Programme Specification

BA (HONS) PRIMARY EDUCATION: INCLUSION WITH SEND WITH QTS (5-11 YEARS)

Institute of Education, Arts and Society

Academic Level:	6	Credits:	360
UCAS Code:	X126		
Awarding Body:	University of Cumbria		
Delivery Site:	Lancaster		
Programme Length:	3 years		
Mode of Delivery:	Face-to-Face		
Pattern of Delivery:	Full Time		
	Total weeks of study:	24 weeks	
	Delivery pattern:	2 x 12 week semesters plus full-time placements (24 weeks/120 days plus 30 days ITAP over the programme)	
	Standard semester dates:	No	
Placement:	24 weeks across 3 years		
PSRB:	*Department for Education through Accredited Partner: University of Warwick.*		
	Date of accreditation: Sept 2024	Accreditation period:	
Programme Webpage:	https://www.cumbria.ac.uk/study/courses/undergraduate/primary-education-inclusion-with-send-with-qts/		

Entry Criteria
The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website.

The following additional requirements apply for entry to this programme: The requirements for Initial Training means that all students need to have GCSE or equivalent in Maths, English and Science. All candidates will be interviewed and graded at interview. The programme is compliant with the requirement to provide 24 weeks of school-based placement. You will have a block placement experience in each of the three years of study. You are expected to be committed to Primary and Early Years education and we recommend at least 2 weeks experience in a Primary or Early Years classroom before commencing the programme.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme learners will be able to:

1. To develop as a pivotal professional in children and young people's lives who inspires and enables all to learn and progress in your specialist phase and/or subject.
2. To develop a well-defined teacher identity that enables you to make evidence-informed decisions in the best interest of children and young people, working as part of a professional team and autonomously.
3. To take responsibility for your own learning, building the skills, knowledge and understanding required to be an effective teacher rooted in a commitment to professional development and scholarly study.
4. To grow with flexibility and resilience, adapting to the needs of children and young people as well as the tensions of the profession.
5. To effectively challenge and dismantle disadvantage, empowering children and young people through the teaching of your specialist phase and/or subject.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

K1.how to work independently and as part of a learning community to develop the subject and pedagogical knowledge required to have positive impact on children's learning;

K2.the interpersonal skills that support children's learning and effective ways to apply these by leading learning activities which have a positive impact on children's learning;

K3.a growing awareness of the interface between theory and practice. This involves development of knowledge and theoretical understanding of core teaching skills such as planning, teaching, assessment, class management and behaviour management;

After 240 credits of study (DipHE) you will be able to demonstrate

K4.the ability to construct and communicate reasoned opinions and arguments in speech and writing;

K5.a detailed understanding of learning theories and how they apply to children's learning;

K6.a critical and sophisticated understanding of the different contexts, partnerships and agencies relevant to your field of professional practice;

K7.a comprehensive and critical understanding of how techniques of research are employed to create and interpret knowledge in your field of professional enquiry;

After 360 credits of study (BA/BSc Hons) you will be able to demonstrate:

K8.how to plan and carry out personal enquiry in education settings in a scholarly manner with the goal of improving your own practice;

K9. analyse complex concepts and professional situations by means of synthesis of personal and workplace reflection and data drawn from scholarship and research in the field;

K10.knowledge of how to become an autonomous, self-reflective practitioner.

Programme Outcomes – Skills and other Attributes

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

S1. Outcome 1 an ability to have a demonstrable positive impact in children's learning;

S2. Outcome 2 a commitment to the health and well-being of children in schools where you have been placed;

S3. Outcome 3 the development of professional practice independently through reflection and detailed analysis of the impact of your teaching;

After 240 credits of study (DipHE) you will be able to demonstrate:

S4. Outcome 4 the ability to use recent academic literature for the purpose of analysing key educational issues, informing your reflection and your practice;

S5. Outcome 5 the ability to critically analyse how, when and why effective learning occurs (including your own), drawing on recent research and pertinent educational theories;

S6. Outcome 6 the ability to investigate your own practice in an educational setting with the goal of informing your self-development;

After 360 credits of study (BA/BSc Hons) you will be able to demonstrate:

S7. Outcome 7 an understanding of the importance of life-long academic and professional learning for yourself and your community of practice;

S8. Outcome 8 the application of problem-solving skills and resilience in developing strategies to ensure personal success and well-being.

S9. Outcome 9 Ability to appreciate the complexity, uncertainty and ambiguity of equality, diversity and inclusion issues and how these impacts on educational settings and practice.

