



LEEDS
BECKETT
UNIVERSITY

Course Specification

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

Course Code: BPITE

2026/27

leedsbeckett.ac.uk

BA (Hons) Primary Education (3-11) with Qualified Teacher Status

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at October 2025

General Information

Award Bachelor of Arts (with Honours) Primary Education (3-11) with Qualified Teacher Status

Pathways:

- Bachelor of Arts with Honours Primary Education (3-7) with Qualified Teacher Status

Contained awards Bachelor of Arts with Honours Primary Education (5-11) with Qualified Teacher Status

Bachelor of Arts (with Honours) Primary Education Studies

Bachelor of Arts Primary Education

Diploma of Higher Education Primary Education

Certificate of Higher Education Primary Education

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:

- 3 years (full time, campus based)

Location(s) of delivery The teaching on your course will take place at Headingley campus and Placement Schools in partnership with LBU

120 days of professional placement is taken across 3 years in schools and settings within the Leeds Partnership region.

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

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

- 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 10 days per year of Intensive Training and Practice (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 from 2024; Long thin modules at every level in order to utilise the full period of semester 1 and 2 when students are not in periods of professional placement
- III. Exemption from academic regulations with a requirement to pass all modules in every level (a must pass condition) including for professional placement in order to progress
- IV. Entry to this course is subject, in every instance, to successful selection at interview.
- V. Exemption from the academic regulations to offer students that fail a placement resit in the level 4 SP module an alternative academic task as a third attempt in order to pass the module and transfer to a non QTS and non ITE course within the University
- VI. Exemption from academic regulations for placement resits. Students are offered one placement resit opportunity only in the same academic year. Offering a further period of placement following 2 unsuccessful attempts is regarded as not offering students a suitable progression route in an ITE course. Students will take the non QTS pathway at level 5 and 6 if they are not able to pass or complete the QTS placement (as specified in the SP non QTS module at level 5 and 6).
- VII. 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)
- VIII. 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 Science¹ 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.
- IX. Meet the requirements for physical and mental fitness to teach;

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

- X. 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.

Professional Accreditation or Recognition Associated with the Course

Professional body

Professional Body

The Department for Education regulates Initial Teacher Education.

Accreditation/ Recognition Summary

This course is accredited by the Department for Education and meets the minimum entitlement for training specified in the ITT Core Content Framework. The award of Qualified Teacher Status is achieved on successful completion of the course and the achievement of 120 credits at levels 4,5 and 6. The Teachers' Standards must be met in full by the end of the training period. www.gov.uk/guidance/qualified-teacher-status-qts

'In Year' Work Placement Information

Summary

The course contains a modular placement.

Summary

A professional placement is taken in each year of the course with a total of 120 days in placement across 3 years. There are additional placement visits associated with the 'Intensive Training and Practice' element of the course. Students work as beginning teachers in placement, undertaking the full range of planning, teaching and assessing learning in primary school contexts under the supervision of a Leeds partnership-trained mentor. Placements are organised by the University.

Length

There is an 8-week block placement in each year of the course. In Year 1 this is comprised of a 10 day introductory placement and a 6 week block placement in Semester 2. There is an additional 10 day period of Intensive Training and Practice in each year of the course. This will include some focussed placement visits.

Students taking a contained (non QTS) award in level 5 and 6 will take a Professional experience 6 week block placement with a set of professional requirements.

Location

Students are placed in schools within the Leeds Partnership region as specified in the ITE courses placement handbook. The partnership team within the School of Education take responsibility for placing students in consultation with course tutors. Students are placed in line with the travel policy and full attendance in placement is a course requirement.

Students taking a professional experience placement on the non-QTS course will source their own educational placement in consultation with their personal tutor and the placements team.

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 To be confirmed

Your course administrator education@leedsbeckett.ac.uk

Course Overview

Aims

The aims of the programme are to develop beginning teachers with the knowledge, confidence and skill to make a difference in education. The award of Qualified Teacher Status is integral to the award and the course is delivered through periods of study in University and practice in schools in our partnership region. At entry students select one of two pathways, focussing on the 3-7 or 5-11 age phases.

