



## PROGRAMME SPECIFICATION

## 1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University and delivery partners
'Parent' Faculty (ICE / BCDI / SHS)	FSSE
'Parent' School	School of Education
Professional accreditation body (if applicable)	Teaching Regulation Agency (TRA)
Final award (eg. BA Hons)	BA (Hons) with QTS
Title of programme(s)	Primary Education: Early Years (3-7) (QTS) Primary Education: Later Years (5-11) (QTS)
Subsidiary award(s) (if any)	Certificate of Higher Education; Diploma of Higher Education; Ordinary Degree; BA (Hons) (non-QTS)
Honours type (Single / Joint / Combined)	Single
Duration and mode(s) of study	3 years full time
Month/year of approval of programme	May 2024
Start date (this version) (month and year)	September 2024/25
Periodic review next due (academic year)	AY 2027/28
HECoS subject code(s)	100500 Early Years Teaching 100511 Primary Teaching
UCAS course code & route code (available from Admissions)	X120 X125
SITS codes (Course / Pathway / Route) (available from Student Administration)	PEDEARL PEDLATN
Delivery venue(s)	Leeds Trinity University Lead Partners

## 2. Aims of the programme

### Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)

The School of Education has a vision to develop aspirational, collaborative leaders who place all pupils at the heart of teacher education. Through an evidence-informed degree programme and contrasting school experiences, you will be equipped with the knowledge, professional skills and research literacy needed to meet the challenges and rewards of the teaching profession.

On a Leeds Trinity Initial Teacher Training programme, you can expect to become well-rounded professionals, capable of self-reflection and resilience. You will be encouraged to constantly question, update and improve your practice in pursuit of meeting the needs of learners. Recognition of the diverse needs of individuals and communities, alongside a strong sense of social justice, is integral to the Institute's community of student teachers, alumni, school partners and University academic tutors. The programme itself is designed to prepare you thoroughly for your ECT years and to be aspiring leaders of education.

Training for a professional qualification and achieving an academic degree at the same time is challenging. The approach of this programme involves integration of all the modules and four inter-related strands which underpin students' professional and academic development. These four strands together support your understanding of how theory and practice are related and all taught modules at university underpin professional training in the school environment.

The aims of the Primary Education (3-7) and (5-11) programmes are:

1. to provide a high-quality education in a supportive learning environment, underpinned by the vision, values and mission of Initial Teacher Education, The School of Education and the University;
2. to provide skills, knowledge and understanding to address national educational priorities in primary education which is underpinned by the Initial Teacher Training and Early Career Framework (ITTECF) or other relevant statutory frameworks;
3. to provide an academically challenging, stimulating and rigorous programme, which incorporates the standards required for Qualified Teacher Status (QTS) in the primary school;
4. to ensure you have the academic understanding and skills to engage in lifelong learning;
5. to ensure you are highly employable in a competitive job market and sustain your chosen career pathway;
6. to prepare you to work in a perpetually developing education system;
7. to ensure that you have the professional and academic skills to meet the diverse needs of all children;
8. to enable you to become reflective and critical practitioners who mediate policy and practice in the best interests of the children, families and communities, promoting social justice for all pupils.

## 3. Student learning outcomes of the programme

### Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (postgraduate) (E) or attributes and skills (undergraduate) (AS)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

## Knowledge and understanding

On successful completion of the programme, you will:

- K1 Have secure knowledge of relevant subject(s) and curriculum areas in order to foster and maintain pupils' knowledge and interest in the subject, and address misconceptions;
- K2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- K3 Demonstrate knowledge and understanding of early English (including Systematic Synthetic Phonics), early maths and other national priority areas within the early years or primary curriculum;
- K4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on planning, teaching and assessing;
- K5 Demonstrate knowledge and understanding of the early years physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education and development;
- K6 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;
- K7 Know how to manage behaviour effectively to ensure a positive and safe learning environment.

