

DEFINITIVE COURSE RECORD

Course Title	BA (Hons) Childhood: Primary Education with QTS
Awarding Bodies	University of Suffolk
Level of Award ¹	FHEQ Level 6
Professional, Statutory and Regulatory Bodies Recognition	Department of Education Qualified Teacher Status (QTS)
Credit Structure ²	360 Credits Level 4: 120 Credits Level 5: 120 Credits Level 6: 120 Credits
Mode of Attendance	Full-time
Standard Length of Course ³	3 years full-time
Intended Award	BA (Hons) Childhood: Primary Education with QTS
Named Exit Awards	BA (Hons) Childhood: Primary Education DipHE Childhood: Primary Education
Entry Requirements ⁴	<ul style="list-style-type: none"> • UCAS tariff 120 points • GCSE English, Maths and Science grade 4 or above. This is an essential requirement for registration for QTS as set out by the Department for Education (DfE). Accepted equivalents are: equivalency tests from restricted set of providers (as specified by ITT providers) or overseas qualifications verified by ENIC-NARIC. <p>Additional requirements:</p> <ul style="list-style-type: none"> • Successful interview with written assessment, maths test and short presentation. • 2nd reference due to the professional nature of the course • An enhanced DBS check • A Children’s Barred List check • A Prohibition Order check • Occupational Health check to ensure applicants are ‘Fit to Teach’ • no deferred entry possible
Delivering Institution(s)	University of Suffolk Norfolk, Essex and Suffolk Teacher Training (ITT provider)
UCAS Code	X120

¹ For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

² All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

³ Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Undergraduate Awards](#).

⁴ Details of standard entry requirements can be found in the [Admissions Policy](#) and further details about Disclosure and Barring Checks (DBS) can be found on the [University’s DBS webpage](#).

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This definitive record sets out the essential features and characteristics of the BA (Hons) Childhood: Primary Education with QTS course. The information provided is accurate for students entering level 4 in the 2024-25 academic year⁵.

Course Summary

The BA (Hons) Childhood: Primary Education with QTS explores the diverse, multi-faceted experiences of children through a range of perspectives, with a particular focus on acquiring an in-depth understanding of Primary Education and professional specific knowledge and practice skills required for the attainment of Qualified Teacher Status (QTS). The programme is offered within the School of Social Sciences and Humanities in partnership with local Initial Teacher Trainer (ITT) providers.

This programme is distinctive from traditional undergraduate programmes as it provides you with an accelerated route into the teaching profession. Each year consists of a full-time academic programme (120 credits of academic modules) in combination with a yearlong school placement in which you will work towards obtaining Qualified Teacher Status (QTS).

In Year 1, all academic modules are situated within the BA Childhood programme, delivered by University of Suffolk. From Year 2 onwards, you will take 60 credits within the Childhood programme. The remaining 60 credits (professional, subject-specific modules) are jointly delivered by the ITT providers. Throughout all three years of the programme, practice will be a combination of year-long placements in combination with more intense practice blocks. You will be allocated a different school each year to ensure a range of settings and teaching contexts.

Upon successful completion of the programme, you will have obtained Qualified Teacher Status which will allow you to take up a qualified teacher position in a primary school.

Course Aims

- Develop students' systematic knowledge and critical understanding of the processes that shape childhood and children's lives in a range of cultural and societal contexts and through a range of disciplinary lenses.
- Cultivate a questioning and critical approach to the multiple theories, perspectives and philosophies surrounding childhood through a holistic approach, addressing different levels of analyses.
- Develop critical evaluation of contemporary issues and debates within childhood from local, national and international contexts.
- Develop an appreciation and understanding of issues of children's rights, diversity and inclusion in childhood, and ethical principles, enabling them to apply this knowledge to policy and practice.
- Develop professional, subject-specific and transferrable skills essential to employment, further study, and personal development.
- To prepare Trainee Teachers to teach across the 3-11 age range.
- To enable Trainee Teachers to engage in a reflective and practice-based programme of training linked strongly to an appropriate level of academic and theoretical study.

⁵ The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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- To enable Trainee Teachers to develop a thorough grounding in the research and academic skills and knowledge that support the role and professional practice of teachers and to demonstrate that they have met the teacher standards for QTS.
- To enable Trainee Teachers to consolidate their knowledge and understanding of teaching young children and application to the National Curriculum and the Early Years Foundation Stage (EYFS).

Course Learning Outcomes

The following statements define what students graduating from the BA (Hons) Childhood: Primary Education with QTS course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 6 awards as set out by the UK Quality Assurance Agency (QAA)⁶.

