



# University of Cumbria: Institute of Education

Get your head around Partnership Assessment Guidance updates.

\*A Journey in understanding what a student learns & knows, leading to how they enact it....

# Accessing our new Placement Assessment Guidance Grids and SPARs



**University of Cumbria- Institute of Education**  
**ITE Partnership Assessment Guidance**  
**Get your head around ...(changes)...Headlines!**



End Point assessment-  
ability to 'meet' national  
teacher standards.  
CEDP- ECF



Purposefully Integrated  
Curriculum

QA Focus on 3 core themes

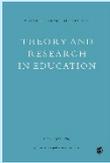


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Ambitious Curriculum  
& 5 Domains Of ITT  
Learning



ITE curriculum underpinned by  
current research



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Staged Expectations  
& Summative  
moments



In need of Intervention



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3

Professional Dialogue  
& Enactment tracking

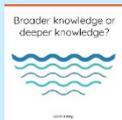


Develop an understanding of ITE curriculum  
& work with student teachers to deepen  
their learning.

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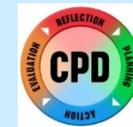
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Some students will exceed  
the staged expectation-  
Deeper & broader targets



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Exemplification  
Professional development  
tasks



Staged expectation being met  
Progress against targets



# (1) Purposefully Integrated Curriculum

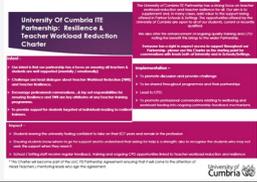
Our ITE curriculum is a key driver behind how and when our training teachers can practice (**enact**) what they have **learnt (know)** and **learnt how to** in a school/setting context.

We have a **sequenced curriculum** that carefully layers & threads the understanding (know/learn that) and processes (learn how to) a trainee needs to understand. The threads that link domains of learning through modules help students gain the 2 types of knowledge above.

Our **placement assessment** formatively allows students to progress towards meeting a **staged expectation** at each **phase**.



# (2) Ambitious Curriculum & 5 Domains Of ITT Learning

Domain of ITT Learning	UoC Cross-programme/partnership domain approaches	Document or resources - links
Professional behaviours	Teacher Wellbeing and Workload Charter	
Behaviour	Integrated within each programme curriculum	
<b>Ambitious Curriculum- Challenging disadvantage together</b>	<ul style="list-style-type: none"> <li>•Visions and Values- based on research by John Coxhead</li> <li>•Definition- Ofsted's (2016, p.12) definition of disadvantage as <b>pupils who are 'those vulnerable to lower educational achievement, poor health and well-being and a reduced chance of leading a successful and fulfilling life'</b>.</li> </ul>	
Curriculum	<ul style="list-style-type: none"> <li>•Shared Learning planning</li> <li>•Learning plan – proformas</li> <li>•Subject knowledge exemplifications</li> <li>•Cumbria Teacher of Reading</li> </ul>	<p><a href="#">Link for planning proformas</a></p> <p><a href="#">CTOR</a></p>
Pedagogy	•Core Content Reading & Resources	<a href="#">Link here</a>
Assessment	•Tracking Progress & Pupil Profiling	<a href="#">TP&amp;P Link</a>

**Domains of learning** drawn from the Core Content Framework (national minimum expectation)

**Ambitious curriculum** is a context / institute approach to developing meaningful foci for improving outcomes of young people through enhanced training.

**New placement assessment guidance** at early and mid points of training focus on a student's ability to enact (understand & practice the interplay) between what they have learnt & learnt how to in their curriculum.