The course develops in students the LBU 'teacher attributes' which are expressed as compassionate, inclusive, creative, knowledgeable and research-informed professionals. A commitment to inclusion and social justice, at the heart of the School of Education, underpins the course design. Modules have been developed to reflect the learning pathway at LBU as students move from level 4, transition through level 5, contextualisation to level 6, independence. The expectations of students in professional placement mirror the development of knowledge and skill as exemplified in the pathway.

The course meets in full the minimum requirements as specified by the DfE in the ITT Core Content Framework.

Through the course, students will:

- Develop and deepen their subject and curricular knowledge in order to confidently teach English, mathematics, science and the full range of Foundation subjects
- Gain an in-depth understanding of the pedagogical principles and practice of teaching and learning within the chosen age range
- Take a holistic approach to nurturing young learners and apply the principles of the Early Years Foundation Stage (3-7 pathway)
- Understand how children learn, and respond to the individual needs of pupils aged 3-11 by adapting, evaluating and analysing adaptive teaching approaches
- Develop and articulate their teacher identity through academic and professional study and practice
- Apply a creative and inclusive approach in teaching practice
- Become a research-informed teacher by undertaking a practitioner enquiry project

Course Learning Outcomes

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

1	Become a compassionate, creative and knowledgeable teacher, meeting the Teachers' Standards in full
2	Demonstrate comprehensive subject, curricular and pedagogic knowledge and understanding for teaching in the chosen age phase

3	Evidence a commitment to inclusive practice and social justice through a child-centred commitment and pedagogical practice
4	Evidence a research-informed and evidenced-based approach to practice, underpinned by critical reflection and the ability to synthesise a theoretical and practice-informed understanding
5	Critically evaluate and reflect on own practice through the articulation of a personal teacher identity

Teaching and Learning Activities

Summary

Each module integrates a theory and practice approach, underpinned by research-informed teaching. A blend of whole cohort lectures and seminar group delivery ensures that students develop the subject and curricular knowledge required along with a deep pedagogic understanding. Seminar delivery enables tutors to model good primary and early years practice and enables students to acquire skills and confidence in their professional practice as they progress from level 4 through to level 6. Students learn within an active, collaborative and inclusive environment. All students take a common module, placement and assessment structure. Module delivery is tailored for students in each strand in order to provide phase specific module content.

The integration of centre based and school based training ensures that students' learning continues in each setting supported both by University tutors and expert mentors within the ITE partnership. Students use the e-portfolio tool, Pebble Pad to evidence their personal subject knowledge development and to monitor and record their learning in placement with input from University tutors and mentors.

Academic support is provided by module tutors and personal tutors and the academic library team.

Students are provided with pre-and post-session follow up reading and focussed tasks. In each module there is an expectation of guided independent study in order for students to develop their personal subject, curricular and pedagogic knowledge.

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
Language, Communication and Literacy	20	1-2
Developing Mathematical Understanding	20	1-2
Emerging Understanding of the Curriculum	40	1-2
Pedagogy, Policy and Philosophy: Becoming a Student Teacher	20	1-2
School Place and Practice	20	1-2
Number of credits of compulsory modules	120	

Level 5

Compulsory modules

Module title	Credits	Semester/ teaching period
Embedding Curriculum Through STEM Subjects	40	1-2
Embedding Curriculum Through ARTS Subjects	40	1-2
Pedagogy, Policy and Philosophy: Becoming an Inclusive Practitioner	20	1-2
School Placement and Practice	20	1-2
Number of credits of compulsory modules	120	

Level 6

Compulsory modules

Module title	Credits	Semester/ teaching period
Securing the Curriculum	30	1-2
Focussing on Broader Curriculum	30	1-2
Pedagogy, Policy and Philosophy: Becoming a Research-Informed Professional	40	1-2
School Placement and Practice	20	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 is assessed by course work predominately and assessment in professional practice.

Level 5 is assessed by course work predominately and assessment in professional practice.

Level 6 is assessed by course work predominately and assessment in professional practice.

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	Level 4	Level 5	Level 6
Teaching, learning and assessment	239 hours (approx.)	195 hours (approx.)	140 hours (approx.)
Independent study	541 hours (approx.)	605 hours (approx.)	660 hours (approx.)
Placement	420 hours (approx.)	400 hours (approx.)	400 hours (approx.)