LEEDS BECKETT UNIVERSITY

Course Specification

BA (Hons) Primary Education (5-11) with recommendation for QTS

2018-19 (PEQTR)

www.leedsbeckett.ac.uk
## Record of Enhancement

<table>
<thead>
<tr>
<th>No.</th>
<th>Detail of modification</th>
<th>Date Effective</th>
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<tbody>
<tr>
<td>1</td>
<td>Teaching and Learning 3: assessment weighting changed to 50/50.</td>
<td>Sept 18</td>
</tr>
<tr>
<td>2</td>
<td>Mathematics 3: revised module learning outcomes and assessment.</td>
<td>Sept 18</td>
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### Version Control

For completion by Quality Assurance Services only

<table>
<thead>
<tr>
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| Version number and date effective | 3 - Sept 18 |
School of Education and Childhood

Award and programme title: BA (Hons) Primary Education (5-11) with recommendation for Qualified Teacher Status (QTS)

Level of qualification: Level 6

Interim awards available:

- BAH Primary Education (5-11) – Level 6
- BA Primary Education (5-11) – Level 6
- DIPHE Primary Education (5-11) – Level 5
- CRTHE Primary Education (5-11) – Level 4

Length and status of programme and mode of study

<table>
<thead>
<tr>
<th>Programme</th>
<th>Length (years) Status (FT/PT/SW)</th>
<th>Mode (campus-based / DL or other)</th>
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<tbody>
<tr>
<td>BA (Hons) Primary Education (5-11) with recommendation for Qualified Teacher Status (QTS)</td>
<td>FT – 3 years</td>
<td>Headingley Campus</td>
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Course Specification

Overview and 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: 2015) by the National College for Teaching and Learning (NCTL). 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 and on to the demonstration of the Teachers’ Standards whilst on Placements in at least two different schools. 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.

While this is a stand-alone course, it is designed in the context of wider provision in the School of Education and Childhood. In particular, the course is intended to run in conjunction with some aspects of the BA (Hons) Primary Education (Early Years, 3-7) with recommendation for Qualified Teacher Status which operates in the same school, on the same campus and with some of the same members of staff. This includes sharing both practical resources such as lecture theatres and other classrooms, and services such as administration, timetabling and school placement procedures. Both courses place trainees in many of the same school-partner settings.

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 (statutory in Reception classes 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.

In the context of the Subject Specialism, cited in point (iii), the previous degree course brought together trainees from both the Primary Education (5-11) and the Primary Education (Early Years, 3-7) course for the reasons outlined above. It became clear that students not only benefitted from conversations between age-range groups but actually became part of the
resource of both courses. This new degree will embrace this element of peer group learning alongside tutor led instruction by bringing together both courses for aspects those modules that are pertinent to these aims.

This will include:

i) some aspects of Teaching and Learning modules at all Levels
ii) some CPD and employability matters at all Levels
iii) Subject Specialism modules at Levels 5 and 6
iv) Some lead lectures for the Core Subject module and the Foundation Subjects module, at Level 5
v) the Practitioner Enquiry module at Level 6

The degree remains solidly a course to develop teachers for the 5-11 age-range, though now with the added 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**

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<tr>
<th>Course Learning Outcomes</th>
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<tr>
<td>Upon successful completion of the course, students will:</td>
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**Course Structure**

**Level 4**

Level 4 introduces trainees to key concepts of child development, how children learn and the nature of schools.

The themes at Level 4 form the foundation of trainees’ progress towards becoming reflexive teachers and will be re-visited and further developed in subsequent Levels of the degree.

Understanding the nature of schools embraces the structure and content of the National Curriculum with an emphasis (though not exclusivity) on Key Stage 1 programmes of study. (A basic appreciation of the very young learner and the Early Learning Goals for EYFS will also be introduced in order to contextualise an understanding of the primary-aged learner.) Trainees will develop thorough subject knowledge in all primary core and foundation subjects and begin to
develop pedagogical understanding of how children learn effectively in each subject. The course will also address other aspects of learning not categorised under subject headings, such as Personal Social and Emotional Development, Citizenship, and Promoting Fundamental British Values.

An understanding of how children learn will embrace ‘how we know what children know’ through an introduction to assessment and its importance in securing progress in children’s learning as well as in monitoring, recording and reporting. There is an emphasis on behaviour (including attendance). Trainees will develop initial skills in managing behaviour as well as understanding the impact of poor behaviour and attendance on learning.

