



Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	Bachelor of Education (Hons)
1.5 FHEQ Level:	6
1.6 Programme Title:	Primary Education (with QTS) and specialism titles: Primary Education Primary Education (English) Primary Education (Mathematics) Primary Education (Science) Primary Education (Foreign Languages) Primary Education (History) Primary Education (Geography) Primary Education (Art & Design) Primary Education (Design & Technology) Primary Education (with Physical Education) Primary Education (Religious Education) Primary Education (Music) Primary Education (Computing)
1.7 Mode and Duration of Study:	Full Time – 3 years
1.8 School:	MTEP
1.9 HECoS Code:	100511
1.10 Collaborative Provision Arrangement:	None
1.11 UCAS Code(s):	X120
1.12 Admission Criteria:	University entrance criteria apply (please refer to website for further details of typical requirements) including compliance with the statutory NCTL entry requirements: Have achieved a standard equivalent to a grade C in the GCSE examinations in English, mathematics and science (C1.1); Have taken part in a rigorous interview procedure designed to assess their suitability to teach (C1.3);

	<p>Have passed the professional skills test prior to entry (C1.4).</p> <p>Fitness to teach</p> <p>DBS Clearance</p> <p>Experience in primary schools/ early years settings.</p> <p>Department for Education (DfE)</p>
1.13 Accrediting Professional Body/PSRB:	
1.14 QAA Subject Benchmarking Group(s):	<p>There are no benchmarks for ITT, but reference is made to QAA Education Studies Subject Benchmark Statements (February 2015)</p> <p>www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2916</p>
1.15 Other External Points of Reference:	<p>Framework for Higher Education Qualifications (FHEQ)</p> <p>NCTL Initial Teacher Training Criteria: Statutory guidance for accredited initial teacher training providers in England (February 2014)</p> <p>Ofsted Initial Teacher Education Inspection Framework (June 2014)</p> <p>Teachers' Standards (2013)</p> <p>Carter Review of Initial Teacher Training (January 2014)</p> <p>The national curriculum in England: Framework document (July 2013)</p> <p>Early Years Foundation Stage Framework (2014)</p> <p>National Curriculum (2014)</p> <p>Ofsted School Inspection Framework (December 2014)</p> <p>Primary Partnership Operational Group</p> <p>Primary Partnership Strategy Group</p> <p>English</p>
1.16 Language of Study (for learning, teaching and assessment):	
1.17 Work-Based Learning Arrangements:	<p>Work-based learning takes place within modules PMEC01, PMEC05, PMED03H, PMED04, PMEHO2, and PMEHO3, PMED10, PMEHO6.</p>
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	
1.21 Date of Commencement:	September 2015
1.22 Review Date:	By 31 st August 2021

2. Programme Outline

The BEd. Primary Education programme is a full time three year undergraduate course developed and delivered in partnership with schools. This programme provides the opportunity for students to gain an undergraduate honours degree with Qualified Teacher Status. Students' learning takes place both within the University and within a diverse range of schools and educational settings, which include special schools and alternative provision, Service Children's Education (SCE) schools and schools in London boroughs.

Building on the success of previous programmes, feedback from employers and students and in response to current educational policies and research, the programme has been designed to equip new teachers for the diversity of teaching in today's schools. It also aligns with the University's strategic plan and the key themes and values relating to inclusion, diversity and social justice. These are threaded through the programme and underpin both the content and the approaches to teaching and learning as well as reflecting similar key principles in the Teachers' Standards.

The first year starts with a clear focus on the foundations of early learning and child development and an introduction to the primary subject areas and professional issues. Experience in school is linked closely with University-based modules to ensure strong links between theory and practice are established from the outset. The second and third year modules build progressively enabling knowledge and understanding to build and deepen through a range of teaching and learning approaches. Students experience a range of primary subjects again in the second year along with more extended block of assessed school-based experience and opportunities for enhanced placements in a range of educational settings including special schools and alternative provision. In the final year, students undertake a dissertation, enabling them to focus on a chosen area of research. A final assessed placement enables students to take on the majority of a teacher's responsibilities and be prepared to start their teaching career.

