

Programme Title and Name of Award	BA (Hons) Primary Education (5-11): Inclusion with SEND with QTS		
Professional Qualifications / Accreditation	Qualified Teacher Status		
Academic Level	Level 6	Total Credits	360
UCAS Code	X360	JACS Code	X120
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 Initial Teacher Training programme:</p> <ul style="list-style-type: none"> • To have achieved the standard equivalent to GCSE grade C or above in English, mathematics and science • To have passed the professional skills tests in numeracy and literacy required by DfE/NCTL • To demonstrate commitment to primary education by completing a minimum of 10 days' experience in a primary classroom (Key Stage 1 and 2) before commencing the programme • All candidates will be interviewed and graded at interview. In accordance with DfE guidance C1.3 p11 		
Teaching Institution	University of Cumbria		
Owning Department	Institute of Education		
Programme delivered in conjunction with	Partnership Schools and Settings		
Principal Mode of Delivery	Blended learning		
Pattern of Delivery	Full Time		
Delivery Site(s)	Lancaster		

Programme Length	4 years
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (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>BA (Hons) Primary Education (5-11): Inclusion with SEND– 360 points</p> <p>BA Primary Education (5-11): Inclusion with SEND -300 points</p> <p>Diploma of Higher Education: Inclusion with SEND – 240 points</p> <p>Certificate of Higher Education: Inclusion with SEND – 120 points</p>

Programme Features	
<p>The Inclusion with Special Educational Needs or Disability (SEND) specialism is designed to provide a learning experience for you which is founded on a case study approach to pedagogy. You will be expected to engage in debate from the earliest stages and to be aware of your own perceptions and how they can be influenced by a number of factors, specifically in the area of education and inclusion. This metacognitive approach will be adopted throughout the specialism in order for you to become active and independent thinkers, and to be able to challenge, critique and debate matters pertaining to education, pedagogy and inclusion.</p> <p>During the four year course you will be encouraged to deepen your understanding of the inseparable links between classroom practice and the ethical, cultural and socio-political strands of inclusion. Inclusion is an integrated theme throughout the specialism with 50% of the contributory modules having a specific inclusion and SEND focus. You will be given opportunities to reflect regularly, research in depth to develop evidence-based practice by engaging with the problematic nature of inclusion and applying intellectual rigour to the study of the subject. You will also develop wider professional skills such as the development of leadership skills; for example: planning and presenting for student conferences, that can be applied in a range of professional contexts.</p> <p>A key feature of the programme is the opportunity for post-graduate study during the fourth year of the course. In your final year you will study 3 specific modules to deepen your understanding of the links between classroom practice and the ethical, cultural and socio-political strands of inclusion. Completion of these specific modules is compulsory as part of the degree course and you will be expected to engage with and complete formative assessment. You will be guided and supported by module tutors to work at the standard required for Masters level (Level 7). Successful students will enrol on the closed cohort Postgraduate Course: Inclusion with SEND and completion of all 3 modules will lead to the award of Postgraduate Certificate: Inclusion with SEND.</p> <p>You will have school based placement experiences in each year of the four-year course. During the course there will be opportunities for both Key Stage One and Key Stage Two teaching experience leading to Qualified Teacher Status (QTS) – Primary (5-11 years); these placements are sourced by the University. You will have 32 weeks of placement experience in total; including the option to undertake one placement in a special school or specialist setting (usually in year 2 of the course) and a self-sourced one week Early Years Foundation Stage experience.</p> <p>Strong links exist with both mainstream and special schools in partnership with the University of Cumbria. Initially you will learn by observing classroom teachers and through tutorials with school-</p>	

based mentors known as Associate Tutors. You will gradually put your knowledge and skills into action by teaching small groups initially; followed by whole classes of children as you build your confidence and expertise in promoting good progress and outcomes for children.

You will also be expected to self-source experiential placements during year 2 and 3 that provide you with an opportunity to broaden your experience beyond the primary school for example in an Early Years Foundation Setting, through voluntary work abroad or by gaining further work-based experience in an alternative context. This provides an opportunity for you to enhance wider professional skills and attributes, leadership and working with others thus enhancing your employability. There is an opportunity to extend the placement in year 3 to an international setting. Through your full participation you will develop in skills and confidence to become a teacher with the necessary expertise to inspire and enable *all* children and in particular children with Special Educational Needs or Disabilities in schools and alternative settings.

