



LEEDS
BECKETT
UNIVERSITY

Course Specification

**BA (Hons) Primary
Education (Accelerated
Degree)**

Course Code: BPEAC

2026/27

BA (Hons) Primary Education (Accelerated Degree) (BPEAC)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at October 2025

General Information

Award	Bachelor of Arts (with Honours) Primary Education (Accelerated Degree)
Contained awards	Bachelor of Arts Primary Education (Level 6) Diploma of Higher Education Primary Education (Level 5) Certificate of Higher Education Primary Education (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 and mode of delivery of the course is: • 2 years (full time, campus based)
Location(s) of delivery	The teaching on your course will take place at Headingley campus, Leeds (plus location of work placement, if applicable)
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 are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk .

Policies, Standards and Regulations

Template last updated: September 2025

Standard regulations apply to this course.

'In Year' Work Placement Information

[Remove section if no placements offered](#)

Summary

The course contains a modular placement.

The students will complete two placement modules within their two years of study. These 20 credit modules are:

- Professional Experience 1 - students will attend a school-based placement for two weeks.
- Professional Experience 2 - students will attend a different educational setting placement for three weeks.

Within Professional Experience 1, students will self-source (with support from the Placement Team) a placement to a setting to observe how priority areas such as supporting children with EAL, children with SEND, and the teaching of core subjects are addressed in the primary phase. They will then undertake a two-week block in a primary school. The students will initially be supported by a tutor to look at aspects of teaching and learning. In the final part of this block, students will work in groups to develop and deliver a teaching and learning event for some children.

In Professional Experience 2, students will self-source (with support from the Placement Team) a placement in a wider educational setting, such as museums, galleries, Pupil Referral Units, family centres and charities. The students will attend a briefing lecture before the experience and be supported through two remote e.tutorials with a University-based tutor. When back at the University, the students will deliver presentations on their experiences.

The placements provide the opportunity for students to observe and make strong links between theory and practice. The placement experiences have been designed to provide students with maximum exposure to diverse settings and pedagogical approaches. Students are supported through the placement office and tutors in securing appropriate placement opportunities. At level 5, students must complete a formal placement proposal that identifies the rationale, focus, and ethical considerations relevant to the placement. The placements develop the strand of 'directed experiential learning' as students consider theory in the practical context.

Approval

Whilst students source their own placements, they will need to meet requirements which will be outlined before module enrolment.

Timetable

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.

Key Contacts

Your course director Hannah McCarthy

Your course administrator education@leedsbeckett.ac.uk

Course Overview

Aims

This course is designed to have a **strong course identity** that will build on the high levels of vocational commitment and the passion for the theoretical principles of primary education, child development and learning. The course identity maximises trainees' emerging identity as potential primary practitioners 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 aims to develop, in students, a thorough theoretical and practical preparation of experience knowledge and understanding of the development of children in the 3-11 age range, including knowledge of the Primary National Curriculum and the Early Years Foundation Stage Curriculum.

The degree remains solidly a course to develop potential teachers for the 3-11 age range, though now with the added strength of preparing students:

- a) to understand the primary age-range in a deeper way because of a 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.

The degree is aligning with the 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 students will understand 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 cohesion, in turn, underpins a dynamic interaction between modules so that the course becomes a **holistic experience** rather than one made up of separate elements that students fail to connect.
- The course is theoretical and has many practical modes underpinned by the dynamic interaction between University-based learning and primary education-based settings to apply knowledge and skills.
- This approach to teaching enables high levels of feedback to students and allows a **depth of learning** to take place. The **course level assessment strategy** further supports cohesion by using various assessment methods and a 'fitness for purpose' model.

Each level of the programme has a clear focus, with each module contributing to this. This level and module structure provide a unique sense of horizontal cohesion. Level 4 provides the students with a clear introduction to teaching and learning in the primary phase. Students consider psychological theories of child development. Level 5 introduces students to a broader perspective in education. Within the University based provision, students draw on the Educational tenets of history, sociology and philosophy to help them begin developing the beginnings of a personal standpoint on issues in primary education. Finally, at level 6, the students explore contemporary issues in primary education. With the 'global perspectives of primary

education, module students will consider an important area of current policy and its impact on education. Students will have opportunities to visit different settings and apply what they have learnt in practical ways, such as designing resources in the 'Inclusive Storytelling' module and planning a series of lessons in 'Subject Specialism'.

Vertical progression is provided in the programme through the carefully mapped Level Learning Outcomes. Students' engagement with theoretical principles, synthesis, analysis, and reflection develops over the programme. In addition, the opportunity for students to engage in activities and settings that enable them to apply what they have learnt is also built on a model of progression. These experiences are specifically designed to assist students in making links between theoretical frameworks and practice and providing opportunities for reflection.

