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| Programme Title and Name of Award | BA (Hons) Teaching and Learning BA (Hons) Teaching and Learning: Early Years BA (Hons) Teaching and Learning: SEND | | |
| Professional Qualifications / Accreditation | None | | |
| Academic Level | 6 | Total Credits | 360 |
| UCAS Code | X30A | JACS Code | X300 |
| Criteria for Admission to the Programme | <p>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.</p> <p>The following additional requirements apply for entry to this programme:</p> <p>http://www.cumbria.ac.uk/study/courses/undergraduate/teaching-and-learning/</p> <p>The following additional requirements apply for entry to this programme: DBS clearance</p> | | |
| Teaching Institution | University of Cumbria | | |
| Owning Department | Institute of Education | | |
| Programme delivered in conjunction with | N/A | | |
| Principal Mode of Delivery | Face to Face | | |
| Pattern of Delivery | Full Time | | |
| Delivery Site(s) | All University of Cumbria campuses, gateway sites and approved partner locations. | | |
| Programme Length | Standard registration period (fulltime) 3 years Maximum Registration Period 7 years | | |
| Higher Education Achievement Report | Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR). | | |

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| (HEAR) | |
| Exit Awards | <p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme:-</p> <p>CertHE Teaching and Learning - 120 credits</p> <p>DipHE Teaching and Learning – 240 credits</p> <p>DipHE Teaching and Learning: Early Years – 240 credits</p> <p>DipHE Teaching and Learning: SEND – 240 credits</p> <p>BA Teaching and Learning – 300 credits</p> <p>BA Teaching and Learning: Early Years – 300 credits</p> <p>BA Teaching and Learning: SEND – 300 credits</p> |

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| Programme Features |
| <p>The programme is written and designed for a wide range of students who are interested in teaching and learning in a wide range of educational settings within schools and beyond.</p> <p>This could be a useful degree for students who already work in an educational setting and are keen to develop their expertise and knowledge. The programme encourages students to gain placement experience at Levels 4, 5, and 6. Students who are already working in a setting, can continue to work in the setting, as this can be used as their placement experience.</p> <p>The programme aims to ensure that students develop a range of key graduate skills, together with various subject-specific skills and capabilities to enhance their future employment opportunities. Focussed learning modules allow students to make links between theory and practice and will add to student CVs in terms of making explicit to future employers, work based skills and knowledge. In addition, the programme includes modules at all three levels aimed at ensuring that students develop techniques of enquiry and analysis, together with independent learning skills.</p> <p>More specifically, students experience a programme that includes pre-school to Higher Education, and the range of provision offered for vocational and non-vocational education and training which supports the notion of life-long learning.</p> <p>Modules will usually be delivered through a combination of lectures, seminars and tutorials. In many modules, these will be supplemented by electronically based activities. Modes of assessment will be closely aligned with the content and learning outcomes of the modules, and will encourage the development of a breadth and depth of intellectual and practical skills. Methods will include essays; poster presentations; individual presentations supplemented by individually-produced supporting papers; portfolios: and participation in on-line discussion boards. Students will also be required to produce a proposal for Planning an Enquiry at Level 5 and a Special Study at Level 6.</p> <p>The flexible nature of the course enables you to choose one of our more specialised degree pathways after your first year. For example, the BA (Hons) Teaching and Learning with Early Years pathway focuses predominantly on children in the Early Years and child development, looking specifically at the Early Years framework and the Development Matters. On the other hand the BA (Hons) Teaching and Learning with SEND pathway is designed to give more specific focus on children with special educational needs and disabilities, alongside researching the current documents and procedures associated with this. The Programme Curriculum maps for these pathways outline those modules shared across pathways and those specific to the pathway. Pathway choices will be made following consultation with the Programme Team in Semester 2 of Level 4.</p> |

There are a number of post graduate opportunities available for students upon completion of the programme, including further Masters level study as well as postgraduate Primary QTS programmes. Students may go on to work within children's centres, museum/history focused educational settings or have a teaching assistant or learning mentor role, for example.

Shared modules will be co-taught between programmes (Teaching and Learning and Education Studies), dependent upon numbers.

Transfer between programmes (Teaching and Learning and Education Studies) is not encouraged, however, students could transfer between programmes during the first year, subject to mutual agreement between student and programme leaders.

