

**DEFINITION** **FGSC6-ē**

Level of Award <sup>1</sup>	<b>FHEQ Level 6</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>Department of Education Qualified Teacher Status (QTS)</b>
Credit Structure <sup>2</sup>	<b>360 Credits Level 4: 120 Credits Level 5: 120 Credits Lce Level 6: 120 Credits</b>

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**DEFINITIVE COURSE RECORD**

Delivering Institution(s)	<b>University of Suffolk Norfolk, Essex and Suffolk Teacher Training (ITT provider)</b>
UCAS Code	<b>X120</b>

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 year<sup>5</sup>.

**Course**

## DEFINITIVE COURSE RECORD

- 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.
- 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)<sup>6</sup>.

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

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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 of the Department of Education (2011).

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