

# Programme Specification

<b>Programme Title and Name of Award</b>	BA (Hons) Primary and Early Years Education with QTS (3-11)		
<b>Academic Level</b>	Level 4/5/6	<b>Total Credits</b>	360
<b>Professional Body Accreditation / Qualification</b>	The PSRB for this programme is the Department for Education (DfE) who approve the delivery of Initial Teacher Training (ITT), set out the compliance regulations for recruitment and training as well as the standards against which trainee teachers are measured for the recommendation of Qualified Teacher Status (QTS) by the University. They are only concerned with the aspect of the programme that leads to the award of QTS. The Initial Teacher Training Core Content Framework (DfE 2019) has been used to inform programme outcomes and module outcomes.		
<b>Date of Professional Body Accreditation</b>	September 2016	<b>Accreditation Period</b>	September 2016 (open ended approval)
<b>UCAS Code</b>	X124		
<b>HECoS Code</b>	100511		
<b>Criteria for Admission to the Programme</b>	<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>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/primary-education-3-11-with-qts/">https://www.cumbria.ac.uk/study/courses/undergraduate/primary-education-3-11-with-qts/</a></p> <p>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.</p>		

	APL is only possible where a student has completed part of a similar ITE programme with QTS elsewhere and enquiries/applications will be considered on an individual basis.	
<b>Teaching Institution</b>	University of Cumbria	
<b>Owning Institute</b>	Institute of Education	
<b>Programme delivered in conjunction with</b>	Primary Schools and Nursery school settings	
<b>Principal Mode of Delivery</b>	Face to face	
<b>Pattern of Delivery</b>	Full time	
	Total weeks of study:	24
	Delivery pattern:	2x 12 week semesters plus full time placements
	Standard semester dates:	No
<b>Delivery Site(s)</b>	Fusehill, Lancaster, EIDR	
<b>Programme Length</b>	3 years	
<b>Exit Awards</b>	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>BA (Hons) Primary and Early Years Education (3-11) (without QTS) – 360 credits</p> <p>BA (Ordinary) Primary and Early Years Education (3-11) – 300 credits</p> <p>DipHE Primary and Early Years Education (3-11) – 240 credits</p> <p>CertHE Primary and Early Years Education (3-11) – 120 credits</p>	
<b>Period of Approval</b>	1 <sup>st</sup> August 2021	
<p>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:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/primary-education-3-11-with-qts/">https://www.cumbria.ac.uk/study/courses/undergraduate/primary-education-3-11-with-qts/</a></p>		

## Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

## Programme Features

The Programme will have a strong focus on:

Being flexible and adaptable to a dynamic education environment clearly focused on employability through modules, placement and tracking documentation that follows the Student through the course. This will be provided by a strong personal tutor system.

Placements will offer a variety of opportunities in different settings and locations, with an emphasis on strengthening the experiential placement. There are opportunities to personalise the programme for individual students, and a choice of enhancement. There is a strong emphasis on coherence for all stakeholders in the design of the programme, in particular, through a layered approach of themes to each of the three years planned and mapped against current standards governing qualifications of a teacher:

Themes:

### **Investigating learning and teaching**

### **Curriculum**

### **Enhancement**

### **Pedagogy**

### **Placement**

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

Strong links will be made with future employers emphasising that the programme caters for initial teacher training, and the need for further professional development through the NQT Year and beyond. You will have knowledge of how children learn between the ages of 3-11

providing a strong preparation for students to work across the early years and primary sector.

## Aims of the Programme

The overall aims of the Programme are:

The overall aims of the programme are for you to develop through academic rigour wrapped around the skilled placement experience to develop towards becoming a University of Cumbria Teacher:

- Aim 1: Knows how to shape their own learning through active research
- Aim 2: Inspires and enables all children to learn and progress
- Aim 3: Knows how to bring about change
- Aim 4: Sees the learning potential in any experience
- Aim 5: sees the value of fun in learning
- Aim 6: is an enthusiastic and committed professional

These aims will underpin all modules of study contributing to this award.