Trainees will be introduced to an understanding of the role of schools in society. This will include an introduction to Safeguarding and an appreciation of the implications of social context in education.

As well as a focus on classroom-based learning in schools, trainees will be introduced to working in different learning environments including residential experiences in landscape settings, Forest Schools and the built environment. These experiences will be linked to work in various modules including ‘Teaching and Learning’, ‘English’, and the ‘Humanities’. They also represent further collaboration with a Faculty partner, Carnegie Great Outdoors (residential and Forest Schools), with the UK’s storytelling laureate, and with Historic England. All of these associations have represented outstanding partnerships in the previous degree. They not only underpin effective trainee learning but also build course identity and contribute significantly to building resilience in trainees and supporting retention rates on the degree.

Trainees gain experience of working with children through the ‘School Experience, CPD and Employability’ module. These include teaching children on the University campus on Aspiration Days and visiting schools to teach Phonics and to undertake a build-environment (Humanities and PFBV) project.

Level 4 has three block placements in schools:

i) An ‘holistic placement’ in the first term which supports trainees in undertaking directed activities with children as well as professional discussions with, and observations of, qualified teachers. The placement is measured against some Teachers’ Standards with an emphasis on demonstrating outstanding professional conduct. Passing this placement is a pre-requisite for undertaking a teaching placement later in the year.

ii) A full teaching placement, through which trainees demonstrate planning and teaching competencies, measured against the full range of Teachers’ Standards. A pass is required to progress to Level 5.

iii) An ‘holistic placement’ (non-assessed) in a lower key-stage setting (ie. EYFS). This is to deepen understanding about children’s learning, the curriculum and settings for this pre-NC age-range.
<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>Teaching and Learning (5-11) – Learning, Behaviour and Assessment (20cr)</td>
<td>School Experience, CPD and Employability 1 (0cr)</td>
</tr>
<tr>
<td>English: Phonics and children’s language development (20cr)</td>
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<tr>
<td>The Teaching and Learning of Mathematics 1 (20cr)</td>
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<tr>
<td>Science &amp; PE (20cr)</td>
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<tr>
<td>The Humanities (20cr)</td>
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<tr>
<td>The Creative Arts (20cr)</td>
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**Level 5**

Level 5 deepens trainees’ understanding of children, learning and schools by focussing on individual learning, behavioural and social needs and on the requirement for inclusive practice in a diverse society.

Vertical cohesion is gained by furthering understanding of themes addressed at Level 4. An emphasis on the critical analysis of education policies and practices, of pedagogical approaches and of curriculum matters, ensures that work is consistent with Level 5 requirements on a vocational honours degree. The academic skills, developed at Level 4, are further advanced through an increasing emphasis on the critical analysis of theory, policy and practice.

‘Teaching and Learning’ and the ‘School Experience, CPD and Employability’ modules take a lead through lectures, seminars and CPD conferences in addressing matters of serving children’s individual needs. Trainees undertake extensive training in catering for Special Educational Needs and Disabilities (including High Achieving children), children for whom English is an Additional Language and other aspects of inclusive practice such as ethnicity, faith matters and gender. These themes also run across all other modules at Level 5. Trainees develop the skills to cater for diverse needs in classroom situations through an emphasis on planning, assessing, differentiating learning provision and working with other adults and other support structures in schools.

Subject knowledge and pedagogy is extended and deepened in all Core and Foundation National Curriculum subjects with an emphasis (though not exclusivity) on Key Stage 2. Furthermore, trainees also critically consider the structure of curriculum itself by exploring ideologies that drive curricula structures here and overseas, now and in the past. The National Curriculum subjects at Level 5 appear in two 40 credit modules entitled ‘Core Subjects’ and ‘Foundation Subjects’. This requires trainees to not only address subject knowledge and pedagogy in individual subjects per se, but to also consider the function of grouping subjects under Core and Foundation headings in the context of a broad and balanced curriculum and in the development of the primary-aged child.

Work in ‘Teaching and Learning’ and ‘Core Subjects’ modules incorporates an introduction to research methods and practitioner enquiry. Assessments in these areas are placed after School Placement and require trainees to critically reflect
on their own practice in the contexts of key concepts explored in the modules. This strengthens course (vertical) cohesion by providing a foundation for work on a major ‘Practitioner Enquiry’ module at Level 6.