PROGRAMME FEATURES

Programme Overview

This BA(Hons) award with QTS is widely recognised within the teaching profession and it is a qualification that carries a high status. By studying for this award with the University of Cumbria, you will be joining an institution that can trace its roots in teacher education back to 1891 at Charlotte Mason's House of Education at Ambleside and to 1964 at St Martin's College at Lancaster. We are proud of this heritage, and proud that we continue to make a significant contribution to teacher education.

Your programme will help you to build your theoretical understanding of the complexity of teaching and learning, whilst at the same time help you to develop your practical professional skills in classroom settings. You will find a significant focus within the course that is devoted to the interplay between theory and practice, and we hope that you will recognise how this combination will contribute to helping you become the best teacher you can be.

The Programme will have a strong focus on:

Inclusion and SEND. This is the lens through which the programme will be viewed, with further opportunities for you to develop your knowledge through the 5 SEND focussed modules. The programme will expect you to learn to become flexible and adaptable within a dynamic education environment, clearly focused on employability throughout the modules taught.

Placements will offer a variety of opportunities in different settings and locations, with an emphasis on strengthening the experiential placement. You will have 24 weeks of placement provided for you through a rigorous system that is led by the University Partnership Office. Placements are found for you and are a compulsory element of the course. You will be able to claim for travel expenses where the travel is greater than your normal travel to University. Placement and tracking documentation will follow you through the course and this will be provided by a strong personal tutor system.

 There is a strong emphasis on making the design of the programme coherent to you through a layered approach of themes for each of the three years planned. These are mapped against current standards governing qualifications of a teacher:

Themes:

Professional Practice including ITAP provision

Curriculum – English/Maths/Foundation Subjects

SEND modules

Placement

The programme is designed to ensure you develop the knowledge and skills set out in the Initial Teacher Training Core Content Framework (DfE 2019).

In this degree you will learn how to promote participation for all children including children with Special Educational Needs or Disabilities (SEND) and/or other inequalities. It is designed to provide you with a learning experience that is founded in the latest theory and practice of inclusive teaching. You will follow developmentally progressive strands of pedagogy, curriculum, specialist

knowledge and understanding of the barriers to learning experienced by some children and the philosophy and debates of social inclusion.

Learning and Teaching

Teaching

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

You will have access to our VLE (Virtual Learning Environment), Blackboard, which has a course area with details of the course, as well as module areas for each module that you study. These contain learning materials, links to relevant external sources and key information about the module. They are also the place where you will submit your assignments and get feedback on them. All our modules are supported by an electronic reading list which is based on resources which are available electronically wherever possible.

We recognise just how busy and demanding completing an Undergraduate degree with QTS is, and for this reason we aspire to offer learning opportunities which are engaging and interactive. Where possible we will avoid asking you to attend in person if the purpose of the attendance could be equally well met by an online resource.

You will complete three placements during the programme which can be summarised as Beginning, Developing and Extending. As their names suggest these follow your progress through the programme and reflect the way that your capabilities will develop as well as the way that expectations will increase as you progress through the course. During each placement, you will be supported by a mentor who has the twin roles of supporting your development as well as making the overall assessment of your placement. They will be supported in this by a University Partnership Tutor (UPT).

There are three typical patterns of learning on the programme:

Firstly, when you are engaged in centre-based learning. These will be characterised by lectures, seminars, workshops and tutorials. You can expect these to take place over 4 or 5 days per week and over 4 to 8 hours on any given day.

Secondly, during periods of Intensive Training and Practice (ITAP). These will be characterised by a specific focus on one areas of your training and development and may include lectures, seminars, workshops and tutorials. These will be combined with opportunities to *enact* your learning in schools, working with pupils who visit campus, or by collaborative activities with your peers and / or mentors.

Thirdly, during your three placements. During these you will be in school for 5 days per week and will broadly mirror the working hours of teacher (typically 08.30 to 16.30 as a minimum).

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study. You will be provided with many starting points and literature sources in all of your modules to help you engage with independent learning.

Teaching Staff

Many of the staff who will work with you are active researchers who are driving forward contemporary understanding of effective practice in education. Several colleagues have gained PhDs or Master's qualifications. There are many subject experts who work on the programme who are actively involved in their respective Subject Associations and who are respected nationally.

All of the tutors you will work with in university have worked as teachers in schools, many having held senior leadership positions.

