

University of Plymouth

Faculty of Arts, Humanities and Business

Plymouth Institute of Education

Programme Specification

Bachelor of Education (Hons) Primary

For the awards of

BEd (Hons) Primary (Special Educational Needs with QTS)

BEd (Hons) Primary (FS/KS1 with QTS)

BEd (Hons) Primary (KS1/KS2 with QTS)

BA (Hons) Education (Combined)

Definitive Document Approved: 12th December 2018

Implementation Date: September 2019

Final award titles

- BEd (Hons) Primary (Special Educational Needs with QTS)
- BEd (Hons) Primary (FS/KS1 with QTS)
- BEd (Hons) Primary (Subject award) (KS1/KS2 with QTS)
- BA (Hons) Education (Combined)

The award for Primary (subject award)(KS1/KS2 with QTS) can be awarded as follows as long as the student completed the correct EMOP601 and EDIS601 module;

Award	EMOP	EDIS
BEd (Hons) Primary (Special Educational Needs with QTS)	EMOP601SN	EDIS601SN
BEd (Hons) Primary (FS/KS1 with QTS)	EMOP601A	EDIS601A
BEd (Hons) Primary Mathematics (KS1/KS2 with QTS)	EMOP601MA	EDIS601MA
BEd (Hons) Primary English (KS1/KS2 with QTS)	EMOP601EN	EDIS601EN
BEd (Hons) Primary Art & Design (KS1/KS2 with QTS)	EMOP601AD	EDIS601AD
BEd (Hons) Primary Geography (KS1/KS2 with QTS)	EMOP601GE	EDIS601GE
BEd (Hons) Primary History (KS1/KS2 with QTS)	EMOP601HI	EDIS601HI
BEd (Hons) Primary Music (KS1/KS2 with QTS)	EMOP601MU	EDIS601MU
BEd (Hons) Primary Religious Education (KS1/KS2 with QTS)	EMOP601RE	EDIS601RE
BEd (Hons) Primary Physical Education (KS1/KS2 with QTS)	EMOP601PE	EDIS601PE
BEd (Hons) Primary Science (KS1/KS2 with QTS)	EMOP601SC	EDIS601SC
BEd (Hons) Primary Computing (KS1/KS2 with QTS)	EMOP601CO	EDIS601CO
BEd (Hons) Primary Modern Foreign Languages (KS1/KS2 with QTS)	EMOP601ML	EDIS601ML
BEd (Hons) Primary Design & Technology (KS1/KS2 with QTS)	EMOP601DT	EDIS601DT
BEd (Hons) Primary (KS1/KS2 with QTS)	ANY EMOP FROM KS1/KS2	ANY EDIS FROM KS1/KS2

UCAS codes

X190	BEd (Hons) Primary (FS/KS1 with QTS)
X191	BEd (Hons) Primary (KS1/KS2 with QTS)
X192	BEd (Hons) Primary (Special Educational Needs with QTS)

HECoS code: 100511

- Awarding Institution:** University of Plymouth
Teaching institution(s): University of Plymouth

2. Accrediting body(ies)

Summary of specific conditions/regulations:

DfE for the QTS element of the programme

Date of re-accreditation: Accredited via OfSTED

3. Distinctive Features of the Programme and the Student Experience

- **Primary subject focus as an exit award within KS1/KS2 programme:** Popular with employers and past students alike, this is an opportunity to study a chosen subject in considerably more depth in readiness for early career leadership. For those following the **FS/KS1** or **SEN programmes** there are opportunities to gain deeper understanding of the educational needs of young children and those with Special Educational Needs or Disabilities. These programmes will give the opportunities to strengthen the experience with your placement being in specific SEN or nursery settings. **All programmes** prepare you to teach in any setting where the Primary phase is taught.
- **Close links to the Master of Education (MA Ed):** This link enables students to achieve enhanced career progression in a profession in which Masters level attainment is increasingly valued.
- **Work Based Learning Opportunities:** Students benefit from a wide range of placement types within our Partnership of over 500 schools and other settings, from single days to extended block placements develop and consolidate QTS standards.
- **Professional identity:** From the very start of the programme you are considered as a teacher in development. The programme supports you as you develop your professional standards and identity.
- **Research informed teaching:** Not only are all modules enhanced by tutors' active research interests but students are immersed in a research culture and benefit from learning about the advantages of researching their practice first hand.
- **Student Support:** Within the Plymouth Institute of Education there is a strong ethos of support for all students. Your Professional tutor will actively engage with you throughout the BEd programme to offer guidance and support in both Academic and Pastoral terms.
- **OfSTED recognised:** Recent inspection rated the Primary ITE provision at Plymouth as good in all aspects, with particular strengths in the partnership led elements of the programmes and the quality of the graduates.