The programme has been designed to enable students to develop particular knowledge and expertise in one of the primary subjects. This specialism, will equip students, once qualified, to work towards leading the subject in a primary school. Due to the limited time available within a three year primary programme, the intention is to provide students with appropriate skills, enthusiasm and knowledge to take a lead in a primary school curriculum area. They will have a clear sense of how the subject should be taught well across the primary age range, an enhanced level of subject knowledge, albeit not at the level commensurate with a degree in the chosen subject, as well as a commitment and passion for their chosen area. In terms of primary education we recognise that the role of a subject leader requires many skills and the development of these will form part of the specialism. These will include a knowledge of relevant curricula and frameworks, a good understanding of progression within the subject, innovative and interesting ways of teaching and learning and knowledge of quality resources. There will also be a focus on encouraging and enthusing other staff and pupils and ways of promoting the subject through extra-curricular activities. The intention is that students will continue to develop their knowledge, understanding and enthusiasm for the subject as they enter the early years of teaching and build on this specialism work before taking on the role more fully.

The programme also seeks to develop students' knowledge and understanding of how research underpins education. The programme is designed with an emphasis on two key interlinking strands:

1. The development of students' understanding of teaching as an evidence-based profession;
2. The development of practical research skills to enable students to become confident teacher researchers in the future.

The use of research underpins the teaching and assessment in all modules and the development of students' understanding of the links between theory, research and practice. Throughout the programme students are constantly challenged to consider the theoretical basis for educational policies and practices and to analyse and discuss this as part of the assessment process. As the students progress on the programme, the level of analysis and criticality will develop and this will be enhanced by experiences in different placement contexts and through discussions with a range of professionals. By the end of the programme, students should be working at an advanced level and will be encouraged to consider Masters level study when they graduate. Their ability to demonstrate skills in analysis, evaluation and reflection will be fundamental to this. This effectively combines the two strands as students appreciate the role of research in an evidence-based profession and can demonstrate their understanding through the application of the appropriate skills.

Students' ability to initiate, design and carry out research in different forms and at different levels is also developed during the programme and in a number of ways. In some modules, there are more explicit tasks which build these skills and in other modules the main focus is on developing students' criticality and analytical skills.

Students will develop their expertise over the second and third years of the course through a combination of taught modules, experience in school and personal study. Students are encouraged to develop their own personal knowledge and interest and to situate their dissertation within their chosen subject area if possible. There will also be a strong focus on Teaching Practice to develop expertise and confidence through planning and teaching and through working with experienced subject leaders and other staff.

The programme is designed and delivered by a strong, enthusiastic teaching team who are all experienced teachers or senior leaders with a passion for teaching and learning, underpinned by their own research interests. The team strongly believe in an interactive model for learning and this is evident in lectures and practical workshops. Additionally, specialisms are delivered by tutors who are passionate about their subject and who are experts in their field. Visiting lecturers and teachers from partnership schools contribute to the taught programme in a variety of ways.

The programme has been designed with 120 credits at levels 4, 5 and 6 but constructed of modules with different credit weighting and considerable module integration exemplified with integrated learning tasks throughout levels 4 and 5. There is also integration with work in schools with modules being led and delivered by schools. This is facilitated by a strong partnership with schools across Plymouth, Devon, Cornwall, Somerset, Dorset, London boroughs and the Service Children's Education schools in Germany and Cyprus.

The programme has been carefully designed to give the students the skills, knowledge and understanding required to become an effective and competent teacher for the 21st Century.

In response to changing government policy and approaches to Initial Teacher Training, we will be able to build on strong, well established partnerships with schools to continue to

strengthen the programme and to adapt to change. This was commended as a particular strength during the 2014 OfSTED inspection when the primary provision was graded as good with outstanding leadership and management.

2.1 Integrating Sustainability into the Curriculum

The programme has been designed to ensure students are provided with learning opportunities that will enable them to develop the skills and knowledge to live and work sustainably in the future. These include a range of transferable and practical skills particularly developed through the school placement modules and through the specialism modules. Students will be encouraged to engage with a diverse range of ethical, moral and social issues as part of the programme and to develop their own philosophical, moral and ethical standpoints. Students are challenged in their thinking, beliefs and attitudes and there is a key focus throughout the programme on the development of reflection as a core element of an effective teacher.