## Intellectual skills

On successful completion of the programme, students will be able to:

- I1 Reflect systematically and critically on the learning that takes place in lessons and how pedagogical approaches to teaching and learning should be adapted to suit the subject and age phase;
- I2 Engage in critical evaluations of national priority areas, including educational policies and research;
- I3 Reflect on and critically evaluate the impact of their learning on their professional practice;
- I4 Critically evaluate the ethics and values related to the teaching profession, including ethical issues related to research within early years and school settings;
- I5 Engage in critical evaluation and analysis of academic and practitioner research and literature;
- I6 Question complex ideas and theories and present arguments and conclusions effectively through oral and/or written communications;
- I7 Demonstrate an ability to apply research skills at an appropriate level in both academic study and professional practice;
- I8 Develop a personal and professional perspective on educational debates, understanding the limits of their knowledge and experience.

### Practical skills

On successful completion of the programme, students will be able to demonstrate:

- P1 Sufficient physical capability to ensure the safety of children or negotiate reasonable adjustments to accommodate any physical challenges;
- P2 Ability to model and effectively organise provision, providing an inclusive learning environment.

### Employability skills

- E1 Self-management – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 Team-working – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 Business and sector awareness – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 Problem-solving – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 Communication – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 Application of numeracy – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 Application of information technology – the ability to identify the appropriate software package for a given task; familiarity with word-processing, spreadsheets and file management and organisation. cloud storage and online IT safety and cyber security;
- E8 Innovation and creativity – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 Promote social justice – embracement of community and civic responsibility; an understanding of equality, diversity and inclusion; cultural competence, tolerance and empathy.

See also the learning outcomes for subsidiary awards set out in section 4 below.

**Students recommended for the award of Qualified Teacher Status (QTS) will have met the Teachers' Standards (DfE, 2021) and therefore be eligible for the award of Qualified Teacher Status.**

### **3a External benchmarks**

#### **Statement of congruence with the relevant published subject benchmark statements (including appropriate references to any PSRB, employer or legislative requirements)**

All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

The programme combines the required outcomes to recommend successful candidates for the award of QTS on completion of the Teachers' Standards with relevant aspects of the QAA Subject Benchmark Statement for Education Studies (2019).

The curriculum has been designed to ensure full coverage of the entitlements as listed in the ITTECF or successor document, and to meet all current ITT criteria as set out by the Department for Education. In line with the regulations listed above, the final assessment of the award of QTS will be against the competencies as listed in the Teachers' Standards (2012).

### **4. Learning outcomes for subsidiary awards**

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	<p><b>Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"><li>i) interpret and evaluate data appropriate to primary education;</li><li>ii) make sound judgements in accordance with basic theories and concepts related to education;</li><li>iii) evaluate the appropriateness of different approaches to solving problems within primary education;</li><li>iv) communicate the results of their work coherently;</li></ul> <p>and will have had specific opportunities to display transferable skills relevant to employment related to primary education.</p>
The assessment strategy is designed so that each of these outcomes is	<p><b>Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, <b>in addition to the outcomes for a Certificate</b>:</p>

<p>addressed by more than one module over Levels 4 &amp; 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	<ul style="list-style-type: none"> <li>i) critical understanding of key principles related to primary education;</li> <li>ii) application of concepts outside their initial context and across the field of education and educational settings;</li> <li>iii) use of a range disciplinary techniques;</li> <li>iv) proficient communication of the results of their work;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to primary education including successful completion of at least one school-based training component.</p> <p><b>Generic Learning outcomes for the award of an Ordinary Degree:</b></p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, <b>in addition to the outcomes for a Diploma:</b></p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of concepts and techniques related to primary education;</li> <li>ii) critical evaluation of approaches to solving problems in an educational context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to primary education including successful completion of two school-based training placements</p>
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## 5. Content

<p><b>Summary of content by theme</b> (providing a 'vertical' view through the programme)</p>
<p>The programme content is underpinned by but goes beyond the statutory requirements of the ITTECF and is shaped by the EYFS Framework, the Primary National Curriculum and national priorities for primary education; therefore, Primary Education has at its core four strands which are studied throughout the programme at each level.</p> <p>The 'Subject Knowledge and Applied Pedagogy' strand will enable you to confidently plan individual and sequences of lessons with pupil progress in mind, as well as to create engaging learning experiences for all learners. You will engage in careful scrutiny of best practice in teaching and learning across the curriculum for the age phase[s] you are training to specialise in. Professional knowledge and skills, such as differentiated questioning, addressing misconceptions,</p>

creating a purposeful classroom learning environment and fostering a love of learning are central to learning in these modules. The key facets of creative and critical thinking, alongside innovative and robust assessment strategies, will inform school-based training experiences and support critical reflection and evaluation of individual teaching practice. The programme includes expert tuition from practitioners across the partnership, to facilitate exceptional teaching and learning in the classroom.