4. Relevant QAA Subject Benchmark Group(s)

QAA Subject Benchmarks for Education Studies (2015)

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-education-studies-15.pdf?sfvrsn=959cf781_10 and the DfE Teaching Standards (TS) for QTS (2012)
<https://www.gov.uk/government/publications/teachers-standards>

5. Programme Structure

Year 1

Semester	Credits	Code	Title	Requirement
AY	40	EPTP401	Education – Primary Theory & Praxis 1	39.5% to pass
S1	30	EPCM401	Education – Primary Curriculum Module 1	39.5% to pass
S2	30	ECKP401	Education – Core Knowledge & Pedagogy 1	39.5% to pass
S2	20	ESPM411	Educational Settings Placement Module 1	Pass/Fail

Year 2

Semester	Credits	Code	Title	Requirement
AY	40	EPTP501	Education – Primary Theory & Praxis 2	39.5% to pass
S1	30	ECKP501	Education – Core Knowledge & Pedagogy 1	39.5% to pass
S2	20	EMOP501(FSKS1)	Education – Moving to Outstanding Practice 1 (FS/KS1)	39.5% to pass
		EMOP501(Primary)	Education – Moving to Outstanding Practice 1 (KS1/KS2)	39.5% to pass
		EMOP501(SEN)	Education – Moving to Outstanding Practice 1 (SEN)	39.5% to pass
S2	30	ESPM511	Educational Settings Placement Module 2	Pass/Fail

Year 3

Semester	Credits	Code	Title	Requirement
AY	40	EDIS601	Education Dissertation	39.5% to pass
S1	40	ESPM611	Educational Settings Placement Module 3	Pass/Fail
S2	20	EMOP601(FSKS1)	Education – Moving to Outstanding Practice 2 (FS/KS1)	39.5% to pass
		EMOP601(*)	Education – Moving to Outstanding Practice 2	39.5% to pass

			(KS1/KS2)	
		EMOP601(SEN)	Education – Moving to Outstanding Practice 2 (SEN)	39.5% to pass
S1	20	EPCM601 (*)	Education – Primary Curriculum Module 1	39.5% to pass

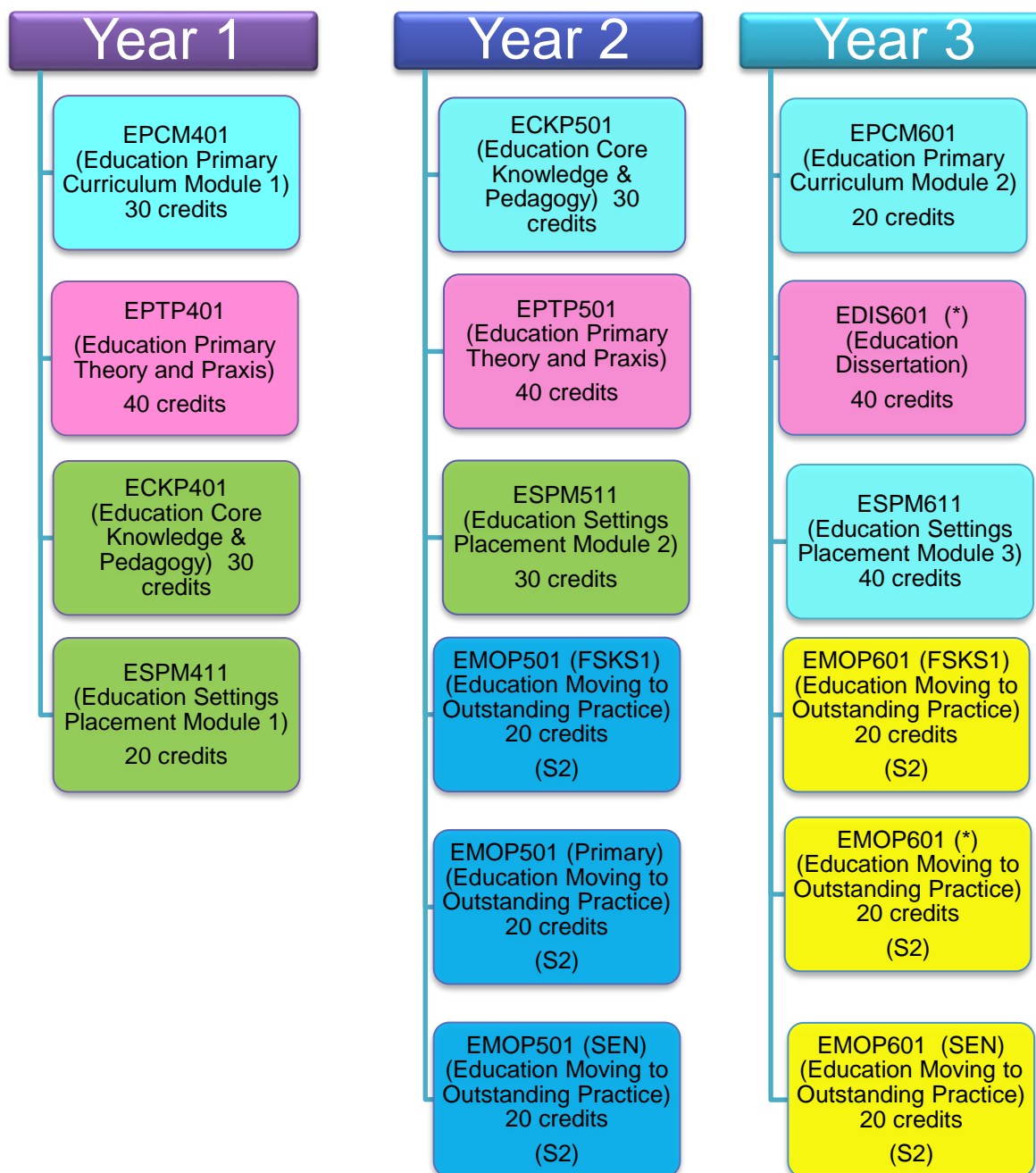
*EMOP501 – This module shares the same LOs but the content of the module will differ dependent on pathway chosen. KS1/KS2 will have a module on English or mathematics with the FS/KS1 and SEN pathways having modules suitable to their pathways

