

## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	BA (Hons)
<b>1.5 FHEQ Level:</b>	4, 5, 6
<b>1.6 Programme Title:</b>	Primary Education
<b>1.7 Mode and Duration of Study:</b>	Full Time – 3 years Part Time – 6 years
<b>1.8 School:</b>	Institute of Education
<b>1.9 HECOS Code:</b>	100464
<b>1.10 Collaborative Provision Arrangement:</b>	N/A
<b>1.11 UCAS Code(s):</b>	X321
<b>1.12 Admission Criteria:</b>	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
<b>1.13 Accrediting Professional Body/PSRB:</b>	N/A
<b>1.14 QAA Subject Benchmarking Group(s):</b>	Education Studies (2019)
<b>1.15 Other External Points of Reference:</b>	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework English
<b>1.16 Language of Study (for learning, teaching and assessment):</b>	
<b>1.17 Work-Based Learning Arrangements:</b>	PRED02, PREH02
<b>1.18 Foundation Degree Progression Routes:</b>	FdA Learning and Teaching
<b>1.19 Arrangements for Distance Learning:</b>	N/A
<b>1.20 Original Date of Production:</b>	December 2020
<b>1.21 Date of Commencement:</b>	September 2021
<b>1.22 Review Date:</b>	By August 2027

### 2. Programme Outline

The BA (Hons) Primary Education provides students who are interested in becoming primary school teachers, or working in the primary education sector, with a critical insight into learning, teaching and the experience of children. Additionally, a practical focus throughout the programme – in terms of both learning experience and assessment – helps to support students develop their skills in preparation for working in the sector in the future.

The first year programme of study offers a diverse range of modules that will excite and stimulate students, giving them the chance to develop understanding of the core principles and theories that underpin learning throughout the degree. In the immersive module *Introduction to Education*, for instance, students begin grappling with big questions about the nature and purpose of education, the value and controversies surrounding curriculum, historical perspectives on education, and why politics matters in education. Later modules will unpick many of these ideas, revealing their complexity and giving students a chance to understand these issues in context and practice.

The programme is held together by a number of over-lapping threads, which include critical themes, ideas and issues in primary education, theory and its link to practice, international perspectives and sustainability and education; these are detailed fully in Section 10 (Programme Structure) below. Learning builds sequentially with the threads holding together key aspects of the learning. Alongside the content-focussed learning sits wider and more diffuse aspects of learning, which are enhanced through the approach to pedagogy and assessment; among other things, this learning includes development of digital competence, enhanced oral and written communication skills, the ability to work collaboratively, and seeking creative solutions.

## **2.1 Integrating Sustainability into the Curriculum**

Although sustainability and sustainable development have various interpretations and definitions, probably the most widely known definition of sustainable development is that from the United Nations Brundtland Report (1987) which defined sustainable development as ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs.’<sup>1</sup>

Education for sustainable development is the process of equipping students with the knowledge, understanding, skills, and attributes that safeguards environmental, social and economic well-being for both the present and for future generations. It includes:

- global citizenship
- environmental stewardship
- social justice, ethics, and wellbeing
- the consequences of actions / future thinking

Activities on the Primary Education programme enable students to develop the knowledge, understanding, skills and attributes that are integral to this broader, more holistic learning. Among others, these activities would include (but are not limited to) simulations to explore perspectives, experiential projects and problem-based learning. Several of our learning outcomes reflect the importance that we ascribe to education for sustainable development, notably 2, 3, 4 and 6, and its relevance is made paramount as a key thread in students’ learning throughout the programme (see Section 10 – thread D: ‘Understanding the importance of sustainability in primary education’); a table is presented in Section 10, which illustrates where this thread will be either explicitly or implicitly evident in our modules