3. Distinctive Features

A range of additional activities are built into the programme to enhance the student experience and employability. Field work forms part of specialism modules and is also incorporated when appropriate in other modules. This includes the use of the outdoor environment to support learning, visits to museums and art galleries, places of worship and other places of interest. These are both in the local environment, nationally and where appropriate, internationally.

Students are also involved in an enhanced placement in year two and this provides opportunities to work in educationally linked settings such as residential centres, libraries, museums, field work centres, different types of schools, non-standard provision. Some students are involved in placements in other parts of the country or abroad. This placement has broadened student experience and helped them develop a range of skills which contribute to making them highly employable.

Students are also encouraged to attend courses which will give them additional qualifications including various sports, first aid and Makaton and to take part in all activities offered by the University to enhance their employability.

4. Programme Aims

The over-arching aim of the B.Ed. (Hons) Primary Education programme is to help prepare the next generation of outstanding teachers, both intellectually and in role-related skills.

The programme will provide opportunities for students to develop an in-depth understanding of the profession, entry to which is the most likely vocational outcome for this course. Graduates from this programme will be: reflective, reflexive, flexible, caring, confident, knowledgeable, critical thinkers and professional practitioners.

The programme's general aims are to:

- a) Develop students' critical thinking, intellectual reasoning and practical skills in a diverse range of settings, interpersonal interactions and contexts for teaching, learning and research;
- b) Support and encourage each student to discover their full potential to enable them to become confident and reflective and make a productive contribution to society;
- c) Provide a stimulating, inclusive and effective learning environment in which students feel secure and motivated to learn;
- d) Prepare students for employment and/or postgraduate study by equipping them with a diverse range of pertinent skills to enable them to respond to rapidly changing contexts;
- e) Provide students with a clear sense of how a range of curriculum subjects are taught well across the Primary age-range, including aspects of global citizenship and digital innovation, and incorporating higher levels of understanding and skills in a subject specialism.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. A comprehensive understanding of Primary Education informed by current perceptions of good practice with its associated pedagogy and underpinned by a critical awareness of current research and issues at work in the profession;
2. A comprehensive knowledge and understanding, critical awareness and creative approach required to teach the subjects that represent the Primary curriculum;
3. The knowledge, understanding, skills and professional characteristics necessary to meet the criteria of the national standards for the award of Qualified Teacher Status;
4. Up-to-date and detailed knowledge of government legislation, policy and initiatives affecting schools and the teaching profession generally;
5. A critical understanding of relevant aspects of issues in equality, diversity, inclusion and social justice.
6. A critical awareness of the ethical dimensions of both academic activity and professional practice.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

7. The ability to critically analyse and evaluate a range of concepts within Primary Education, both theoretical and context-based, at a level appropriate to undergraduate degree study;
8. An ability to critically evaluate evidence, developing reasoned and well-informed arguments;
9. Competence in analysing, manipulating and synthesising information and data;

10. The ability to undertake research independently, and to pursue issues and contrasting viewpoints in order to reach creative and/or insightful conclusions;
11. The ability to relate existing pedagogical concepts and theories to new contexts;
12. The ability to design, implement and critically evaluate research, taking due consideration of a breadth of views, the reliability of data and its range of possible interpretations and applications;
13. The ability to confidently articulate a set of beliefs and values about education and their role in it as a transformative process.

Practical skills:

By the end of this programme students should be able to demonstrate:

14. The ability to devise and implement a range of appropriate strategies for managing high-quality teaching and learning in a range of school contexts;
15. The ability to work autonomously and with resilience, adjusting their practice in the light of their theoretical understanding, informed by research and self-evaluation;
16. The ability to articulate, as individuals, amongst their peers and in vocational settings, a critical, reflective and appropriate set of responses to their personal and corporate responsibilities in professional practice.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

17. An ability to communicate confidently, effectively and appropriately with colleagues and wider audiences in a variety of formats, written and spoken;
18. Appropriate levels of literacy, numeracy and digital competence for the assumption of a professional role in education;
19. The ability to work professionally and sustain a professional ethos, both independently and as part of a team, within the discipline of Primary Education and beyond;
20. Good organisational/management skills in proactively devising tasks and projects, and in seeing them through to their conclusion;
21. Good interpersonal/management skills, directing, enabling and supporting peers, children and other adults to work effectively as part of an educational community;
22. The ability to sustain good professional relationships, in which mutual support and conflict-resolution are routinely in evidence;
23. Good leadership skills within their academic peer-group and also within practice-based situations as a trainee teacher;
24. The ability to respond constructively to advice and take responsibility for their own professional development;
25. The ability to self-evaluate in order to make progress as a reflective practitioner.

26. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5)
27. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6)

6. Learning and Teaching Methods

Method	Description
Case Studies	A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario based learning activities.
Computer Based Learning/ E-Learning	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn
Conferences	An individual event which focuses on a particular aspect usually involving guest speakers/ presenters.
Critical Reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.
Directed Study/ Tasks	Time set aside for students to study a particular subject/ complete a specific task.
Fieldwork/Visits	Visits or offsite sessions for the purposes of teaching, learning and research. This would encompass data collection sessions together with visits to relevant organisations.
Group Discussions	A group (normally between 8-10 people) work together to discuss opinions and gauge their responses to specific stimuli.
Guest Speakers/Presentations	Using specialists from other organisations to present to students.
Independent Learning	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Lectures	Subject introduced and delivered by the tutor in a specific time usually to a larger group.
Observation (of Practice)	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.
Peer Group Study	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject.
School-Based Training/ Teaching Practice	A block period of school placement with structured learning tasks, activities and mentoring.
Seminar	A group of about 8-12 people following up something that has already been introduced on the course, usually in a lecture or through independent study.
Tutorials	One-to-one tutoring (learner/ tutor) usually for purposes based on the learners' work.
Virtual Learning Environment	A software system designed to support teaching and learning in an educational setting.
School- Based Tasks	Specific tasks undertaken within a school environment enabling learners to develop 'real' skills and practices.
Serial Visits/ Placement	A number of individual days over a period of time based in a school or other educational setting.

Workshops	A group of people engaged in intensive study or work in a creative or practical field.
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6.1 Learning Enhancement

The programme is delivered in a range of different settings including the University, schools and other educational settings, outdoor settings and other places of educational significance. Students also have opportunities to enhance their learning through additional activities whilst on placement and in connection with schools such as extra-curricular activities, residential visits or working with different aged pupils. These present particular opportunities for the development of their practical and transferable skills. The programme is delivered in a variety of ways and a wide range of resources are used in practical teaching sessions. Additional courses are laid on, offering opportunities for students to enhance their knowledge and skills.

6.2 e-Learning

Digital scholarship and technological competence is a key element in teaching and therefore this aspect is embedded throughout the programme. Extensive use is made of the University's VLE with a wide range of resources and materials being made available for students for every module. The use of technology in primary teaching is addressed in each subject area and students gain experience of using a wide range of ICT. On all placement modules (PMEC01, PMED04 and PMEHO2) students are required to track their progress using an e-portfolio and on PMED01 students also upload reflective journals. Students also use e-portfolios as part of their core subject knowledge tracking in PMEC06, PMED06H and PMED08 (including an ICT/ computing audit) and all students are required to submit their work electronically through the University's Turnitin system.

7. Modes of Assessment

Assessment is conducted in accordance with the University Assessment Policies and Procedures.

There are a variety of different modes of assessment across the three years of the course which present a range of opportunities.

Method	Description
Analytical Report	A report based on the analysis of a case study.
Case Study	A study of an individual or group of people, based on a 'real life' situation in a practical field written up for submission.
Dissertation	An extended original piece of work with the support of a supervisor.
Essay	These vary in length and structure and students must adhere to the specified number of words
Learning/Reflective Journal	A journal with a minimum number of entries which demonstrates the ability to reflect and evaluate over a period of time.
Portfolio	A collection of plans, documents or resources relating to a specified area or topic.
Presentation	Presentation which is usually given to the group within a time limit (as an individual or with a group) on a given topic. Presentation materials may be required to be submitted without a formal presentation taking place.
Resource	A practical resource designed to support learning in a certain subject area or a cross-curricular aspect of teaching and learning.
School Experience Folder	An on-going record of school-based work including planning, assessment records, compulsory tasks, reflections and evaluations.
Subject Knowledge Folders	A portfolio or file which shows engagement with the development of subject knowledge in certain subject areas.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