Students who successfully complete the BA (Hons) will have demonstrated:

1. A systematic understanding of key aspects of childhood disciplines, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline, and an appreciation of the uncertainty, ambiguity and limits of knowledge.
2. Well-developed conceptual understanding that enables the student: a) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; b) to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.
3. Well-developed ability to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.
4. Well-developed ability to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects.
5. Well-developed ability to manage their own learning, to make use of scholarly reviews and primary sources in order to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
6. Well-developed qualities and transferable skills necessary for employment requiring: a) the exercise of initiative and personal responsibility, b) decision-making in complex and unpredictable contexts, c) the learning ability needed to undertake appropriate further training of a professional or equivalent nature.
7. Provide evidence that successfully meets the requirements of the Teachers' Standards.
8. Demonstrate substantial knowledge and understanding of the context of EYFS / primary education and the National Curriculum with a critical approach to pedagogy.
9. Demonstrate sound knowledge and understanding of the context of primary education and the ability to effectively monitor and assess all aspects of the curriculum.
10. Demonstrate effective pedagogical skills and the attributes required to teach across the age and ability range and Key Stages.
11. Provide an evidence-based understanding of the school and classroom processes of pupil learning, monitoring and assessment.

⁶ As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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Course Design

The design of this course has been guided by the following QAA Benchmarks / Professional Standards / Qualified Teacher Status Competency Frameworks:

- QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008),
- QAA Early Childhood Studies Benchmark Statements (2022)
- the Qualified Teacher Status requirements (Teachers' Standards, 2012)

Course Structure

The BA (Hons) Childhood: Primary Education with QTS comprises modules at levels 4, 5 and 6.

Module Specifications for each of these modules is included within the course handbook, available to students on-line at the beginning of each academic year.

	Module	Credits	Module Type ⁷
Level 4			
	Understanding University	20	R
	Health and Wellbeing	20	R
	Child development in context	20	R
	Childhood, care and education	20	R
	Children in Society	20	R
	Diversity, rights and inclusion	20	R
	Professional Practice 1	0	M
Level 5			
	Children's Ecologies	20	R
	Safeguarding	20	M
	Understanding Research	20	M
	Professional Studies and Pedagogy1	20	M
	Core Subjects 1	20	M
	Foundation Subjects 1	20	M
	Professional Practice 2	0	M
Level 6			
	Independent project	40	M
	Decolonisation and Difference	20	R
	Professional Studies and Pedagogy 2	20	M

⁷ Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Undergraduate Awards](#)

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	Core Subjects 2	20	M
	Foundation Subjects 2	20	M
	Professional Practice 3	0	M

Awards

On successful completion of the course, students will be awarded a BA (Hons) Childhood: Primary Education with QTS. Students who successfully complete 360 credits (including all mandatory modules at levels 4, 5 and 6) without meeting QTS requirements, may be eligible for a BA (Hons) Childhood: Primary Education. Students who leave the course early may be eligible for a DipHE Childhood: Primary Education on successful completion of 240 credits including all mandatory modules at levels 4 and 5.

Course Delivery

The course is delivered at Ipswich at the University of Suffolk. Students studying full-time on BA (Hons) Childhood: Primary Education with QTS will be taught within a blended learning environment where structured tutor-led learning is delivered both on-campus and online. Students are likely to have approximately 48 hours structured tutor-led time per module for level 4, 44 hours structured tutor-led time per module for level 5 and 40 hours structured tutor-led time per module for level 6. This tutor-led time will be a mix of synchronous and asynchronous learning activities such as lectures, seminars, tutorials, and learning activities.

School placements are synchronised with the primary school year (September to July) and are therefore longer than the University's academic year. Each year, students will spend 1 day a week in school during the school term and also undertake a block placement near the end of the academic year (May-June). During block placement, students will be in their placement school for 5 days per week. The block placements increase in length through the course so that by Year 3, the students will be undertaking the majority of planning, teaching and assessing within their placement class for a period of 10 weeks. Placements will be arranged by the ITT providers.

Students will normally be expected to undertake 12 hours of independent study per academic module in an average week, alongside independent study and preparation related to the school placement and practice module. Students should be prepared for this to vary based on assignment deadlines and class exercises.

Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Overall, assessment on the course will be mostly coursework (including portfolios, essays, reports, presentations, group work, reflective learning journals and research projects) alongside some traditional essay based and multiple-choice examinations and practical assessments.

Special Features

On successful completion of the BA (Hons) Childhood: Primary Education with QTS students will have obtained Qualified Teacher Status (Department of Education). This course is delivered in partnership with Initial Teacher Training (ITT) provider: Norfolk, Essex and Suffolk Teacher Training.

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Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

Course Costs

Students undertaking BA (Hons) Childhood: Primary Education with QTS will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK	£9,250 per year
Part-time UK	£1,454 per 20 credit module
Full-time EU/International	£14,610 per year
Part-time EU/International	£2,435 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

Optional field trips may be offered which incur additional costs.

Students will be expected to fund their own travel to their school placement and the provision of an Enhanced DBS (approx. £40) and yearly update (approx. £13).

Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).