### 3. Distinctive Features

- The BA (Hons) in Primary Education is a unique programme designed to capture the imagination of students interested in the world of primary education. This programme is suitable for those who may wish to teach or for those who are interested in other aspects of education.
- Throughout this programme, there are wide-ranging and exciting opportunities for students to engage with practice, working alongside children in primary settings through placements and projects; these enable links to be forged between theory and practice, and prepare students effectively for undertaking initial teacher training following the degree.
- The programme challenges students to think and reflect on their world and the complex contexts in which they are learners themselves and in which children learn. To fully grasp what is going on in primary education, students need to understand the disparate social, cultural, political, historical and philosophical influences on the education system; these viewpoints and perspectives are drawn out in relation to the real lived experience of children at the primary level, with students having the opportunity to engage in rich learning activities, discussions, debates and assessments to support their understanding
- At the heart of the programme is opportunity for students to engage in collaborative activity; students work together in a range of ways, planning and preparing resources, responding to tasks, developing projects for children and preparing assignments; crucially, collaborative activity enables students to grow their wider skillset and develop competency as part of a team, enhancing a range of related key soft skills
- Integration of international perspectives on primary education is a focus on the programme, with comparative studies used to help us understand how outcomes for children in other countries are different from our own, and also how education systems can be influenced by what is happening elsewhere in the world.

### 4. Programme Aims

The BA (Hons) Primary Education programme aims to provide an academically challenging and intellectually rigorous course of learning that helps students develop the skills and competencies required to progress to an initial teacher programme with a view to obtaining QTS, or gain satisfying employment as a graduate in a professional context. In tandem with this, the programme aims to instil a lifelong love of learning, and an attitude of resilience and determination in the fields of both academic study and professional employment.

Drawing on QAA (2019) Benchmark Statement for Education Studies, and the Marjon Growth Plan, the programme aims specifically to:

- Inspire students to engage actively in their learning and develop a passion for education, in particular for the education of young people within the primary sector context
- Provide an intellectually challenging experience of learning and studying through a programme that challenges students to think deeply, systematically and intentionally to develop their knowledge, understanding and skills
- Provide opportunities for rich experiential learning through activities, projects and placements that bring students into contact with children in primary settings

- Foster graduate skills and attributes, which include:
  - the use of critical thinking, questioning, problem-solving, analysis and evaluation in research
  - the development of digital literacy, and advanced competence in oral and written communication
  - the development of key soft skills, including teamwork, resilience, empathy, listening, inclusivity and critical sensitivity to diverse contexts

## **5. Programme Learning Outcomes**

### **Knowledge & understanding:**

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

1. Comprehensive knowledge and understanding of learning processes, including key paradigms in learning and how these relate to educational practice, with a focus on primary education;
2. A sophisticated understanding of the effects of cultural, social, economic, environmental, historical, political and technological contexts and change on learning in primary education;
3. A sophisticated understanding of educational issues, including those linked to moral, ethical, religious or philosophical positions, or issues of social justice and equality;
4. Comprehensive insight into the range of perspectives and positions there are in education at the primary level, including those related to values and the contexts of learning, including international contexts;

### **Intellectual skills:**

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

5. Aptitude in critically analysing and evaluating educational ideas and issues in a systematic way, synthesising and interpreting sources and research to present cohesive and coherent ideas and positions;
6. Openness to new and challenging ideas, accommodating pre-conceived understanding and knowledge as necessary, in particular in relation to issues of social justice, sustainable development, social inclusion and globalisation;
7. An ability to critically and sensitively apply their knowledge and understanding across different areas of their learning;
8. A critical ability to reflect on their own learning, and within the context of primary education, reflect on their own value systems, assumptions, beliefs about knowledge and understanding of educational practices;

### **Practical skills:**

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

9. A sophisticated ability to gather data and information from disparate sources, including numerical data as appropriate, using this systematically and synthetically;

10. Assuredness in defining and executing a piece of independent research, drawing on synthesised sources effectively and presenting a cogent and meaningful response to the research task;
11. A capacity to plan, manage and reflect on their own learning and utilise research and study skills with assuredness;
12. Effective organisational skills in strategically planning for a diverse and challenging range of assignments, including tasks that engage the wider community;

### **Transferable / key skills:**

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

13. An ability to engage effectively in collaborative activities, assuming as appropriate a role of leadership or followership to complete student or teacher-defined tasks;
14. Advanced skill in the production of written communication, in various forms, including the ability to synthesise material and form structured and engaging responses that are fit for purpose;
15. Competent oracy skills, proposing ideas and arguments, generating discussions and engaging in debate effectively, drawing on prepared material and pre-existing knowledge;
16. Effective use of a diverse range of digital and media related technologies.

## **6. Learning and Teaching Methods**

A wide variety of teaching approaches are used on the programme in order to support and promote student-centred, flexible and integrated learning. Specific emphasis is placed on critical thinking and collaborative learning, which is taught in a structured way through lectures and seminars. These primary modes of teaching are, however, integrated with a wide variety of teaching methods (as indicated in 6.1 below), which enable students to develop knowledge, understanding and skills, including practical, transferable skills.