The 'Professional Studies' strand will enable you to become the very best professional educator possible on completion of your degree. You will become confident in your role and responsibilities as a teacher, including legal and pastoral care. You will be able to build up highly effective relationships with pupils, their families and the local communities which schools serve. As a 'child-centred' practitioner you will be able to successfully handle different learning and emotional needs, as well as experience working with wider support services and networks as appropriate. The programme is designed to be responsive; national priorities as identified by DfE and Ofsted will be integral at each level of study and will equip you with the key knowledge and understanding required to be successful in school-based training experiences.

At Leeds Trinity University, we understand that primary schools exist in a rapidly changing environment. We have designed a 'Research Literacy' strand for the programme which is dedicated to establishing your skills in working with education research. You will learn how to develop your academic integrity, to critically scrutinise research and education policy in order to determine 'best practice'. In the second and final years, you will engage in a chosen area of specialist study, which will include an in-depth enquiry project. This will provide you with key skills to be confident in enquiry into classroom and school practices during your early career.

The fourth strand is 'School Experience'. Here, you will work alongside expert colleagues to develop professional skills attributes and competence across all aspects of the role of a teacher. You have opportunity to apply learning from university sessions and reflect on experiences in the school setting. Throughout each stage of School Experience, you will have a period of Intensive Training and Practice (ITaP), where you will have opportunities to focus upon foundational aspects of teaching and learning. These will draw upon the expertise of a range of colleagues and have been developed to give you the opportunity to practice, apply and refine your skills in specific aspects of teaching and learning. You will assess your progress across the 6 competency domains to ensure that you are on a trajectory to meet the Teachers' Standards at the end of your training.

School experience will be arranged, in accordance with the relevant pathway and will provide experience in the following age groups.

- 3-7 specialists: Placements in the Early Years Foundation Stage and Key Stage 1;
- 5-11 specialists: Placements in Key Stage 1 and Key Stage 2;

Students will also have opportunities to focus upon foundational aspects of teaching and learning through intensive training and practice experiences (in addition to the school experience days). These will draw upon the expertise of a range of colleagues and have been developed to give students the opportunity to practice, apply and refine their skills in specific aspects of teaching and learning. They are in accordance with the ITTECF and at the time of writing include statutory commitment of 30 days across the programme.

The programme retains a 20-credit module structure, which is consistent with regional and national ITE providers. School experience is not credit bearing but must be passed at each stage for you to be recommended for QTS at the end of your training. The 120 credits in each level are attained through academic modules, all of which are integrated with school-based training and other professional experiences. This programme structure and module weighting gives recognition to the way in which you are simultaneously gaining an academic degree and a professional qualification of QTS, both of which have required standards to be met.

The four strands are assessed within a modular structure; however, each assessment gives recognition to the professional skills and knowledge base which form other strands and modules. The design of modules and assessment tasks are built on the predication that theory and practice, and the relationship between the two, are the fundamental foundations for developing confident and competent practitioners.

## 6. Structure

### Level 4 – With effect from: September 2024

**Core:** You are required to take the following modules.

Module Code	Module Title	Semester	Credits
PED4472	Introduction to Academic Study	1	20
Research Literacy	(3-7) (5-11)		
PED4482	Introduction to Teaching	1	20
Professional Studies	(3-7) (5-11)		
PED4492	How We Learn	1	20
Professional Studies	(3-7) (5-11)		
PED4502	Preparation for School Experience – 1	2	20
School Experience	(3-7) (5-11)		
PED4512	Subject and Curriculum (wider)	2	20
SKaP	(3-7) (5-11)		
PED4000	School Experience 1	1&2 or 2	0
School Experience	(3-7) (5-11)		
<b>Students on the <i>Early Years</i> pathway will take the following module:</b>			
PED4522	Subject and Curriculum 3-7 (core)	2	20
SKaP			
<b>Students on the <i>Later Years</i> pathway will take the following module:</b>			
PED4532	Subject and Curriculum 5-11 (Core)	2	20
SKaP			

