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 (Honours)
1.5 FHEQ Level:	4, 5, and 6
1.6 Programme Title:	Primary Education (with QTS) and specialism title
	Primary Education (with QTS) (Art and Design)
	Primary Education (with QTS) (Computing)
	Primary Education (with QTS) (Design and Technology)
	Primary Education (with QTS) (English)
	Primary Education (with QTS) (Geography)
	Primary Education (with QTS) (History)
	Primary Education (with QTS) (Languages)
	Primary Education (with QTS) (Mathematics)
	Primary Education (with QTS) (Music)
	Primary Education (with QTS) (Physical Education)
	Primary Education (with QTS) (Science)
	Primary Education (with QTS) (Religious Education)
1.7 Mode and Duration of Study:	Full Time – 3 years
1.8 School:	School of Education
1.9 HECoS Code:	100511
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	X120
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). Level 2 Functional Skills are not accepted. International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.

1.13 Accrediting Professional Body/PSRB:	Teaching Regulation Agency (TRA) responsible for awarding Qualified Teacher Status (QTS)
	OFSTED
1.14 QAA Subject Benchmarking Group(s):	Education Studies (2019)
1.15 Other External Points of Reference:	Developing behaviour management content for initial teacher training (ITT) (DfE, 2016)
	Framework for Higher Education Qualifications (FHEQ)
	The Teachers' Standards (DfE, 2011)
	Initial teacher training (ITT): criteria and supporting advice (DfE, Updated September 2021)
	The ITT Core Content Framework (CCF) (DFE, 2019)
	The Early Career Framework (ECF) (DfE, 2019)
	Initial teacher education (ITE) inspection framework and handbook (Ofsted, 2020)
	National curriculum in England: framework for key stages 1 to 4 (DfE, updated 2014)
	Statutory framework for the Early Years foundation stage: Setting standard for learning, development, and care for pupils from birth to five (DfE, 2021)
	UK Professional Standards Framework, HEA
1.16 Language of Study (for learning, teaching, and assessment):	English
1.17 Work-Based Learning Arrangements:	School-based training in line with initial Teacher training compliance criteria across the South-West and beyond through modules:
	• PMEC51
	• PMED51
	• PMEH52
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	2021
1.21 Date of Commencement:	September 2022
1.22 Review Date:	By August 2028

2. Programme Outline

The BEd Primary Education programme is a full time three-year undergraduate degree developed and delivered in partnership with schools. This programme provides the opportunity for trainees to gain an undergraduate honours degree with Qualified Teacher Status (QTS). Trainees learning takes place both within the University and within a diverse

range of schools and educational settings, which over the three years may include schools based within Cornwall, Plymouth, Devon, Torquay, specialist schools and alternative provision, schools located overseas (teaching the content of The National Curriculum in England (2013)) and schools in London.

The programme follows our Marjon Teacher Education Partnership (MTEP) curriculum which aligns to the Teachers' Standards and the five core areas of the Core Content Framework (CCF): Professional Behaviours, Pedagogy, Curriculum, Assessment and Behaviour Management. The stated curriculum for the programme, and for all ITE programmes within MTEP is outlined in three themes:

- The professional role of the developing teacher;
- The development of teaching and learning;
- Curriculum and specialisms.

Our well-planned curriculum is based on current research and evidence and has been carefully sequenced to systematically build on knowledge and expertise across the course. Concepts are revisited to build on prior learning and are then embedded by our strong school partnerships during highly focused teaching practice. The ambitious curriculum increases in complexity as the course progresses to ensure trainees are reaching their full potential and have a solid understanding of the foundations of teaching. Staff are all experienced classroom teachers with a vast knowledge and expertise in a range of fields.

Year 1 starts with a clear focus on the role of the professional teacher and the foundations of early learning and child development. This is followed by an introduction to the primary subject areas and associated 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 first term is located on campus and seeks to establish a 'learning community' amongst the trainee teachers on the course, with contact time high and suitable support given by the lecturing team to ensure that success is experienced and developed. Modules in Year 2 and Year 3 build progressively enabling knowledge and understanding to develop and deepen through a range of teaching and learning approaches. Trainees experience the full range of primary subjects in the second year and then select a specialism to follow through from Year 2 to Year 3.

Extended block placements occur in both years resulting in a final assessment against the Teachers' Standards (2011) for the award of QTS at the end of Year 3. There are also opportunities for enhanced placements in a range of educational settings including specialist schools, forest schools, pre-schools, nurseries and alternative provision.

2.1 Integrating Sustainability into the Curriculum

The programme has been designed to ensure trainees 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 and specialism modules. Trainees 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 perspectives. Trainees

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

Plymouth Marjon University builds on its proud history of teacher training and provides an ambitious, integrated and sequenced curriculum. This enables trainees to make progress and provides a clearly structured three-year programme to achieve QTS.