Students are expected to take considerable ownership of their learning through independent study, and this is supported through the integrated use of the University's VLE. More personalised learning support is provided by module leaders, tutors and personal development tutors (PDTs), with appropriate focus given to students' personal and professional development. In this way (and in line with the University's Growth Plan), the programme is very much focussed on student success, enhancing success both at university and empowering students to have successful careers in the future.

Learning and teaching on the programme is further enhanced by the programme team's scholarly activity. This scholarly activity benefits the students in terms of both learning content and mode of delivery, as the programme team continue to develop practice and subject knowledge/expertise. Models of shared and collaborative working enable all programme team members to benefit from scholarly activity.

## 6.1 Learning Enhancement

Method	Description
<b>Blended learning</b>	Utilisation of electronic media, normally via the University's virtual learning environment to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions for notices and updates. Content and materials are often part delivered through digital and online media, and part delivered through face to face interaction.
Debates	Formal discussion on a particular matter in which opposing arguments are put forward. These may be prepared, with pre-session material given to students, or may be part of the learning activity in a taught session.
Field trips	Learning undertaken in an alternative context, location or environment from the regular learning environment that may be for an extended period and may require transport and accommodation. This will be critical in supporting learning in class and will be guided by the teaching team.
<b>Flipped learning</b>	Flipped learning is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor.
Group discussions	A small group, ranging typically from 3 to 8 people, who work together to discuss opinions and gauge responses to specific stimuli, or in relation to tasks given by the teaching team.
<b>Group meetings</b>	Meetings held with small or large groups of students which involve sharing or disseminating information and making plans.
<b>Group presentations</b>	A formal presentation within a classroom context, in which students – either through prepared material, or in response to activities they have engaged in during a taught session – present a response as a group. This may be with the support of digital media, or may be more informal.
<b>Group work</b>	Group work is a form of voluntary association of students benefiting from cooperative learning, which enhances the total output of the activity than when done individually. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, and critical thinking skills), generic knowledge and socially acceptable attitudes or to generate conforming standards of behaviour and judgement.
Guest speakers	An expert in a certain field invited to share knowledge, views or experience, usually via a lecture.
Lectures	A lecture is an oral presentation intended to present

	information or teach students about a particular subject. Lectures are used to convey critical information, history, background, and theories. Lectures are generally led by the teaching team, but some interaction is anticipated, including responses to some questions and activities.
Placement-based learning	Learning achieved by undertaking activities in an educational context, typically a school, in which students engage in learning and observing a variety of techniques, strategies and approaches used by primary school practitioners.
<b>Practicals</b>	Structured and supported learning opportunities relating to putting theory and research into practice. Practical activities may include either individual or collaborative arrangements, and may typically involve engaging with children at partner schools in planned workshops or other activities that mutually support learning.
<b>Practical experience</b>	Independent learning opportunities relating to putting theory and research into practice. This may be practical experience through placement activity, in which students gain a range of practical experiences in school contexts.
<b>Presentations</b>	A presentation is the process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture or speech meant to inform, persuade, inspire, motivate or to build good will or to present a new idea.
<b>School-based activities</b>	Activities where students gather research from an education-based setting, or interact with the community to support their learning. Activities may typically include observation of practice, talking to children, interviewing teachers, supporting with learning activities at the direction of school staff or university staff.
Seminars	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted.
Supervisions	This is a specialised form of tutorial for final year students as they embark on their research projects. Supervision can involve extensive discussions, submission of draft work and review of the research process.
<b>Supported independent study</b>	Students work independently drawing upon resources provided by the teaching staff such as reading lists and virtual learning environment materials. A virtual forum on the virtual learning environment, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.
Tutorials	A tutorial is a small class of one, or only a few students, in

	which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Visitors	Visitors who need to share information with students about any particular activities, or engage in learning activities prepared by the students. Visitors may, for example, include children visiting to take part in workshop activity, or teachers who are sharing information about their schools or responding to questions about upcoming projects.
Visits	Offsite visit to specific venue or environment to promote educational outcomes. Visits may take place independently, and students are encouraged to identify and visit places of historic relevance to their studies.
<b>Workshops</b>	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.