<b>Level 5 – With effect from: September 2025</b>				
<b>Core:</b> You are required to take the following modules.				
Module Code	Module Title	Semester	Credits	
<b>Students on the Early Years Pathway will take the following module:</b>				
PED5712 SKaP	Planning and Teaching Sequences Across the Primary Curriculum (core) (3-7)	1	20	
<b>Students on the Later Years Pathway will take the following module:</b>				
PED5742 SKaP	Planning and Teaching Sequences Across the Primary Curriculum (core) (5-11)	1	20	
<b>Students on both pathways will take the following modules:</b>				
PED5802 SKaP	Planning and Teaching Sequences Across the Primary Curriculum (Wider Curriculum) (3-7) (5-11)	1	20	
PED5812 School Experience	Preparation for School Experience – 2 (3-7) (5-11)	1	20	
PED5822 Professional Studies	Adaptive Teaching (3-7) (5-11)	2	20	
PED5832 Professional Studies	Diversity, Equity and Inclusion (3-7) (5-11)	2	20	
PED5842 Research Literacy	Developing Academic Enquiry (3-7) (5-11)	2	20	
PED5000 School Experience	School Experience 2 (3-7) (5-11)	1 & 2 or 2	0	
<b>Level 6 – With effect from: September 2026</b>				
<b>Core:</b> You are required to take the following modules.				
Module Code	Module Title	Semester	Credits	
<b>Students on the Early Years Pathway will take the following module:</b>				
PED69822 SKaP	Embedding the Learning and Assessment Cycle Across the Core Curriculum (3-7)	1	20	
<b>Students on the Later Years Pathway will take the following module:</b>				
PED6992 SKaP	Embedding the Learning and Assessment Cycle Across the Core Curriculum (5-11)	1	20	
<b>Students on both pathways will take the following modules:</b>				
PED67022 SKaP	Embedding the Learning and Assessment Cycle Across the Wider Curriculum (3-7) (5-11)	1	20	
PED6712 School Experience	Preparation for School Experience – 3 (3-7) (5-11)	1&2	20	
PED6444 Research Literacy	Enhanced Enquiry Project (3-7) (5-11)	1&2	40	
PED6972 Professional Studies	Educational Debates (3-7) (5-11)	2	20	
PED6000 School Experience	School Experience 3 (3-7) (5-11)	1& 2 or 2	0	

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and academic experience for the programme

Students completing the BA (Hons) Primary Education (3-7) (QTS) and BA (Hons) Primary Education (5-11) (QTS) are required to meet the standards for an honours degree in primary education whilst also meeting the standards for Qualified Teacher Status by the end of their training. To facilitate this, the programme structure has been designed to integrate 'university-based' and 'school-based' training, both underpinned with a critical understanding of the principles of effective professional practice. The following approaches are prioritised within delivery across all modules in line with the Leeds Trinity Learning, Teaching and Academic Experience Strategy 2022-2026

#### Teaching and learning:

- Effective use of technology, including the VLE
- Combination of large group and small group teaching and learning activities to support peer learning
- Embedded research-informed practice
- Opportunity for student-led enquiry.

#### Assessment:

- Peer assessment opportunities
- Frequent formative assessment
- High quality feedback and feed-forward.

The programme is co-constructed other lead partners and partnership schools, including the following:

- The use of professionals from partner schools writing and delivery of modular content and specific age phase and subject specialist sessions;
- Contribution from partners in the assessment of aspects of modules;
- Inclusion of data regarding practices in partner schools, such as policy evaluation, schemes of work, curriculum innovation or case studies.

All students will be required to complete three periods of assessed School Experience (SE) in partnership schools to equip them with the knowledge, understanding and skills for teaching across the age phase. School Experience modules enable students to demonstrate their progress in meeting the QTS standards, including personal and professional conduct, in a professional educational setting. Each assessed block of teaching will be supported by a named lead mentor and a school-based mentor. A University Tutor will conduct visits at all stages, providing a source of support to students and school partners, a quality assurance role and a moderation role in relation to assessment against the Teachers' Standards.