Trainees begin their work in a Subject Specialism area, working (over levels 5 and 6) towards a significantly deeper levels of subject knowledge and pedagogical understanding of one subject. The range of subjects offered to trainees are governed by the NCTL’s requirements which may change year on year. Trainees are allocated to subjects by a process of negotiation with academic staff to ensure that they are capable of operating at a higher level. This is not, therefore, a simple ‘opt-in’ electives structure. The ultimate purpose of studying a Subject Specialism is to prepare trainees to be able to play a role as subject co-ordinator in the future.

Trainees continue to work with children on the University campus and in schools through Aspiration and Inclusion days.

There are two School Placements at Level 5:

- A full teaching placement, through which trainees demonstrate teaching competencies, measured against the full range of Teachers’ Standards. A pass is required to progress to Level 6.
- An ‘holistic placement’ (non-assessed) in a higher key-stage setting (ie. Secondary). This is to deepen understanding about children’s learning, the curriculum and schools after the 5-11 age-range. It raises trainees’ awareness of the critical role of primary education in preparing children for further study as well as deepening their understanding of transition processes.

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<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td>Teaching and Learning (5-11) – SEND, EAL and Inclusive Practice (20cr)</td>
<td>The Primary Core Subjects (40cr)</td>
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<td>The Primary Core Subjects (40cr)</td>
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<tr>
<td>The Primary Foundation Subjects (40cr)</td>
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</tr>
<tr>
<td>An Introduction to Subject Specialism (20cr)</td>
<td>School Experience, CPD and Employability 2 (0cr)</td>
</tr>
</tbody>
</table>

**Level 6**

Level 6 develops a professional identity characterised by analytical, reflexive practice underpinned by advanced levels of subject knowledge, pedagogical skills and an ability to secure progress in learning for all pupils.

Trainees apply high levels of criticality to considering their own teacher identity based on their academic reading, their knowledge of policies and their own practice in schools. ‘Teaching and Learning’ and the ‘Practitioner Enquiry’ modules, in particular, afford the opportunity for trainees to forge a deeper understanding of their professional identity and to demonstrate reflexive
qualities in critically analysing their own work. The ‘Practitioner Enquiry’ module, once again, reflects the vertical cohesion on the course, building as it does on ‘Teaching and Learning’ and ‘Core Subjects’ modules at Level 5.

Trainees deepen their understanding of the full range of professional roles and responsibilities of the primary teacher through the ‘Teaching and Learning’ and ‘School Experience, CPD and Employability’ modules.

‘English’ and ‘Maths’ modules continue through Level 6. This is a development from the previous degree where these subjects concluded at Level 5. This reflects the importance of these subject areas in primary schools and on this course.

Trainees continue to study a Subject Specialism, further deepening their knowledge and pedagogical skills. Additionally, trainees now focus on their future roles as subject co-ordinators. The module is partly undertaken in school settings in the term following their final school placement.

Throughout Level 6, there is an emphasis on employability and final destination aspirations in schools. The University works in close collaboration with school partners, including Senior Managers from Bradford and Leeds, to prepare trainees for identifying posts that match their skills and aspirations and for applying and interviewing for jobs. The work over three years with Personal Tutors, the gathering of evidence of demonstrating Teachers’ Standards through School Placements and the completion of trainees’ ‘My Teacher CV’ e-portfolios culminate through this final phase of the ‘School Experience, CPD and Employability’ module.

There is one extended School Placements at Level 6:
  i) A full teaching placement, through which trainees demonstrate teaching competencies, measured against the full range of Teachers’ Standards. A pass is required to secure recommendation for Qualified Teacher Status. Critically, this placement takes place in the autumn term which then allows the critical analysis of their own practice leading to a final shaping of their teacher identity (reflexivity) to take place throughout Semester Two.

Additionally, trainees continue to work with children in schools, especially in the context of their own Subject Specialism. Trainees will, therefore, not only demonstrate the Teachers’ Standards through an extended full teaching placement but will also gain additional experience teaching their chosen specialism across different ages within the 5-11 range as well as working with subject co-ordinators.