*EMOP601 – This module shares the same LOs but the content of the module will differ dependent on pathway chosen. KS1/KS2 will follow their subject focus exit route with the FS/KS1 and SEN pathways having modules suitable to their pathways

Transferring between the BEd Programmes

As the Level 4 modules will be followed by all the programmes (FS/KS1, KS1/KS2 and SEN) there is opportunity for students who are registered on their programme to change to another named programme award before Christmas of Year 2 (which allows time for the appropriate settings placement to be arranged). The subject focus for KS1/KS2 will also be decided at the same juncture (Around week 20 of the programme)


Students will be advised by the Programme Lead and ADSE before any decision is made




EMOP501 – This module shares the same LOs but the content of the module will differ dependent on pathway chosen. KS1/KS2 will have a module on English or mathematics (EMOP501 (Primary)) with the FS/KS1 (EMOP501 (FSKS1)) and SEN pathways (EMOP501 (SEN)) having modules suitable to their pathway

EMOP601 – This module shares the same LOs but the content of the module will differ dependent on pathway chosen. KS1/KS2 will link to their subject focus exit award (EMOP601 (*)) with the FS/KS1 (EMOP601 (FSKS1)) and SEN pathways (EMOP601 (SEN)) having modules suitable to their pathway.

EDIS601(*) – This module shares the same Los but the content is focused around the subject exit route for the KS1/KS2 cohort and FS/KS1 and SEN for the other programmes respectively

 Semester 1

 Semester 2

 All Year

6. Programme Aims

- To co-create outstanding graduate teachers with QTS who demonstrate a principled professional ethos.
- To facilitate students to become proactive, independent and critically reflexive learners.
- To inspire students to interrogate and critically reflect upon a range of theoretical and research informed perspectives on how children develop and learn.
- To direct students to apply their insights in creating stimulating and empowering learning experiences for all children which acknowledge the range of factors that impact individual children's engagement.
- To foster opportunities for students to work collaboratively.
- To excite students to aspire to lead 21st century educational practice which encompasses global, regional, local, philosophical and political contexts.
- To instill and nurture a love, within **all** programmes, for the Primary Curriculum/Foundation Stage which will drive students to apply strong, substantive content knowledge and pedagogical expertise.

7. Programme Intended learning outcomes

7.1. Knowledge and understanding

On completion, graduates should have developed their knowledge and understanding of:

1. Education issues pertinent to early years/ primary education: its place within the wider education 'system'; elements of its history and philosophical underpinnings; its relationship to child development within the social context;
2. The diversity of learners and complexity of the education process (including SEND, Wellbeing, Mental Health and Behaviour)
3. The elements which make up the Standards for the award of QTS (relevant DfE documentation), namely: Part 1: teaching, Part 2: Personal and Professional Development/Identity including Legal and Ethical issues
4. The Primary Curriculum and Early Years/Foundation Stage Framework including effective pedagogy and provision for learning.

Teaching and Learning Methods and Strategies:

- Acquisition of knowledge and understanding is through a combination of both University-based and school/setting-based teaching. The former combines some whole cohort lectures with more small group sessions and models teaching processes appropriate to the relevant setting and making substantial use therefore of practical work alongside discussion. School/setting- based teaching

allows students to consider issues in context and to practise teaching skills. The programme aims to integrate these two contexts for learning as far as possible;

- Bespoke support is provided through individual training programmes on placement and through clearly structured professional tutorials. Student reflection and appropriate target setting is enhanced through this process;
- Information is presented through lectures, seminars and online materials, with theory being explored in seminar groups and online discussions;
- Throughout, the learner is expected to develop awareness of the complexities of the educational process and the range of different roles participants can take within the learning process;
- Students are encouraged to take responsibility for their own learning and to develop study paths relevant to their work or interests. Similarly, the learner is expected to undertake independent reading both to supplement and consolidate what is being taught/ learnt and to broaden their individual knowledge and understanding of the subject and context in which it is located;
- Additional support is provided through self-access study-skills programmes available through Student Services as well as through tutor supported sessions and subject knowledge clinics;

Assessment Strategies:

- Students' knowledge and understanding is assessed via a range of methods, including directed tasks, assignments, presentations and research reports;
- Formative feedback is provided throughout each module, on aspects of presentation as well as on content, to ensure that students make progress in developing their ability to communicate their understanding;
- Students are encouraged to keep a learning journal for the duration of the course;