During Level 4 of the programme, you will be introduced to the knowledge and theories which are underpinned by the ITTECF, providing the foundation from which we will build your understanding of teaching and learning. In addition, you will undertake modules focusing on curriculum and pedagogy, which will be developed collaboratively with school partners. You will become familiar with a variety of pedagogical approaches to teaching, learning and assessment for Early Years Foundation Stage (EYFS) Statutory Framework and National Curriculum for Key Stage 1 and Key Stage 2 (dependant on your chosen pathway). You will acquire an introductory knowledge and understanding of child development, learning environments, roles and responsibilities of the teacher and safeguarding requirements. You will also be introduced to the principles of academic study and the importance of research. During the School Experience, there will be a focus on the personal and professional competence (PPC) domain.

In Level 5, you will build upon knowledge acquired during your Level 4 studies to continue to develop and refine your professional practices and understanding, enabling reflection and critical evaluation of school-based experiences. There will be a focus on developing pedagogical approaches to teaching and learning, as well as developing understanding of the principles of inclusion, adaptive teaching; meeting the needs of individual learners. You will engage with, critically examine and evaluate theory and research, with a focus on knowledge and understanding of sequences of learning. You will engage in a small-scale practitioner enquiry project. During the School Experience, there will be a focus on the PPC and planning domains

In Level 6, you will have the opportunity to further develop as a critical, reflective practitioner with a sound understanding of what it means to be an effective primary school teacher. You will engage in a year-long research module where you will carry out an investigation relating to primary education, enabling you to develop an in-depth personal and professional perspective. With the support of expert colleagues, this final stage will support you in finding your place in the education community. You will revisit what it means to be a teaching professional and will refine and embed the knowledge you have gained across the previous phases to ensure that you are fully prepared to assume the roles and responsibilities of the early career teacher. During the School Experience, there will be a focus on the PPC, planning and assessment domains.

Across all levels of the programme, you will be taught in the centre and school with learning purposefully integrated across both settings.

- **Centre-based learning** will include a blend of lectures and seminar or workshop sessions that are designed to encourage a high level of reflection and engagement with the subject matter. All sessions will emphasise the importance of collaboration, dialogue, and debate which we feel to be integral to all high-quality professional learning and will draw upon the principles of Digital Active Design, incorporating pre, live and post tasks.
- **School-based Learning** provides opportunities for you to apply the knowledge and skills you have learned during centre-based sessions. The school-based tasks that will be completed during this time will provide focus and have been designed to get you to *think hard* about the content of the training curriculum.

In implementing the programme, we will assume that for learning to be transformational it should be done with you and not to you and you are expected to be **prepared and present and curious** throughout.

You will be provided with personal, professional and academic support throughout the programme.

Programme learning outcomes covered

	Assessed learning outcomes of the programme															Skills development										
	K1	K2	K3	K4	K5	K6	K7	I1	I2	I3	I4	I5	I6	I7	I8	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8	E9
PED4522 Subject and Curriculum 3-7 (core)																										
PED4532 Subject and Curriculum 5-11 (core)																										
PED4482 Introduction to Teaching																										
PED4512 Subject and Curriculum (Wider)																										
PED4492 How We Learn																										
PED4502																										

Preparation for School Experience - 1																								
School Experience 1																								
PED 4472 Introduction to Academic Study																								
PED5712 Planning and Teaching Sequences across the primary curriculum (core) (3-7)																								
PED5742 Planning and Teaching Sequences across the primary curriculum (core) (5-11)																								
PED5802 Planning and Teaching Sequences across the primary curriculum (wider)																								
PED5822 Adaptive Teaching																								
PED5812 Preparation for School Experience - 2																								
PED5832 Diversity, Equity & Inclusion																								
PED5792 Developing Academic Enquiry																								
School Experience 2																								

PED6712 Preparation for School Experience - 3																			
PED6982 Embedding the Learning and Assessment Cycle Across the Curriculum (Core) (3-7)																			
PED6992 Embedding the Learning and Assessment Cycle Across the Curriculum (Core) (5-11)																			
PED6702 Embedding the Learning and Assessment Cycle Across the Curriculum (wider)																			
PED6444 Enhanced enquiry project																			
PED6972 Educational debates																			