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<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td>Preparation and execution of School Placement.</td>
<td>Teaching and Learning (5-11) – Professional Roles and Responsibilities (20cr)</td>
</tr>
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</table>
Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

Learning and Teaching Approaches

The dominant learning and teaching approach will be seminar groups where academic staff will be able to model the kind of practice we will expect trainees to use in the primary classroom. To ensure deep learning, these seminar groups will involve practical work, presentations, analysis and discussion rather than a dependence upon a transmission style of delivery.

The course is underpinned by a theory-into-practice approach whereby trainees will be given the opportunity to synthesise theory and practice not only through extended school experience placements but also through short observation and teaching experiences embedded in modules. This has been developed through several modules in the current course and has helped students to explore the relevance of research and theory. This interaction between theory and practice is at the heart of developing critically reflexive practitioners. The innovative partnerships with our local primary schools were praised in the Faculty’s previous OFSTED report. Trainees will embed their critical reflections upon these experiences in assignments as well as building a portfolio of experiences throughout the Course. The newly piloted ‘My Teacher CV’ will be used as a means of charting experience over three years and will relate directly to each trainee’s Evidence File which charts their progress against the NCTL’s Teachers’ Standards. This progress will be monitored by their personal tutor throughout the course ensuring target setting and progress.

Subject knowledge in English, Maths, Science and ICT for each trainee will be audited online at the beginning of the course. Action plans will then be put in place and monitored by module tutors. A subsequent audit is taken during with further actions identified as required.

The mapping of modules to level learning outcomes has enabled the course to adopt a model of vertical integration of learning. This means that concepts and skills acquired at level 4 are revisited and recontextualised at level 5 and then level 6 to ensure deep learning. For example, the key concepts of ‘creativity’, ‘inclusion’ and ‘pedagogy’ are visible at each level of study and within each module.

Equally, the mapping of modules to level learning outcomes has ensured that key themes for each level of study horizontal integration of learning takes place. These are relevant to
contemporary practice in primary schools and to the needs of a modern reflexive teacher. These are: level 4 Children’s Learning and School Context; level 5 Individual Needs, Society and Inclusive Practices; level 6 the Reflexive Teacher.

Learning and Teaching Activities

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 represent a developing in trainees a balance between acquiring extensive subject knowledge (suitable to the level of advanced Year 6 / Year 7 pupils in schools) and pedagogical approaches associated with a) each subject and b) each age group in the 5-11 range. New to this degree (in light of recent developments in schools) is the inclusion of strategies for structuring ‘Continuous Provision’ in Year 1 classes. This long-standing Early Years practice is now mainstream in most primary school Year 1 classes and even, sometimes, Year 2. Its inclusion in the Course emphasises the advantages of integration between some aspects of the Primary 5-11 and Primary Education (Early Years, 3-7) courses mentioned in an earlier section.

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 embed school visits to illustrate, in situ, specific topics such as phonics (English at all Levels), lesson planning (Teaching and Learning at Levels 4 and 5), behaviour management (Teaching and Learning / Holistic Placement) at Level 4 and science (Level 5). Other modules, including Subject Specialism modules at Levels 5 and 6 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 (resulting in very high student evaluations) 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 NQT 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
digital readings. 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. Through a recent partnership conference focussing upon disabled students, the Partnership Coordinator has been able to provide schools with supportive strategies and identify schools where disabled students will flourish.

Appropriate information about trainees with disabilities is shared between relevant members of the course team and relevant actions are taken (e.g. dyslexic students are given print outs of PPTs). The course team is also proactive in identifying learning needs through setting year 1 trainees a written task and the beginning of semester 1 and providing feedback with four weeks.

The percentage of trainees with Declared Disabilities (across ITT Courses in the Faculty) has increased four-fold in the past four years. Whilst such students were, four years ago, half as likely to attain a Grade 1 on Placement, they are now equally likely (57% of DD trainees Grade 1 / 55% of non-DD Grade 1 in 2015). This reflects the increasingly inclusive culture of Carnegie ITT courses and that practices and resources are tailored to suit individual need.

