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BECKETT  
UNIVERSITY

# Course Specification

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

**Course Code: PPITE**

**2026/27**

[leedsbeckett.ac.uk](https://leedsbeckett.ac.uk)

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

## **Applicant Facing Course Specification for 2026/27 Entrants**

Confirmed at October 2025

### **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 (3-7) 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
<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: <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>	P T 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. While the sequence of

module delivery may vary from that outlined in this information set, the modules available at each level remain consistent. Please note that a work placement option is not generally available to PT students.

### **Location(s) of delivery**

The teaching on your course will take place at Headingley Campus and Placement Schools in partnership with LBU.

### **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](mailto: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](mailto: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 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,

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

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.
- IX. 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 contained award option at level 6 or level 7 if they are not able to pass or complete the QTS placement.

## **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)

## **'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.

### **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

Paul Ogilvie

Your course administrator

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

## 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 [Initial Teacher Training and Early Career Framework](#) (ITTECF) 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 ITTECF 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 ITTECF 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
Knowledge & Understanding	<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></ol>

Theme	Outcomes
	<p>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.</p> <p>IV. Identify and explain an understanding of a range of pedagogical issues related to effective classroom practice.</p>
<b>Intellectual Skills</b>	<p>I. Critically evaluate and select appropriate research processes and methodologies of educational enquiry that they have learned to review, consolidate, extend, and apply their 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.

### 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.

### Full time - Level 7

#### Compulsory modules

Module title	Credits	Semester/ teaching period
Primary Professional Values and Practice	30	1-2
Primary Subject Studies	30	1-2
Primary School Experience 1 and 2	0	1-2
Number of credits of compulsory modules	60	

## Part time - Level 7

Module title	Credits	Semester/ teaching period
Primary Professional Values and Practice (Year 1)	30	1-2
Primary Subject Studies (Year 1 and Year 2)	30	1-2
Primary School Experience 1 and 2 (Year 2)	0	1-2
Number of credits of compulsory modules	60	

### 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.

Our standard 30 credit module equates to 300 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 7*

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.

#### Workload

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

Overall Workload	Level 7
Teaching, learning and assessment	300
Independent study	300
Placement	1200