7.2. Cognitive and intellectual skills

On successful completion, graduates should have developed the ability to:

1. Undertake analysis, evaluation and synthesis of complex educational ideas relating to practice and research-based knowledge and be able to communicate their thinking effectively;
2. Critically apply educational concepts;
3. Identify and solve problems pertaining to educational settings and practice;
4. Demonstrate and exercise independence of mind and thought including challenging received ideas and educational practices

Teaching and learning methods and strategies:

- Throughout the programme students are encouraged to critically question concepts, theories and recommended practices encountered in their study;
- Students will develop an ability to accommodate to new principles and understandings and to reflect on their own understanding of educational issues;
- Students will develop Intellectual skills through activities such as discussion, practical experience, problem solving, case studies, debates and critiques;
- In a variety of formats within the programme, skills of analysis and synthesis are used in a systematic way to evaluate, interpret and apply educational concepts and theories to issues of policy and the practical context of the classroom;
- This involves discussion of key issues, analysis and interpretation of material and practice in applying concepts both orally and in writing;
- Students are consistently invited to refer to, and to share, their own experiences to illustrate and illuminate relevant topics. A wide range of learning experiences is utilised.

Assessment strategies:

- A variety of assessment methods is employed which enable the learner to demonstrate skills through producing coherent written and oral responses to problems or set tasks;
- Students will also have opportunities for formative feedback on their engagement in group work and discussion, via learning journals and other methods of reflection and through directed tasks.

7.3. Key and transferable skills

On completion graduates should have developed the ability to:

1. Structure and communicate ideas effectively
2. Manage time and work to deadlines;
3. Be self-reliant and resilient;
4. Participate constructively in groups, as member or leader: negotiating and handling conflict within working groups or within educational settings with confidence;

Teaching and learning methods and strategies:

- Effective communication is at the heart of the BEd and students will be given regular opportunities throughout the course to practise these skills;
- Students will develop transferable skills through group discussion, preparation of peer presentations, collaborative projects and through practice teaching and collaborative work in educational settings;
- Time management is honed through managing the time demands involved in completing tasks, coursework submission and in learning to work as a professional in educational settings;
- The reflective cycle is the basis for monitoring professional development throughout the programme.

Assessment strategies:

- Effective communication of ideas is an important criterion in assessing all areas of a student's work within the programme;
- Students are encouraged to recognise that their learning extends beyond their formally assessed work and will be given regular formative feedback;
- Team skills, sensitivity and awareness of equal opportunities are also assessed through students' formal assignments and, informally, through the learning culture which is actively promoted and negotiated on the programme

7.4. Employment related skills

On successful completion graduates should have developed the ability to

1. Engaging confidently in professional communication with others;
2. Manage their work effectively and independently in both university and educational settings, making appropriate use of ICT exercising initiative and personal responsibility.
3. Evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback;

4. Demonstrate the QCA Standards for Qualified Teacher Status

Teaching and learning methods and strategies:

- All teaching and learning methods and strategies culminate in the achievement of these employment-related skills;
- Strategies of note: workshops, group and individual work, peer teaching and review; practical sessions, lecture, self-assessment and critical evaluation of own learning, co-coaching, self-profiling, assignments, planned training programme within educational settings.
- The reflective cycle is the basis for monitoring professional development throughout the programme.

Assessment strategies:

- A variety of assessment methods is employed which enable the learner to demonstrate their employment-related skills as measured by the QTS Standards, including University-based and School Placement-based work;
- Students will also have opportunities for formative feedback on their engagement in group work and discussion, via learning journals, other methods of reflection, through directed tasks and through professional dialogue, observations and reports as part of their placement experience.

7.5. Practical skills

On completion, graduates should have developed the ability to:

1. Apply teaching skills in the complex and unpredictable context of an educational setting, including;
 - planning, expectations and targets;
 - monitoring and assessment;
 - teaching and class management;
2. Apply their study skills in diverse contexts, including aspects of research and employment
3. Manage and organise their time, workloads and professional identity in all aspects of professional conduct
4. Work with a wide variety of people through constructive and appropriate means of communication across a number of contexts

Teaching and learning methods and strategies:

- Practical skills are taught both on campus, and in relevant school settings;
- The campus environment provides time and resources for critical reading, tutorial discussion and reflective thinking about issues, as well as for practice in planning, teaching, assessment and behaviour management;
- Experience in school settings allows student teachers to begin to practise these skills in 'live' contexts, with the support and guidance of class teachers and mentors;
- This application of teaching skills is developmental, with student teachers beginning their practice within well-structured and supportive group teaching situations before becoming more independent;
- Experience in appropriate education settings also allows for focussed observation of a range of relevant activities;

- Students are encouraged to work within a reflective cycle: identifying their needs for professional development, planning to address these and evaluating their success;
- Students are encouraged to use ICT throughout the course, through aspects of modules to promote and develop their skills.

