BA (Hons) Primary Education with QTS

Course Handbook 2026/27



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Welcome to BA (Hons) Primary Education with QTS

Course welcome

We are really pleased to welcome you to the BA (Hons) Primary and Early Years with Qualified Teacher Status course. We hope that you will have an exciting and rewarding experience as you join us on your journey to becoming an excellent

primary school teacher. This guide is designed to give you some information about the University but in particular, to enable you to understand the aims and structure of the course as well as the types of assessment methods you will encounter.

At Birmingham City University we have designed the ITE curriculum as a carefully crafted coherent sequence of experiences and activities that will support you to succeed in the classroom. Our curricula encompasses the full entitlement described in the Initial Teacher Training and Early Career Framework as well as integrating additional analysis and critique of theory, research and expert practice that we feel is appropriate. We believe that the quality of teaching is the most important factor in improving outcomes for pupils. We recognise that it is an entitlement of all trainees to work with and learn from expert colleagues as they practise, rehearse and refine approaches. We give high importance to mentoring that enables trainees to receive high quality clear and structured feedback from expert colleagues as they apply knowledge and understanding of the evidence in the classroom to understand how practice can be improved. This year will be challenging but rewarding and as a course team we will support you every step of the way.

We look forward to working with you throughout your studies and supporting you as you embody our four professional core values: committed, creative, confident, and collaborative and develop the skills and knowledge needed to be a Primary School Teacher.

Rachel Gillett

Course Leader: BA (Hons) Primary Education with QTS

About your course

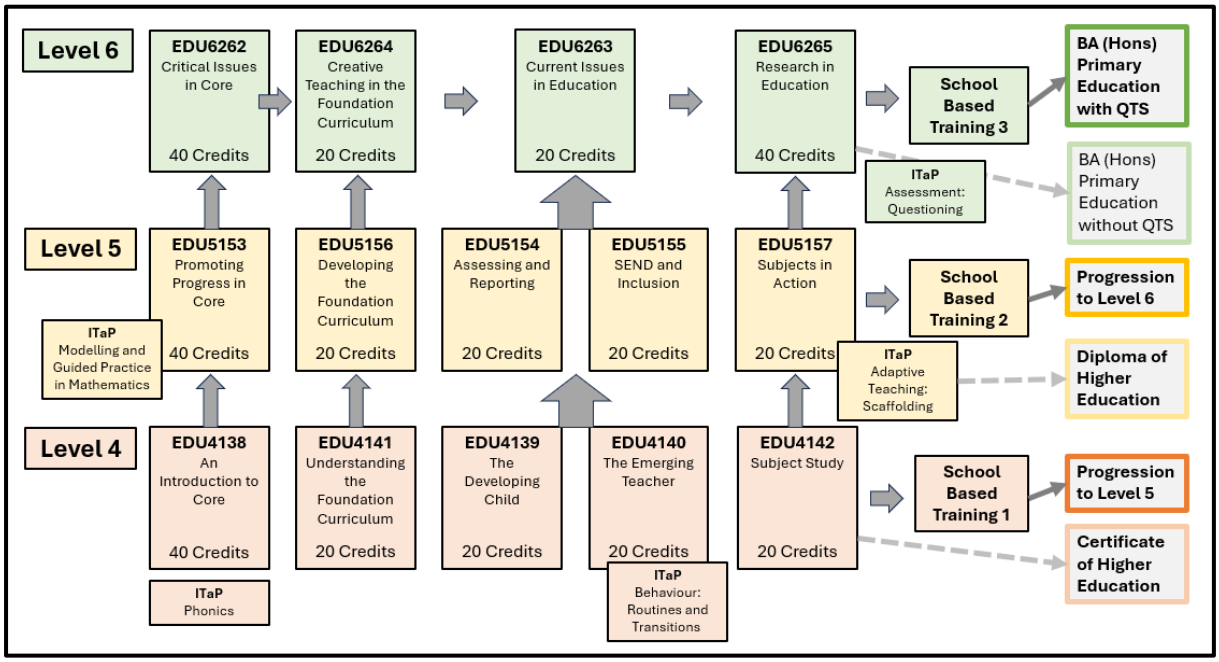
Meet the team

Course email: primaryandearlyyearsbacourseleads@bcu.ac.uk

BA Primary Education Course Leader Name: Rachell Gillett Specialist area: Mathematics / Intensive Training and Practice Contact details **rachel.gillett@bcu.ac.uk**	
Deputy Course Leader Name: Dominique Simpson Specialist area: History Contact details **Dominique.Simpson@bcu.ac.uk**	
Deputy Course Leader Name: David Grist Specialist area: Music Contact details **David.Grist@bcu.ac.uk**	
Year Group Leads Year 1 Leads: Mark Stares and Canis Kamran Year 1 Pastoral Support: Ruth Barrington primaryandearlyyearsbayear1team@bcu.ac.uk Year 2 Leads: Nicola Willis and John Barrington Year 2 Pastoral Lead: Sophie Gilbert primaryandearlyyearsbayear2team@bcu.ac.uk Year 3: Florence Hayles and Gary Smith Year 3 Pastoral Lead: Mary Bennett-Hartley primaryandearlyyearsbayear3team@bcu.ac.uk	