Aims of the Programme

The overall aims of the Programme are to:

1. Explore the underpinning fundamentals of teaching and learning in education including English, Mathematics and frameworks for teaching and learning.
2. Consider a range of educational systems and settings, selected from local, national and international examples, with scope for pursuing your own particular professional interests.
3. Develop a critical understanding of educational environments and approaches in relation to social policy and educational diversity.
4. Recognise and evaluate the process of human learning and the impact, learning and education have, not only within schools and other formal educational institutions but also within the wider social context as learner's progress and change from childhood and adolescence to adult life and old age.
5. Cultivate a critical perspective on contemporary education and consider the possible directions of its future development.
6. Critically reflect on personal values in relation to education and make connections to the assumptions made within educational contexts.
7. Complete research enquiries on educational issues and in educational settings, demonstrating critical thinking and skills to effectively design, complete and report on educational research, including the collection and analysis of numerical and narrative data, that reaches balanced conclusions positioned within the existing literature.
8. Develop a well-informed, enquiring, analytical and critical disposition towards educational current issues and practice.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

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.** An understanding of the processes and values of Safeguarding issues.
- K2.** Knowledge of how learning occurs and impacts on development through the appropriate age ranges.
- K3.** An ability to articulate the relationship between diversity and learning in both formal and informal educational contexts.

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

- K4.** Knowledge of the range of interactions and relationships that exist within the complexities of the education process.
- K5.** A critical understanding of the importance of the interaction between learning and contexts.

After 300 credits of study (BA) you will be able to demonstrate:

- K6.** A systematic and conceptual understanding of societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.
- K7.** A conceptual understanding of the variety of barriers which can impact on learning through the appropriate age ranges.

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

- K8.** An ability to use a range of theoretical ways to critically review and evaluate the range of ways in which participants (including learners and teachers) can influence the learning process.
- K9.** An ability to critically reflect and analyse current issues and how they can impact on educational settings.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

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.** An ability to collaborate and plan effectively, as part of a team
- S2.** The capability to communicate coherently in speech and writing, using appropriate specialist vocabulary
- S3.** Being a competent, confident, independent user of ICT

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

- S4.** The ability to effectively select material from a range of relevant primary and secondary sources, including theoretical and research-based evidence.

After 300 credits of study (BA) you will be able to demonstrate:

- S5.** The ability to manage your own learning, organise effective work patterns, and work to deadlines
- S6.** The ability to reflect on your own values system, using your knowledge, evidence and critical understanding, to locate and justify a personal position in relation to the subject.

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

- S7.** How to process and synthesise data to present and justify a chosen position.
- S8.** The capacity to critically review and evaluate concepts and evidence from a range of sources in a systematic way, identifying and reflecting on their potential application in educational policies and contexts, and suggesting potential changes in practice.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

QAA Subject Benchmarks Education Studies

UoC level descriptors

Teaching, Learning and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

1. To promote learning partnerships – utilising strong relationships with partnership schools/settings to provide placement opportunities for the students.
2. To embrace innovative approaches to learning, teaching and assessment - Alternative modes of delivery beyond face to face with an emphasis on use of digital literacy. For example, electronic Personal Development Portfolio, assessment online and discussion boards.
3. To continue to recruit well qualified, high quality staff - Staff on the programme have a wide range of experiences and backgrounds, including primary, secondary and further education and with expertise in Early Years and SEND. Where possible guest speakers, with expertise in more specific areas, are invited to enhance the student experience. Many of the staff are Fellows of the HEA and hold a range of academic qualifications. All staff on ITE programmes are qualified teacher practitioners involved in research and CPD to enhance all teaching and learning.
4. To provide staff development opportunities appropriate to a University focused on student learning - Staff are expected to ensure their knowledge and understanding is up-to-date and are encouraged to attend conferences that are relevant to their areas of expertise. All staff on ITE programmes have development opportunities, for example: for the use of Turnitin for online assignments.
5. To ensure quality provision through robust review and enhancement processes – The programme follows university guidelines on module evaluations, staff student forums, National Student Survey and Penultimate Year Survey. All data is analysed to ensure the programme is relevant and appropriate.