## 6.2 e-Learning

Opportunities to engage in E-Learning are indicated above (highlighted in bold). It is imperative to both the programme design, as well as students' future careers, that they are able to successfully use and create with digital technology. Through all three years, students will need to engage with various technologies in their learning, in particular to access taught content, but also to use digital technology to present and demonstrate their understanding, as well as becoming familiar with industry-related requirements and knowhow.

## 7. Modes of Assessment

Assessment on the programme offers breadth, depth and challenge. Module assessment is designed to engage a range of skills, with students undertaking assignments that are theoretical or academic, reflective, or practical in nature. Assessment may be independent or collaborative, but there is a rich variety in each year to ensure students develop holistically throughout the programme, as well as engaging fully in their academic learning. Many of the module assignments give students an opportunity to apply their knowledge in real-world contexts, often through interactions with children in context.

Whilst assessment **of** learning is integral to students' progression through the programme, assessment **for** learning is equally important. We therefore support students through constructive and positive feedback and through formative assessment opportunities. Assessment is further supported dialogically, in group sessions as well as in tutorials, so that students feel confident about assessment, understand its purpose, and know how to proactively engage in order to succeed. The feedback we provide based on student submissions is integral to supporting students develop, and there is an expectation that students make good use of their feedback, engaging with support services to help as necessary, and to feed forward their feedback for the attention of markers in subsequent assignments.



Method	Description
Conference poster	The production of a poster related to a particular issue/area of research, providing a description, summary and critical evaluation.
Contribution to debate	Taking an active part in debating an issue. This will require significant preparation of material, synthesising this to develop a structured argument or thesis. Debates may be structured collaboratively by a group of students so that different perspectives and angles are described, or may involve students preparing material independently for a personal contribution to the debate.
Education project	An in-depth independent study of 9,500 words. This study may be the result of carrying out a primary research project. The project may be executed in a number of different ways, according to the nature of the research and the intention of the student. For those students not wishing to undertake primary research in an educational context, desk-based study is a suitable alternative.
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject. Essays are used to judge the mastery and comprehension of the material, with students asked to explain, comment on, or assess a topic of study in the form. The academic essay tests the student's ability to present their thoughts in an organised way and is designed to test their intellectual capabilities. Essays in primary education require students to weigh up contesting positions and draw on a wide range of theoretical arguments and perspectives.
Ethical approval application	Completed documentation relating to a piece of research that is appropriate for ethical review scrutiny. Prepared ahead of completing research for the Education Project.
Forest School Level 1	A qualification in Forest School undertaken on a voluntary basis. This qualification equips students with a nationally-recognised qualification that introduces them to concepts required of Forest School practitioners, such as woodland conservation and recreation, therapeutic theory in the outdoors and appropriate risk assessments for children in outdoor settings.
Group presentation	Presentation of data/information/critical analysis to include verbal delivery and defence of questions posed on the topic specific to the information contained in the presentation. Assesses knowledge of selected topic and communication skills. These happen with in groups of two or more.
Learning resource	Material prepared by students to support children with their learning; this may be in connection with a project that students are engaged in. Typically, a learning resource will require students to develop a resource based on their module learning and the specific focus of the project. Digital element

	may be required, for instance, the sharing of instructions. The resource may be delivered to children in schools through a project, or critically assessed by the module teaching team.
Portfolio	A collection of documents and/or artefacts created by a person to demonstrate the achievements, learning and skills they have developed. A portfolio may be created for a number of reasons, for example as part of the personal development planning/profiling process, or as part of the assessment of a module. Portfolios could include responses to short tasks, short essays, evidence of practical activity (i.e. sessions plans), rationales, reflective notes, or other written and non-written responses depending on the nature of the assessment brief.
Poster	Students are given the opportunity to present knowledge and findings in visual format as an equivalent to a written assessment.
Practical	An assessment of the ability to apply knowledge, understanding and skills practically. Within the primary education context, this may be a structured activity, planned individually or collaboratively, that supports children in their learning.
Presentation	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis of the subject.
Project	Any assessed undertaking, carried out individually or collaboratively and possibly involving research or design, that is carefully planned to achieve a particular aim. An alternative view sees a project managerially as a sequence of events: a "set of interrelated tasks to be executed over a fixed period and within certain cost and other limitations".
Reflective journal	A reflective journal is an account given (reflection), an opinion formally expressed (evaluation) or a collation of information presented (synthesis) as a result of a practical activity, an investigation, some research or similar study.
Research portfolio	A collection of information (typically including a rationale, notes on methodology, annotated articles, short written pieces, planning documents, reference lists) that supports students in defining a research topic, locating their own paradigmatic position and supporting preparation of their research proposal.
Research proposal	A precise and coherent summary of a proposed research project setting out the central issues to be addressed, the methodological approach being taken, the key aspects of the literature related to the subject of study, and the ethical procedures to be followed.
Structured assignment	A tutor specified format usually related to an extended piece of research and/or own reflective practice. Typically, structured assignments involve a number of different tasks to be completed.

