

4 Course Overview

Please use the following section to support your understanding about the three-year BAQTS Hons Course and one-year Postgraduate Certificate in Education Primary and Early Years education.

4.1 BAQTS (Hons) Course [BAQTS \(Hons\) Homepage](#)

Guidance for BAQTS School Based Training 1

BA Hons Primary and Early Years Education with QTS SBT1	
Prelims:	24 th , 25 th Feb 2025 3 rd , 4 th March 2025 10 th , 11 th March 2025 17 th , 18 th March 2025 24 th , 25 th March 2025 7 th , 8 th April 2025
Block:	29 th April to 20 th June 2025
<ol style="list-style-type: none"> 1. Associate Teachers will complete two days a week in school, followed by a block placement. 2. This can operate as paired or single placement and is designed to develop the Associate Teachers’ knowledge and understanding of behaviour management and planning and teaching engaging learning. 3. One day per week in school starting in the spring term followed by a six-week block placement in the summer term. 4. During the preliminary visits Associate Teachers will complete tasks, enabling them to learn more about teaching across the curriculum, 5. During the block placement the Associate Teachers will plan and teach one lesson per day, building up to two lessons per day by the end of the placement. 6. School based learning will be formatively assessed against the BCU Key Themes. 	
<p>Intensive Training and Practice</p> <p>Intensive training and practice (ITaP) are a specific and focused element of the teacher training curriculum. The intention is to consolidate Associate Teachers’ knowledge of key evidence-based principles for effective teaching, and to enable them to apply this learning into their developing professional practice. The aim of each ITaP is to strengthen the link between research evidence and classroom practice, therefore some elements of ITaP will take place in a school environment. (DfE, 2023)</p> <p>Mentors in school play an essential role in engaging Associate Teachers in critical analysis of the application of their learning and in providing focused feedback on their classroom practice.</p>	
<p>ITaP Managing Behaviour</p>	

Pivotal area: Routines and Transitions

University Days 27th Feb 28th March 3rd April 2025

School Days 28th Feb 2nd, 31st March 1st April 2025

School Day am and University Teams Meeting pm 4th April 2025

CCF: Managing Behaviour

BCU Curriculum Key Theme B

Key questions:

How do I use appropriate behaviour management strategies to ensure smooth transitions?

What is the impact of effective routines and transitions on learning?

Practicable skills:

- Learn names and use them
- Project non-verbal confidence
- Project voice calmly and confidently
- Decide expectations in line with school policy
- Communicate expectations - Signal, Pause, insist / signal and movement routines
- Reinforce expectations – positive framing / choices and consequences
- Positive correction
- Sustain expectations

ITaP - Phonics

Pivotal area: Articulating pure sounds and orally blending

University Days 6th, 7th, 8th, 16th May 2025

School Days 9th, 15th May 2025

CCF: Subject and Curriculum

BCU Curriculum Key Theme C

Key question:

How do I articulate pure sound correctly, so that children can develop phonic awareness?

Practicable skills:

- Accurate articulation of pure sounds.
- Oral blending – phase progressive.
- Understand fidelity to phonics terminology used in school practice
- Tackling children's incorrect articulation

Guidance for BAQTS School Based Training 2

BA Hons Primary and Early Years Education with QTS SBT2	
Prelims:	14 th , 16 th , 17 th October 2024 21 st , 22 nd , 25 th October 2024 4 th to 8 th November 2024
Block:	11 th November to 20 th December 2024
<ol style="list-style-type: none"> 1. Associate Teachers will complete preliminary visits and a six-week block placement 2. Associate Teachers build up to planning and teaching for 60% of the timetable by the start of week 4. 3. Associate Teachers will develop confidence in using formative assessment to secure children’s progress and will become increasingly accountable for children’s attainment and progress. 4. This school-based learning is designed to build upon Associate Teachers’ knowledge and understanding of teaching and learning, assessment and behaviour management strategies developed through centre-based training and during their first School-Based Training experience. 5. School-based learning will be formatively assessed against the BCU Key Themes. 	

Guidance for BAQTS School Based Training 3

BA Hons Primary and Early Years Education with QTS SBT3	
Prelims:	20 th to 31 st January 2025
Block:	3 rd February to 4 th April 2025
<ol style="list-style-type: none"> 1. Associate Teachers will complete preliminary visits and an eight-week block placement. 2. Associate Teachers start the placement with a minimum teaching commitment of 60% 3. Associate Teachers will complete at least 6 weeks with a teaching commitment of 80% 4. Associate Teachers will participate in all classroom procedures including registration, assessment and tracking, playground duties and professional duties beyond pupil-facing time 5. The final school-based learning will be summatively assessed against the BCU Key Themes and the Teachers’ Standards. 	

BAQTS Overview

This is a **three-year undergraduate course** which awards the professional qualification of Qualified Teacher Status (QTS) and a primary education degree.

Associate Teachers choose to specialise in age phases 3-7 or 5-11, qualifying them to teach in primary schools and early years settings.

The ITT Curriculum is sequenced and coherent to ensure Associate Teachers acquire research-led subject, pedagogical and curriculum knowledge, and develop a clear insight into how to implement this knowledge as they develop their teaching skills with the support of school colleagues across the BCU regional partnership.

The ITT Curriculum is integrated across the university-based learning and the school-based training. The learning is led by highly experienced tutors who facilitate a wide range of practical experiences and taught sessions designed to encourage reflective and critical evaluation of research, policy, and practice.

The **Intensive Training and Practice (ITaPs)** for Year 1 have been designed to demonstrate and build Associate Teachers' understanding of evidence-based theory and apply it to their practice. Mentors in school play an essential role in engaging Associate Teachers in critical analysis of the application of their learning and in providing focused feedback on their classroom practice.

Further information can be found in the [BAQTS \(Hons\) Course Handbook 2024-25](#)