Course structure

The three years of the course are detailed in the diagram below



Course aims

The course aims to:

- Enable you to become a committed, confident, creative and collaborative primary school teacher who is equipped with the skills and knowledge needed to lead the learning for a range of learners. You will develop your confidence in taking a lead in school and contributing to the wider profession.
- Develop your ability to enhance your own practice through reflective and critical evaluation of curriculum, research, policy and practice. You will apply this understanding in the classroom, enhancing children's learning.
- Enable you to become a highly accountable and professional teacher with a commitment towards equality, diversity and inclusion and to make a positive contribution to your community. You will be aware of, and respond to, the needs of a range of children e.g. EAL, SEND and Looked After Children, within society, and be prepared to engage in multi-agency working.
- Enable you to become a reflective future leader of learning in innovative practice and with a commitment to optimising life chances for all children with the ability to respond to change and manage it positively.
- Develop your understanding of the value of education for all children within a global context. You will utilise best practice from across the globe to enhance your teaching and enrich opportunities for children.

Learning and teaching on your course

The course is based on a shared vision for educational excellence with the schools in our partnership and this reflects our commitment to partnership working. Trainees on the course benefit from working with and learning from outstanding classroom teachers in schools and at university. The school-based elements of the course will afford trainees enhanced opportunities to spend time in school and will allow them to make links between their observations and experiences and the taught course in university. Schools will undertake to provide trainees with a variety of opportunities to observe best practice which addresses the trainees' development needs. The Department for Education's (2012) Teachers' Standards which lead to the recommendation for the award of QTS will be assessed summatively. Trainees will be assessed formatively against the curriculum using the BCU ITE Curriculum Themes and Assessment framework.

The course is designed to recognise that trainees develop their understanding of, and skills in, teaching in a gradual way. The first block of university teaching prepares the trainees for their first teaching block placement. The second block of university teaching allows trainees the opportunity to reflect upon their experiences in school and further prepare them for subsequent placements. All the academic modules involve the trainees in reflecting on their developing understanding of primary and early years teaching and taking responsibility for their own professional development. Trainees will also develop their teaching skills through carefully designed School Based Training experiences. The School Based Training (SBT) experiences are developmental and progressive. The work undertaken in school is closely aligned to the academic modules and is assessed against the relevant professional competencies, currently The Teachers' Standards (DfE 2012) at the end of the course.

Through our commitment to inclusive values, this course will empower trainees to address issues of equality, diversity and justice to optimise the life chances for all children they teach. Graduates from the PGCE Primary and Early Years course at Birmingham City University will be confident to meet the challenges of inspiring children to achieve their goals and to overcome disadvantage and barriers to learning. All trainees will consider in depth special Educational Needs, Disability and Inclusion.

School Based Training

The course offers the opportunity to complete 120 days in school to meet the requirements of the DfE for 'qualified teacher status', to become an Early Career Teacher (ECT). School placements are vital in providing opportunities to develop professional skills and enabling demonstration of the BCU Themes, in line with the Initial Teacher Training Early Career Framework.

Your modules

Your course is made up of modules; each module is a unit of study that has specific learning outcomes which are assessed through the module assessment task(s). Below is an overview of the modules you will study throughout your course and the associated assessments.

Code	Credits	Module Title	Assessment
Level 4 modules			
EDU4138	40	An Introduction to Core	Assignment
EDU4139	20	The Developing Child	Assignment
EDU4140	20	The Emerging Teacher	Assignment
EDU4141	20	Understanding the Foundation Curriculum	Assignment
EDU4142	20	Subject Learning and Teaching	Presentation
EDU4143	0	School Based Training 1	Placement
Level 5 Modules			
EDU5153	40	Promoting Progress in Core	Assignment
EDU5154	20	Assessing and Reporting	Assignment
EDU5155	20	Special Educational Needs, Disability and Inclusion	Assignment
EDU5156	20	Developing the Foundation Curriculum	Assignment
EDU5157	20	Subjects in Action	Assignment
EDU5158	0	School Based Training 2	Placement
Level 6 Modules			
EDU6262	40	Critical Issues in Core	Assignment
EDU6263	20	Current Issues in Education	Assignment
EDU6264	20	Creative Teaching in the Foundation Curriculum	Assignment
EDU6265	40	Research in Education	Assignment
EDU6266	0	School Based Training 3	Placement

Your assessment

All trainees will complete module assessments for credit bearing modules which must be passed - all are marked in percentages. The remaining non-credit bearing module will be assessed summatively at the end of the course against the DfE Teachers' Standards (2012) and will be marked on a pass/fail basis. During the course you will be assessed formatively against the BCU Assessment Tracker.