The BEd Primary programme offers a curriculum that is creative and engaging whilst meeting (and exceeding) the requirements of the Core Content Framework (DfE, 2019). The programme seeks to ensure that all trainees understand the developmental stages of pupils from pre-school onwards, to recognise the many and varied learning environments that could be offered to pupils, and to consider the varied role of the adult, as teacher, learner, co-adventurer and observer.

The elements outlined above are designed around the cognitive theory suggested in Bruner's (1960) spiral curriculum. The trainees revisit a topic, theme or subject several times throughout their training and the complexity of the topic increases with each revisit. The theoretical underpinning is contextualised through school-based observation, teaching experience, professional dialogue and reflective practice. In response to changing government policy and approaches to Initial Teacher Training, the BEd programme is built on strong, well-established partnerships with schools which continue to strengthen the programme and remain open and flexible to on-going changes.

3.1 The professional role of the teacher

Careful consideration is given to the structure of the course and the timing of placements to maximise the links between current theory and high-quality practice. Modules are designed to introduce relevant and up-to-date theory and trainees are encouraged to think critically about their learning and the practices they see in education. Trainees are carefully placed in our network of high-quality placements with well-trained mentors who reinforce our curriculum and help support trainees to make links from theory to practice. The location of the university provides an excellent range of placement schools in Plymouth, Cornwall, Devon and Torbay, many of which have worked in partnership with Marjon for many years. The variety of rural, suburban, and inner-city schools in a range of socio-economic locations provides trainees with opportunities to develop their skills and understanding and prepare them very effectively to make informed choices when they apply for their first jobs. There is also a strong partnership with schools in the London borough of Newham and trainees in Year 2 and 3 can complete their block placements in this location. This allows a broadening of trainee experience and helps them develop a range of skills which contribute to making them highly employable locally, nationally and internationally.

The first-year experience, carried out in pairs, builds confidence and competence in working alongside children and adults in Key Stage 1 or 2 in the spring term and sets the groundwork for a longer assessed experience in the summer term. Year 2 placement in the spring term seeks to extend the expectations placed upon the trainee to encompass whole class responsibility for teaching and learning alongside an expert colleague in Key Stage 1 or 2. Year 3 placement in the autumn term in Key Stage 1 or 2 allows the trainee to become the teacher,

and develop the skills and attitudes required to organise and manage teaching and learning with the support of school-based expert colleagues, focusing on improving teaching and learning and considering the well-being of our trainees. This is further extended through the building of relationships with pupils, parents, carers, and the wider community as well as other professionals.

3.2 The development of teaching and learning

Throughout the course, the trainees experience a focused approach to what makes high quality teaching and learning. The trainees gain a solid understanding of how pupils learn, key theories are explored including the role of cognitive science and teaching strategies which support this and allow critical debate to consider both benefits and limitations of a range of approaches. Trainees develop a philosophy for teaching, exploring the rights of the child and seeking to address barriers to learning. The programme supports trainees to develop a range of research practice and skills, and these are drawn together in the dissertation module where focused teaching and small seminar groups allows the opportunity to specialise in an educational area of interest. Conferences throughout the course encourage professional dialogue across the Marjon Teacher Education Partnership body of trainees, and trainees are also encouraged to attend courses which will give them additional qualifications and to take part in a range of activities offered by the University to enhance their employability.

3.3 Curriculum and specialisms

Early in Year 1, the trainees engage with the teaching of early reading and mathematics and are introduced to the teaching of systematic synthetic phonics (SSP). This is then reinforced when they are on placement with the expectation to teach early reading, maths and SSP. As they progress through the course, they will develop their understanding of these areas and become confident teachers. Across the three years, trainees are taught the full breadth of the curriculum including individual sessions for each of the foundation subjects to develop the subject knowledge to teach across the national curriculum. Trainees learn subject-specific pedagogies and relevant aspects of evidence-informed practice including how the science of learning is applied to the specific subjects.

Sessions are led by experienced staff and supported by the work continued and planned for on placement and with expert colleagues. Using the wider surrounding grounds of the university, and making use of field work to enhance experiences, trainees learn to understand and make use of the unlimited potential of learning environments, including but not limited to, the outdoor environment, visits to museums and art galleries, places of worship and other places of interest.

At the beginning of Year 2, trainees choose a specialist subject which furthers their knowledge in this area and allows them to work within a smaller group to engage and enhance practice for the final two years. Trainees learn more about their chosen subject and become research informed to enhance their understanding ready for leadership.