Aims of the Programme

The overall aims of the Programme are:

To produce qualified Primary (5-11 years) University of Cumbria teachers who:

1. are committed and enthusiastic professionals;
2. have the expertise to inspire and enable and include *all* children and in particular children with Special Educational Needs and/or Disability to learn and make progress;
3. demonstrate that they are excellent practitioners within a variety of schools and settings;
4. have leadership skills which can be applied in a variety of professional contexts;
5. know how to shape their own learning through active research
6. challenge, critique and debate matters pertaining to education, pedagogy and inclusion
7. are inspired and equipped to engage in post-graduate study

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: (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: (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: (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 (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 2, 3 and 7)

K2. Understanding and development of personal and professional conduct in the role of a teacher (Teacher Standards PART 2, Aim 1, 3 and 4)

K3. Knowledge of the processes and values of Safeguarding issues

K4. Knowledge of the National Curriculum for England and Wales.

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 5, 6 and 7)

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 1, 3 and 4)

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, 3, 5 and 7)

K8. Depth of Subject knowledge (Key Stages One and Two) for each of the National Curriculum subjects and Religious Education (Teacher Standard 3, Aim 2 and 3)

K9. Ability to appreciate the complexity, uncertainty and ambiguity of equality, diversity and inclusion issues and how this impacts on educational settings and practice.

K10. Conceptual understanding of current issues and the impact on educational settings

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 2, 3 and 7)

K12. Critically reflect on and analyse the importance of both educational and practitioner research and challenge assumptions about teaching and learning

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 (Cert HE) you will be able to demonstrate:

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

S2. Communicate effectively using appropriate specialist vocabulary and collaborate professionally as part of a team.

S3. Develop SMART targets for personal development and keep appropriate records to evidence this.

S4. Demonstrate professionalism by way of attendance and engagement in learning and teaching activities

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 and 3)

S6. Select materials from a range of appropriate primary and secondary sources, including theoretical and research-based evidence

S7. Reflect on and evaluate personal experiences

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.

S9. The ability to manage their own learning, organise effective work patterns and meet deadlines.

S10. Be creative, innovative and willing to take risks in a learning and teaching context (Teacher Standard 1, 3, 4 and 5, Aim 2, 3 and 4)

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 within the specialist theme of Inclusion with Special Educational Needs or Disability. (Teacher Standard 7 and 8, Aim 5, 6 and 7)

S12. The capacity to critically analyse relevant concepts, theories and issues in a systematic way to present and justify a chosen position

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 5, 6 and

7)

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:

<https://www.gov.uk/government/publications/teachers-standards>

<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>

<https://www.gov.uk/government/publications/initial-teacher-training-criteria>

Learning and Teaching Strategy Plan

Teacher's Standards (2012)

National Curriculum: Primary Curriculum (2013)

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

The teaching and learning strategy has been developed to be student-centred, flexible and modern whilst being challenging and stimulating. It supports different learners' needs at different stages of development to ensure equality and access to learning. Learning is promoted through the integration of academic study, practical activity and placement experiences; so that you will be able to use, apply and integrate your knowledge and understanding in order to develop an enquiring, critical approach to your studies and practice.

The programme modules utilise a full range of University of Cumbria digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard) and specialist resources. A variety of teaching and learning approaches will be used throughout the programme and intended to both challenge and stimulate ideas and discussion: such as student led seminars and presentations, debates, case studies, role play and in your final year an in-depth evidence based research dissertation. These are designed to match the learning outcomes and support your development to becoming an independent learner.

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.

Student Support

Welcome Week

During the first week orientation activities help you to settle into the University setting. You are

introduced to the Library and Student Services, Student's Union and Academic Staff.

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. They will encourage you to track your continuing professional development (CPD) through a Personal Development Portfolio in which you reflect on and track your progress during the course and keep a record of any CPD such as Career Ahead awards or volunteering activities.

Placements

Placements take place in Partnership Schools and there is a placement in each of the four years of the course. 32 weeks of the programme are spent in settings/schools or similar educational settings. As our Partnership schools are located over a wide geographical area, 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.

The expectations of school experience increase progressively through the process of 'beginning', 'developing' and 'extending' placements. 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. The accompanying placement handbook will give further details.