# (3) Staged Expectations and summative moments

Domain of ITT Learning	Staged expectation <i>Links made with ITT Core Content Framework</i>	'BA Hons Q3 EYFS& Primary' curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are beginning to be exemplified within the context of the placement phase
<b>Professional behaviours</b>	<p>Student teacher is able to demonstrate an early ability to work with colleagues and other professionals by:</p> <ul style="list-style-type: none"> <li>•seeking and accepting advice</li> <li>•sharing outcomes</li> <li>•Understanding key school policies</li> <li>•Observing teaching staff and reflecting on impact.</li> <li>•Talking with support staff about their role in Pupils learning</li> </ul> <p>They are beginning to sustain a systematic approach to reflection and evaluation of their teaching and its impact.</p> <ul style="list-style-type: none"> <li>•Use of weekly reflection sheets to highlight impact on pupil progress</li> <li>•Observing &amp; reflecting on teaching practices within setting.</li> <li>•Considering what they have learnt in their curriculum to date</li> <li>•Identifying new knowledge to read and understand.</li> <li>•Considering wellbeing and workload implications and strategies used by professional staff.</li> </ul> <p><i>(Professional behaviors' 2,3,5)</i></p>	<p>LLTR4001: Exploring professionalism, reflection, working with other professionals and parents</p> <p>CURC4301 – PE, Science and Creative Arts and CURC4202 – History, Geography, MFL, RE, Computing, DT – reflecting on own learning in centre-based sessions – what do they still need to learn in order to teach good lessons.</p> <p>EAEY4001 – Early Years – the role of the adult in an EY environment.</p>	<p>What can you see are the key professional behaviours in this setting/context?</p> <p>How might you deploy others adults to help with learning?</p> <p>What can other adults collect for you to help you understand children's learning?</p> <p>Have you been able to talk to learning support staff about their role/ interactions with teaching staff?</p> <p>What contributes to good progress in learning?</p>	<p>S8 Demonstrate an early ability to work with colleagues and other professionals: seeking and accepting advice and sharing outcomes.</p> <p>S2a &amp;b, S4d, S8d Begin and sustain a systematic approach to reflection and evaluation of their teaching and its impact.</p> 

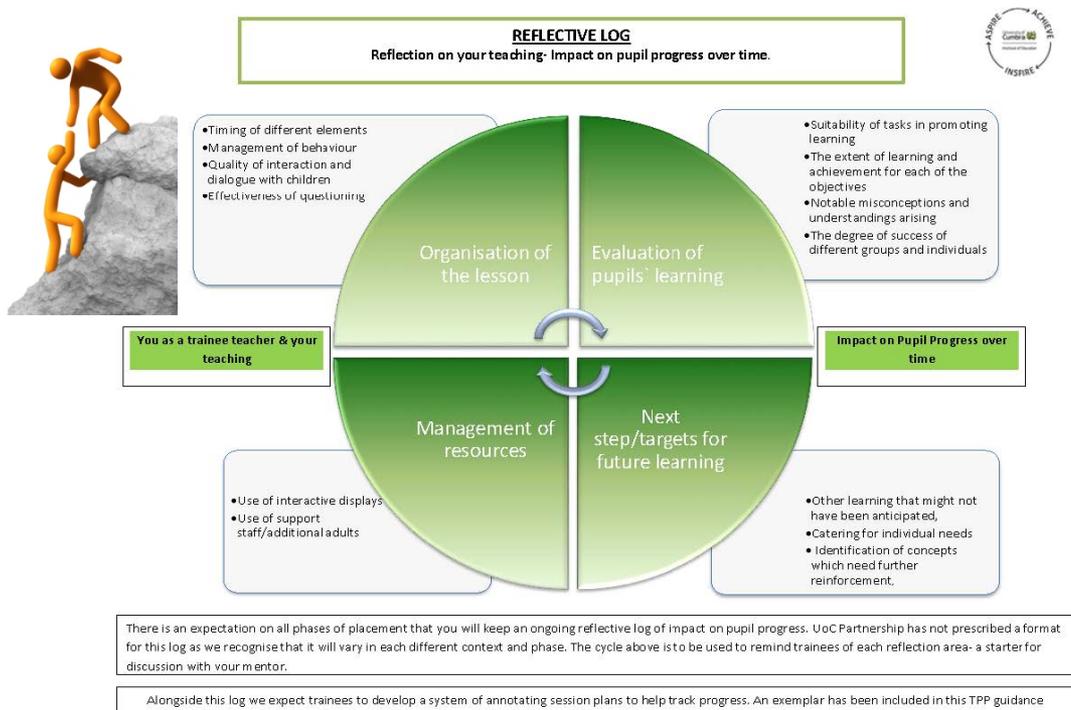
- **At Beginning and Developing** phases student teachers work towards enacting a staged expectation. This staged expectation is based on the curriculum they have been taught up and to that point in their programme. Summative pass/fail outcomes at end of phase decide next steps in journey to QTS.
- **Weekly formative dialogue and targets** help show progress towards the staged expectation. Progress against targets and good weekly dialogue based around reflection = meeting staged expectation (on trajectory towards recommendation of award of QTS)
- **At Extending phase (end point assessment)** students will have covered and enacted the curriculum taught to them; leaving them the ability to show that they can MEET the national teacher standards.