Assessment strategies:

- Skills are assessed through practical tasks in School and by partnership tutors working in educational settings;
- Students will be assessed on their application of theory to practice, skills of analysis and effective use of ICT through their essays, presentations and other modes of assessment;
- All students undertaking experience in appropriate educational settings are visited and assessed by a supervising tutor and/or a mentor;
- Students' ability to work in teams and communicate effectively will be assessed via presentations, group work and peer and self-assessment.

8. Admissions Criteria, including APCL, APEL and Disability Service arrangements

All applicants must have GCSE (or equivalent) Maths and English at Grade 4 (or Grade C prior to 2017) or above. All applicants are required to complete an interview

Entry Requirements for BEd (Hons) Primary - All Routes	
A-level/AS-level	Normal minimum entry requirements at A-level to include a minimum of 2 A levels, General Studies accepted. As a standard, all applicants are required to interview before an offer is made
BTEC National Diploma/QCF Extended Diploma	Candidates are interviewed before an offer is made. Grade DMM. If you hold a BTEC qualification it is vital that you provide our Admissions team with details of the exact modules you have studied as part of the BTEC. Without this information we may be unable to process your application quickly and you could experience significant delays in the progress of your application to study with us. Please explicitly state the full list of modules within your qualification at the time of application. As a standard, all applicants are required to interview before an offer is made
Access to Higher Education at level 3	Candidates are interviewed before an offer is made. Pass an Access to HE Diploma in Science with 33 credits at Level 3.....
International Baccalaureate	28 points If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements. As a standard, all applicants are required to interview before an offer is made.
UCAS Tariff	112 As a standard, all applicants are required to interview before an offer is made.
GCSE Requirements	<ul style="list-style-type: none"> • English Language qualification: GCSE grade 4 grade C; CSE grade 1; CEE grade I, II or III; BTEC any first, national of higher national certificate or diploma in English; International baccalaureate higher or subsidiary level in English language at grade 4 or above • Mathematics qualification:

	<p>GCSE grade 4, grade C; GCE O level in mathematics; CSE in mathematics grade 1; CEE in mathematics grade I, II or III; BTEC higher national certificate or diploma award in mathematics or national certificate or diploma with merit or distinction at level 1 or higher; International baccalaureate higher or subsidiary level in mathematics at grade 4 or above</p> <ul style="list-style-type: none"> • Science qualification: GCSE Grade 4, grade C; GCE O level or A2/ AS in physics, chemistry biology, human biology or general science; CSE in any science subject grade 1; BTEC first diploma in science with merit or distinction; • If students do not have the required pass at grade C/grade 4 in either GCSE English, Mathematics or Science, and are not able to gain this qualification before the start of the course, we will accept a pass in the English, Mathematics and Science equivalency tests (higher level paper) offered by www.equivalencytesting.com
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Non-academic requirements:

- All candidates will be required to complete a satisfactory DBS Enhanced Disclosure, register with the Independent Safeguarding Authority and complete a criminal convictions self-declaration form.
- All candidates must be deemed fit to teach.
- All candidates must be able to reflect on experiences in a relevant educational setting.
- Keeping Children Safe in Education – prohibition order check to ensure they are not prohibited from teaching

An interview is a pre-requisite for entry onto this Programme

All candidates applying to join one of the programmes are interviewed in depth by a representative from that Primary ITE team. Interview days are conducted by the Primary ITE team and the wider partnership from supporting schools

We are looking for candidates with a passion for Primary teaching, who understand both the factors which motivate teachers and some of the challenges they face and who can demonstrate that they have the energy and commitment to be successful in the profession. Candidates with life experience outside mainstream educational settings and those with some experience of employment in school and educational settings are likely to have developed the maturity of approach that this course demands.

Candidates must also demonstrate that they have the potential to meet the required standards for teachers (Appendix 2) by the end of their training and that they possess appropriate personal and intellectual qualities to be teachers.

Clear criteria are used by interview tutors across all pathways to assess candidates at interview and these are also used to inform feedback to candidates on appropriate action to take before starting the programme and in the first tutorial session on arrival to inform early individual action planning.

9. Progression criteria for Final and Intermediate Awards

Students achieving a total of 120 credits will be entitled to receive a Certificate of Higher Education. Students achieving a total of 240 credits (of which at least 120 are at level 5 or

above) will be entitled to a Diploma of Higher Education. 320 credits (of which 80 are at level 6 and a further 120 at Level 5 or above) qualify a student for an Ordinary Degree. 360 credits will entitle the student to be awarded the BEd (Hons) Primary degree.

10. Non-Standard Regulations

Assess some modules on a Pass/ Fail only basis rather than percentage based.