The **Associate Tutor (AT)** is a member of staff in the Partnership School responsible for guiding and supervising student teachers in all aspects of your teaching during school experience. Associate Tutors 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 Associate Tutor 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

The **Professional Partnership Tutor (PPT)** is the bridge between the University and the school, they are members of the University staff. 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 assure placements and provide support to both you and schools.

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 continue in the accounting and finance 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 content using our [Quest discovery system](#) 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.

Preparing for M Level Study

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply 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.

PASS

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 Map¹

Academic Level	Module Code	Module Title ²	Credits	Module Status³	Map to Programme Outcomes⁴
4	ESTC4020	Beginning Teaching Studies	20	Compulsory	K1-4, S1-4
4	INCC4010	Barriers to learning 1	20	Compulsory	K1-4, S1-4
4	INCC4011	Barriers to learning 2	20	Compulsory	K1-4, S1-4
4	INCC4012	Introduction to Inclusion	20	Compulsory	K1-4, S1-4
4	MATC4010	Beginning to teach Mathematics	10	Compulsory	K1, K4, S1-4
4	EALC4010	Beginning to teach English	10	Compulsory	K1, K4, S1-4
4	PEPC4010	Beginning to teach Physical Education	10	Compulsory	K1, K4, S1-4
4	CMPC4010	Beginning to teach Computing	10	Compulsory	K1, K4, S1-4
4	TCTR9444	The Cumbria Teacher of Reading: Beginning	Q	Compulsory	K1, K4, S1-4

¹ This programme operates in accordance with the University’s Academic Regulations and Academic Procedures and Process.

² Please refer to the relevant programme webpage on the University’s website for summaries of the individual Module Aims.

³ **Core Modules** must be taken and must be successfully passed.
Compulsory Modules must be taken although it may be possible to carry as a fail (if the award permits).
Optional Modules are a set of modules from which you will be required to choose to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module (ie it may be possible to carry as a fail).
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.

⁴ This column references the Programme Outcomes that will be achieved through successful completion of each module (i.e. through successful completion of the module’s summative assessment)

Programme Curriculum Map¹

Academic Level	Module Code	Module Title ²	Credits	Module Status³	Map to Programme Outcomes⁴
4	PLCC9080	Beginning Placement	Q	Compulsory	K1-4, S1-4
5	ESTC5020	Developing Teaching Studies	20	Compulsory	K5, K6, S5-7
5	INCC5010	Perspectives on Inclusion	20	Compulsory	K5, K6, S5-7
5	INCC5011	Application of Theory: Contextualised Learning	20	Compulsory	K5, K6, S5-7
5	INCC5012	Policy Discourses	20	Compulsory	K5, K6, S5-7
5	SCMC5030	Developing Thinking in Science and Mathematics	20	Compulsory	K7, K8, S5-7
5	SREC5010	Religious Education, Spiritual, Moral, Social. And Cultural development and Personal, Social and Health Education	20	Compulsory	K7, K8, S5-7
5	TCTR9555	The Cumbria Teacher of Reading: Developing 1	Q	Compulsory	K7, K8, S5-7
5	TCTR9556	The Cumbria Teacher of Reading: Developing 2	Q	Compulsory	K7, K8, S5-7
5	PLCC9591	Developing Placement 1	Q	Compulsory	K7, K8, S5-7
5	PLCC9592	Developing Placement	Q	Compulsory	K7, K8, S5-7
6	ESTC6020	Applying Teaching Studies	20	Compulsory	K7-10, S8-10
6	ESTC6021	Extending Teaching Studies	20	Compulsory	K11, K12, S11-13
6	EALC6020	Effective monitoring and assessment of diverse learners in Primary English	20	Compulsory	K7-10, S8-10

Programme Curriculum Map¹					
Academic Level	Module Code	Module Title ²	Credits	Module Status³	Map to Programme Outcomes⁴
6	HUMC6010	Creative approaches to the teaching of History, Geography and Design Technology	20	Compulsory	K7-10, S8-10
6	INCC6020	Dissertation	40	Compulsory	K11, K12, S11-13
6	TCTR9666	The Cumbria Teacher of reading: Extending	Q	Compulsory	K11, S8-10
6	PLCC9600	Extending Placement	Q	Compulsory for QTS award	K 11, S11-13
6	INCC9024	Working with Adults	Q	Qualificatory	K 11 K 12, S11-13
6	INCC9025	The Marginalised Child	Q	Qualificatory	K 11, K12, S11-13
6	INCC9026	Evidence Based Practice	Q	Qualificatory	K 11, K12, S11-13
Notes					