Professional requirements of the programmes include statutory amounts of school-based experience (120 days). This is therefore a key component of the programme and has been designed to be progressive, starting with serial day visits in year one and culminating in a 10 week block placement in the final year. There are also opportunities for students to work in schools or with pupils in the University or another setting in a number of ways and linked to a number of different modules. These will include research opportunities, teaching and learning activities, special projects, curriculum enhancements, additional qualifications. In years two and three students have the opportunity to apply for placements in partnership schools in various boroughs in London or with Service Children's Education (SCE) in schools in Germany and Cyprus. Students also gain experience in special schools or specialist units linked to mainstream schools and in working with pupils from diverse backgrounds as part of developing their understanding of how to meet the needs of all pupils. With the diverse range of placement schools on offer in the Plymouth and surrounding area, students have good opportunities to prepare for their teaching careers.

Students are mentored and supported by trained mentors and teachers in schools and by visiting University Tutors. Assessments are carried out jointly by school-based and University staff and are moderated by External Examiners and moderators in line with clearly specified Quality Assurance procedures. These assessments, along with feedback from all parties, are considered termly by the Primary Partnership Operational Group and the programme team.

10. Programme Structure

BEd Primary Education (all specialisms, apart from Physical Education)

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PMEC01	Professional Studies & First Teaching Practice	20	100% Coursework	Semester X	Compulsory	Non-Condonable
PMEC02	Child Development & Early Learning	20	100% Coursework	Term 1	Compulsory	Condonable
PMEC03	Foundations for Learning	20	50% Coursework 50% Practical	Semester X	Compulsory	Condonable
PMEC04	Curriculum Studies: Foundation Subjects & R.E.	20	100% Coursework	Semester X	Compulsory	Condonable
PMEC05	Professional Skills of the Teacher	20	100% Coursework	Term 2	Compulsory	Condonable
PMEC06	Curriculum Studies: Core Subjects	20	100% Coursework	Semester Z	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PMED01	Professional Studies: Developing as a Teacher	20	75% Coursework 25% Practical	Semester Y	Compulsory	Non-Condonable
PMED02	Inclusion and Primary Education	20	100% Coursework	Term 1	Compulsory	Non-Condonable

PMED03H	Specialism: Enhancing Knowledge & Understanding	10	100% Coursework	Term 3	Compulsory	Non- Condonable
PMED04	Second Teaching Practice	20	100% Coursework	Term 2	Compulsory	Non- Condonable
PMED05H	Managing Medium Term Teaching & Learning	10	100% Coursework	Term 2	Compulsory	Non- Condonable
PMED06H	Curriculum Studies: Developing Core Subject Knowledge	10	100% Coursework	Term 1	Compulsory	Non- Condonable
PMED07H	Curriculum Studies: Developing Foundation Subjects & R.E.	10	100% Coursework	Term 1	Compulsory	Non- Condonable
PMED08	Curriculum Studies: Deepening Core Subject Understanding	20	100% Coursework	Term 3	Compulsory	Non- Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PMEH01	Professional Studies: Current Issues for the Teacher	20	100% Coursework	Term 3	Compulsory	Non- Condonable
PMEH02	Final Teaching Practice	40	100% Coursework	Term 1	Compulsory	Non- Condonable
PMEH03	Specialism: Critical Application of Knowledge & Understanding	20	100% Coursework	Term 3	Compulsory	Non- Condonable
PMEH04	Honours Level Dissertation	40	100% Coursework	Term 2	Compulsory	Non- Condonable

Key:Semester X = A & B

BEd Primary Education (with Physical Education)