Assessments are distributed across the year with set submission and return dates. All written work is submitted electronically. Trainees will be given a guidance sheet for each assessment which will include specific criteria against which it will be marked.

Academic conduct

Good academic conduct is important for doing well in your assessments. Structuring your work well, demonstrating and referencing your research, and using appropriate

language are all essential skills. For support with academic skills and conduct please see here: CAS Student Resources: Study Guides | Moodle and

How to submit

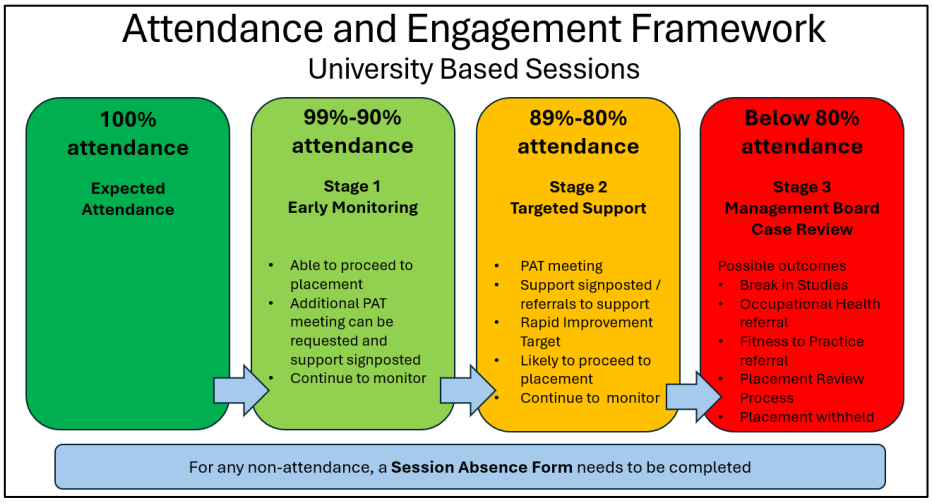
Your assessment details, deadlines, and submission portals are all available on your module Moodle sites. Further questions about your submissions should be directed to your module leader, and their contact details and office hours can also be found on your module Moodle sites.

Your attendance requirement

The content of the course meets the requirements of Qualified Teacher Status accreditation, and trainees pursue their studies with due diligence, ensuring that they avail themselves of the educational opportunities made available.

Attendance and active engagement are essential components of a teacher training course. Trainees are expected to attend 100% of scheduled university-based sessions, professional studies activities, and placement-related commitments. Consistent attendance supports the development of professional knowledge, skills, and behaviours required to meet the Teachers' Standards and ensures that trainees are fully prepared for school placements.

To support this, attendance is monitored using the following framework in addition to the main university policy



If absent from university teaching sessions, students will notify their Personal Academic Tutor, the tutor leading the session and record through MySRS.

Holidays are not to be taken during term time and will not be authorised.

Trainees are expected to attend placement with the same level of commitment and professionalism expected of employed members of school staff. Any absence must follow agreed policies and procedures.

Professional conduct through regular and punctual attendance, engaging fully in the life of the school and participating in all planned training, mentoring and teaching activities is expected in order to pass the placement.

If attendance falls below standards expected, students may be at risk of being withdrawn from placement and withdrawal from their course. To avoid this, students are encouraged to engage with support including Personal Academic Tutors, Course Leadership Team, Lead mentors and the Student Retention Team. Policies regarding student attendance can be found on the Student Contract page.

Your future

As part of the course you will spend time in school developing your skills as a teacher. Our trainees are very employable, and many are subsequently employed by placement schools. Your experiences in university and school ensure you are well prepared for your first teaching post.

While on the course we support you with making applications, personal statements and support for your transition to Early Career Teacher.

Supporting your studies

Your personal tutor

We recognise that success at university is shaped not only by academic achievement, but by personal development, wellbeing, and career readiness. The following framework outlines how Personal Academic Tutors (PATs) will proactively support students across four core pillars:

- Academic Support - Guide students through academic challenges and ensure progression through regular check-ins on grades, attendance, and skill development.
- Personal Development - Support students in identifying their strengths, setting goals, and building the confidence and skills needed to grow personally, academically, and professionally throughout their university journey.
- Wellbeing Support - Provide a first point of contact for wellbeing support, providing a safe space to talk, signposting to specialist services, and helping students navigate personal challenges that may impact their studies.
- Employability Focus - Prepare students for their future careers through placement support, CV development, and connections to the university careers team.