Trainees are also involved in an enhanced placement in year two and this provides opportunities to work in settings providing educational enhancement such as residential centres, libraries, museums, field work centres, special schools, non-standard provision, and

tourism locations. The university offers bursary opportunities for trainees to apply for help in being adventurous in their plans.

In considering the course, it is important to recognise the personalised provision offered through the engagement of the programme team and by personal development tutors. This is further enhanced by the work carried out by members of Student Support and Wellbeing, the Library team, Digital Innovation, Futures and the wrap-around support offered by the university.

This support extends to the status of the partnership in the programme, and the range and diversity of schools in which placements are carried out, both locally and in London. The support offered to all school mentors prior to and during placement through training and moderation events, and the link through a university tutor, ensures that the needs of the trainee are identified and met. Considerable thought is given to the placement of trainees using knowledge of partnership schools, location and their specific needs. Finally, the course offers a range of additional activities which aim to enhance the trainee experience and employability and career progression. A strong relationship with alumni also allows trainees to hear from those who have gone before and learn from their experiences.
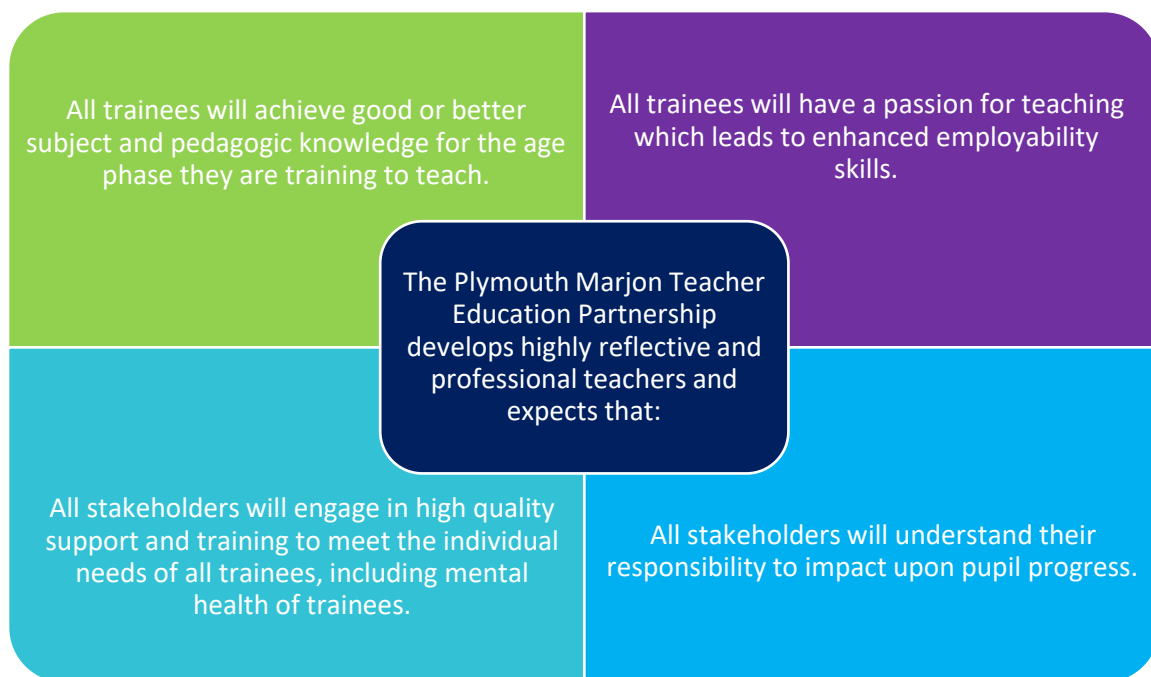
4. Programme Aims

The aims of MTEP's provision is:

- To ensure our ambitious, integrated and sequenced MTEP curricula are the drivers for all trainees' progress;
- To provide consistency in both processes and judgements across all of our provision;
- To ensure schools and staff working with any of our programmes have a firm and common understanding of the intended curriculum and are confident with our QTS expectations and outcomes

Our MTEP vision for excellence and the ambitious MTEP curriculum leads and drives our trainees' progress across all of our provision. Our processes are aligned with the MTEP curriculum, the CCF, the ECF, the ITE Ofsted inspection framework, the Teachers' Standards and the Teachers' Standards (EY).

Our vision for excellence is as below:

The Plymouth Marjon Teacher Education Partnership is a values-based collaborative partnership that ensures excellent outcomes for pupils, pupils, trainees and teachers.

All trainees will achieve good or better subject and pedagogic knowledge for the age phase they are training to teach.

All trainees will have a passion for teaching which leads to enhanced employability skills.

The Plymouth Marjon Teacher Education Partnership develops highly reflective and professional teachers and expects that:

All stakeholders will engage in high quality support and training to meet the individual needs of all trainees, including mental health of trainees.

