Programme Specification

University of Cumbria

Programme Title and Name of Award	BA (Hons) Primary Education (5-11): Inclusion with SEND with QTS

Academic Level	6	**Total Credits**	360

Professional Body Accreditation / Qualification	Qualified Teacher Status

Date of Professional Body Accreditation	September 2016	**Accreditation Period**	September 2016 (open ended approval)

UCAS Code	X360

HECoS Code	100511

Criteria for Admission to the Programme	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.

Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/primary-education-inclusion-with-send-with-qts/

The following additional requirements apply for entry to this Initial Teacher Training programme:

• To have achieved the standard equivalent to GCSE grade C or above in English, Mathematics and Science

• All candidates will be interviewed and graded at interview. In accordance with DfE guidance C1.3 p11

Desirable

• 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 |

Teaching Institution	University of Cumbria

Owning Institute	Institute of Education

Programme delivered in conjunction with	Partnership Schools and Settings

Principal Mode of Delivery	Face to Face	
Pattern of Delivery	Full Time	
	Total weeks of study:	24 weeks
	Delivery pattern:	2 x 12 week semesters plus full time placements
	Standard semester dates:	No
Delivery Site(s)	Lancaster Campus	
Programme Length	4 Years	
Exit Awards	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 (without QTS) – 360 credits BA Primary Education (5-11): Inclusion with SEND -300 credits Diploma of Higher Education: Inclusion with SEND – 240 credits Certificate of Higher Education: Inclusion with SEND – 120 credits	
Period of Approval	1st August 2022	

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:
https://www.cumbria.ac.uk/study/courses/undergraduate/primary-education-inclusion-with-send-with-qts/

Cumbria Graduate Attributes

Throughout your studies, students 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 Inclusion with Special Educational Needs and Disability (SEND) programme celebrates diversity and seeks to promote participation for all children including children with Special Educational Needs or Disabilities (SEND) and/or other inequalities. It is designed to provide you with a learning experience that is founded in the latest theory and practice of inclusive teaching. Throughout the programme you will follow developmentally progressive strands of pedagogy, curriculum, specialist knowledge and understanding of the barriers to learning experienced by some children and the philosophy and debates of social inclusion.

Each year you will be encouraged to consider, in increasing depth and breadth, the imperatives of the teacher's role in identifying, addressing and reviewing the needs of all children with a focus on those with SEND. We address issues of intersectionality by putting an emphasis on barriers to learning as they are experienced by children rather than socially constructed groups or diagnostic labels. This encourages you to consider multiple exceptionalities and engage closely with the voice of the family and child (9.5). You will be prepared to fulfil the role of the teacher in the multi- agency support for children and the role of a specialist teacher in the school setting and wider society.

During the four years of the course you will cover above and beyond the requirements of the Core Curriculum Framework for Initial Teacher Education. In addition to taught modules in SEND and Inclusion the course covers six domains of professional practice; professional behaviours, behaviour support, curriculum, pedagogy, assessment and the University of Cumbria's key focus of challenging disadvantage in education. Your specialism in SEND and Inclusion is an integrated theme throughout the course as well as contributing 50% of taught modules.

Your commitment to SEND and Inclusion is recognised in the opportunity in the fourth year to enrol on and complete a Post Graduate Certificate in SEND and Inclusion in addition to the Undergraduate degree and Qualified Teacher Status. In the final year you will study 3 compulsory modules as part of your undergraduate degree which will deepen your knowledge and understanding of working with children with SEND or other inequalities. If you choose to further your study of these modules you will enrol on the closed cohort Post Graduate Course: Inclusion with SEND. Successful completion of all three of these modules at Level 7 (Post Graduate or Masters Level) will lead to a Post Graduate Certificate in SEND.

You will have school based placement experiences in each year of the four-year course, totalling 32 weeks in all. 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 may choose to spend up to two of your second, third or fourth year placements in a specialist setting.