**Graduate Attributes (UG only)**

**Enterprise**

This attribute is a course learning outcome and a key concept which filters through to level learning outcomes and module learning outcomes in three principal ways.

i) Through Teaching and Learning modules, through Core and Foundation Subject modules, and through the Subject Specialism modules the course empowers students to become enterprising and creative in their use of pedagogies in order to engage and challenge pupils and ensure progress in their learning.

ii) The CPD strand of the non-credit bearing module, ‘School Experience, CPD and Employability’ requires trainees to apply their understanding and knowledge of both the curriculum and of children to ‘showcase’ teaching situations involving teachers and children from partner schools (on the University campus, in schools or in other settings such as outdoor environments).

iii) The Practitioner Enquiry module positions the trainee as an active, deep and independent learner who is able to respond creatively and enterprisingly to academic research and to critically apply this to a practitioner enquiry project in real life situations.

**Digital Literacy**

This attribute is explicit in some course and level learning outcomes and implicit in the remainder. Digital literacy has a strong focus within the course in five key ways.

i) Trainees are taught how to use ICT as an effective pedagogy in the primary classroom through all subject-based modules at all levels in the course; this forms part of their professional development planning with an audit of competence
being taken at the beginning of the course. This ensures that all students are proficient in the use of ICT for pedagogical interaction with pupils.

ii) Some modules (see mapping: eg. ‘English: Text Types’), require trainees to develop and demonstrate their computer literacy and media literacy skills through the collaborative production of multi-modal academic posters.

iii) In both ‘Teaching and Learning’ and the ‘School Experience, CPD and Employability’ modules, trainees develop digital scholarship. This sees them become proficient in using databases to search for online journal articles and in using information literacy skills to identify relevant texts. Students are taught the conventions of academic writing for the production of texts that feed their written assignments and that feed into their ‘My Teacher CV’ and their ‘Teachers’ Standards’ file, both of which cite evidence against the DfE Teachers’ Standards.

iv) Trainees are guided in the production of multi-media techniques to support work with children in modules including the Creative Arts, Humanities and English.

v) Through English modules (eg: ‘Text Types’ and ‘Children’s Language Development’), trainees take a wider view of their pupils’ literacy practices by incorporating multi modal and multi-media texts in their teaching and learning activities. This represents an example of the dynamic relationship between University and school experience and reflects common practice in many schools. It also represents an element of horizontal and vertical course cohesion by raising questions in ‘Teaching and Learning’ and ‘School Experience, CPD and Employability’ modules about perceived gaps between a) pupils’ home literacy practices and the more traditional print-based school literacy practices in some communities and, conversely, b) ways in which schools support home-based digital experiences in some less affluent communities where home-based computers are not the norm.

Global outlook

This attribute is a course learning outcome and key concept which filters through to level learning outcomes and module learning outcomes. It represents a key concept in training teachers to work in a diverse society and to support children’s learning by embracing matters of ethnicity, culture, faith, disability and gender.

i) Throughout the course, there is a focus on diversity and inclusion. Modules at all levels promote an awareness, understanding and celebration of cultural, religious and ethnic difference.

ii) At level 5, this includes a focus upon effective pedagogies for teaching pupils for whom English is an additional language (EAL).

iii) Modules at all three levels bring a global dimension into students’ understanding and delivery of the National Curriculum. In the English modules, for example, this includes an appreciation of literature from different cultures.

iv) At levels 5 and 6 there is an emphasis upon analysing global perspectives on education (global relevance) in order that trainees begin to problematise their practitioner identities. This increasingly underpins their criticality in assessments and, in particular, is evident in their Level 6 ‘Practitioner Enquiry’ module.
Use of the Virtual Learning Environment

The Virtual Learning Environment (VLE) MyBeckett allows access to relevant subject databases, discussion areas, resource banks and teaching materials linked to specific modules. The Course Leader, Module Leaders and course tutors use this facility to allow trainees to access lesson and session content and additional supportive materials (e.g. specific readings and video materials for trainees to access before or after specific taught sessions). Discussion areas on the VLE are used to facilitate an online peer-support service, bespoke to each module on the course. This is particularly useful whilst trainees are undertaking their block placements; at this time they can be away from university for up to two months.

In keeping with University assessment regulations, Turnitin is used as the principal method of assignment submission. It is also seen as a development tool for trainees in relation to academic practice, including as a plagiarism checking tool. (Given the vocational nature of the course, however, the submission of portfolios, practical resources and other materials, not suitable for a Turnitin submission, are also used.)

Use of Blended-Learning

N/A

Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works 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.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, 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. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

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.