Your student voice and feedback

Your voice matters throughout your course and there are many opportunities for you to get involved. For more information on the student voice system at BCU, please see here: Representation

Your course accreditation

QTS is awarded by the DfE on recommendation by the University. It therefore sits outside the modular assessment framework.

To be recommended QTS you must satisfy the Teachers' Standards (2012). You will be summatively assessed against these Standards at the end of the course. You will be formatively assessed on your school placements against the BCU ITE Curriculum Themes. The school-based training module outcomes reflect this process. Professional discussions throughout the year at review and progress meetings will provide evidence against the BCU ITE Curriculum Themes that are clearly linked to the Teachers' Standards.

Your placements and work-based learning

This course complies with the requirements of the Teachers' Standards published by the DfE (2012) which identify the Professional Standards that all trainee teachers must meet if they are to be recommended to the DfE for Qualified Teacher Status. As a trainee on this course, you will therefore spend sustained periods of time working in schools or settings so that you can demonstrate that you have met the DfE Teachers' Standards 2012.

You will be assessed formatively against curriculum and the BCU ITE Curriculum Themes and at the end of the course by the Teachers' Standards by teaching colleagues and Lead Mentors. Schools participating in this training process will receive a proportion of course resources after concluding a formal partnership agreement. The partnership agreement requires schools or settings to ensure that their staff are familiar with mentor procedures for trainee placements, that appropriate staff attend mentor training sessions about teaching practices and that trainees receive appropriate levels of support whilst on teaching practice.

Your uniform

When in school professional dress should be adopted and be in line with the dress policy of the school. Trainees should discuss this with schools prior to their first day.

In university some sessions may require specific dress e.g. PE. Lecturers will communicate specific needs prior to sessions. There is an expectation that trainees take part in all sessions and are dressed appropriately.

Your fitness to practise

Some of the University's courses prepare students for entry into professions where they have to meet certain behavioural and/or health requirements if they are to practise the profession. As your course falls into this category, you need to be aware of the University's Fitness to Practise procedures available on iCity at https://icity.bcu.ac.uk/Student-Affairs/Appeals-and-Resolutions/Fitness-to-Practise or via the Student Contract section of BCU website.

This course will prepare you for entry to a profession which makes high demands on its entrants in terms of their professional conduct, values and attitudes. On rare occasions the Faculty may need to invoke the University's Fitness for Practice/Study policy

Examples of when this might occur include:

- when you have physical or mental health problems which may put you or others at risk
- when you demonstrate unprofessional behaviour
- where there are serious breaches of The Teachers' Standards and/or the ITT Criteria
- disclosure of information about yourself or your previous conduct that you have not already disclosed on your application form or in your interview that may impact on your suitability to teach
- you have previously been removed from an ITT course because you have behaved in a way that indicates you may not be suitable to work with children, or you have left a previous ITT course before completing
- when you have committed an offence under the University's Student Disciplinary Procedure which raises doubts about your professional suitability. Professional conduct of trainees on teaching practice

Your Disclosure & Barring Service (DBS) check

We expect all students on this course to act in an honest and trustworthy manner and that your conduct, behaviour and attitudes are always compatible with your professional code of conduct. Before you commence on your course we will judge your good character through a DBS check. Once you have fully enrolled on your course you must inform us about any new involvement you have had with the Police. Students are expected to complete a self-declaration each year.

Please note that failure to inform us of any involvement with the Police could be viewed as unprofessional conduct and this may also be considered in addition to the original offence.

In cases where involvement with the Police has occurred, you will be invited to attend a Disclosure and Barring Service Panel.

Your occupational health

Some PSRBs set 'good health' requirements for entry to educational courses leading to professional registration. Good health is necessary to undertake practice and means

that students must be capable of safe and effective practice with supervision throughout their course of study.

OH Works Ltd is an independent Occupational Health (OH) service that will process your health clearance to ensure you are fit to enrol at the University and fit for your practice placements and will be responsible for your Occupational Health throughout your time at university.

Your other student support services

The University has a number of services available to support you during your time as a student. If you have any queries and are unsure of where you should ask, your Student Support Centre is available to help. If the team can't answer your query straight away, they will ensure that your query is directed to the relevant colleagues within the University. Student support | Birmingham City University

Information on locations, opening times, telephone number and the online enquiry portal can all be found here: Contact details - Contact details for current students | Birmingham City University