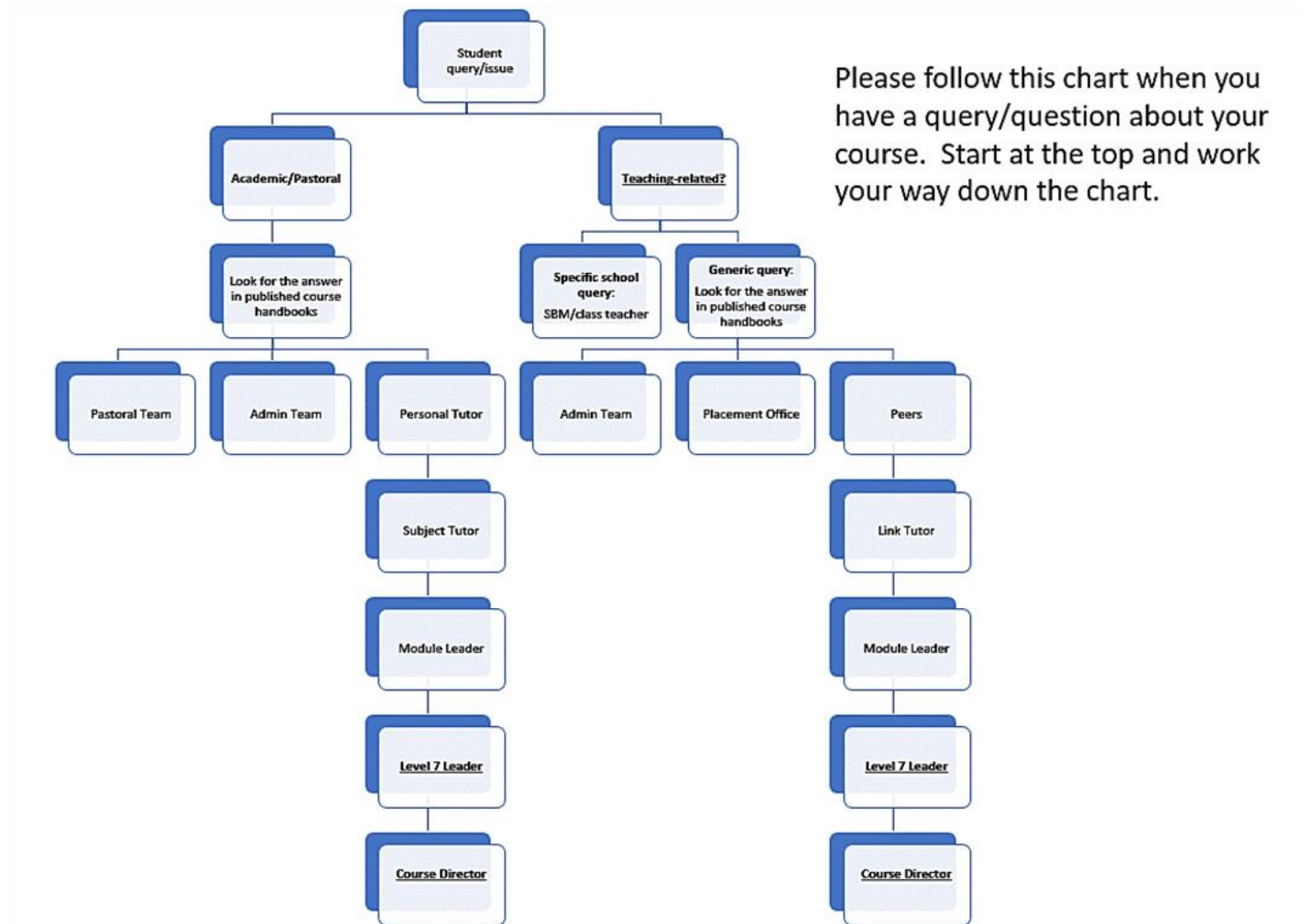
The number of hours of workload generally equates 600 for PG Certificates, corresponding to the national standard of 10 notional hours of learning for each UK HE credit point. Due to the Department of Education's professional training requirements for students going into teaching, the workload balance is approximately:

- University based Teaching, Learning and Assessment = 30%
- School based Placements = 55%
- Independent Study = 15%

## Learning Support

You will be inundated with a range of information and advice in the first few weeks of your course. 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. For further guidance on support please use the Student Support flow chart (*See Fig 3 Student Support flow chart*); direct any queries to the main person who can help you, rather than sending an email to several people in the hope that you will get a quicker reply, doing this should help to speed up your enquiry and get you in touch with the right Team / person.

Fig 3 Student Support flow chart



## 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](mailto: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.