# (4) Professional Dialogue & Enactment Tracking

\*Reflection....

Links to :

- Weekly Review
- Running target record



Expert Colleagues support development...

And...

help set SMART targets from week to week.

Student teachers reflect with Expert colleagues on their impact on pupil progress and own practice of teaching & learning strategies used.



Enactment= The interplay between and practice of the domains of ITT learning; **I know/have learnt that & I have learnt how to; now I will try to put them together** to impact on pupil progress.



# (5) Exemplification- Professional Development Tasks

- Placement tasks have been designed to work effectively within the sequences of ITT learning your student teacher will covered and be preparing for as they move forward. **(Purposefully integrated curriculum!)**
- **Each domain has a task / series of elements** that will help the student teacher understand how it:
  - (a) **links with other domains** and
  - (b) begins to **exemplify the staged expectation.**

Domain of ITT Learning	Professional development task:
	Use these tasks to gain a greater understanding of the link between your taught modules and school context in which you are placed. Each task may require a Product, conversation, observation or track of pupils learning; accompanied by your critical reflections on their impact on your own learning.
Professional behaviours	Find out who the DSL is in the school and become familiar with the policy Plan an activity where you deploy another adult. What did they do? How do you measure the impact of using the adult in that way?
Behaviour	LLTR4001 Autumn Placement - Observation of at least two different teacher activities – reflect how the teacher managed behaviour during these two activities. familiarisation with the policy for Behaviour. Utilise observed methods of gaining children’s attention and reflect on which is the most effective for you
Ambitious curriculum- Challenging disadvantage together	Pupil profiling Consider your pupil profile children and the activities that engage/inspire them. Discuss, co-plan, deliver and review suitable lessons with your mentor that could enable each of these children to make good or better progress over the course of the placement.
Curriculum	Phonics(TCTR9444) EAEY4001 English: placement 1: share a story with children Phonics- learn and share rhymes with children based on relevant Phonics phase. CURC4202 (summer placement): Choose 2 subjects from the CURC4202 module and review 1 lesson for each chosen subject: what resources and tasks were provided to support pupils to learn key ideas introduced in these subjects?
Pedagogy	MATC 4402 Students to create and use a resource with a small group of children on an element of mathematics. (Autumn placement) Summer Placement – PEDG4401 – talk to the school Subject Leader for your Enhancement, collect long term school planning and discuss any specific considerations in your school.
Assessment	Create suitable questions to ask, or things to watch for, to help you decide if a child has achieved the learning outcomes for your lesson. Add these to your lesson plan. Use a method such as the group/class tracking grid or existing school proformas to record your observations/their progress. Show in subsequent lesson plans how you have adapted the next activities in the light of any varied progress. Find the school’s marking policy and explore with your mentor the most effective way for you to give feedback and set targets with children. Observe closely any verbal feedback given by the teacher , reflect on how they make it constructive so that the children can progress.

- **UG programmes** currently have these tasks included within the placement assessment guidance grids
- **PG programmes** utilise their ‘Reflective scrapbook’ that students start to populate from early in their programme, through School Embedded Learning and into placement.
- **All students** are expected to negotiate a context specific task with their mentor around the domain of **‘Ambitious Curriculum’- Challenging Disadvantage Together.**



# (6) Staged expectation being met- Progress against targets

- **Weekly formative dialogue and targets** help show progress towards the staged expectation. **Progress** against targets and **good weekly dialogue** based around reflection = **meeting staged expectation** (on trajectory towards recommendation of award of QTS)
- Staged expectation is based around a BEST FIT approach. Not everything has to be covered to achieve the 'meeting staged expectation' outcome
- At extending phase – Teacher standards (best fit) have to be met.