Assessment

Summative and Formative Assessment

We have chosen to build the course around three 20-credit modules that occur in each year called **Professional Practice modules**. This is to provide you with a rich, broad and deep learning experience and to avoid a fragmented approach. The modules are thematic across the 3 years so that you can learn at each level in a deeper way.

Modules use formative and summative assessment so that your progress can be evaluated in a structured and constructive way. Formative assessments are designed so that feedback can be provided prior to the submission of the final, summative assessment. As preparation for placement some modules are specifically linked to school based practice and form an essential part of the programme.   During placement you will be expected to be reflective and make meaningful links between theory and practice.

Each academic module offers you at least one opportunity for formative feedback on your work. Summative assessment is marked by a module tutor using open and transparent marking criteria closely aligned to the University Grade Descriptors for the University. You will be provided with feedback on the work you have submitted and suggestions/advice for improving your work in the future (feed forward). Marks from each module are moderated by another tutor from the university and an External Examiner from another university to ensure that grades that are awarded are in line with others at the same level within the university and between universities.

When you are on placement, you will be assessed against Staged Expectations. These are milestones in your learning which relate to everything you have learned prior to the placement starting. On your final placement, you will be assessed against the Teachers' Standards. You can expect to be involved in this process with your mentor, who will help you to set developmental targets on a weekly basis during your placements. This will help you to build your ability to self-assess and be an active agent in your professional development.

Those involved in training and inducting initial & early career teachers must use the Teachers' Standards to ensure quality of new entrants to the profession.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct throughout their career.

If for any reason we professionally deem a student as unable to meet a staged expectation or Teacher Standards (at any stage of placement) we may instigate a [termination of placement](#) and look at appropriate options for progression or change in student status

Graduate Prospects

A graduate job is defined as one which "normally requires knowledge and skills developed on a university degree to enable them to perform the associated tasks competently". The thinking developed and multi-faceted nature of teaching demands a variety of professional skills

The programme provides opportunity for securing teaching positions abroad and in other UK locations outside of Cumbria and Lancashire through networks and contacts. The programme team also support graduates securing employment in other fields if they so choose, helping with transferable skill development. This may also include other employment opportunities where you can transfer knowledge, skills and understanding gained on the programme such as learning advisors, coaching, pastoral support, library services.

Students are entering a respected profession with good prospects of securing a job. In the latest figures, over 90% of our Graduates are in work or further study within 6 months of graduating.

MODULES 5-11

Year 1			
Code	**Title**	**Credits**	**Status**
ITAL4001	Beginning Inclusive Teaching and Learning	20	Compulsory
ITAP9001	Beginning Intensive Training and Practice	n/a	Qualificatory
QMAT4001	Beginning Mathematics	20	Compulsory
QENG4001	Beginning English	20	Compulsory
QFTL4001	Beginning Teaching and Learning in the Foundation Subjects 1 (Science, Art, Music, Computing, PE)	20	Compulsory
QFTL4002	Beginning Teaching and Learning in the Foundation Subjects 2 (History, Geography, RE, MFL, DT)	20	Compulsory
QINC4001	Becoming an Inclusive Teacher	20	Compulsory
PHER9001	The Cumbria Teacher of Reading (Phonics and Early Reading) - Beginning	n/a	Qualificatory
PLMT9001	Beginning Professional Practice	n/a	Qualificatory
Students exiting at this point with 120 credits would receive a Certificate of Higher Education Primary Education with SEND			

Year 2			
Code	**Title**	**Credits**	**Status**
ITAL5001	Developing Inclusive Teaching and Learning	20	Compulsory
ITAP9002	Developing Intensive Training and Practice	n/a	Qualificatory
QMAT5001	Developing Mathematics	10	Compulsory
QENG5001	Developing English: Writing	10	Compulsory
QFTL5001	Developing Teaching and Learning in the Foundation Subjects 1 (Science, Art, Music, Computing, PE)	20	Compulsory
QFTL5002	Developing Foundation Subjects Teaching and Learning 2 (History, Geography, RE, MFL, DT)	20	Compulsory

QINC5001	Barriers to Learning 1	20	Compulsory
QINC5002	Barriers to Learning 2	20	Compulsory
PHER9002	The Cumbria Teacher of Reading (Phonics and Early Reading) - Developing	n/a	Qualificatory
PLMT9002	Developing Professional Practice [towards QTS]	n/a	Qualificatory
Students exiting at this point with 240 credits would receive a Diploma of Higher Education Primary Education with SEND 5-11			