Calculation of Award for BEd Primary (subject exit award)

The final aggregate mark will be calculated by applying a scale factor of 0.1 to level 4 marks, 0.3 to level 5 marks, and 0.6 to level 6 marks. The breakdown of credits assessed with a percentage mark is shown below: -

- Level 4 → 100 credits assessed with a percentage mark
80 credits to be used for degree calculation
- Level 5 → 90 credits assessed with a percentage mark
30 credits assessed as pass/fail
- Level 6 → 80 credits assessed with a percentage mark
40 credits assessed as pass/fail

BEd Primary (subject award) (KS1/KS2) students final award

The award for Primary (subject award) (KS1/KS2 with QTS) can be awarded as follows as long as the student has completed the correct EMOP601 and EDIS601 module;

Award	EMOP	EDIS
BEd (Hons) Primary (Special Educational Needs with QTS)	EMOP601A	EDIS601A
BEd (Hons) Primary (FS/KS1 with QTS)	EMOP601SN	EDIS601SN
BEd (Hons) Primary Mathematics (KS1/KS2 with QTS)	EMOP601MA	EDIS601MA
BEd (Hons) Primary English (KS1/KS2 with QTS)	EMOP601EN	EDIS601EN
BEd (Hons) Primary Art & Design (KS1/KS2 with QTS)	EMOP601AD	EDIS601AD
BEd (Hons) Primary Geography (KS1/KS2 with QTS)	EMOP601GE	EDIS601GE
BEd (Hons) Primary History (KS1/KS2 with QTS)	EMOP601HI	EDIS601HI
BEd (Hons) Primary Music (KS1/KS2 with QTS)	EMOP601MU	EDIS601MU
BEd (Hons) Primary Religious Education (KS1/KS2 with QTS)	EMOP601RE	EDIS601RE
BEd (Hons) Primary Physical Education (KS1/KS2 with QTS)	EMOP601PE	EDIS601PE
BEd (Hons) Primary Science (KS1/KS2 with QTS)	EMOP601SC	EDIS601SC
BEd (Hons) Primary Computing (KS1/KS2 with QTS)	EMOP601CO	EDIS601CO
BEd (Hons) Primary Modern Foreign Languages (KS1/KS2 with QTS)	EMOP601ML	EDIS601ML
BEd (Hons) Primary Design & Technology (KS1/KS2 with QTS)	EMOP601DT	EDIS601DT
BEd (Hons) Primary (KS1/KS2 with QTS)	ANY EMOP FROM KS1/KS2	ANY EDIS FROM KS1/KS2

Procedure in the event of non-achievement of School Experience – all stages

If a student does not achieve School Experience, they will normally be required to retrieve the failure during the next academic year. Repeats of School Experience during the the programme are normally permitted but an offer of a repeat is not automatic and is made at the discretion of the Award Assessment Board. Their decision will be based on each student teacher's overall performance profile. All repeat placements are subject to the Faculty being able to secure an appropriate place in school and students completing an acceptable reflection/action plan.

The Placement Allocation Policy sets out the process for attempting to secure repeat placements. If it is not possible to secure a repeat placement then the student may be required to interrupt from the programme, in line with the Academic Regulations, until a suitable placement can be found.

In exceptional cases where all opportunities for securing a repeat placement have been unsuccessful due to the student's performance profile the student may be withdrawn from study under AST5.3 the Exclusion of a Student on the Grounds of Unsatisfactory Progress (either Academic or in Terms of Professional Development) regulation. If it is not possible to secure a repeat placement due to a fitness to teach/study or conduct issue the student may be withdrawn from the programme under the Study Wellbeing and Review Policy or the Code of Conduct and Disciplinary Procedure as appropriate.

If a student does not achieve the school experience module or decides before the start of the placement that they do not wish to continue for QTS recommendation they may choose to transfer programme as detailed below.

At the Award Assessment Board, if the student has failed up to and including 60 credits, including the placement module, (and would therefore usually be in a referral position) at the summer award board they can have the option to transfer programmes (to exit without QTS recommendation) post board but prior to the summer referral deadline and undertake a referral in a placement (alternative) module that does not have the teaching standards learning outcome.

If prior to the start of the placement module the student elects to withdraw from the module and continue without QTS recommendation they can transfer in year and undertake the placement (alternative) module. This module will not be formally timetabled, but the module leader will ensure sufficient academic support to enable the student to achieve the assessment.

The optional placement (alternative) module(s) are available to students who have attempted and not achieved the corresponding placement module or decide before the start of the placement that they do not wish undertake the placement and transfer programmes. The placement (alternative) module(s) will be attached to BA (Hons) Education Studies to be undertaken in level 4 (EDCO411) and level 5 (EDCO511) and attached to BA Education (Combined) to be undertaken in level 6 (EDCO611). If a student does not achieve the placement (alternative) referral and still has attempts available they can be offered an extended referral, non-achievement of the extended referral may result in having to repeat an alternative module on the appropriate level if the academic profile permits.

11. Transitional Arrangements

Transferring to the BEd Programme

Within the Government guidelines it is not possible to undertake a degree which leads to QTS without having first undertaken the QTS skills tests and having completed the relevant 24 weeks experience throughout the 3 years. This means that we are unable to accept in year transfers from other programmes. Students will be advised to make an appointment with the ADSE in order to support them regarding their options in order to undertake the BEd – which will then need to be applied for via UCAS.