**Assessment Strategy**

The course employs a range of methods of assessment which ensure that trainees have both a varied diet of assessment and the necessary skills to enter the teaching profession.

Teaching and Learning modules act as the spine of the course and it is here that academic writing is explicitly taught. To ensure progression of academic writing skills, the essay is the first component of assessment in each Teaching and Learning module. A Professional Development Portfolio interview follows each School Placement to a) monitor and assess the ability of trainees to critically reflect on their own practice in schools, aligning this to relevant theoretical frameworks, and b) to monitor the development of each Trainee’s record of demonstrating the Teachers’ Standards.

In other modules, assessment types have been chosen to create challenging and authentic tasks which both meet the needs of the module learning outcomes and promote inclusivity through valuing the multiple intelligences of trainees. The assessment types have been mapped to ensure variety and inclusivity but also continuity and progression (see below).

The assessment strategy is also underpinned by a theory-into-practice approach whereby the assessment method links to the primary classroom. Many of the assessments include reflecting upon teaching, planning and assessment. A key aspect which relates to the Teachers’ Standards is verbal communication which is represented in presentations and interviews in some modules.

The course structure is underpinned by the principle of developing trainee independence. Therefore, level 5 and level 6 indicates a move away from group work to individual work and first hand data collection and analysis.

**Feedback on Assessed Coursework**

Assessment embraces both formative and summative approaches.

Assessments are marked and appropriate feedback is given, helping the trainees to understand how their performance has been evaluated and how they can improve future performance.

These targets will feed into trainees’ Individual Action Plans and their progress will be monitored by their personal tutor.

Summative feedback will be provided as soon as possible, but no later than four working weeks after the assessment deadline.
## Module Assessment Methods

<table>
<thead>
<tr>
<th>Module Titles</th>
<th>Core (Y)</th>
<th>Essay</th>
<th>Evidence based Interview</th>
<th>Portfolio</th>
<th>Essay / Teaching File</th>
<th>Practical Project</th>
<th>Presentation</th>
<th>MIS Dissertation</th>
<th>Work based placement</th>
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<tbody>
<tr>
<td>4: Teaching &amp; Learning:- Learning, Behaviour and Assessment</td>
<td>Y</td>
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<td>4: English: Phonics and children’s language development</td>
<td>Y</td>
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<td>4: The Teaching and Learning of Mathematics (1)</td>
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<td>4: The Humanities</td>
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<td>4: Science and Physical Education</td>
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<td>5: Teaching &amp; Learning:- SEND, EAL and Inclusive Practice</td>
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<td>5: The Primary Core Subjects (40 credits)</td>
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<td>5: The Primary Foundation Subjects (40 credits)</td>
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<td>5: An Introduction to Subject Specialism</td>
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<td>6: Teaching &amp; Learning:- Professional Roles and Responsibilities</td>
<td>Y</td>
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<td>6: English (3)</td>
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<td>6: Mathematics (3)</td>
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## Employability and Professional Context

### Summary
Having met the Teachers’ Standards set by the National College, the vast majority of students on the course go directly into teaching. In 2015 the percentage of those going straight into teaching posts was well above the sector average at 93%. This represents a rising trend over recent years.

This Course will balance strong critical academic skills with the demonstration of practical skills consistent with the Teachers’ Standards, thus developing the reflexive practice required in the rapidly and consistently changing landscape of primary teaching. The development of strong core skills alongside the requirement to undertake Subject Specialism training makes these trainees highly employable. The Course directly addresses key Ofsted priority areas such as SEN, EAL, Safeguarding, Promoting Fundamental British Values and behaviour management and, as such, is pertinent to contemporary requirements in primary schools. The University’s relationship with Headteachers in two local authorities (Bradford and Leeds) with joint programmes centred specifically on employability will ensure that we are able to maintain our high employment rates.

### Detail
This is a vocational course with all elements from admissions to course content to school placement experience being geared towards employment in primary teaching. Most obvious among graduate outcomes for this course are i) attaining an Honours degree (with 96% passing the degree and 84% gaining a 1st or 2.1 higher award in 2015), and ii) successful demonstration of the Teachers’ Standards across three years leading to recommendation to the DfE for Qualified Teacher Status.