Trainees Name	XXXXXX	Placement	Beginning
Week	Week 3	Mentor	XXXXXX
School/ Setting	XXXXXX	Attendance this week: 5 days	

**Reflect on your week.** Consider how you have worked on your targets during planning, teaching and non-contact time. Discuss and evidence the impact this is having on your pupils and your own development.

**My Evidence of this is:** (refer to paperwork in your files, observations of children's learning and behaviours, samples of children's work, feedback from others, reading or CPD)

**Teacher wellbeing, workload and resilience:**  
**How have you developed your approach to workload management?**  
 The weekly timetable is helping me to plan ahead. I have a saved proforma which includes the non-negotiables and so this helps me to be more efficient in considering aspects of a lesson plan. I am using a job list to support my organisation. My subject knowledge in Science is still an area to develop, so this is taking my time as I need to read and research the topic.  
**Have you maintained your well-being target?**  
 My target is to continue to exercise 2 times a week, I am making this a priority. It gives me thinking space too.  
**Identify further support required:** I would like to talk to someone about my science plans.

**My priority area of development this week was: (link to staged expectations and your target).**  
 I know that it is important to recap prior vocabulary at the start of my lessons as I want to aid memory. I used a quick recall quiz to revisit our Habitats vocabulary.  
 I know that my subject knowledge is crucial for picking up misconceptions and answering questions. I know this is an area I still need to develop.  
**I have learnt how to do this quickly, but also strategically so that I am focusing on the right words for these**

**Actions Taken: (cross-reference to your running record of targets)**  
**What did you do to action your targets this week?**  
 I spent time on my own subject knowledge and considered children's prior learning in science, in order to draw out key vocabulary and possible misconceptions. Looking at children's books helped too.  
**What did others do to support you to meet your targets?**  
 We planned the science lesson collaboratively, using the structure from my teacher's first lesson.  
**What did you learn from this?** Children need to revisit and use the language themselves.

**Impact:**  
**What progress are the pupils making?**  
 I felt most children understood the concept of natural habitat and were able to identify at least one living organism from each of the 3 habitats I introduced. My notes on the lesson plan evaluation and assessment sheet identify pupils who I want to focus on next time. I need to consider how I will keep BB

Guidance notes: Placement modules and outcomes at each phase of placement journey...

- All Primary QTS (ITT) programmes have 3 placement phases (Beginning, Developing & Extending).
- Each placement phase (Validated Module) has a KAP (Key Assessment Point). At the end of each phase a professional judgement (Quality Assured by partnership staff) will be made on a student teachers progress & attainment based on the opportunities available to them at that phase, progress made and attainment as

Module assessment items Outcome	Professional Practice Choose an item.		Placement File/ Reflection Choose an item.				
	Beginning:		Developing:		Extending:		
Trajectory towards the recommendation of award of QTS	Not yet on trajectory <input type="checkbox"/>	On trajectory <input type="checkbox"/>	Not yet on trajectory <input type="checkbox"/>	On trajectory <input type="checkbox"/>	Not yet meeting expected Teacher Standards exemplification <input type="checkbox"/>	Meeting expected Teacher Standards Exemplification <input type="checkbox"/>	Exceeding expected Teacher Standards exemplification <input type="checkbox"/>
	A student teacher would be deemed to have failed where no / insufficient progress has been made against targets set in B and D phases. In E phase 'not yet meeting teacher standards exemplification' in any standard indicates fail.						

Judged on staged expectations, within assessment guidance



# (7) Some students will exceed the staged expectation- Deeper & Broader targets

- A student who is clearly exceeding the staged expectation is showing that they clearly understand the exemplifications of each domain, the interplay between them and the ability to have good impact on pupil progress over time.
- These student teachers should be encouraged to consider, through effective target setting, how to broaden and deepen the exemplification.
- This may be linked to developing teaching beyond a small group, planning sequences of intervention, reading additional current research and contributing to staff meetings/CPD....
- Expert Colleagues are best placed to review and set these with students.