## 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:

**K1.** Outcome 1: Good subject knowledge across the curriculum and to be adaptable to change (ST 3)

(Aim 1,3,4)

**K2.** Outcome 2: High expectations which inspire, motivate, challenge with the ability to adapt to meet the needs of all pupils (ST1,ST5) (Aim 2,4,5,6)

**K3.** Outcome 3: Different theoretical perspectives underpinning teaching and learning (ST5) (Aim 1,4)

**K4.** Outcome 4: Understanding and development of personal and professional conduct in the role of a

teacher (PART 2) (Aim 6)

### **After 120 credits of study (Cert HE) you will be able to demonstrate:**

**K1.** Know how effective learning occurs and the ways in which participants [including learners and teachers] can influence the learning process; (Teacher Standard 4 and 6, Aim 1,2, 4 and 5)

**K2.** Understanding and development of personal and professional conduct in the role of a teacher (Teacher Standards PART 2, Aim 1 and 6)

**K3.** Knowledge of the processes and values of Safeguarding issues (Teacher Standards PART 2, Aim 6)

**K4.** Knowledge of the National Curriculum for England and Wales. (Teacher Standard 3 and Aim 6)

### **After 240 credits of study (Dip HE) you will be able to demonstrate:**

**K5.** Know how to promote good progress and outcomes by pupils and the implications for teaching and learning (Teacher Standard 2, 5 and 7, Aim 2 and 4)

**K6.** Understanding and development of personal and professional conduct in the role of a teacher appropriate for this point in training (Teacher Standards PART 2, Aim 6))

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

**K7.** Know how to set high expectations to inspire, motivate and challenge diverse learners and develop the ability to adapt to meet the needs of all pupils (Teacher Standard 1 and 5, Aim 1, 2,4 and 5)

**K8.** Depth of Subject knowledge (Early Years Foundation Stage, Key Stages One and Two) for each of the National Curriculum subjects and Religious Education (Teacher Standard 3, Aim 1,2,4,5 and 6)

**K9.** Ability to appreciate the complexity, uncertainty and ambiguity of equality, diversity and inclusion issues and how this impacts on educational settings and practice. (Teacher Standard 1, 5, 6 and Part Two Aim 1,2,4,6)

**K10.** Conceptual understanding of current issues and the impact on educational settings (Teacher Standard 8, Aim 3 and 6)

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

**K11.** Know how effective learning occurs and the ways in which participants [including learners and teachers] can influence the learning process; (Teacher Standard 4 and 6, Aim 1,2,3,4,5,6)

**K12.** Critically reflect on and analyse the importance of both educational and practitioner research and challenge assumptions about teaching and learning. (Teacher Standard 1, 2, and 7 and Part Two Aim 1,2 and 6)

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

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

**S1.** Outcome 1: Manage behaviour effectively to ensure a good and safe learning environment (ST 1) (Aim 2,6)

**S2.** Outcome 2: Teach, plan and evaluate with confidence and understanding (link to ST 4) (Aim 2,4,5,6)

**S3.** Outcome 3: Promote good progress and outcomes by pupils (ST2) (Aim 2)

**S4.** Outcome 4: Make accurate and productive use of assessment (ST6) (Aim 2)

**S5.** Outcome 5: Fulfil the wider professional responsibilities for a teacher (ST8) (Aim 3,6)

**After 120 credits of study (Cert HE) you will be able to demonstrate:**

**S1.** Make appropriate use of Information and Communications Technology in their study and teaching; (Teacher Standard 2, 6, Aim 1,3)

**S2.** Communicate effectively using appropriate specialist vocabulary and collaborate professionally as part of a team. (Teacher Standard 8, Part Two Personal and Professional Responsibilities Aim 1, 6)

**S3.** Develop SMART targets for personal development and keep appropriate records to evidence this. (Teacher Standard 1, 4, 8 and Part Two Aim 2, 4)

**S4.** Demonstrate professionalism by way of attendance and engagement in learning and teaching activities (Teacher Standard 3, 8 and Part Two Personal and Professional Responsibilities Aim 6)

**After 240 credits of study (Dip HE) you will be able to demonstrate:**

**S5.** Set challenging teaching and learning objectives and plan lessons and sequences of lessons with a focus on pupil progress. (Teacher Standard 1 and 2, Aim 2, 4)

**S6.** Select materials from a range of appropriate primary and secondary sources, including theoretical and research-based evidence (Teacher Standard 3, 4, 5 Aim 2, 4, 5)

**S7.** Reflect on and evaluate personal experiences (Teacher Standard 1 Part Two Personal and Professional Responsibilities Aim 1, 6)

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

**S8.** The ability to reflect on their own value system; using a breadth of knowledge, evidence and critical understanding. (Teacher Standard 3 Part two Personal and Professional Responsibilities Aim 1,2,4,6)