Student Support

You will engage with a structured induction process through a Welcome Week Programme.

Personal Tutor role

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and

Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Peer Assisted Study Sessions

[PASS](#) is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact pass@cumbria.ac.uk

Cumbria Mentor Scheme

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden

their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact melanie.bakey@cumbria.ac.uk

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

| Programme Curriculum Map for BA (Hons) Teaching and Learning | | | | | |
|---|--------------------|--|----------------|-----------------------|------------------------------------|
| Academic Level | Module Code | Module Title | Credits | Module Status* | Programme Outcomes achieved |
| 4 | EDST4001 | Professional Studies and Work-based Contexts | 20 | Compulsory | K1-K3, S1-S3 |
| 4 | EDST4003 | Introduction to Safeguarding in Education | 20 | Compulsory | K1, K3, S2, S3 |
| 4 | TELE4005 | Supporting English in Teaching and Learning | 20 | Compulsory | K2, K3, S1-S3 |
| 4 | EDST4002 | Learning and Development | 20 | Compulsory | K2, K3, S1-S3 |
| 4 | EDST4004 | Educational Environments | 20 | Compulsory | K2, K3, S1-S3 |
| 4 | TELE4006 | Supporting Maths in Teaching and Learning | 20 | Compulsory | K2, K3, S1-S3 |
| 5 | TELE5100 | Professional Studies and Work-based Contexts 2 | 20 | Compulsory | K1, K4, K5, K6, S1-S6 |
| 5 | TELE5002 | Understanding Behaviour in Teaching and Learning | 20 | Compulsory | K3, K4, S2-S4 |
| 5 | TELE5005 | Frameworks for Learning and Teaching | 20 | Compulsory | K2, K3, K6, S2, S3 |
| 5 | TELE5003 | Working with Families and Other Professionals | 20 | Compulsory | K1, K3, K4, S1-S4, |
| 5 | EDST5004 | Global Childhoods | 20 | Compulsory | K3-K7, S2-S6 |
| 5 | TELE5006 | Planning an Enquiry | 20 | Compulsory | K5, K6, K9, S2-S7 |
| 6 | TELE6100 | Professional Studies and Work-based Contexts 3 | 20 | Compulsory | K6, K7, S6, S7 |
| 6 | TELE6002 | Inclusive Practice | 20 | Compulsory | K1, K3-K9, S2-S4, S6, S7, S8 |
| 6 | TELE6003 | Developing a Specialism | 20 | Compulsory | K4-K6, K8, K9, S2-S8 |
| 6 | EDST6004 | Current Issues in Education and International | 20 | Compulsory | K5, K8, K9, S2-S8 |

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| | | Perspectives | | | |
| 6 | TELE6005 | Technology Enhanced Learning | 20 | Compulsory | K2, K5, K8, S2-S4, S6, S7, S8 |
| 6 | TELE6006 | Special Study | 20 | Compulsory | K7-K9, S2-S8 |

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes
<http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/academicregulations/Regs-16-17.pdf>

* Key to Module Statuses

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| Compulsory Modules | Must be taken although it may possible to carry as a marginal fail (if the award permits) |
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| Programme Delivery Structure for BA (Hons) Teaching and Learning: Full Time | | | | |
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| Module Code | Module Title | Delivery Pattern | Method(s) of Assessment | Approximate Assessment Deadline |
| | | Autumn Semester / Spring Semester / Extended / Year-Long | | |
| EDST4001 | Professional Studies and Work-based Contexts | Year-long | Portfolio | March |
| EDST4003 | Introduction to Safeguarding in Education | Autumn Semester | Case Study | December |
| TELE4005 | Supporting English in Teaching and Learning | Autumn Semester | Resource pack | January |
| EDST4002 | Learning and Development | Autumn Semester | Written assignment | November |
| EDST4004 | Educational Environments | Spring Semester | Presentation and rationale | April |
| TELE4006 | Supporting Maths in Teaching and Learning | Spring Semester | Set Exercise Written assignment | May |
| Students exiting at this point with 120 credits would receive a CertHE Teaching and Learning | | | | |
| TELE5100 | Professional Studies and Work-based Contexts 2 | Year-long | Portfolio | May |
| TELE5002 | Understanding Behaviour in Teaching and Learning | Autumn Semester | Written assignment | December |
| TELE5005 | Frameworks for Learning and Teaching | Autumn Semester | Written assignment | January |
| TELE5003 | Working with Families and Other Professionals | Spring Semester | Written assignment | March |
| EDST5004 | Global Childhoods | Autumn Semester | Written assignment | November |
| TELE5006 | Planning an Enquiry | Spring Semester | Written assignment | May |