## 8. Exemptions to University Regulations

N/A

## 9. Work-Based Learning/Placement Learning

Work-based learning takes place in all three years of the programme, with increasingly a focus on students developing independence and autonomy in aspects of professional engagement and practice. Whilst not a professional programme, the BA in Primary Education has a vocational orientation, and students are therefore expected to engage in all placement activity in a professional manner.

Our specific modules that support students in their work-based learning are:

- PREC03 (Learning at Marjon) – In this module, students take part in a tutor-supported project. There is an emphasis on understanding notions of reflective practice and knowledge of professional contexts, behaviours and attitudes.
- PRED02 (Experiential Placement) – In this module, students have a choice of either independently finding an educational provider that will support their placement, or undertaking a tutor-supported module. Whilst looking at reflective practice, the focus of the module is critical reflection and engages students as ethnographers in context, exploring the dynamics and relations within specific learning environments.
- PREH02 (Professional Learning in Context) – In this module, students aim to undertake an independent placement and focus on an aspect of practice or professional development that will support them in their future development. The focus of the module is reflexivity and personal awareness; as students move towards either postgraduate study, or employment, this module positions them effectively and enables them to identify strengths in their practice and areas for development.

On other modules, students engage in elements of practice. This may be through observations in schools, presentations to children, short projects, workshops supporting children, trips, and other school-based activities.

Our focus on professional development is due to the nature of this degree programme, but also connects to Marjon's focus on the development of employability skills, knowledge and understanding. As many of the students on this programme progress to postgraduate teacher training, the work-based learning supports them effectively in learning about primary educational contexts and the roles of practitioners.

## 10. Programme Structure

### Full Time

#### Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">PREC01</a>	Educational Themes and Concepts (Immersive)	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">PREC02</a>	Creative & Inclusive Practice	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">PREC06</a>	Child Development	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">PREC03</a>	Engaging with Practice	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">PREC04</a>	Schools & Learning Environments	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">PREC05</a>	Children's Literature & Drama	20	100% Coursework	Semester B	Compulsory	Condonable

#### Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">PRED01</a>	Educational Research	20	100% Coursework	Semester X	Compulsory	Condonable
<a href="#">PRED02</a>	Experiential Placement	20	100% Coursework	Semester X	Compulsory	Condonable
<a href="#">PRED03</a>	Education & Sustainability	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">PRED07</a>	Ideas, Theories and Paradigms	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">PRED04</a>	Critical Enquiry into Primary Mathematics	20	100% Coursework	Semester B	Optional	Condonable
<a href="#">PRED05</a>	Learning in the Outdoors	20	100% Coursework	Semester B	Optional	Condonable
<a href="#">PRED06</a>	Learning & Teaching	20	100% Coursework	Semester B	Compulsory	Condonable

## Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">PREHP1</a>	Education Project	40	100% Coursework	Semester X	Compulsory	Non- Condonable
<a href="#">PREH01</a>	Developing a Personal Philosophy of Education	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">PREH02</a>	Professional Learning in Context	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">PREH03</a>	Quality & Leadership in Education	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">PREH04</a>	Supporting Children & Young People	20	100% Coursework	Semester B	Compulsory	Condonable

Key: Semester X = A & B

## Part Time

### Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PREC01	Educational Themes and Concepts (Immersive)	20	100% Coursework	Semester A	Compulsory	Condonable
PREC04	Schools & Learning Environments	20	100% Coursework	Semester B	Compulsory	Condonable
PREC06	Child Development	20	100% Coursework	Semester A	Compulsory	Condonable

### Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PREC03	Engaging with Practice	20	100% Coursework	Semester B	Compulsory	Condonable

PREC02	Creative & Inclusive Practice	20	100% Coursework	Semester A	Compulsory	Condonable
PREC05	Children's Literature & Drama	20	100% Coursework	Semester B	Compulsory	Condonable

### Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PRED02	Experiential Placement	20	100% Coursework	Semester X	Compulsory	Condonable
PRED04	Critical Enquiry into Primary Mathematics	20	100% Coursework	Semester B	Optional	Condonable
PRED05	Learning in the Outdoors	20	100% Coursework	Semester B	Optional	Condonable
PRED03	Education & Sustainability	20	100% Coursework	Semester A	Compulsory	Condonable

### Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PRED07	Ideas, Theories and Paradigms	20	100% Coursework	Semester A	Compulsory	Condonable
PRED01	Educational Research	20	100% Coursework	Semester X	Compulsory	Condonable
PRED06	Learning & Teaching	20	100% Coursework	Semester B	Compulsory	Condonable

### Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PREH01	Developing a Personal Philosophy of Education	20	100% Coursework	Semester A	Compulsory	Condonable
PREH02	Professional Learning in Context	20	100% Coursework	Semester A	Compulsory	Condonable
PREH03	Quality & Leadership in Education	20	100% Coursework	Semester B	Compulsory	Condonable

## Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PREHP1	Education Project	40	100% Coursework	Semester X	Compulsory	Non- Condonable
PREH04	Supporting Children & Young People	20	100% Coursework	Semester B	Compulsory	Condonable

Key: Semester X = A & B

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

### Threads Level 4

Module Code	Module Title	Thread
PREC01	Educational Themes and Concepts (Immersive)	A, B, F
PREC02	Creative & Inclusive Practice	A, B, D, E, F
PREC06	Child Development	A, B, C, F
PREC03	Engaging with Practice	A, B, D, E, F
PREC04	Schools & Learning Environments	A, B, C, D, E, F
PREC05	Children’s Literature & Drama	A, B, D, E, F

### Threads Level 5

Module Code	Module Title	Thread
PRED01	Educational Research	A, C, D, F
PRED02	Experiential Placement	A, B, D, E, F
PRED03	Education & Sustainability	A, C, D, E
PRED04	Critical Enquiry into Primary Mathematics	A, B, C, E, F
PRED05	Learning in the Outdoors	A, B, C, D, E
PRED06	Learning & Teaching	A, B, D, E
PRED07	Ideas, Theories and Paradigms	A, B, E

## Threads Level 6

Module Code	Module Title	Thread
PREHP1	Education Project	A, B, D, E, F
PREH01	Developing a Personal Philosophy of Education	A, B, C, D, E
PREH02	Professional Learning in Context	A, B, C, D, E, F
PREH03	Quality & Leadership in Education	A, B, C, D, E
PREH04	Supporting Children & Young People	A, B, C, E

### Key:

#### ***A: Critical themes, ideas and issues in primary education***

Students explore the diverse range of themes related to primary education in both the contemporary well and also from historical perspectives. Among other things, this will include areas such as inclusion, creativity, curriculum, education in a digital world, and the wider social and cultural contextual background driven by forces of neoliberalism.

#### ***B: Theoretical perspectives on education & connecting theory and practice***

Integral to the program is a focus on theoretical perspectives in education, and the application of theory within practice contexts, with a focus on learning and teaching. The relationship between practice and theory is explored critically, openly and reflectively with a view to students establishing theoretical perspectives that they align with and that will inform their future pedagogy.

#### ***C: International perspectives on education***

On the programme we foreground the relevance of international perspectives in education. Drawing on a wide range of contexts, we consider the value of comparative studies in understanding the nature of the primary education system in the United Kingdom, including the experience of children within structured formalised curriculum learning, and also informal contexts. Students also gain insight into global issues that affect children in our contemporary world, both domestically and internationally.

#### ***D: Understanding the importance of sustainability and diversity in primary education***

We live in a world of complexity in which we face significant problems that will affect us for many years to come. In the same way that children need to be aware of issues facing humanity and the need to develop more sustainable approaches to development and living, so students need to understand why education for sustainability is essential within the primary sector, and the value and impact of learning about sustainability. We draw widely on local, national and international discourses linked to issues of sustainability. Alongside this, and an equally important paradigm for our time, we seek to address issues related to diversity, inclusion and tolerance. Within education, there is a need to raise consciousness about social justice and be proactive in effecting understanding of the complex and diverse nature of society.