**S9.** The ability to manage their own learning, organise effective work patterns and meet deadlines. (Teacher Standard 8 Part Two Personal and Professional Responsibilities Aim 1, 6)

**S10.** Be creative, innovative and willing to take risks in a learning and teaching context (Teacher Standard 1, 3, 4 and 5, Aim 1,3,6)

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

**S11.** Be able to make links between the critical study of research and its application to the classroom. Analyse critically and construct arguments relating to relevant philosophical and theoretical frameworks. (Teacher Standard 7 and 8, Aim 1 and 6)

**S12.** The capacity to critically analyse relevant concepts, theories and issues in a systematic way to present and justify a chosen position (Teacher Standard 8 and Aim 1 and 6)

**S13.** Articulate the beliefs and values that underpin their teaching and have a desire to improve themselves through continuing professional development (Teacher Standard 8 and Part 2, Aim 1 and 6)

Successful students will also need to meet the standards as set out by the National College for Teaching and Leadership and the Department for Education for the award of Qualified Teacher Status.

**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:

Teacher's Standards (2012)

ITE Core Content Framework (2019)

National Curriculum: Primary Curriculum (2013)

Department for Education (2020) Statutory framework for the early year's foundation stage: setting the standards for learning, development and care for children from birth to five.

Department for Education (2020) Development Matters: non statutory curriculum guidance for the early year's foundation stage

Early Education (2012) Development Matters in the Early Years Foundation Stage (EYFS). London: BAECE

[UoC Strategic Plan](#)

[UoC Learning, Teaching and Assessment Strategy](#)

[UoC Academic Regulations and Academic Procedures and Processes](#)

**Graduate Prospects**

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.

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

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.

Learning and Teaching Strategy Plan for the UG Department is used as benchmarks for programme development. The main aims are to:

- Personalise learning journey plotted through CEDP
- Experiential/alternative placements to provide opportunities to develop skills in wider educational contexts and enhance their career prospects through unique, personalised experiences.
- Utilising strong relationships with partnership schools/settings with consistent approaches to placement experiences using the common framework. (see placement handbook)
- Alternative modes of delivery beyond face to face with an emphasis on use of digital literacy. For example, electronic CEDP, Pebblepad, assessment online discussion boards.
- All staff on Initial Teacher Education (ITE) programmes are qualified teacher practitioners involved in research and CPD to enhance all teaching and learning
- Formative Assessment is used in all modules and underpins the development of skills such as critical reflection, independent learning and creative thinking. Formative assessment precedes all summative assessments and is an opportunity for students to work alongside tutors to develop employability skills, transferable academic skills

### **Learning and Teaching**

Teaching and learning on this degree is a real mixture of theory and practice. Lectures and seminars are used to introduce and develop student's knowledge of Education, children and learning in the broadest sense. Tutors will model approaches which could be used, whilst also supporting students in developing their own subject knowledge. Students also experience a range of settings/schools and age ranges in order to prepare them for teaching their own classes. Students are encouraged to discuss, evaluate and critically interrogate concepts and theories of learning and teaching.

Our learning and teaching methods:

- Promote the development of inclusive practice and address a range of learner types
- Use learning technology to promote student learning and achievement
- Provide active learning and social learning opportunities
- Embed principles of employability and entrepreneurial skills development
- Are optimised for the chosen modes and patterns of programme delivery
- Foster aspiration and career readiness through work-based, experiential, and inter-professional learning

- Are relevant to the needs of the workplace, emphasising problem-solving and the interaction of theory and practice
- Outline the processes for the practical management and quality assurance of any placement activity
- Use research-informed teaching, drawing on up to date school based knowledge and expertise

We have some specialist teaching spaces on our campuses – for example computer suites, art rooms, maths/English rooms in Lancaster and an Outdoor classroom on the Fusehill campus. Tutors also make use of the local area visiting parks and museums for example to give a wide range of experiences.

### **Summative and Formative Assessment**

We use a range of assessments to reflect and model what the students will use in school settings. Students have a short formative piece of work, which prepares them for their Summative piece of work. The formative work may be peer reviewed or shared in a round table discussion. In some instances, especially in their first year, formative work may be marked by tutors with specific feedback given to support individual development. Assessments include essays, reports, lesson plans, medium term plans, pieces of research about pupil’s individual needs, creating resources for use in the classroom, and reflections.