Students exiting at this point with 240 credits would receive a DipHE Teaching and Learning

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| TELE6100 | Professional Studies and Work-based Contexts 3 | Autumn Semester | Portfolio | November |
| TELE6002 | Inclusive Practice | Autumn Semester | Resource pack | December |
| TELE6003 | Developing a Specialism | Autumn Semester | Academic Poster Presentation | January |
| EDST6004 | Current Issues in Education and International Perspectives | Spring Semester | Written assignment | March |
| TELE6005 | Technology Enhanced Learning | Spring Semester | Written assignment | April |
| TELE6006 | Special Study | Spring Semester | Written assignment | May |

Students exiting at this point with 300 credits would receive an Ordinary BA Teaching and Learning

Students exiting at this point with 360 credits would receive a BA (Hons) Teaching and Learning

| Programme Curriculum Map for BA (Hons) Teaching and Learning: Early Years | | | | | |
|--|--------------------|---|----------------|-----------------------|------------------------------------|
| Academic Level | Module Code | Module Title | Credits | Module Status* | Programme Outcomes achieved |
| 4 | EDST4001 | Professional Studies and Work-based Contexts | 20 | Compulsory | K1-K3, S1-S3 |
| 4 | EDST4003 | Introduction to Safeguarding in Education | 20 | Compulsory | K1, K3, S2, S3 |
| 4 | TELE4005 | Supporting English in Teaching and Learning | 20 | Compulsory | K2, K3, S1-S3 |
| 4 | EDST4002 | Learning and Development | 20 | Compulsory | K2, K3, S1-S3 |
| 4 | EDST4004 | Educational Environments | 20 | Compulsory | K2, K3, S1-S3 |
| 4 | TELE4006 | Supporting Maths in Teaching and Learning | 20 | Compulsory | K2, K3, S1-S3 |
| 5 | TELE5200 | Professional Studies and Work-based Contexts 2: Early Years Pathway | 20 | Compulsory | K1, K4, K5, K6, S1-S6 |
| 5 | TELE5002 | Understanding Behaviour in Teaching and Learning | 20 | Compulsory | K3, K4, S2-S4 |
| 5 | TELE5005 | Frameworks for Learning and Teaching | 20 | Compulsory | K2, K3, K6, S2, S3 |
| 5 | TELE5003 | Working with Families and Other Professionals | 20 | Compulsory | K1, K3, K4, S1-S4, |
| 5 | EDST5004 | Global Childhoods | 20 | Compulsory | K3-K7, S2-S6 |
| 5 | TELE5066 | Planning an Enquiry: Early Years Pathway | 20 | Compulsory | K5, K6, K9, S2-S7 |
| 6 | TELE6200 | Professional Studies and Work-based Contexts 3: Early Years Pathway | 20 | Compulsory | K6, K7, S6, S7 |
| 6 | TELE6002 | Inclusive Practice | 20 | Compulsory | K1, K3-K9, S2-S4, S6, S7, S8 |
| 6 | TELE6003 | Developing a Specialism | 20 | Compulsory | K4-K6, K8, K9, S2-S8 |

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| 6 | EDST6004 | Current Issues in Education and International Perspectives | 20 | Compulsory | K5, K8, K9, S2-S8 |
| 6 | TELE6005 | Technology Enhanced Learning | 20 | Compulsory | K2, K5, K8, S2-S4, S6, S7, S8 |
| 6 | TELE6066 | Special Study: Early Years Pathway | 20 | Compulsory | K7-K9, S2-S8 |