#### ***E: Developing professional knowledge, understanding, awareness and skills for the primary education sector***



With a view to developing as a professional in the primary education sector in the future, the program provides opportunities for students to reflect on their own professional identity, values and capabilities. Significant opportunities to engage in practice, working alongside children, observing teachers, and delivering projects, equip students with a clear sense of what it means to be a professional within the primary education sector; grounded in real experience, students will be able to reflect on their goals, aspirations and pathway for personal and professional development

#### ***F: Developing academic, research and enquiry skills***

There are ample opportunities for student to develop their academic skills, embedding these in projects and coursework as appropriate. Development of specific academic skills is linked closely to assessment throughout the three years of the programme. It is also critical for student to become researchers and enquire into themes, issues and ideas associated with primary education today. The programme enables students to develop critical thinking in relation to a wide range of subjects and to explore these fully through enquiry approaches.

### **11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)**

N/A

### **12. Professional Advisory Group**

N/A

### **13. Academic Progression Opportunities**

There are a number of academic progression opportunities from this programme, and students may choose from the opportunities listed below.

- Initial Teacher Training (ITT) – There are various programmes of study leading to Qualified Teacher Status (QTS), including the PGCE and Schools Direct route at Marjon. For further information on teacher training programmes, students should look at the Marjon website, or at the government’s ‘Get into Teaching’ website: <https://getintoteaching.education.gov.uk/>. It should be noted that completion of a postgraduate teacher training programme in the UK gives students the equivalent of one third of a Master’s degree (60 credits), and that these can be credited towards further postgraduate study at Master’s level
- Early Years Initial Teacher Training – Students who are interested in training to become early years specialists (working with children up to the age of 5) can consider the EYITT route. They could consider undertaking this programme at Marjon University, but could also consider other universities or providers. This programme leads to Early Years Teacher Status (EYTS)
- Master of Arts (MA) programmes – Students may wish to pursue further academic study with an MA in Education, or a related field, including MA in Children’s and Young Adult’s Literature, MA in Education (Disability), or MA in Social Policy. These programmes are

offered at Marjon University, but students should also consider other options at other institutions, including MSc programmes

For students wishing to undertake postgraduate teacher training, it should be noted that completion of this programme does not guarantee progression to ITT, and that providers will want to look at the range of qualifications you have, including, for Primary Education, secure GCSEs passes in English, Mathematics and a Science. Students without these qualifications are encouraged to study for these in either their first or second year of study, securing these qualifications ahead of applications for teacher training. The programme team can offer advice about completion of these qualifications.

## 14. Employability and Career Progression Opportunities

On the programme, key employability and digital skills are developed throughout the programme of study and across a range of modules.

### Employability skills developed include:

- **Analytical thinking and innovation** – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- **Reasoning, problem-solving and ideation** – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- **Systems analysis and evaluation** – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

### Digital Skills developed include:

- **ICT Proficiency and Productivity** – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. the virtual learning environment, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- **Digital Security, Well-being and Identity** – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

Many of the students on this programme progress to postgraduate initial teacher training with a view to attaining QTS and becoming primary school teachers. However, the programme offers a balanced and comprehensive insight into education, and draws on a wide range of disciplines, as well as developing key professional graduate skills and attributes. It is possible, therefore, for students to take up any of the following employability options:

- Education – ancillary staff (teaching assistants, school administrators)
- Local government
- Graduate opportunities in business
- Recruitment and marketing
- Sustainability and industry

## **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**

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication. There are a number of positive and proactive ways for students to engage with giving feedback. These exist at the sessional level, but also through the Staff Student Liaison Committee (SSLC) and other university committees. Students also have an opportunity to give feedback through the mid-module evaluation process and through the semester evaluations. We value the importance of student voice and we are keen to work with students and respond to their thoughts and ideas about the programme and their experience.

Students will be invited to participate in the National Student Survey (NSS). In addition feedback at programme level will be achieved through programme and module evaluation surveys.

## **17. Other Stakeholder Feedback**

The consultation process undertaken for the development of this programme involved meetings and discussions among the academic team as well as surveys and discussions with students on the programme as well as our graduates. We have also consulted with external partners, including professionals working within the education sector.

Association with informal contacts in the Primary Education sector enable the programme team to keep abreast of changes in policy and practice, which allows the programme team to keep students up-to-date and ready and aware in preparation for employment or postgraduate initial teacher training.

## **18. Quality and Enhancement Mechanisms**

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.