Broader knowledge or deeper knowledge?



collthinking



# (8) Develop an understanding of ITE curriculum & work with student teachers to deepen their learning.

Mentors- through use of the course overviews and phase specific assessment guidance grids will gain a deeper understanding of:

- ✓ What a student has learnt
- ✓ What a student has learnt how to

Using this deeper curriculum knowledge and partnership wide resources:

- Core Content reading & resources
- Planning processes
- Teacher workload charter
- Subject knowledge development booklet

Mentors can have more detailed dialogue with student teachers about their progress and what they have learnt and what they will be learning next.

PGCE Primary 2021-22: Module Tracking Document

PGPC9130: Being a Teacher, PGPC9140: Learning Teaching and Subject Pedagogy, PGPC9150: Subject Knowledge and Pedagogy Enrichment, PGPC9070: CTR, PGCE7003: Building Professional Understanding, PGCE7004: Enhancing Professional Practice

week	Level 7 Modules		Level 6 Modules		subjects	PGPC9150	PGPC9070	School-based	Scrapbook focus
	PGCE7003	PGCE7004	PGPC9130	PGPC9140					
31/8	Module overview + teaching and learning / what helps learners		Vision, values, reflective practice	Welcome + How children learn (1)	Maths 1				
6/9	Learning theories and the role they play in practice – links to working memory			How children learn (2) memory and schema	English 1 PE 1	Workshops input on variety of foundation subjects	PDA introduction – terms and SSP		
13/9	Student-led learning session focusing on learning theories and their application		Working with others, emotional intelligence	Understanding ACEs, supporting wellbeing	Maths 2 History 1 MFL 1		Simple View of of reading, implications skills and terms		Maths Supporting wellbeing
20/9	The cycle of plan-teach-assess and effective formative assessment			Intro to SEL + safeguarding	English 2 Geography 1 R.E. 1	Audit knowledge /skills in chosen subject, actions planned	Early phonological awareness		English Safeguarding
27/9	Academic skills – literature searches, reviewing literature and academic writing		Working with others, mentoring and coaching	Managing behaviour	Maths 3 History 2 MFL 2		Modelling a teaching sequence	2 days SEL	History Managing behaviour with others
4/10	Structuring learning – exploring the science underpinning effective learning			Assessing learning – anticipating misconceptions	English 3 PE 2 Geography 2	Guided support to work on and evidence actions	Model a lesson from phase 3 (letters & sounds)	2 days SEL	Geography Formative assessment and addressing misconceptions
11/10	Student-led learning, structuring learning in core subjects		Exploring professionalism	Planning for learning (lessons)	Maths 4 Computing 1		PDA – preparation for SSP mini teach	2 days SEL	Computing Planning for learning (activity/ lesson)
18/10	Formative review session			Adaptive teaching SEND	English 4 RE 2	Guided support to work on and evidence	SSP mini teach & feedback	2 days SEL	R.E. Adaptive teaching