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PMEC01	Professional Studies & First Teaching Practice	20	100% Coursework	Semester X	Compulsory	Non- Condonable
PMEC02	Child Development & Early Learning	20	100% Coursework	Term 1	Compulsory	Condonable
PMEC03	Foundations for Learning	20	50% Coursework 50% Practical	Semester X	Compulsory	Condonable
PMEC05	Professional Skills of the Teacher	20	100% Coursework	Term 2	Compulsory	Condonable
PMEC06	Curriculum Studies: Core Subjects	20	100% Coursework	Semester Z	Compulsory	Condonable
PHEC10	Pedagogical and Scientific Principles of Physical Education	20	60% Coursework 40% Practical	Semester X	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PMED01	Professional Studies: Developing as a Teacher	20	75% Coursework 25% Practical	Semester Y	Compulsory	Non- Condonable
PMED02	Inclusion and Primary Education	20	60% Coursework 40% Practical	Term 1	Compulsory	Non- Condonable
PMED04	Second Teaching Practice	20	100% Coursework	Term 2	Compulsory	Non- Condonable
PMED05H	Managing Medium Term Teaching & Learning	10	100% Coursework	Term 2	Compulsory	Non- Condonable

PMED06H	Curriculum Studies: Developing Core Subject Knowledge	10	100% Coursework	Term 1	Compulsory	Non-Condonable
PMED08	Curriculum Studies: Deepening Core Subject Understanding	20	100% Coursework	Term 3	Compulsory	Non-Condonable
PMED10	Practical aspects of Physical education – health based learning	20	60% Coursework 40% Practical	Semester X	Compulsory	Non-Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PMEH01	Professional Studies: Current Issues for the Teacher	20	100% Coursework	Term 3	Compulsory	Non-Condonable
PMEH02	Final Teaching Practice	40	100% Coursework	Term 1	Compulsory	Non-Condonable
PMEH04	Honours Level Dissertation	40	100% Coursework	Term 2	Compulsory	Non-Condonable
PMEH06	Practical Aspects of Physical Education – Games based learning	20	100% Coursework	Term 3	Compulsory	Non-Condonable

Students are required to pass all modules but modules taken in the first year are condonable, except for the first school based training module which must be passed in order to progress to the second year of the course. All other modules are non-condonable because the skills, knowledge and understanding acquired in these modules are considered a vital pre-requisite for becoming an effective teacher by the end of the programme.

Exit Awards

At the end of the first year of the programme students will decide which specialist subject they would like to take. They will then study this subject in more depth in the second and third years of the course. If they successfully pass the specialist module in the second year they will be transferred to the appropriate pathway for the final year of study. Students who do not successfully complete the specialist modules will still be able to graduate, as long as

they have enough credits, but will graduate with a general primary degree on the original pathway.

Students must also pass the Teachers' Standards in order to be awarded Qualified Teacher Status. There are three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part 1** and **Part 2**. The **Preamble** summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part 1** comprises the Standards for Teaching; **Part 2** comprises the standards for Professional and Personal Conduct. All these parts are fully integrated across the programme.

Students who have successfully completed 120 credits at Level 4 (Certificate level) but do not wish to continue their studies are eligible for the University Certificate of Higher Education award.

Students who have successfully completed the equivalent of twelve 20 credit modules, including a minimum of 120 credits at Level 5 (Intermediate level), but do not wish to continue their studies are eligible for the University Diploma of Higher Education award.

For students who decide in the final year of the programme that they no longer wish to teach or for students who cannot achieve the QTS standards there is an alternative exit route, the B.A. (Hons) Educational Studies (Primary). Those students need to take an extra 40 credits to achieve the 360 credits necessary for an honours degree. These credits will consist of an Independent Study module (20 credits) and a taught module from the third year of the B.A. Education Studies programme (20 credits). The other alternative is for the students to continue with the B.Ed. programme in the final year without doing the extra modules and be awarded a B.A. Educational Studies ordinary degree (320 points).

Students transferring to the BA (Hons) Educational Studies (Primary) course upon successful completion of the second year of the BEd (Hons) Primary Education course must complete all BEd modules, apart from the dissertation.