Programme Delivery Structure				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester		
ESTC4020	Beginning Teaching Studies	Year	Formative - Individual Presentation Summative - Essay	May
INCC4010	Barriers to learning 1	Sem 1	Formative – Reflective Log Summative- Resource and Interview	Dec
INCC4011	Barriers to learning 2	Sem 2	Formative – Reflective Log Summative - Essay	March
INCC4012	Introduction to Inclusion	Sem 2	Formative – Group Viva Summative – Individual Viva	May
PEPC4010	Beginning to teach Physical Education	Year	Resource cards and Portfolio	Mid Feb
CMPC4010	Beginning to teach Computing	Year	Formative- Presentation Summative- Portfolio	April
MATC4010	Beginning to teach Mathematics	Sem 1	Set Exercise and written assignment	Jan
EALC4010	Beginning to teach English	Year	Portfolio	Feb
PLCC9080	Beginning Placement	Year	Placement, portfolio and attendance requirement	June

TCTR4444	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)
Students exiting at this point with 120 credits would receive a CertHE : Inclusion with SEND				
ESTC5020	Developing Teaching Studies	Year	Formative – Conference Summative - Poster	April
INCC5010	Perspectives on Inclusion	Sem 1	Formative – Initial Essay Summative – Modified Essay	Jan
INCC5011	Application of Theory: Contextualised Learning	Year	Formative – Reflective Log Summative – Group Presentation	May
SCMC5030	Developing thinking in Science and Mathematics	Year	Portfolio	April
SREC5010	Religious Education, Spiritual, Moral, Social. And Cultural development and Personal, Social and Health Education	Sem1	Patchwork text	Dec
PLCC9591	Developing 1 Placement	Sem 2	Placement and portfolio and attendance requirement	June
TCTR9555	The Cumbria Teacher of Reading: Developing	Year	Qualificatory	Assessed through lesson observations on placement, engagement with the

				module through taught sessions and the booklet (Developing)
INCC5012	Policy Discourses	Sem 1 Yr3	Formative – practice paper Summative – Pre-release Examination	Dec Yr 3
PLCC9592	Developing Placement	Sem 2 Yr 3	Placement and portfolio and attendance requirement	March Yr 3
TCTR9556	The Cumbria Teacher of Reading: Developing 2	Year	Qualificatory	Assessed through lesson observations on placement, engagement with the module through taught sessions and the booklet
Students exiting at this point with 240 credits would receive a DipHE: Inclusion with SEND				
ESTC6020	Applying Teaching Studies	Year 3	Formative – essay 1000 words Summative – Extended essay	May
EALC6020	Effective monitoring and assessment of diverse learners in Primary English	Sem 2 Yr 3	Portfolio	March
HUMC6010	Creative approaches to the teaching of History, Geography and Design Technology	Sem 1 Yr 3	Portfolio	Jan
ESTC6021	Extending Teaching Studies	Sem 2 Yr 4	Choice of essay title	May
INCC6020	Dissertation	Sem1 Yr 4	Dissertation	Nov

PLCC9600	Extending Placement	Sem 2	Qualificatory Placement and portfolio and attendance requirement	March
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)
INCC9024	Working with Adults	Year	Qualificatory	April
INCC9025	The Marginalised Child	Year	Qualificatory	April
INCC9026	Evidence Based Practice	Year	Qualificatory	May

You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.

BA (Hons) Primary Education (5-11): Inclusion with SEND (360 credits)

BA Primary Education (5-11): Inclusion with SEND (300 credits)

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	<ul style="list-style-type: none"> • Module Evaluation • Programme validation and revalidation • Annual Monitoring • Peer Review • External Examiner reports
<p>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from:</p> <p>Students, graduates, employers, WBL venues, other stakeholders, etc.</p>	<ul style="list-style-type: none"> • Staff Student forum • Module Evaluation Forms • Programme Evaluation: National Student Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • Meetings with Course representatives • Focus groups and whole cohort consultation (Yr 4) and reflection • Graduate attended writing day • Alumni • Employer feedback

Date of Programme Specification Production:	March 2017
Date Programme Specification was last updated:	May 2021
For further information about this programme, refer to the programme page on the University website	