Domain of ITT Learning	Staged expectation <i>Links made with ITT Core Content Framework</i>	'PGCE EYFS & Primary' curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are beginning to be exemplified within the context of the placement phase
<b>Professional behaviours</b>	Student teachers are able to demonstrate an early ability to work with colleagues and other professionals by:	PGP9130: Know that working with others is an important aspect of the teacher's role. Learn how to make and	How might you deploy other adults to help with learning?	S8 Demonstrate an early ability to work with colleagues and
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• seeking and accepting advice</li> <li>• sharing outcomes</li> <li>• Understanding key school policies</li> <li>• Observing teaching staff and reflecting on impact.</li> <li>• Talking with support staff about their role in pupils' learning</li> <li>• Deploying tasks to other adults.</li> </ul> <p>They are beginning to sustain a systematic approach to reflection and evaluation of their teaching and its impact.</p> <ul style="list-style-type: none"> <li>• Use of weekly reflection sheets to highlight impact on pupil progress</li> <li>• Observing &amp; reflecting on teaching practices within setting.</li> <li>• Considering what they have learnt in their curriculum to date</li> <li>• Identifying new knowledge to read and understand.</li> <li>• Considering wellbeing and workload implications and strategies used by professional staff.</li> </ul> <p><i>(Prof behaviours' 2,3,5)</i></p>	<p>maintain effective professional relationships with others – parents/carers/TAs/ other colleagues. Know that emotional intelligence and self-awareness are important aspects of making and maintaining professional relationships. Learn how to give and receive feedback constructively. Know that looking after the mental health and well-being of children and themselves is essential for effective learning. Know that there are appropriate professional behaviours for a teacher and learn how to adopt them in practice.</p>	<p>What can other adults collect for you to help you understand children's learning?</p> <p>Have you been able to talk to learning support staff about their role/ interactions with teaching staff?</p> <p>What can you see are the key professional behaviours in this setting/context?</p>	<p>other professionals: seeking and accepting advice and sharing outcomes. S2a &amp; b, S4d, S8d Begin and sustain a systematic approach to reflection and evaluation of their teaching and its impact.</p>
	<p>Model and set expectations for good behaviour throughout the school environment in keeping with existing policies and routines (<i>Man behaviour 1,2</i>):</p> <p>Gain an understanding of whole school and specific classroom behaviour policies &amp; strategies</p>	<p>PGPC9140: Know that good behaviour in the classroom is achieved through high expectations, routines, a good classroom environment and calm consistency on the part of the teacher. Learn how to apply a range of context-based effective behaviour management techniques and make fair</p>	<p>Have you accessed the school/setting behaviour policy? What reflections have you made on how we enact this in practice?</p> <p>What does acceptable behaviour look like?</p>	<p>S7 Model and set expectations for good behaviour throughout the school environment in keeping with existing policies and routines.</p>



## (9) In need of Intervention

- A student who is **not making progress against weekly targets** or has **struggled to engage with weekly reflections** / professional dialogue will be classed as **'In Need of Intervention'** (\*formally CFC)
- Contact between mentor and UPT / PPL/UPL will be made and a **student will be supported** through an **'Intervention action plan'**.
- At Beginning and Developing phases- Where students are making little or no progress towards the staged expectation- as guided by their ongoing targets for development; an intervention plan would need to be instigated.
- At Extending Phase- When students are assessed as 'Not yet meeting' (Teacher Standards exemplification) as arranged in the Assessment grids; together with school based mentors and partnership staff we would usually instigate a 'need for intervention'; resulting in a rapid intervention action plan being devised.
- Failure to make or little progress made in any phase would result in a student needing to repeat that phase \* in line with University Of Cumbria module regulations.

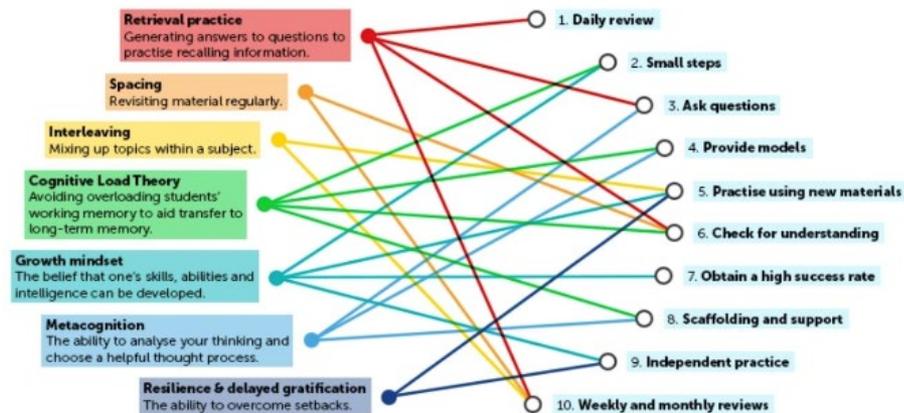


# (10) ITE curriculum underpinned by current research

- Discussing and analysing with expert colleagues: Interrogate with an expert colleague – **using the best available evidence** – what makes a particular approach successful or unsuccessful, reflecting on how this approach might be integrated into the trainee’s own practice.
- [Click Here](#) for resources and key readings used throughout the trainees programme.
- Targets set by Expert colleagues should encourage deeper learning & understanding by setting and discussing things to read.