Assessments are designed to become more open and possible to individualise in the final year and include a piece of small-scale research exploring an aspect of Education which they are personally interested in.

## **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### **Induction**

You will engage with a structured induction process through a welcome week programme which introduces the staff, supports you in familiarising yourself with the site, timetable and any other relevant procedures and support available. You will also meet your Personal Tutor during Welcome Week. Students are introduced to the Library, Student’s Union and any further sources of support e.g. skills@cumbria. A variety of activities are provided to ensure you get to know your peers as well as the academic staff.

### **Personal Tutoring**

You will 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 through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

### **Personal Tutor role**

You will be allocated a personal tutor (PAT) when you start your studies at the University of Cumbria and it is the intention that this tutor will remain as personal tutor throughout the programme and teach at least one module each year to their personal tutor group. (Subject to staff availability). Personal tutors will have responsibility to support your learning and personal development and will have regular tutorials either in small groups or on a one to one basis.

### **Placements**

(see also the Placement handbook) You are required to spend a minimum of 24 weeks of the programme in settings/schools or similar educational settings and the expectations of school experience increase progressively through the process of 'beginning', 'developing' and 'extending' placements. Placements take place in Partnership schools. The strength of the Partnership with schools is a key feature of the programme and school-based colleagues are recognised as key contributors to the learning experience. You will experience an assessed placement in each key stage of Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

### **Cluster Model**

You will be placed in a cluster. A cluster consists of a number of schools/settings grouped together into training areas where you are placed for the duration of your programme. Clusters will include schools from different settings (urban, rural) and will offer mixed/single whole Key Stage classes. Opportunities to widen your experience of different social and cultural environments will be explored as required and may be met through enrichment experiences. The cluster model allows you and /settings to get to know each other in a deeper professional way over the duration of the programme. This will provide a better context in which to match the needs of both individual schools/settings and yourself, within 'beginning', 'developing', and 'extending' placements. The cluster model recognises and fully embraces the centrality of the placement learning to the programme.

### **Mentor**

The Mentor is responsible for guiding and supervising student teachers in all aspects of your teaching during school experience. Mentors are expected to meet weekly with you to discuss review progress and set ongoing developmental targets for improvement. They are also expected to observe you in the classroom, offer critical feedback and complete the placement report, including an assessment of progress in relation to the assessment grid. The Mentor may or may not be the class teacher. If not, s/he will liaise with the class teacher and others in the school to monitor your progress

### **Professional Partnership Tutor (PPT)**

The Professional Partnership Tutor (PPT) is the bridge between the University and the school. All PPTs have responsibility for a large number of schools in a geographical cluster or clusters and will visit schools at specific points during school placements. The role of the PPT is to work with their cluster schools to place student teachers, quality ensure placements and provide support to both you and schools. LiSS The Library and Student Services (LiSS) supports the learning, teaching and research needs of students and staff of the university. Facilities include: Libraries & Learning - including Libraries, Learning Resources, Skills development Student Services - including Careers, Money, Health & Wellbeing, Disability The programme team work in partnership with LiSS and you will be sign posted when necessary, generally through your personal tutor, to the range of services that LiSS provides.

### **Personal Development Planning**

During the course you are encouraged to set academic, professional and well-being targets each semester and to discuss your progress with your Personal Tutor and mentor against these targets. In the third year our Action Planning and Personal Development Module helps you to develop a personal Action Plan, which you will take into school, and then adapt for your NQT year.

### **Library Services and Academic Skills**

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. 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 electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- [Workshops](#)
- Email: [skills@cumbria.ac.uk](mailto:skills@cumbria.ac.uk)
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

**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 tile. 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 (2<sup>nd</sup> and 3<sup>rd</sup> 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.

## **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [IT facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [IT Services website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Student Support Services**

[Accommodation](#): Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via Instagram: [UoC Accommodation](#)

[Careers and Employability](#): The Careers and Employability team is here to help you with all things career-related. Through the career hub [My Career Enriched](#), you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk) or visit [www.cumbria.ac.uk/careerahead](http://www.cumbria.ac.uk/careerahead) for more information.

[Chaplaincy](#): Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

[Disability and Specific Learning Needs](#): The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

[Health and wellbeing](#): Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and wellbeing service for appointments. We've highlighted a couple of specifics to get started:

- Register for [Together All](#) an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: [Live Well at Cumbria](#).