All stakeholders will understand their responsibility to impact upon pupil progress.

Our MTEP curriculum is outlined in three themes:

1. The professional role of the developing teacher
2. Development of teaching and learning
3. Curriculum and specialisms

These themes are embedded in all MTEP modules across our provision. These themes are linked to, but not defined by, both the 5 core areas of the CCF and the Teachers' Standards.

	Core Content Framework	Teachers' Standards	Teacher's Standards (Early Years)
The professional role of the developing teacher	Behaviour management	TS1, TS7, Part 2	TS1, TS7
	Professional behaviours	TS8, Part 2	TS8
		TS2, TS4, TS5	TS2, TS4, TS5
	Pedagogy		
Development of teaching and learning	Behaviour management	TS1, TS7, Part 2	TS1, TS7
	Professional behaviours	TS8, Part 2	TS8,
	Assessment	TS6	TS6

	Pedagogy	TS2, TS4, TS5	TS2, TS4, TS5
Curriculum and specialisms	Pedagogy Curriculum	TS2, TS4, TS5 TS3	TS2, TS4, TS5 TS3

The aim of the BEd Primary programme is to prepare the next generation of teachers in line with the Marjon Teacher Education Partnership curriculum above. The programme provides opportunities for trainees to develop their knowledge and understanding of the role of the professional teacher.

The programme aspires for trainees to become reflective, knowledgeable, critical thinkers who strive to be the best they can be and make a positive contribution to their chosen profession.

The BEd Primary programme's general aims are to:

- Develop trainees' critical thinking, intellectual reasoning and practical skills in a diverse range of settings, interpersonal interactions and contexts for teaching, learning and research;
- Support and encourage each trainee to discover their full potential to enable them to become confident and reflective and make a productive contribution to society;
- Provide a stimulating, inclusive and effective learning environment in which trainees feel secure and motivated to learn;
- Enable trainees to develop secure subject knowledge and pedagogy across the curriculum that will underpin effective teaching and learning;
- Prepare trainees for employment and/or postgraduate study by equipping them with the knowledge, understanding and skills to enable them to adapt to changing contexts;
- Provide trainees with a clear sense of how to deliver an ambitious curriculum to pupils, including aspects of global citizenship, sustainability and digital scholarship, and incorporating higher levels of understanding and skills in Primary education.

5. Programme Learning Outcomes

Knowledge & understanding:
By the end of this programme, trainees should be able to demonstrate:
1. A comprehensive understanding of Primary education led by evidence-informed good practice with its associated pedagogy and underpinned by a critical awareness of current research;
2. A comprehensive and critical knowledge and understanding of, and creative approach required to, teach 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, Early Years settings and the teaching profession;
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, trainees 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. The ability to analyse, manipulate and synthesise information and data;
9. The ability to undertake research independently, and to pursue issues and contrasting viewpoints in order to reach creative and/or insightful conclusions;
10. Skills in relating existing pedagogical concepts and theories to new contexts;
11. 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;
12. A confidently articulated set of reasoned beliefs and values about education and their role in it as a transformative process.

Practical skills:

By the end of this programme, trainees should be able to demonstrate:
13. The ability to devise and implement a range of appropriate strategies for managing high-quality teaching and learning in a range of school contexts;
14. The ability to work autonomously and with resilience, adjusting their practice in the light of their theoretical understanding, informed by research and self-evaluation;
15. 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 professional responsibilities in practice;
16. The ability to sustain good professional relationships, in which mutual support and conflict-resolution are routinely in evidence;
17. Skills that support building relationships with children that use an awareness of safeguarding and behaviour.

Transferable / key skills:

By the end of this programme, trainees should be able to demonstrate:
18. An ability to communicate confidently, effectively and appropriately with colleagues and wider audiences in a variety of formats;
19. The ability to work professionally and sustain a professional ethos, both independently and as part of a team;
20. Good organisational and interpersonal skills in devising tasks and projects that enable and support peers, pupils and other adults to work effectively as part of an educational community;

21. Good leadership skills within their academic peer-group and within practice-based situations as a trainee teacher;
22. The ability to respond constructively to advice and take responsibility for their own professional development;
23. The ability to self-evaluate in order to make progress as a reflective practitioner.
24. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing (level 4).
25. 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).
26. 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

The BEd Primary programme offers access to undergraduate level higher education ensuring equality of opportunity and widening participation through a range of teaching and learning strategies. Learning takes place within the University, in partnership schools and a range of other settings.

The purpose of using a range of different pedagogic strategies through different modes of teaching throughout the programme is two-fold. Firstly, to enable trainees to learn and make progress in their studies, and secondly to model best practice. A wide range of methods teachers can use for teaching, learning and assessment are implemented. The programme is designed to develop distinctive teachers who have a repertoire of high-quality and effective methods in the teaching and learning environment. Teaching and learning take place in a range of bespoke teaching spaces to maximise learning opportunities and enhance trainee outcomes.