You will also be expected to self-source an experiential placement during year 3 giving you 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 your wider professional skills and attributes, leadership and working with others thus enhancing employability. There is an

opportunity to extend the placement in year 3 to an international setting. Through 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 and Disabilities. The programme has strong links with both specialist and mainstream schools and settings. Initially you will learn by observing classroom teachers and through tutorials with school based mentors. You will begin to enact their knowledge and skills by teaching small groups initially; followed by whole classes of children as you build their confidence and expertise in promoting good progress and outcomes for children.

Students on this programme benefit from a strong, supportive system of personal and professional tutoring and mentoring and access to a wide range of personal and academic student support services. You will have your own Personal and Academic Tutor who through regular formal and informal tutorials will support your learning and development throughout the programme to enable you to become an independent, curious and creative teacher who will change the lives of children.

Programme Learning Outcomes

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

1. act as 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: (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 workplace 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 workplace 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 workplace 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:

- ITT Core Content Framework (2019) https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework
  https://www.gov.uk/government/publications/initial-teacher-training-criteria
- Learning and Teaching Strategy Plan
- Teacher's Standards (2012) https://www.gov.uk/government/publications/teachers-standards
- National Curriculum: Primary Curriculum (2013)
  https://www.gov.uk/government/collections/national-curriculum
- 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.

While no specific qualification is required to teach in the specialist SEND sector graduates of this programme have enhanced understanding and experience of teaching children with Special Educational Needs and Disabilities.

In addition to school based provision graduates of this programme have specialist knowledge and experience that will open up a range of non-school based teaching and support roles.

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.

The course has established links with a range of professionals working with children in a variety of multi – agency roles for example Local Authority Advisory Teachers, Speech and Language Therapists and Educational Psychologists. Colleagues from these agencies are regularly engaged in the planning and delivery of taught sessions throughout the course ensuring that you are exposed to the most up to date practice in the field.(9.4)

Learning and Teaching

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. (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

The teaching and learning strategy on this degree 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 a piece of independent small-scale research in an area of SEND or inclusion. These are designed to match the learning outcomes and support your development to becoming an independent learner.

Our learning and teaching methods:

1. Promote the development of inclusive practice and address a range of learner types
2. Use learning technology to promote student learning and achievement
3. 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

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.

We have some specialist teaching spaces on our campuses – for example computer suites, art rooms, maths/English rooms 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

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

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

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 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 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 of 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 32 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. You will have the opportunity to undertake up to two of your placements in specialist provision (subject to a successful mainstream placement in the first year). Your decision to do this will be supported by a University Placement Tutors with knowledge and experience of placements in this sector. 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 e, 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

University Partnership Tutor (UPT)

The Professional Partnership Tutor (UPT) 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 UPT is to work with their cluster schools to place student teachers, quality ensure placements and provide support to both you and schools.

Support on placement

Library Services and Academic Skills 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 fourth year you are helped to develop a personal Action Plan, which you will take you into your first post.

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.

The 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
- 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 (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.

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 or visit 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 well-being 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

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.

You can email at any time on 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.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title – changes**	**Credits**	**Module Status**[*]	**Programme Outcomes achieved**
4	ESTC4020	Beginning Teaching Studies	20	Compulsory	K1-4, S1-4
4	INCC9010	Barriers to learning 1	Q	Compulsory	K1-4, S1-4
4	INCC4111	Barriers to learning 2	20	Compulsory	K1-4, S1-4
4	INCC4112	Introduction to Inclusion	20	Compulsory	K1-4, S1-4
4	MAEA4001	Beginning to understand teaching and learning in Mathematics and English	20	Core	K1, K4, S1-4
4	CURC4301	Introducing the Curriculum Carousel - Science, PE and Creative Arts	20	Compulsory	S5, K1
4	CURC4202	Introducing Curriculum Carousel	20	Compulsory	K1, K2, K3, S1, S4, S5
4	TCTR9444	The Cumbria Teacher of Reading: Beginning	Q	Compulsory	K1, K4, S1-4
4	PLCC9080	Beginning Placement	Q	Compulsory	K1-4, S1-4
5	ESTC9020	Developing Teaching Studies	Q	Compulsory	K5, K6, S5-7
5	INCC5110	Perspectives on Inclusion	20	Compulsory	K5, K6, S5-7
5	INCC5011	Application of Theory: Contextualised Learning	20	Compulsory	K5, K6, S5-7
5	INCC5112	Policy Discourses	20	Compulsory	K5, K6, S5-7