Then students must complete two of the following optional modules:

Module Code ¹	Module Title	Credits	Assessment			Semester/ Term [^]	C/O*	Non- condonable#
			%age Course work	%age Written exam	%age Practical exam			
PREH01	Developing a Personal Philosophy of Education	20	100%			A	O	/
PREH02	Professional Learning in Context	20	100%			A	O	/
PREH03	Quality & Leadership in Education	20	100%			B	O	/

¹ a definitive module descriptor is required for each module

	PREH04	Supporting Children & Young People	20	100%			B	O	/
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11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

All ITE programmes are professionally accredited by the National College for Teaching and Leadership (NCTL) and inspected by Ofsted. Along with the standard requirements for Higher Education provision and guidance from the Universities Council for the Education of Teachers (UCET), the programmes have also been designed to ensure compliance with statutory requirements as detailed in the following documents:

- NCTL Initial Teacher Training Criteria: Statutory guidance for accredited initial teacher training providers in England (February 2014)
- Ofsted Initial Teacher Education Inspection Framework (June 2014)
- Teachers' Standards (2013)

The department's most recent Ofsted inspection took place in June 2014 and the primary provision was graded as good with outstanding leadership and management.

12. Professional Advisory Group

The activities of the Partnership are monitored and scrutinised by the Primary Partnership Strategy and Operational Groups which are made up of headteachers and ITE co-ordinators/mentors from a range of partnership schools along with representatives from alliances, trusts, Local Authorities and other groups with whom the University works. These groups meet termly and inform the direction of the Partnership as well as carrying out a QA role. Bulletins are sent termly to all partnership schools with key information from these groups. These groups provide support with employability and monitor employment rates and career progression as part of their remit.

13. Academic Progression Opportunities

Whilst most students will go into full-time or part-time employment, a few will look to continue their studies. There are opportunities for part-time and full-time Masters study through the Graduate Assistant Scheme in the University. All students are encouraged to continue to study as they start as a Newly Qualified Teacher (NQT), through specific Masters level modules designed specifically for new teachers. The University has a comprehensive NQT package which provides further training, support and resources.

14. Employability and Career Progression Opportunities

The programme has high levels of employment, putting the department well above the ITE sector average. Students typically go into teaching positions or other educationally related careers. A very close working relationship with Supply Plus, a non-profit making supply agency established by Plymouth schools, enables students who have not found permanent employment to gain experience whilst still receiving training. The department works closely with them and supports with CPD, ensuring that former students continue to develop and are supported into employment.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

These are in line with University procedures. A staff/student liaison committee meeting is held each term, feedback from which feeds into the programme design. Module evaluation forms also feed into module design and the programme report. On placement, students have regular opportunities to feed back, both during and at the end of each placement. Students also have opportunities for discussion with their personal development tutor & year and programme leaders.

17. Other Stakeholder Feedback

Through the partnership strategy and operational groups and through regular on-line surveys with school partners, employer feedback is gathered and discussed. This also takes place on a more informal basis through regular meetings with University tutors, school staff and graduates working in schools. NQT feedback on the programme is also sought through on-line surveys. The University also has a close working relationship with Local Authorities and other organisations supporting NQTs and there are regular opportunities for formal and informal feedback.

18. Quality and Enhancement Mechanisms

The External Examiner for the programme reports annually to the Head of Registry Services. The reports and responses to it are reviewed in the following year in order to monitor developments and changes to the programme. The External Examiner's role is to:

- Verify that the academic standard for each award, and award element, is set and maintained at the appropriate level, and that student performance is properly judged against this;
- Ensure that the assessment process measures student achievement against the intended outcomes of the programme appropriately, and that it is fair, and fairly operated;
- Assist the University in the comparison of academic standards of its awards with those of other HE institutions.

The External Examiner's report and responses are reviewed in the following year in order to monitor developments and changes to the programme.

The effectiveness of the programme is monitored through:

- module reviews and module reports;
- annual programme review and report;
- External Examiner reports and responses;
- peer observation of teaching;
- student feedback, including module evaluation, and regular staff/student liaison committee meetings;
- periodic review and revalidation;
- Ofsted reports;
- Primary ITE improvement plan evaluation.

Quality Assurance mechanisms are well embedded in the programmes, aligning to University and Ofsted requirements and for placements include:

- Clear and transparent QA processes discussed at the start of every placement with students and school partners;
- QA feedback provided to students and school partners following each visit;
- Regular opportunities for evaluation and feedback by all parties and bulletins circulated regularly with summaries of this feedback;
- Close monitoring by key staff in the department with agreed procedures for addressing issues;
- Visits on longer block placements by External Examiners and moderators using agreed procedures.