The taught programme enables flexible and trainee-centred learning where trainees gain more independence and take more ownership of their learning as they progress through the programme. The programme seeks a balance between teaching and learning methods as shown in the table below.

In line with the University's Learning and Teaching Strategy, the teaching team is committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the Virtual Learning Environment and other e-learning resources, the use of open learning resources and audio capture of lectures where appropriate. Throughout the programme, trainees are encouraged to identify and engage in independent reading to supplement and consolidate teaching and learning and to broaden individual knowledge and understanding of their subject areas.

Method	Description
Case Study	A case study is a research method involving an up-close, in-depth and detailed examination of a subject of study (the case), as well as its related contextual conditions. In doing case study research, the 'case' being studied may be an individual, organisation, event or action, existing in a specific time and place.
Coaching and mentoring	Coaching is a form of development in which a person supports a learner in achieving a specific personal or professional goal by providing training and guidance. Coaching may take the form of an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns. Coaching differs from mentoring in focusing on specific tasks or objectives, as opposed to more general goals or overall development.
Critical Reflection	Critical reflection, or reflective practice, is the ability to reflect on one's actions so as to engage in a process of continuous learning. It often involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential.
Directed Study and Reading	Specific reading task set by the lecturer for trainees.
Educational Visit	Off-site visit to specific venue or environment to promote educational outcomes.
E-learning	Utilisation of electronic media, normally via the University's virtual learning environment (Canvas) 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.
Fieldwork	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.
Group Discussion	A focus group (normally between 8-10 people) who work together to discuss opinions and gauge responses to specific stimuli.
Guest Speaker	An expert in a certain field invited to share knowledge, views, or experience, usually via a lecture.
Guided Independent Study	Trainees work independently drawing upon resources provided by the teaching staff such as reading lists and learning space materials. A virtual forum on Canvas, accessible to all trainees and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.

Independent Study	Activities where an individual learner conducts research, or carries out a learning activity, on their own. This will often include internet resources, sound and video files on Canvas, book and handout-based exercises.
Learning Resource Development	Trainees take part in activities which enable learning resources to be developed.
Lecture	A lecture is an oral presentation intended to present information or teach trainees about a particular subject. Lectures are used to convey critical information, history, background, theories and equations. Usually the lecturer will stand at the front of the room and recite information relevant to the lecture's content.
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.
Peer Teaching and Observation	Trainees observe peers'/colleagues' presentations in order to provide critical, constructive feedback.
Placement	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a live working environment, while being monitored and supported by a tutor.
Practical Sessions	Trainee activity, e.g. learning a skill or group work. This can also include teaching and coaching sessions, laboratory sessions, video logs, coaching and presentations.
Presentations	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 or product.
School-Based Research	Activities where trainees gather research from an education-based setting.
School-based Training	Learning events which take place within a working environment e.g. school setting, observation, scaffolding, modelling, workshops, teaching, meetings, evaluations and peer support, enabling learners to develop 'real life' skills and practices.
Self and Peer Assessment	Activities where trainees assess their own work or practice, or that of others.

Seminar	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.
Tutorial	A tutorial is a small class of one, or only a few trainees, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the trainees. 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.
Working with Pupils	Learning activities where pupils from school come into the University to work with trainees or school scenarios are set.
Workshop	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.

6.1 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. Trainees also have opportunities to enhance their learning through additional activities whilst on placement and in connection with schools such as organised continual professional development offered by the school, extra-curricular activities, residential visits or working with different aged pupils. These present 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 provided and/or promoted, offering opportunities for trainees to enhance their knowledge and skills. University Personal Development Tutors (PDTs) play a significant role in supporting the dimensions of learning experience.

6.2 e-Learning

Digital scholarship and technological competence are key elements 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 trainees for every module. On all placement modules, trainees are required to track their progress using an e-portfolio folders in which planning, assessment, and personal progress are development are recorded. Additionally, trainees also use e-portfolios as part of their core subject knowledge tracking and across other modules.

All trainees are required to submit a range of assessed work electronically through the University's Turnitin system. E-learning and digital literacy development will be a central component of the programme. However, the relationship with e-learning and digital literacy will differ depending on the pedagogy of the modules. All modules will provide information and links to literature and other resources on the University's VLE. The modules will utilise a blended learning approach via the VLE in which e-learning activities support the face-to-face interaction and learning environment as well as providing the trainees with opportunities to further enhance and apply their knowledge and practice. Many trainees establish their own informal learning and support community through their workplaces and utilise social media such as Twitter to share research progress. E-survey tools are used for partnership quality assurance and collection for trainee's viewpoints. As university tutors continue to develop their own digital scholarship competence through training, trainees will have opportunities to engage with a range of digital learning experiences.