5	MAEA5001	Developing Maths and English	20	Core	K1, K4, S1-4
5	CURC5301	Developing the Curriculum Carousel Science, PE and Creative Arts	20	Compulsory	K1, K2, K3, K4, S1, S2, S4, S5
5	CURC5302	Developing Curriculum Carousel	20	Compulsory	K1, K2, K3, K4, S1, S2, S4, S5
5	TCTR9555	The Cumbria Teacher of Reading: Developing 1	Q	Compulsory	K7, K8, S5-7
5	PLCC9090	Developing Placement 1	Q	Compulsory	K1-K4 S1-S5 Q3
5	TCTR9556	The Cumbria Teacher of Reading: Developing 2	Q	Compulsory	K7, K8, S5-7
5	PLCC9592	Developing Placement 2	Q	Compulsory	K7, K8, S5-7
6	ESTC6120	Applying Teaching Studies	20	Compulsory	K7-10, S8-10
6	ESTC6121	Extending Teaching Studies	20	Compulsory	K11, K12, S11-13
6	MAEA9001	Developing as a Professional within English and Mathematics	Q	Core	K1, K4, S1-4
6	MAEA6001	Extending English and Maths	20	Compulsory	K1, K4, S1-4
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	PEDG6601	Pedagogy through Enhancement: Enhancement Research	20	Compulsory	K1, K3, S1, S2
6	TCTR9666	The Cumbria Teacher of reading: Extending	Q	Compulsory	K11, S8-10
6	PLCC9600	Extending Placement	Q	Compulsory for QTS award	K11, S11-13
6	PLCC9096	Evaluation of Professional Practice and Work-based Learning (Non-QTS pathway)	Q	Qualificatory	K4
6	INCC9024	Working with Adults	Q	Qualificatory	K11 K 12, S11-13
6	INCC9025	The Marginalised Child	Q	Qualificatory	K11, K12, S11-13
6	INCC9126	Evidence Based Practice for SEND	Q	Qualificatory	K11, K12, S11-13

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

Programme Delivery Structure: Full Time				
Module Code	**Module Title**	**Delivery Pattern** **Sept – Dec** **Jan – May** **June - Aug**	**Method(s) of Assessment**	**Indicative Assessment Deadline**
ESTC4020	Beginning Teaching Studies	Year	Formative - Presentation Summative - Essay	April
INCC9010	Barriers to learning 1	Sept - Dec	Qualificatory	Assessed through learning journal
INCC4111	Barriers to learning 2	Jan - May	Formative – Reflective Log Summative – Essay	May
INCC4112	Introduction to Inclusion	Jan- May	Formative - Continuous feedback on each Scheduled learning and teaching activity, as completed Summative - Part 1 – Academic Poster Part 2 – Written assignment	May
MAEA4001	Beginning to understand teaching and learning in Mathematics and English	Year	Formative- 250 words Summative - Portfolio	Maths – Jan / English – Feb

CURC4301	Introducing the Curriculum Carousel- Science, PE and Creative Arts	Sept - Dec	Formative- 1000 Summative - Portfolio (1500 equivalent)	December
CURC4202	Introducing the Curriculum Carousel	Jan - May	Formative- 1000 Summative- Portfolio 1500 equivalent)	April
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)
PLCC9080	Beginning Placement	Year	Placement, portfolio and attendance requirement	June
Students exiting at this point with 120 credits would receive a Certificate of Higher Education: Inclusion with SEND				
ESTC9020	Developing Teaching Studies	Year	Qualificatory	Assessed through lesson observations on placement, engagement with the module through taught sessions (Developing)