12. Careers and Employability

Information, advice and guidance is available to all students in order for them to build skills, experience and contacts to improve employability; this is available at <https://www.plymouth.ac.uk/student-life/your-studies/academic-services/careers-and-employability>

Students have access to myCareer - <https://mycareer.plymouth.ac.uk/home.html> which offers them;

- Individual careers appointments to support you in identifying opportunities to get involved in and help with career planning.
- Hundreds of vacancies, from part-time work to fit around your studies, to summer internships and graduate vacancies.
- A wide range of workshops and activities to help you develop your employability skills. These include mock interviews and a variety of skill sessions from job searching to enhancing your CV.

Events such as Career Fairs and Networking Evenings help develop their confidence, expand their professional network and explore your career options. This is for all students whether they have decided to become a primary teacher or not

Appendices

Appendix 1 - Programme Specification Mapping (UG) – core modules

Appendix 2 – Programme Award Learning Outcomes mapping

Appendix 3 - QTS Teacher Standards (2012)

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes
CORE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes.

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical				
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills						Practical skills			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			1	2	3	4
Level 4	EPTP401	✓	✓	✓	✓	✓		✓	✓	✓							✓					N	C1
	EPCM401		✓			✓	✓	✓	✓	✓	✓					✓	✓					N	C1 – 75% P1 – 25%
	ESPM411	✓											✓	✓	✓	✓	✓	✓	✓	✓	✓	N	P1
	ECKP401				✓			✓	✓	✓						✓	✓					N	C1
Level 4 LOs		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Level 5	ESPM511	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	N	P1
	EPTP501	✓		✓				✓		✓	✓			✓				✓	✓			N	C1 – 75% P1 – 25%
	EMOP501		✓	✓	✓		✓	✓	✓						✓	✓	✓					N	C1
	ECKP501	✓	✓	✓						✓		✓	✓					✓	✓	✓		N	C1
Level 5 LOs		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Level 6	EPCM601		✓	✓	✓	✓	✓	✓			✓	✓	✓					✓	✓	✓		N	C1
	EMOP601	✓	✓	✓		✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓		N	C1 – 50% P1 – 50%
	EDIS601	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓		N	C1
	ESPM611			✓	✓	✓								✓	✓	✓	✓					N	P1
Level 6 LOs		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Confirmed Award LOs		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

Appendix 2: Programme Award Learning Outcomes Mapping (UG): Intended Learning Outcomes identified below are closely linked to: the QAA Subject Benchmarks for Education Studies (2007) and the TDA Standards for QTS (2007 and 2012).

Module Code	Level	Credits	C - core E - elective	Award Learning Outcomes (for more information see Section 8 of the Programme Specification) Please map where a module does one or more of the following: I – ALO is introduced P – ALO is practised (e.g. formative assessment and feedback; basis of tutorial or workshop) A – ALO is assessed																			
				7.1 Knowledge & understanding				7.2 Cognitive & intellectual skills				7.3 Key & transferable skills				7.4 Employment related skills				7.5 Practical skills			
				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
				Education issues pertinent to early years/ primary education	The diversity of learners and complexity of the education process	Standards for the award of QTS	Primary Curriculum and The Early Years / Foundation Stage Framework	Undertake analysis, evaluation and synthesis of complex educational ideas	Critically apply educational concepts	Identify and solve problems pertaining to educational settings and practice;	Demonstrate and exercise independence of mind	Structure and communicate ideas effectively	Manage time and work to deadlines;	Be self-reliant and resilient	Participate constructively in groups	Engaging confidently in professional communication with others	Manage their work effectively and independently	Evaluate and assess their ability and performance	Demonstrate the QCA Standards for Qualified Teacher Status	Apply teaching skills in the complex and unpredictable context of an educational setting,	Apply their study skills in diverse contexts, including aspects of research and employment	Manage and organise their time, workloads and professional identity in all aspects of professional conduct	Work with a wide variety of people through constructive and appropriate means of communication across a number of contexts
EPTP401	4	40	C	IPA	IPA	IPA	IPA	IPA	I	IPA	IPA	IPA	I	I	I	I	I	I	IPA				
EPCM401	4	30	C	I	IPA		IPA	IPA	IPA	IPA	IPA	IPA	IPA	I	IPA		I	I	I				

ECKP401	4	30	C	I		I	IPA	IPA		IPA	IPA	IPA	I	I			I	IPA	IPA				
ESPM411	4	20	C	IPA	IPA	IPA	IPA	I	IPA	IPA	IPA	IPA	IPA	IPA	IPA	IPA	IPA	I	I	A	IPA	IPA	IPA
EPTP501	5	40	C	IPA	IPA	IPA	IPA	IPA	IPA		IPA	IPA	I	I	I	I	I	I	IPA		I		
ECKP501	5	30	C	I		I	IPA	IPA		IPA	IPA	IPA	I	I			I	IPA	IPA				
EMOP501	5	20	C	I			IPA	IPA	I	I	IPA	IPA	I	I		I	I	I					
ESPM511	5	30	C	IPA	IPA	IPA	IPA	I	IPA	IPA	IPA	IPA	IPA	IPA	IPA	IPA	I	IPA	A	IP A		IPA	IPA
EPCM601	6	20	C	I	IPA		IPA	IPA	IPA	IPA	IPA	IPA	IPA	I	IPA	IPA	I	I	I				
EMOP601	6	20	C	IPA			IPA	IPA	IPA		IPA	IPA	I	IPA		I	I	I	IPA				
EDIS601	6	40	C	IPA			IPA	IPA	IPA	IPA	IPA	IPA	IPA	IPA		IPA	I	I			IPA		
ESPM611	6	40	C	IPA	IPA	IPA	IPA	I	IPA	IPA	IPA	IPA	IPA	IPA	IPA	IPA	IPA	I	IPA	A	IPA	IPA	IPA