7. Modes of Assessment

Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation and continuing professional development. There are a wide range of assessment opportunities throughout the programme designed to develop the trainees' abilities to be critically reflective and to engage in critical discourse. Formative assessment is used throughout the programme, but especially early in Year 1 and 2 to support academic writing. This enables clear target setting, use of feedback and feedforward, peer review and structured questioning, supported through tutorial activity. Ongoing formative assessment takes place during smaller seminar groups and subject-specific teaching to identify misconceptions and adapt teaching to address them. Moderation by an External Examiner enables a wider reference point of the standards attained. Academic work produced is submitted and marked in accordance with the university's assessment requirements, frequently via Turnitin, as specified in the Trainee Regulations Framework. Assessment of all modules is based on the Quality Assurance Agency's benchmarking at levels 4, 5 and 6, and using the university's generic statements which have been developed into marking criteria and frameworks for each module.

Trainees must meet all of the Teachers' Standards at a minimum level in order to achieve the award of Qualified Teacher Status. School-based mentors and university tutors assess trainees' competency against the MTEP Curriculum through observing them teach, scrutinising files and assessing their progress over time. The activities and tasks the trainees are expected to carry out while on placement link directly to their work in the university, thereby explicitly linking theory and practical application. This is in line with the university's Placement Learning Policy. During the final placement, trainees are assessed against 'The Teachers' Standards' (Department for Education, 2011) who define the minimum level of practice expected of trainees and teachers from the point of being awarded Qualified Teacher Status. Over the course of the programme, trainee teachers will map their progress aligned to the three MTEP curriculum themes. The following table indicates the summative assessment outcomes for this Undergraduate level Programme in line with the University's published Level descriptors:

| 90-100 | Pass - Outstanding |

80-89	Pass - Exceptional
79-70	Pass - Excellent
69-60	Pass - Very good
59-50	Pass - Good
49-40	Pass - Fair
39-35	Borderline Fail - Weak
30-34	Fail - Inadequate
0-29	Fail - Poor

Method	Description
Digital Presentation	A presentation using digital means
Dissertation	A dissertation is a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings.
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 trainees asked to explain, comment on, or assess a topic of study in the form. The academic essay tests the trainee's ability to present their thoughts in an organised way and is designed to test their intellectual capabilities.
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, as part of the assessment of a course or to support a claim for APL.
Practical	An assessment of the ability to apply knowledge, understanding and skills practically (e.g., collecting data, interviewing skills).
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.
Qualified Teacher Status (QTS)	The Teachers' Standards define the minimum level of practice trainees and teachers must achieve to enable them to gain qualified teacher status – required in England and Wales to work as a teacher of pupils in state schools under local authority control, and in special education schools.
Reflective Learning Journal	A journal, diary or blog/vlog of student learning based on critical and analytic reflections on any given situation/s.
Reflective Portfolio	Reflective portfolios will enable students to reflect upon and evaluate their learning in relation to specific practical activities such as undertaking consultancy work with employers or a placement.

8. Exemptions to University Regulations

All assessment modes must be attempted and passed in order to pass the module with the exception of any module with a placement aspect where credits can be awarded independently of the pass or fail judgement when QTS is not being awarded. Due to the professional aspects of the programme and the nature of the assessments, anonymous marking is not applied.

9. Work-Based Learning/Placement Learning

The BEd Primary programme is a work-based learning programme. The focus of each level of placement builds on the associated taught modules at that stage to support trainees to apply their academic learning to their practice. Trainees are expected to be in school for 120 days of the school year. Placements are managed in accordance with the university's Placement Learning Policy and are supported by the Placement Co-ordinator and in accordance with DFE compliance criteria for ITT (Initial Teacher Training).

Plymouth Marjon University Teacher Education Partnership makes excellent use of the quality and range of placements and the engagement of schools, and/or other settings is outstanding, enabling individual needs of trainees to be met. The diverse range of schools within the partnership enables opportunities for trainees to gain practical experience of working successfully in different schools, and/or settings including those in challenging socioeconomic circumstances and those judged as requires improvement.

The Marjon Teacher Education Partnership is a values-based collaborative partnership; values underpin the strategic direction and decisions of the Partnership. Trainees are placed in a range of placement schools allowing for breadth of experience across the sector. Training in schools is a crucial part of the overall learning process. There is a high commitment to working with our partnership schools to ensure consistent, high standards of training for our trainees in schools. Comprehensive training for school-based mentors is organised prior to each teaching placement. Mentor training also takes place in locations within the region to enable access for all schools. Further training also takes place in partnership with schools to develop mentoring and coaching skills. Access to M level Coaching and mentoring study is available to mentors across Marjon TEP.