			Formative – Initial Essay > test titles	
INCC5110	Perspectives on Inclusion	Jan - Dec	Formative – Initial Essay > test titles Summative – Pre-release Examination	Jan
INCC5011	Application of Theory: Contextualised Learning	Year	Formative – Reflective Log Summative – Group Presentation	Feb
INCC5112	Policy Discourses	Sept - Dec (Yr3)	Formative – Essay plan Summative – Essay	Dec Yr 3
MAEA5001	Developing Maths and English	Year	Formative – audit / journal Summative - Portfolio Maths & Portfolio English	Maths Dec English April
CURC5301	Developing the Curriculum Carousel Science, PE and Creative Arts	Jan - May	Formative – 1000 Summative -Project work (1500 equivalent)	May
CURC5302	Developing Curriculum Carousel	Sept - Dec	Formative – 1000 Summative -Project work (1500)	December
TCTR9555	The Cumbria Teacher of Reading: Developing 1	Jan - May Yr2	Qualificatory	Assessed through lesson observations on placement, engagement with the module through taught sessions and

				the booklet (Developing)
TCTR9556	The Cumbria Teacher of Reading: Developing 2	Year Yr3	Qualificatory	Assessed through lesson observations on placement, engagement with the module through taught sessions and the booklet
PLCC9090	Developing Placement 1	Spring Yr2	Placement, portfolio and attendance requirement	June Yr2
PLCC9592	Developing Placement 2	Spring Yr 3	Placement, portfolio and attendance requirement	Feb Yr 3
Students exiting at this point with 240 credits would receive a Diploma of Higher Education: Inclusion with SEND				
ESTC6120	Applying Teaching Studies	Year	Formative – written exercise Workshops will embrace student-led reflections on placement, with peer assessment Summative – Extended essay	May
MAEA9001	Developing as a Professional within English and Mathematics	Year Yr3	Qualificatory	Assessed through lesson observations on placement, engagement with the module through taught sessions and learning journal

				(English) delivery of professional development (Maths)
CURC6301	Extending the Curriculum Carousel -Science, PE and Creative Arts	Sept - Dec Yr3	Formative-500 Summative – Portfolio 2000	November
CURC6302	Extending the Curriculum Carousel – Computing, D&T, History, Geography, RE, MFL	Year Yr3	Formative-500 Summative –Project work 2000	February
ESTC6121	Extending Teaching Studies	Jan - May Yr 4	Formative- Mind map Summative – Project and presentation	May
PEDG6601	Pedagogy through Enhancement: Enhancement Research	Sept - Dec	Formative - Research proposal Summative - research project	Jan
MAEA6001	Extending teaching in Maths and English	Sept - Dec Yr4	Formative - 250 per aspect Summative – Maths: Essay (1000) English: Portfolio (1000)	Jan
PLCC9096	Evaluation of Professional Practice and Work-based Learning (Non-QTS pathway)	Jan - May	Qualificatory Placement and portfolio and attendance requirement	March
PLCC9600	Extending Placement	Jan - May	Qualificatory	March

				Placement and portfolio and attendance requirement
TCTR9666	The Cumbria teacher of Reading: Extending	Year	Qualificatory	Assessed through lesson observations on placement, engagement with the module through taught sessions and thebooklet (Extending)
INCC9024	Working with Adults	Year	Qualificatory	Dec Working portfolio of findings and evidence relating to working with adults in the classroom, assessed formatively on a pass/fail basis.
INCC9025	The Marginalised Child	Year	Qualificatory	Dec Reflection on module pass / fail
INCC9126	Evidence Based Practice	Year	Qualificatory	Dec Continuous feedback on Barriers to Learning Portfolio

Students exiting at this point with 360 credits would receive a BA (Hons) Primary Education (5-11): Inclusion with SEND with QTS

Exceptions to Academic Regulations
This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

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 • External Examiner Reports • Student Success and Quality Assurance Committee
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 • Focus groups and whole cohort consultation (Yr 4) and reflection • Graduate attended writing day • Alumni • Employer feedback

Date of Programme Specification Production:	January 2022
Date Programme Specification was last updated:	March 2022
For further information about this programme, refer to the programme page on the University website https://www.cumbria.ac.uk/study/courses/undergraduate/primary-education-inclusion-with-send-with-qts/	

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
If yes, what % of the programme is the placement requirement?	N/A
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	No