Appendix 3: QTS standards (2012)

STANDARDS FOR TEACHERS (2012)
Teachers make the education of their pupils their first concern, & are accountable for achieving the highest possible standards in work & conduct. Teachers act with honesty & integrity; have strong subject knowledge; keep their knowledge & skills as teachers up-to-date; are self-critical; forge positive professional relationships & work with parents in the best interests of pupils.
PART ONE: TEACHING A teacher must:
1 Set high expectations which inspire, motivate & challenge pupils
a) establish a safe & stimulating environment for pupils, rooted in mutual respect
b) set goals that stretch & challenge pupils of all backgrounds, abilities & dispositions
c) demonstrate consistently the positive attitudes, values & behaviour which are expected of pupils.
2 Promote good progress & outcomes by pupils
a) be accountable for pupils' attainment, progress & outcomes
b) plan teaching to build on pupils' capabilities & prior knowledge
c) guide pupils to reflect on the progress they have made & their emerging needs
d) demonstrate knowledge & understanding of how pupils learn & how this impacts on teaching
e) encourage pupils to take a responsible & conscientious attitude to their own work & study.
3 Demonstrate good subject & curriculum knowledge
a) have a secure knowledge of the relevant curriculum areas, maintain pupils' interest, & address misunderstanding
b) demonstrate a critical understanding of developments in the subject & curriculum areas, & promote scholarship
c) demonstrate an understanding of & take responsibility for promoting high standards of literacy, articulacy & the correct use of standard English, whatever the teacher's specialist subject
d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4 Plan & teach well-structured lessons
a) impart knowledge & develop understanding through effective use of lesson time
b) promote a love of learning & children's intellectual curiosity
c) set homework & plan out-of-class activities to consolidate & extend pupils' knowledge & understanding
d) reflect systematically on the effectiveness of lessons & approaches to teaching
e) contribute to the design & provision of an engaging curriculum within the relevant subject area(s).
5 Adapt teaching to respond to the strengths & needs of all pupils
a) know when & how to differentiate appropriately, using approaches which enable pupils to be taught effectively
b) have a secure understanding of how a range of factors can inhibit pupils' learning, & how best to overcome these
c) demonstrate an awareness of the physical, social & intellectual development of children, & know how to adapt teaching to support pupils' education at different stages of development
d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; & be able to use & evaluate distinctive teaching approaches to engage & support them.
6 Make accurate & productive use of assessment
a) know & understand how to assess the relevant subject & curriculum areas
b) make use of formative & summative assessment to secure pupils' progress
c) use relevant data to monitor progress, set targets, & plan subsequent lessons

d) give pupils regular feedback, both orally & through accurate marking, & encourage pupils to respond to this
7 Manage behaviour effectively to ensure a good & safe learning environment
a) have clear rules & routines for behaviour in classrooms, & take responsibility for promoting good & courteous behaviour both in classrooms & around the school, in accordance with the school's behaviour policy
b) have high expectations of behaviour, & establish a framework for discipline with a range of strategies, using praise, sanctions & rewards consistently & fairly
c) manage classes effectively, using approaches which are appropriate to pupils' needs to involve & motivate them
d) maintain good relationships with pupils, exercise appropriate authority, & act decisively when necessary.

8 Fulfil wider professional responsibilities
a) make a positive contribution to the wider life & ethos of the school
b) develop effective professional relationships with colleagues, knowing how & when to draw on advice & support
c) deploy support staff effectively
d) take responsibility for improving teaching through professional development & responding to advice & feedback
e) communicate effectively with parents with regard to pupils' achievements & well-being.
PART TWO: PERSONAL & PROFESSIONAL CONDUCT
A teacher is expected to demonstrate consistently high standards of personal & professional conduct. The following statements define the behaviour & attitudes which set the required standard for conduct throughout their career.
1. Teachers uphold public trust in the profession & maintain high standards of ethics & behaviour, within & outside school, by:
a) treating pupils with dignity, building relationships rooted in mutual respect, & at all times observing proper boundaries appropriate to a teacher's professional position
b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
c) showing tolerance of & respect for the rights of others
d) not undermining fundamental British values, including democracy, the rule of law, individual liberty & mutual respect, & tolerance of those with different faiths & beliefs
e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or lead them to break the law.
2. Teachers must have proper & professional regard for the ethos, policies & practices of the school in which they teach, & maintain high standards in their own attendance & punctuality.
3. Teachers must have an understanding of, & always act within, the statutory frameworks which set out their professional duties & responsibilities.