Well-established quality assurance mechanisms ensure that the programme team provide briefings to tutors and instructors who supervise trainees on placement. The briefing sessions ensure that trainees, mentors and quality assurance tutors have up to date information and support. All placements are preceded with a series of workshops that visit and re-visit professional attributes as well as making sure that trainees understand current safeguarding practices.

10. Programme Structure

Level 4

Module Code	Module Title	Credits	Assessment	Term	Compulsory/ Optional	Condonable/ Non-Condonable
PMEC51	An Introduction to Professional and Academic Skills for the Teacher	40	100% Coursework Practical (P/F)	X	Compulsory	Non-Condonable
PMEC52	Early Learning and Child Development	20	100% Coursework	1	Compulsory	Condonable

Module Code	Module Title	Credits	Assessment	Term	Compulsory/ Optional	Condonable/ Non-Condonable
PMEC53	Foundations of Learning	20	50% Coursework 50% Practical	X	Compulsory	Condonable
PMEC54	Curriculum Studies: Core Subjects	20	100% Coursework	2	Compulsory	Condonable
PMEC55	Curriculum Studies: Foundation Subject s and Religious Education.	20	100% Coursework	X	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Term	Compulsory/ Optional	Condonable/ Non-Condonable
PMED51	Developing Professional and Academic Skills for the Teacher	40	Practical (P/F) 100% Coursework	X	Compulsory	Non-Condonable
PMED52	Inclusive Practice: Meeting the Needs of All Learners	20	100% Coursework	1	Compulsory	Non-Condonable
PMED53	Curriculum Studies: Developing and Deepening Core Subject Understanding	20	100% Coursework	X	Compulsory	Non-Condonable
PMED54	Curriculum Studies: Embedding Foundation Subjects and Religious Education	20	100% Coursework	X	Compulsory	Non-Condonable
PMED55	Specialism: Enhancing Knowledge and Understanding	20	100% Coursework	Z	Compulsory	Non-Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Term	Compulsory/ Optional	Condonable/ Non-Condonable
PMEH51	Professional Studies: Current issues for the Teacher	20	100% Coursework	3	Compulsory	Non-Condonable
PMEH52	Teaching Placement Phase 4 QTS	40	Practical (P/F) 100% Coursework	1	Compulsory	Non-Condonable
PMEH53	Honours Level Dissertation	40	100% Coursework	Z	Compulsory	Non-Condonable
PMEH54	Specialism: Critical Application of Knowledge and Understanding	20	100% Coursework	Z	Compulsory	Non-Condonable

Key:
X = Terms 1, 2 & 3
Z = Terms 2 & 3

The table below shows the alignment of the MTEP curriculum themes to the content of the BEd Primary programme.

Level 4

Module Code	Module Title	MTEP Theme	University Thread
PMEC51	An Introduction to Professional and Academic Skills for the Teacher	The professional role of the developing teacher	Employability
PMEC52	Early Learning and Child Development	The development of teaching and learning	
PMEC53	Foundations of Learning	Curriculum and specialisms	
PMEC54	Curriculum Studies: Core Subjects	Curriculum and specialisms	
PMEC55	Curriculum Studies: Foundation Subject s and Religious Education.	Curriculum and specialisms	

Level 5

Module Code	Module Title	MTEP Theme	University Thread
PMED51	Developing Professional and Academic Skills for the Teacher	The professional role of the developing teacher	Employability
PMED52	The diversity of Learners: Inclusion in primary education	The development of teaching and learning	
PMED53	Curriculum Studies: Developing and Deepening Core Subject Understanding	Curriculum and specialisms	
PMED54	Curriculum Studies: Embedding Foundation Subjects and Religious Education	Curriculum and specialisms	
PMED55	Specialism: Enhancing Knowledge and Understanding	Curriculum and specialisms	Leadership

Level 6

Module Code	Module Title	MTEP Theme	University Thread
PMEH51	Professional Studies: Current issues for the Teacher	The professional role of the developing teacher	Employability
PMEH52	Teaching Placement Phase 4 QTS	The professional role of the developing teacher	Employability
PMEH53	Honours Level Dissertation	The development of teaching and learning	Research
PMEH54	Specialism: Critical Application of Knowledge and Understanding	Curriculum and specialisms	Leadership

Exit award table

Credits	Award
Level 4 - 120	Certificate in Education
Level 5 - 240	Diploma in Education
Level 6 - 360	BA in Educational Studies

If a trainee does not achieve a pass mark in the placement in the related year module (PMEC51, PMED51, PMEH52), they are still able to pass the module and to be awarded the credits necessary to progress but will not be awarded QTS.