The course prepares students to understand sociological aspects of child development in the context of a diverse society. The course itself, therefore, creates an ***inclusive environment*** for all students, staff and partners. In this way, the course embraces the University's own principles and its legislative duties (through the Equality Act 2010, for example) and models the type of environment that the students themselves must create in their own future teaching settings now and in the future.

Course Learning Outcomes

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

1	Develop a deep critical knowledge and understanding of primary education (3-11 years) by combining knowledge, theories, and principles to analyse issues and solve problems.
2	To apply critical knowledge, techniques, and theoretical principles in educational settings to identify a range of valid solutions to problems and issues reflecting on the appropriateness of outcomes.
3	Express informed personal views about curricular models and identify new perspectives on existing knowledge.
4	Bring together different elements of theory and practice to critically evaluate a range of pedagogical and assessment approaches.
5	Apply and critically evaluate principles, values and knowledge that facilitate a global outlook and promote the inclusion of all pupils.
6	To critically reflect on one's own identity and philosophy of education.

Teaching and Learning Activities

Summary

Teaching and learning opportunities are designed to challenge students to develop a range of approaches that enable them to connect the learning that takes place within formal study and the range of contexts in which the learning must be applied.

This award offers the opportunity to engage in a wide range of learning experiences. This award is taught through dialogue and discussion, exposition and critical teaching, assigned readings, assignments,

demonstrations and presentations, portfolio preparation, which can occur in lectures, seminars, academic tutorials, individual tutorials, role-play, projects and practical work.

Teaching and Learning approaches are based on the following principles:

- that teaching must be interpreted as the management and promotion of learning using a variety of methods and making a wide range of resources available to the participant;
- that teaching and learning must be responsive to student needs and professional circumstances and contexts;
- that students develop independence in learning and information literacy; and
- that the conditions necessary for effective teaching and learning are fulfilled.

An appropriate range of teaching and learning styles will be employed which collectively enable participants to:

- contribute to their own professional development as reflective, ethical educators;
- recognise that the underlying process of learning is to be considered as carefully as the outcome;
- seek to learn with and from their peers to foster a spirit of cooperative learning
- learn to study independently through directed and self-directed means; and
- experience learning as an open exchange between students, tutors and professional educators.

Placement experience is seen as integral to theoretical learning. At level 4, students are supported by the course team and partnership office to find placements. The cohort will undertake group visits to specialist education providers and will be placed in groups within a school setting. At level 5, students will attend specialist providers. They will organise some of their own placement to work in a setting that is relevant to their personal career direction. At level 6, students source voluntary placements in conjunction with the placement team.

The placement experience must be seen as extending learning and understanding of key issues in education. Students must establish a focus link to theory and relevant literature (at each level) and, on completion, critically reflect on the practical experience.

Disposition of Inquiry is a key strand to the course that is developed through each level of study, developing an understanding of research processes and practice throughout the course, culminating in the Dissertation at level 6. Students must consider situations and issues relevant to theory, consider problems and challenges that may arise, and, through personal and group research using digital sources and literature, present solutions that demonstrate a secure understanding of the arguments involved.

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

Compulsory modules

Module title	Credits	Semester/ teaching period
Early Years Studies	20	1
Engaging Teaching and Learning	20	1
How Children Learn: Psychology and Development	20	1
Introduction to Research	20	1
Primary Curriculum Studies	20	1
Professional Experience 1	20	1
Number of credits of compulsory modules	120	

Level 5

Compulsory modules

Module title	Credits	Semester/ teaching period
My Development	20	2
Professional Experience 2	20	2
Celebrating Special Educational Needs and Disability	20	2
Critical Perspectives on Issues in Primary Education	20	2
Social Perspectives of Primary Education	20	2
Evidence Influenced Practice	20	2
Number of credits of compulsory modules	120	

Level 6

Compulsory modules

Module title	Credits	Semester/ teaching period
A Broad and Balanced Curriculum	20	1
Inclusive Storytelling	20	1
Global Perspectives of Primary Education	20	2
UK Education Studies	20	2
Dissertation	40	1-2
Number of credits of compulsory modules	120	

Assessment 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.

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

Level 4 is assessed by coursework predominately and practical assessments.

Level 5

Level 5 is assessed by coursework predominately and practical assessments.

Level 6

Level 6 is assessed by coursework predominately and practical assessments.

Workload

The number of hours of workload generally equates to 1200 per level for an honours degree or 1800 for a Masters programme, corresponding to the national standard of 10 notional hours of learning for each UK HE credit point.

Overall Workload	Year one	Year two
Teaching, learning and assessment	372 hours	175 hours
Independent study	1888 hours	1010 hours
Placement	140 hours	15 hours