Notes

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* Key to Module Statuses

| | |
|--------------------|---|
| Compulsory Modules | Must be taken although it may possible to carry as a marginal fail (if the award permits) |
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| Programme Delivery Structure for BA (Hons) Teaching and Learning: Early Years: Full Time | | | | |
|---|--|---|------------------------------------|--|
| Module Code | Module Title | Delivery Pattern | Method(s) of Assessment | Approximate Assessment Deadline |
| | | Autumn Semester / Spring Semester / Extended / Year-Long | | |
| EDST4001 | Professional Studies and Work-based Contexts | Year-long | Portfolio | March |
| EDST4003 | Introduction to Safeguarding in Education | Autumn Semester | Case Study | December |
| TELE4005 | Supporting English in Teaching and Learning | Autumn Semester | Resource pack | January |
| EDST4002 | Learning and Development | Autumn Semester | Written assignment | November |
| EDST4004 | Educational Learning Environments | Spring Semester | Presentation and rationale | April |
| TELE4006 | Supporting Maths in Teaching and Learning | Spring Semester | Set Exercise Written assignment | May |
| Students exiting at this point with 120 credits would receive a CertHE Teaching and Learning | | | | |
| TELE5200 | Professional Studies and Work-based Contexts 2: Early Years Pathway | Year-long | Portfolio | May |
| TELE5002 | Understanding Behaviour in Teaching and Learning | Autumn Semester | Written assignment | December |
| TELE5005 | Frameworks for Learning and Teaching | Autumn Semester | Written assignment | January |
| TELE5003 | Working with Families and Other Professionals | Spring Semester | Written assignment | March |
| EDST5004 | Global Childhoods | Autumn Semester | Written assignment | November |

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| TELE5066 | Planning an Enquiry: Early Years Pathway | Spring Semester | Presentation and Rationale | May |
| Students exiting at this point with 240 credits would receive a DipHE Teaching and Learning: Early Years | | | | |
| TELE6200 | Professional Studies and Work-based Contexts 3: Early Years Pathway | Autumn Semester | Portfolio | November |
| TELE6002 | Inclusive Practice | Autumn Semester | Resource pack | December |
| TELE6003 | Developing a Specialism | Autumn Semester | Academic Poster Presentation | January |
| EDST6004 | Current Issues in Education and International Perspectives | Spring Semester | Written assignment | March |
| TELE6005 | Technology Enhanced Learning | Spring Semester | Written assignment | April |
| TELE6066 | Special Study: Early Years Pathway | Spring Semester | Written assignment | May |
| Students exiting at this point with 300 credits would receive an Ordinary BA Teaching and Learning: Early Years | | | | |
| Students exiting at this point with 360 credits would receive a BA (Hons) Teaching and Learning: Early Years | | | | |

Programme Curriculum Map for BA (Hons) Teaching and Learning: SEND

| Academic Level | Module Code | Module Title | Credits | Module Status* | Programme Outcomes achieved |
|-----------------------|--------------------|--|----------------|-----------------------|------------------------------------|
| 4 | EDST4001 | Professional Studies and Work-based Contexts | 20 | Compulsory | K1-K3, S1-S3 |
| 4 | EDST4003 | Introduction to Safeguarding in Education | 20 | Compulsory | K1, K3, S2, S3 |
| 4 | TELE4005 | Supporting English in Teaching and Learning | 20 | Compulsory | K2, K3, S1-S3 |
| 4 | EDST4002 | Learning and Development | 20 | Compulsory | K2, K3, S1-S3 |
| 4 | EDST4004 | Educational Environments | 20 | Compulsory | K2, K3, S1-S3 |
| 4 | TELE4006 | Supporting Maths in Teaching and Learning | 20 | Compulsory | K2, K3, S1-S3 |
| 5 | TELE5300 | Professional Studies and Work-based Contexts 2: SEND Pathway | 20 | Compulsory | K1, K4, K5, K6, S1-S6 |
| 5 | TELE5002 | Understanding Behaviour in Teaching and Learning | 20 | Compulsory | K3, K4, S2-S4 |
| 5 | TELE5005 | Frameworks for Learning and Teaching | 20 | Compulsory | K2, K3, K6, S2, S3 |
| 5 | TELE5003 | Working with Families and Other Professionals | 20 | Compulsory | K1, K3, K4, S1-S4, |
| 5 | EDST5004 | Global Childhoods | 20 | Compulsory | K3-K7, S2-S6 |
| 5 | TELE5666 | Planning an Enquiry: SEND Pathway | 20 | Compulsory | K5, K6, K9, S2-S7 |
| 6 | TELE6300 | Professional Studies and Work-based Contexts 3: SEND Pathway | 20 | Compulsory | K6, K7, S6, S7 |
| 6 | TELE6002 | Inclusive Practice | 20 | Compulsory | K1, K3-K9, S2-S4, S6, S7, S8 |
| 6 | TELE6003 | Developing a Specialism | 20 | Compulsory | K4-K6, K8, K9, S2-S8 |