As a professional course, trainees are subject to not only demonstrating the DfE Teachers’ Standards, which themselves constitute a preparation for employment, but also the
University’s ‘Fitness to Practice’ requirements (2015). Both the Teachers’ Standards and the Fitness to Practice framework require the consistent demonstration of qualities that are an essential preparation for professional life. For example, trainees need to demonstrate high standards in attendance, punctuality, professional dress, integrity, honesty and confidentiality. The course additionally ensures that legislative requirements such as Enhanced Criminal Record checks (DBS) are carried out.

The previous primary education course had a strong track record of employability. Of the 2015 exiting cohort, for example, 93% took up employment as teachers immediately on leaving the University with the other 7% taking up employment in other fields.

The course is designed to develop the University’s own ‘graduate attributes’, as outlined in the Course Development Principles (2014). Such attributes are based on student and employer focus groups and are designed to meet the needs of a wide range of work places including schools.

These state that students will:

- be enterprising
- be digitally literate
- demonstrate a global outlook.

These attributes are mapped into modules across the course and feature in some assessments. (Mapping below in section C41)

To further enhance these very high levels of employability, this new course draws together three features into a non-credit bearing module that replaces the previous non-credit bearing module focussing solely on School Experience. The new module will combine school experience (a pass being required for progression at each Level); a sequence of Continuing Professional Development (CPD) conferences and events that bring together trainees, University staff, school partner staff and sometimes children from partner-schools; and ‘employability readiness’ programmes based on recently piloted partnerships with Senior Managers from schools in Bradford and Leeds that involve trainees visiting a range of schools and being supported in application, interview and feedback simulations over a period of time.

The Personal Tutor system on this course is housed in this non-credit bearing module so that the academic and professional relationship developed over three years can be readily aligned to supporting trainees in seeking employment through advice, support and references.

Trainees spend significant amounts of time in schools on teaching placements. It ought to be noted that in 2015, 25% of students were offered employment in their final placement school.

During this course development process, discussions with school partners have included consideration of employability to ensure that the University approach to the course is consistent with the needs of schools as future employers.

**Work-Related Activities**

The National College (NCTL) stipulates that students on a three year undergraduate teacher training programme spend at least 120 days in school. This is staggered over their three years
of study in order to ensure that students experience teaching both Key Stage 1 and Key Stage 2 pupils in a range of contexts.

The School Experience, CPD and Employability modules are non-credit bearing to maintain an appropriate distinction between those aspects of teacher training that are governed by University standards (ie. Representing criticality, academic qualities and reflexivity) and aspects which are driven by the national agenda (DfE and NCTL) and which are related to Teachers’ Standards. Although the truly reflexive teacher operates across both academic and practical arenas, such a distinction is appropriate as it allows the Course to remain responsive to DfE driven changes in teaching requirements without unduly impacting on the academic aspects of the Course resulting in a potentially regular requirement to re-visit the Course to implement Course modifications.

Additionally, the non-credit bearing nature of these modules will facilitate the progression of students who no longer wish to pursue qualified teacher status but may be interested in transferring internally to other University courses.

Having made a distinction between the two principal aspects of the Course (above), however, the development of reflexive teachers does require strong interaction between all elements. To this end, some module assignments require trainees to draw upon practical time in schools. Other modules include teaching experience of children in schools or on the University campus as part of the trainee learning experience. Related to this, and including planning time, each trainee will spend 400 hours a year in placement related activity. This time has been equally divided across modules under the heading of ‘Work Based Learning’ at each level of study.

As well as this, the National College requires trainee teachers to have knowledge and understanding of the Key Stages below and above those which they are trained to teach. Accordingly, students will undertake a Foundation Stage placement at the end of level 4 and a Higher Key Stage placement at the end of level 5.

**Placement or Work-Related Activity Level:**
130 days in school over 3 years of study.
- Level 4 = 45 days in school
- Level 5 = 45 days in school
- Level 6 = 40 days in school

**Placement or Work-Related Activity Length in Weeks:**
- Level 4 = 9 weeks in school
- Level 5 = 9 weeks in school
- Level 6 = 8 weeks in school

**Type of Placement or Work-Related Activity:**
School Experience
Reference Points used in course design and delivery

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at [http://www.qaa.ac.uk/reviews-and-reports](http://www.qaa.ac.uk/reviews-and-reports)

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.