Year 3			
Code	**Title**	**Credits**	**Status**
ITAL6001	Extending Inclusive Teaching and Learning	20	Compulsory
ITAP9003	Extending Intensive Training and Practice	n/a	Qualificatory
QMAT6001	Extending Mathematics	10	Compulsory
QENG6001	Extending English: Effective monitoring and assessment of diverse learners	10	Compulsory
QFTL6001	Foundation Subject Teaching and Learning: Extending 1 (Science, Computing, Music, PE, Art)	20	Compulsory
QFTL6002	Foundation Subject Teaching and Learning: Extending 2 (History, Geography, RE, MFL, DT)	20	Compulsory
QINC6001	Planning for Positive Outcomes	20	Compulsory
QSSR6001	Small Scale Research Project	20	Compulsory
PHER9003	The Cumbria Teacher of Reading (Phonics and Early Reading) - Extending	n/a	Qualificatory
PLMT9003	Extending Professional Practice [towards QTS]	n/a	Qualificatory
PLMT9100	Evaluation of Professional Practice and Work-Based Learning (non-QTS pathway)	n/a	Qualificatory
Students exiting at this point with 300 credits would receive a BA Primary Education with SEND (5-11) **Students exiting at this point with 360 credits would receive a BA (Hons) Primary Education with SEND (5-11)**			

Additional Module Information

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Teacher's Standards:

- A failed student will not be permitted to re-register on the same programme
- All students must complete all modules in order to meet the requirements for QTS and must pass at least 300 credits gaining an ordinary degree in order to be considered for the award of QTS.
- All students must meet the Teachers Standards as demonstrated through their assessed Placements in order to be considered for the award of QTS

Key to Module Statuses	
Core modules	Must be taken and must be successfully passed.
Qualificatory practice units	These are non-credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme. These units must be successfully completed in order to pass the award but do not affect the final degree classification. An alternate award is available if you are not successful in the QPU element of your programme.

Timetables
Timetables are normally available from Aug/Sept prior to the start of the year. Please note that while we make every effort to ensure timetables are as student-friendly as possible, scheduled learning can take place on any day of the week.

ADDITIONAL INFORMATION

Student Support

The Student Enquiry Point is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- Careers and Employability
- Chaplaincy for faith and spiritual wellbeing
- Mental Health and Wellbeing
- Digital Skills
- Disability and Specific Learning Difficulty (SpLD)
- International Student Support
- Library
- Money Matters
- Safeguarding
- Skills@Cumbria
- Sports and Fitness Facilities
- University Student Accommodation

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Course Costs

Tuition Fees

Course fees can be found: https://www.cumbria.ac.uk/study/courses/undergraduate/primary-education-inclusion-with-send-with-qts/

The following course-related costs are included in the fees:

- Resources you will use in centre-based training
- Some travel expenses relating to placements Placement Travel Accommodation Policy (cumbria.ac.uk)

Additional Costs

The following course-related costs are not included in the fees:

- Placement costs relating to the purchase of materials to support learning activities which are not provided by placement schools

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes. There are no exceptions to the Academic Regulations for Postgraduate Certificate in Primary Education with QTS.

External and Internal Benchmarks

There is no QAA subject benchmark for BA (Hons) with QTS. The QAA benchmark for Education Studies (2015) have been selectively used to provide a best-fit to external reference points.

In addition to this, a number of external reference points have been used:

- The Initial Teacher Training Core Content Framework (DfE 2019) has been used to inform programme outcomes and module outcomes.
- Initial teacher training (ITT): criteria and supporting advice (DfE 2023) has been used to ensure the programme is compliant with key criteria and to set entry requirements to the course.
- The Teachers' standards (DfE 2011) have been a key reference point to ensure programme outcomes, structure and content provide rich opportunities for you to gain QTS.

The university's Learning, Teaching and Assessment Strategy has been integral to the development of this programme. This is structured around four themes: excellence in learning and teaching, responsive learner support, employability and graduateness, and developing digital capabilities of students and staff. Each of these themes has been embedded into your programme whether it be the module content, the tutors who will work with you on your modules, the range of support roles built into the programme or the vocational focus of the programme as a whole.

The theme of responsive learner support is developed in the university's Student Achievement Strategy which includes a focus on "Integrated and Consistent Academic Support". This should be evident to you in your programme through the way that the personal tutor support is ongoing and frequent, the provision of formative assessment opportunities in your modules, the support that your mentor provides on placement and the availability of academic support from the library skills staff.

Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:

https://www.cumbria.ac.uk/study/courses/undergraduate/primary-education-inclusion-with-send-with-qts/