## The **cognitive science** behind **Rosenshine’s Principles of Instruction**

by @Inner\_Drive | innerdrive.co.uk



# (11) QA Focus on 3 core themes

## 1) Student Support & Student Progress

## 2) Mentor Feedback & Guidance to student

## 3) Mentor Development

- We have further developed our QA processes to ensure that relevant focus is given to these key areas during the professional dialogue with both the Mentor & Student
- University Partnership Tutors will ensure that there are 2 scheduled QA touch points (minimum expectation) during each placement phase.
  - ✓ 50% Physical visits (\*where appropriate)
  - ✓ 50% Virtual visits (\*using MS TEAMS)
- QA forms with questions will be circulated prior to and with agreed focus for that touch point



# (12) End Point Assessment- ability to 'meet' national teacher standards.

## CEDP- ECF

- By Extending phase students will have fully covered their QTS curriculum and will have been given the opportunity, in previous phases of placement, to enact within & between the learning domains.
- End point assessment asks student teachers to bring together all of their learning from programme and skills from previous enactment to meet the 'teacher standards' over a sustained period of time.
- Students who 'meet expected teacher standards exemplification' will be recommended for award of QTS.
- As part of robust end of course processes student teachers are well prepared for their Early Career through setting targets that align to the ECF (as outlined in our 'exceeding' column)

		Not yet meeting full Teachers' Standards exemplification	Meeting Expected Teachers' Standards exemplification	Exceeding expected Teachers' Standards exemplification
		<p>On Trajectory Student Teacher:</p> <ul style="list-style-type: none"> <li>• With intervention from an expert colleague the student teacher can show an ability to carry out or exemplify the standard.</li> <li>• With intervention the student teacher has an impact on pupils' progress over time</li> </ul> <p>Not yet on trajectory student teacher:</p> <ul style="list-style-type: none"> <li>• After intervention; is not yet able to...</li> </ul>	<ul style="list-style-type: none"> <li>• Independently the student teacher can carry out or exemplify the standard</li> <li>• Pupils make expected progress over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently, Independently and using initiative the student teacher can carry out or exemplify the standard</li> <li>• Pupils make good (or better) progress over time</li> </ul>
S4	Standards Prompt:	"I can't yet" (Intervention needed)... / It is unclear that children make progress at this stage	"Independently I can"... so that children make expected progress over time.	"With independence and initiative I can consistently"... so that children make good or better progress over time
S4: Plan and Teach well-structured Lessons	a) Impart knowledge and develop understanding through effective use of lesson time.	Needs intervention to impart knowledge and develop understanding through effective use of lesson time.	Independently is able to impart knowledge and develop understanding through using lesson time to good effect.	Consistently uses innovative strategies to impart knowledge and develop understanding through using lesson time to great effect.
	b) Promote a love of learning and children's intellectual curiosity.	Needs intervention to promote a love of learning and children's intellectual curiosity.	Much of the time promotes a love of learning and children's intellectual curiosity. Interactions are carefully planned to allow learners to develop and apply knowledge, skills, understanding, interests and enthusiasm to a range of situations	Consistently and effectively promotes a love of learning and children's intellectual curiosity. Takes risks when making learning interesting. Pupils see the relevance of their learning and this stimulates their intellectual curiosity.
	c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Needs intervention to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Consistently and with initiative, plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.
	d) Reflect systematically on the effectiveness of lessons and approaches to teaching	Needs intervention to reflect systematically on the effectiveness of lessons and approaches to teaching	Is systematically able to reflect in order to improve their practice. Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils. Is reflective in discussion with colleagues, accepts and acts upon advice and support.	Is systematically and critically reflective in analysing, evaluating and improving their practice. Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils. Acts upon advice and guidance to develop from colleagues and mentor.
	e) Contribute to the design and provision of an engaging curriculum within the relevant subject area	Needs intervention to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Much of the time makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s). Is able to collaborate with colleagues effectively.	Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s), engaging with colleagues and subject specialists.





# University of Cumbria: Institute of Education

Get your head around Partnership Assessment Guidance updates.

## Any Questions?