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	/
PREH04	Supporting Children & Young People	20	100%			B	O	/

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

All ITT programmes are professionally accredited by the Teaching Regulation Agency 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:

- Initial Teacher Training (ITT): criteria and supporting advice (DfE, Updated September 2021)
- Initial Teacher Education (ITE) inspection framework and handbook (Ofsted, 2020)
- The ITT Core Content Framework (CCF) (DFE, 2019)
- The Early Career Framework (ECF) (DfE, 2019)
- Teachers' Standards (DfE, 2013)

12. Professional Advisory Group

The Marjon Teacher Education Partnership Strategic Group is made up of the MTEP leadership team and Senior leaders from partnerships. They are responsible for scrutinising the data, identifying trends and making recommendations that are focused on improving or sustaining high-quality provision and outcomes for trainees. They use rigorous, accurate and systematic analysis of internal and externally validated data, thorough self-evaluation to generate and evaluate improvement planning. They meet three times a year.

13. Academic Progression Opportunities

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[1] a definitive module descriptor is required for each module

All trainees are encouraged to continue to study as they enter their Early Career Teacher period. Opportunities are presented for them to continue with their study either full-time or part-time at Masters level or undertake National Professional Qualifications (NPQs).

14. Employability and Career Progression Opportunities

This is a vocational and academic route into teaching. The programme is the pathway to qualified teacher status (QTS) and early teacher career development. All trainees on qualifying, therefore, are eligible for and should gain employment as a teacher. Throughout the programme, trainees are supported and encouraged to secure a teaching position. This is achieved through lectures, tutorials, seminars and monitored by the Personal Development Tutors (PDTs).

The Marjon Futures team support the programme at all levels and provide professional and personal support and guidance for employment activities. It co-organises a Teacher Employment Fayre which supports the trainees in successfully applying for a teaching post and at which, opportunities are provided for the trainees to meet representatives from recruitment pools such as London Boroughs and be interviewed for Early Career Teacher (ECT) posts.

The Marjon Teacher Education Partnership school partnerships help support the trainees with opportunities for mock interviews and guidance in applying for jobs. Currently, placements are offered (subject to availability) not only in the South-West, but also in London, and include maintained schools, Multi Academy Trusts, faith schools, selective schools, and SEND schools to enhance trainee employability.

The course provides a range of employability skills and digital skills which include but are not limited to:

Employability:
- **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.
- **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.
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.

Digital skills:
- **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).
- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g.Canvas, 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).

15. Support for Trainees and for Trainee Learning

The University recognises the value of the whole trainee experience within Higher Education and trainees 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 trainees 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
- Trainee Counselling and Well-being
- Trainee Volunteering

Trainee support and guidance is further promoted by the following:

- A Personal Development Tutor for every trainee 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. Trainee Feedback Mechanisms

The programme team develops positive relationships with participants through ongoing and continuous dialogue and regular communication. Feedback from trainees, external examiners and other stakeholders has been considered in the review of the programme. Participants will be invited to participate in the NSS. In addition, feedback at programme level will be achieved through programme and module evaluation surveys. The Programme Voice Panel is responsible for feeding trainee and Early Career Teacher voice into review, evaluation and development of provision both within the programme and at the end of training.

Quality assurance for Initial Teacher Training, involved trainee feedback 'in year.' These include triangulated data collection points where trainee, mentor and university tutors provide mid school-based training feedback, Scholl-Based Training evaluations, an interim ECT Teacher survey and Exit surveys. In addition, the university mid module and end of term evaluations are used to collect trainee opinion.

17. Other Stakeholder Feedback

The Marjon Teacher Education Partnership Operations groups are phase specific covering representation from all routes into teaching in that phase. They make use of the rigorous and well-embedded quality assurance systems to sustain high-quality outcomes and to continuously improve the quality of provision across the Initial Teacher Education partnership. The Programme Team is responsible for keeping up to date with changes in education through research informed practice, ensuring that the validated programmes meet academic and compliance requirements and are relevant and up-to-date. School-based staff are influential in shaping the provision though feedback mechanisms and as a result of mentor training and education they deliver high quality training across different phases, and they are heavily involved in recruitment and selection processes. Following feedback from stakeholders, a review of the paperwork procedures involved in placement has resulted in a streamlining of expectations for mentors and trainees to make the process more efficient. ECTs and former trainees continue to be involved in the Partnership through engagement and liaison with employers. This ensures an effective continuum from initial teacher training to induction and continuing professional development.

18. Quality and Enhancement Mechanisms

The quality of the trainee experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Trainee 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 trainee feedback mechanisms at both modular and programme level reported formally through the University's annual monitoring and reporting cycle.