**UoC Active:** Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

**International Student Support:** Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: [intss@cumbria.ac.uk](mailto:intss@cumbria.ac.uk)

**Money Advice:** The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

**Further support and guidance, including EDI and Safeguarding:** We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

### **Student Voice**

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](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

### **University Cumbria Students' Union (UCSU) Student Support**

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at [www.ucsu.me/support](http://www.ucsu.me/support).

<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
4	LLTR4001	Investigating Learning & Teaching 1: Learning and Teaching and Research	20	Compulsory	K3,K4,S5
4	CURC4301	Introducing the Curriculum Carousel - Science, PE and Creative Arts	20	Compulsory	S5, K1
4	EAEY4001	Beginning to understand teaching and learning in the Early Years and English	20	Compulsory	K1, K2, K3, S1, S2 S3, S4
4	CURC4202	Introducing Curriculum Carousel	20	Compulsory	K1,K2,K3,S1,S4,S5
4	PEDG4401	Pedagogy Through Enhancement: Teaching and Learning	20	Compulsory	K2,K3,S1,S2,S3
4	MATC4402	Beginning to Teach Maths	20	Compulsory	K1,K3,S2,S1
4	PLCC9080	Beginning Placement	Q	Qualificatory	K1-K4 S1-S5
4	TCTR9444	The Cumbria Teacher of Reading: Beginning	Q	Qualificatory	K1,S2
5	LLTR5001	Investigating Learning & Teaching 2: Inclusion	20	Compulsory	K3,K4,S2,S4,S5

5	CURC5301	Developing the Curriculum Carousel Science, PE and Creative Arts	20	Compulsory	K1,K2,K3,K4,S1,S2,S4,S5
5	MAEY5001	Developing understanding of teaching and learning of Maths and the Early Years	20	Compulsory	K1, K2, K3, S1, S2, S3, S4
5	CURC5302	Developing Curriculum Carousel	20	Compulsory	K1,K2,K3,K4S1,S2,S4,S5
5	PEDG5501	Pedagogy Through Enhancement : Learning Environments	20	Compulsory	K2,K3,S1,S2
5	EALC5411	Developing your Teaching of English	20	Compulsory	K1,K2,K3,S2,S3,S4
5	PLCC9090	Developing Placement – to also include 2-week Experiential Placement	Q	Qualificatory	K1-K4 S1-S5
5	TCTR9555	he Cumbria Teacher of Reading: Developing	Q	Qualificatory	K1,S2
6	LLTR6011	Investigating Learning and Teaching 3: Subject Leadership and School Improvement	20	Compulsory	K1, K2, K3, K4, S5

6	PEDG6601	Pedagogy through Enhancement: Enhancement Research	20	Compulsory	K1,K3,S1,S2
6	CURC6303	Action Planning and Personal Development	20	Compulsory	K2,K4,K5
6	CURC6301	Extending the Curriculum Carousel -Science, PE and Creative Arts	20	Compulsory	K1,K2,K3,K4,S1,S2,S4,S5
6	CURC6302	Extending the Curriculum Carousel – Computing, D&T, History, Geography, RE, MFL	20	Compulsory	K2,S2,S3,S4,S5
6	MAEA6001	Extending English and Maths	20	Compulsory	K1,K2,K3,K4,S2,S4,S5
6	PLCC9095	Extending Placement	Q	Qualificatory	K1-K4 S1-S5
6	PLCC9096	Evaluation of Professional Practice and Work-based Learning (Non-QTS pathway)	Q	Qualificatory	K4
6	TCTR9666	The Cumbria Teacher of Reading: Extending	Q	Qualificatory	K1,S2

### Notes

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
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory 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

<b>Programme Delivery Structure: Full Time</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long</b>		
LLTR4001	Investigating Learning & Teaching 1: Learning and Teaching and Research	Year	F: 1000 S: Written assignment (1500)	May
CURC4301	Introducing the Curriculum Carousel- Science, PE and Creative Arts	Autumn	F: 1000 S: Portfolio ( 1500 equivalent)	December
EAEY4001	Beginning to understand teaching and learning in the Early Years and English	Year	F:500 S:Written assignment 1000 x 2 equivalent (for each aspect)	May
CURC4202	Introducing the Curriculum Carousel	Spring	F: 1000 S: Portfolio 1500 equivalent)	April
PEDG4401	Pedagogy Through Enhancement: Teaching and Learning	Spring	F: 500 words S: Portfolio (2000)	May
MATC4402	Beginning to Teach Maths	Year	F: 500 words S; Set Exercise (1000) Written Assignment (1000)	May