## 8. Entry requirements

<b>Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?</b>	No
<b>Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)</b>	<p>The following requirements typically align with the DfE (2023) Initial Teacher Training: criteria and supporting advice.</p> <ul style="list-style-type: none"><li>• GCSE English language, mathematics and science at grade 4 (or equivalent) or above.</li><li>• 5 academic or vocational qualifications, of which at least 3 should be GCE or VCE 'A' levels (or equivalent at level 3). Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff Points are detailed in the undergraduate prospectus.</li><li>• UCAS Tariff points are detailed in the undergraduate prospectus.</li><li>• Meet the Secretary of State's requirements for suitability to teach.</li><li>• Have not been excluded from teaching or working with children nor be registered with the Disclosure and Barring Service (DBS) as unfit for working with children or young persons.</li><li>• Have suitable personal and intellectual qualities, attitudes and values required for teaching.</li><li>• Be able to read effectively and to communicate clearly and accurately in standard English.</li><li>• For students whose first language is not English, a pass in an approved test in English is needed, e.g., the International English Language Testing Service (IELTS) (currently 6.5 overall with a minimum of 5.5 in each component)</li></ul> <p>All QTS programmes require successful interviews.</p>

## 9. Progression, classification and award requirements

### Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

All taught modules must be passed for progression. A substantive attempt (i.e. a mark of 20% or more) must be made at all elements of a module, unless otherwise stated on the module descriptor, but an overall grade of 40% or higher is required for credits, unless other requirements are stated on the module descriptor. For students who wish to be awarded QTS at the end of their training, they must pass their school experience before progressing to the next level.

The programme has an expectation of 100% attendance and engagement. It will be the student's responsibility to ensure they are registered and, when late, students will be expected to make their presence known to the tutor for registration. Any student falling below a reasonable attendance and engagement level, such that the University is not confident that they will be adequately prepared to meet the expectations of placement will be investigated under the Fitness to Practice Procedure. Any student who is found to be insufficiently prepared for School Experience, through non-attendance, engagement or unprofessional behaviours at all centre based training sessions or lack of appropriate preparation for teaching, will be at risk of a delayed start to, or postponement of, their school experience. This will ensure that no student will jeopardise pupil progress and well-being through absence from taught sessions.

Similarly, any student whose behaviour fails to comply with part 2 of the Teachers' Standards may be investigated under the Fitness to Practice Procedure. Students investigated under the procedure may be required to attend a hearing of the Student Fitness to Practice Process. Schools reserve the right to withdraw any student from School Experience who is acting unprofessionally, is insufficiently planned and who is jeopardising the education and/or safety of the children, pending further investigation.

Whether the outcomes from the above circumstances are deemed to be failure against Core Competencies or any other relevant regulation in force at L4 and Level 5 and the Teachers' Standards at Level 6 (by the Panel of Examiners) or a matter of professional misconduct Fitness to Practice process, the outcome may be withdrawal from School Experience and a resultant fail mark. There is no automatic right to resit for School Experience.

School Experience is continuous assessment. Continuous or repeated absence may result in students being referred to the appropriate Fitness to Study or Fitness to Practice Panel. Their case will be reviewed at the Panel of Examiners who will make a recommendation to the Board of Examiners regarding progression. In more serious cases this may result in denial of resit.

Marginal condonement consideration is not permitted for School Experience

120 credits at Level 5 and 120 credits at Level 6 will be factored into the degree classification. The School Experience will not contribute to the final degree classification.

If a student fails School Experience 1 in Level 4 they may re-sit at the same time in the following academic year.

If a student fails School Experience 2 in Level 5 they may re-sit out of sync as appropriate subject to a suitable training place being found

If a student fails SBT 3 in Level 6 they may re-sit out of sync as appropriate subject to a suitable training place being found

If a student is advised that they will not meet the standards for the award of QTS at Level 6, they may complete the programme with a fall back award of BA (Hons) Primary Education (3-7) / BA

(Hons) Primary Education (5-11) and will be awarded without recommendation for Qualified Teacher Status (QTS) at Level 6 only.

The following regulations apply, together with the General Academic Regulations:

- Programme Regulations for Taught Undergraduate Degrees
- Additional Regulations for Bachelor of Arts (QTS) Degrees.

## **10. Prerequisites**

Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

All modules must be passed prior to progression.

School experience at each stage must be passed for all students wishing to be awarded QTS

## **11. Additional support needs**

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome but are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, which need to be aligned with professional expectations of the role of the teacher. Whilst LTU can adapt teaching and facilities responsively, we will work with school partners and students to ensure that reasonable adjustments to placement are compliant with PSRB requirements and implemented without detriment to the student meeting Teachers' Standards by the end of the programme.