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|---|----------|--|----|------------|-------------------------------|
| 6 | EDST6004 | Current Issues in Education and International Perspectives | 20 | Compulsory | K5, K8, K9, S2-S8 |
| 6 | TELE6005 | Technology Enhanced Learning | 20 | Compulsory | K2, K5, K8, S2-S4, S6, S7, S8 |
| 6 | TELE6666 | Special Study: SEND Pathway | 20 | Compulsory | K7-K9, S2-S8 |

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes
<http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/academicregulations/Regs-16-17.pdf>

* Key to Module Statuses

| | |
|--------------------|---|
| Compulsory Modules | Must be taken although it may possible to carry as a marginal fail (if the award permits) |
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| Programme Delivery Structure for BA (Hons) Teaching and Learning: SEND: Full Time | | | | |
|---|---|---|------------------------------------|--|
| Module Code | Module Title | Delivery Pattern | Method(s) of Assessment | Approximate Assessment Deadline |
| | | Autumn Semester / Spring Semester / Extended / Year-Long | | |
| EDST4001 | Professional Studies and Work-based Contexts | Year-long | Portfolio | March |
| EDST4003 | Introduction to Safeguarding in Education | Autumn Semester | Case Study | December |
| TELE4005 | Supporting English in Teaching and Learning | Autumn Semester | Resource pack | January |
| EDST4002 | Learning and Development | Autumn Semester | Written assignment | November |
| EDST4004 | Educational Learning Environments | Spring Semester | Presentation and rationale | April |
| TELE4006 | Supporting Maths in Teaching and Learning | Spring Semester | Set Exercise Written assignment | May |
| Students exiting at this point with 120 credits would receive a CertHE Teaching and Learning | | | | |
| TELE5300 | Professional Studies and Work-based Contexts 2: SEND Pathway | Year-long | Portfolio | May |
| TELE5002 | Understanding Behaviour in Teaching and Learning | Autumn Semester | Written assignment | December |
| TELE5005 | Frameworks for Learning and Teaching | Autumn Semester | Written assignment | January |
| TELE5003 | Working with Families and Other Professionals | Spring Semester | Written assignment | March |
| EDST5004 | Global Childhoods | Autumn Semester | Written assignment | November |

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|---|---|-----------------|------------------------------|----------|
| TELE5666 | Planning an Enquiry: SEND Pathway | Spring Semester | Presentation and Rationale | May |
| Students exiting at this point with 240 credits would receive a DipHE Teaching and Learning: SEND | | | | |
| TELE6300 | Professional Studies and Work-based Contexts 3: SEND Pathway | Autumn Semester | Portfolio | November |
| TELE6002 | Inclusive Practice | Autumn Semester | Resource pack | December |
| TELE6003 | Developing a Specialism | Autumn Semester | Academic Poster Presentation | January |
| EDST6004 | Current Issues in Education and International Perspectives | Spring Semester | Written assignment | March |
| TELE6005 | Technology Enhanced Learning | Spring Semester | Written assignment | April |
| TELE6666 | Special Study: SEND Pathways | Spring Semester | Written assignment | May |
| Students exiting at this point with 300 credits would receive an Ordinary BA Teaching and Learning: SEND | | | | |
| Students exiting at this point with 360 credits would receive a BA (Hons) Teaching and Learning: SEND | | | | |

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Within-Module Reviews
- Module Evaluation
- Programme Review
- Annual Evaluatory Reports
- Peer Review
- External Examiner Reports
- Programme Team Meetings
- Departmental Team Meetings

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, Penultimate Year Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners

Date of Programme Specification Production:

October 2016

Date Programme Specification was last updated:

April 2017

For further information about this programme, refer to the programme page on the University website

<http://www.cumbria.ac.uk/study/courses/undergraduate/teaching-and-learning/>