PLCC9080	Beginning Placement	Autumn/Summer	The Module is assessed in two parts: Part 1: Professional Competences (ILO 1-5) Part 2: A Placement Portfolio (ILO 4-5): Comprising Placement File and Reflection and Targets	July
TCTR9444	The Cumbria Teacher of Reading: Beginning	Year	Qualificatory	Assessed through lesson observations on placement, engagement with the module through taught sessions and the booklet (Beginning)
<b>Students exiting at this point with 120 credits would receive a CertHE Primary and Early Years Education</b>				
LLTR5002	Investigating learning & Teaching 2: Inclusion	Year	F: 500 words S: Project work (2000)	January
PEDG5501	Pedagogy Through Enhancement : Learning Environments	Spring	F: 500 words S: Project work (2000)	April
EALC5411	Developing your Teaching of English	Autumn	F: 500 S: Portfolio 1500	December

CURC5301	Developing the Curriculum Carousel Science, PE and Creative Arts	Spring	F: 1000 S:Project work (1500 equivalent)	May
CURC5202	Developing Curriculum Carousel	Autumn	F: 1000 Project work (1500)	December
MAEY5001	Developing understanding of teaching and learning of Maths and the Early Years	Year	F: 500 words S: Maths: Written assignment (1000) EY Written assignment (1000)	April
TCTR9555	The Cumbria Teacher of Reading	Year	Qualificatory	Assessed through lesson observations on placement, engagement with the module through taught sessions and the booklet (Developing)

PLCC9090	Developing Placement	Spring	The Module is assessed in two parts: Part 1: Professional Competences (ILO 1-5) Part 2: A Placement Portfolio (ILO 4-5): Comprising Placement File Reflection and Targets	Spring
No code	Alternative Placement	Summer	Self-sourced	Summer
<b>Students exiting at this point with 240 credits would receive a DipHE in Primary and Early Years Education</b>				
MAEA6001	Extending English and Maths	Year	F: 250 per aspect Maths: Essay (1000) English: Portfolio (1000)	January
PEDG6601	Pedagogy through Enhancement: Enhancement Research	Year	F: 500 S: Presentation (3000)	March
LLTR6011	Investigating Learning and Teaching 3: Subject leadership and School Improvement	Year	F:500 S:Report 1500	March

CURC6303	Action Planning and Personal Development	Autumn	F: 500 S: Report (1500)	December
CURC6301	Extending the Curriculum Carousel -Science, PE and Creative Arts	Autumn	F:500 S: Portfolio 2000	November
CURC6302	Extending the Curriculum Carousel – Computing, D&T, History, Geography, RE, MFL	Year	F:500 S: Project work 2000	February
PLCC9095	Extending Placement	Spring/Summer	The Module is assessed in two parts:  Part 1: Professional Competences (ILO 1-5)  Part 2: A Placement Portfolio (ILO 4-5):  Comprising  Placement File  Reflection and Targets	June
PLCC9096	Evaluation of Professional Practice and Work-based Learning (Non-QTS pathway)	Spring/Summer	Portfolio and reflective essay	June
TCTR9666	The Cumbria Teacher of Reading: Extending	Year	Qualificatory	Assessed through lesson observations on placement, engagement with the module through taught sessions and the booklet (Extending)

F – Formative Assessment

S – Summative Assessment

**Students exiting at this point with 300 credits would receive an**

**Ordinary BA Primary and Early Years Education**

**(with or without QTS depending on passing the Placement Qualificatory elements)**

**Students exiting at this point with 360 credits would receive a**

**BA (Hons) Primary and Early Years Education (3-11) with QTS or**

**If the Placement elements are not passed they would receive a BA (Hons) Primary and Early Years Education**

## Exceptions to Academic Regulations

There are no exceptions to the Academic Regulations for BA Hons Primary and Early Years Education (3-11) with QTS

## 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

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee
- Programme Team Meetings

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

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

### Date of Programme Specification Production:

October 2020

### Date Programme Specification was last updated:

May 2021

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

**The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK**

**Is the placement requirement more than 50% of the programme?**

No

<b>If yes, what % of the programme is the placement requirement?</b>	N/A
<b>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?</b>	N/A