



PART 1 – BA PRIMARY EDUCATION SPECIALISING IN SEND WITH QUALIFIED TEACHER STATUS (WORK BASED ROUTE) 2 YEAR PROGRAMME SPECIFICATION		
1	Awarding institution	St Mary's University, Twickenham
2	Partner institution and location of teaching (if applicable)	N/A
3	Type of collaborative arrangement (if applicable)	N/A
4	Award title	BA (Hons) Primary Education Specialising in SEND with Qualified Teacher Status (QTS) (Work Based Route)
5	Final award	BA (Hons)
6	Interim award(s) with award titles (if specific titles have been designated)	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) BA (Hons) Primary Education Studies (without QTS)
7	School with responsibility for the programme	Education, Theology and Leadership
8	Language of study	English
9	Joint Honours combinations	N/A
10	UCAS code	X120
11	JACS code	X120
12	Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition	N/A
13	QAA subject benchmark or other relevant external reference point	<p>The Quality Assurance Agency (QAA) requires that providers of Initial Teacher Education (ITE) identify the level and associated nomenclature of their undergraduate programmes and subsequent awards as follows:</p> <ul style="list-style-type: none"> • BA (Hons) Primary Education (WBR) with QTS is a two year pathway and is set at honours level (FHEQ Level 6). This aligns with the FHEQ qualification



		<p>descriptor from 2010.</p> <ul style="list-style-type: none"> • Teaching Agency (TA) • Standards for the recommendation for Qualified Teacher Status (QTS): Teachers' Standards (2012), is set by the TA and applies to all students in initial teacher education programmes. • Department for Education (DfE), with particular reference to the following: <ul style="list-style-type: none"> • Training our Next Generation of Outstanding Teachers (2011) • The Framework for the National Curriculum: a Report by the Expert Panel for the National Curriculum Review (2011) • Preparing Teachers and Developing School Leaders for the 21st Century (OECD 2012) • Great Teachers: Attracting, Training and Retaining the Best (HoC Education Committee 2012-12) • Independent Review of Key Stage 2 testing, assessment and accountability – Final Report (Bew, P.2011).
14	Normal completion time and maximum duration of study	<p>Normal completion time: Full-time study – two years</p> <p>The standard duration of study is two academic years full time. However, the overall duration of study at each level of the programme, from initial registration to completion, shall not exceed five consecutive semesters for a Level 6 programme.</p> <p>A full-time BA undergraduate student will normally register for 120 credits worth of modules in an academic year.</p> <p>A full-time undergraduate student must register for no less than 40 credits and no more than 100 credits per semester.</p>
15	Mode of study	<p>The two year programme is available on a full-time basis only.</p> <p>Students will follow the programme on a one day a week, in St. Mary's University, basis. As a requirement of the programme at least three of the other days must be spent working at classroom assistant level or similar in a school environment. Students will be required to undertake two teaching placements of a minimum of 6 weeks duration 5 days a week, one in each year of the programme.</p> <p>Students are required to register with the General Teaching Council at the start of the programme.</p>
16	Mode of delivery	Face to face
17	Date approved and name of authorised body	12.07.2017, STLQEC (Chair's Action)
18	Applies to students commencing	September 2017



study in (month/year)		
PART 2 – CURRICULUM SPECIFIC DETAILS		
19	Summary of the programme	<p>This programme allows those already working in education opportunity to gain a BA (Hons) in Primary Education with QTS and to gain a specialism in SEND.</p> <p>The programme provides opportunities for people working directly with children, or those working in other educational support roles, to build on their existing knowledge and experience to progress to a level 6 qualification at higher education level. The programme, which will continue to enhance the students' understanding of their current professional roles and of teaching in a Primary Education setting can be completed through two years of part-time study via a day release model.</p> <p>This programme aims to continue to build self-confidence in the workplace and at home. The current emphasis on the development of the school workforce as a whole has been one of the driving forces behind this degree.</p>
20	Aims of the programme	<p>Aims and Learning Outcomes</p> <p>Programme Aims</p> <p>Within the context of St Mary's University Mission Statement and the School of Education, Theology and Leadership Strategic Intent, a number of over-arching aims can be identified.</p> <p>The programme aims to:</p> <ul style="list-style-type: none"> • promote passion in teaching and learning, underpinned and enriched by research and scholarship; • provide a culture which promotes integrity, nurture, challenge, partnership and collaboration allowing all to develop their physical, intellectual and spiritual potential; • foster equality of opportunity for all with respect to diversity, inclusion and individual need; • develop education providers who are confident in subject and pedagogical knowledge and who are ready to meet the challenges of today and to anticipate and shape those of tomorrow; • develop critically reflective practitioners who are committed to their own continual professional learning. <p>Specific Pathway Aims</p> <ul style="list-style-type: none"> • offer a pathway to QTS to serving practitioners who have a wealth of experience from working with children but lack formal studies beyond Foundation degree level; • offer a part-time pathway to QTS that integrates University studies with practical work undertaken in the classroom; • guide and support students to meet the professional attributes, knowledge, understanding and skills necessary to meet the DfE/TA Standards (2012) for entry into the teaching profession; • offer the opportunity to specialise in a SEND setting. <p>Desired Learning Outcomes</p>



		<p>On successful completion of the programme, and in the wider context of their combined programme of study, students will have achieved the following outcomes:</p> <ul style="list-style-type: none"> • Achieved the Professional Standards for the award of QTS; • Developed the ability to articulate the strengths of their own practice and identified areas for continuing professional learning; • Created a learning environment across the curriculum where issues of diversity, inclusion and equality have been addressed and related to theories of practice; • Interacted with and contributed effectively to professional debate; • In their final year, undertaken an independent study of a topic related to pedagogy and practice within the SEND setting, demonstrated the ability to select and utilise a variety of learning resources and research skills with a minimum of guidance and have begun to discern the manner in which this informs good practice.
21	Criteria for admission	<p>Programme Entrance Requirements</p> <ul style="list-style-type: none"> • Entrants must satisfy the general admissions' requirements of St Mary's University which are informed, with respect to certain aspects, by the ITE requirements set down by the TA (2012). • All entrants must have achieved a Foundation degree from a Higher Education Institution or equivalent qualification. All entrants for the QTS pathway must have achieved a standard equivalent to a grade 'C' and above in the GCSE examination in the subjects of English, Mathematics and a Science discipline. • All entrants must have passed the National Skills tests in English and mathematics. • All entrants have to: <ul style="list-style-type: none"> ○ have a Disclosure and Barring Service (DBS) enhanced disclosure check and/or any other appropriate background check; ○ demonstrate they can read effectively and are able to communicate clearly and accurately in Standard English; ○ have met the Secretary of State's requirements for physical and mental fitness to teach. ○ be employed for at least the equivalent of a halftime post (in either a paid or voluntary capacity) in a school setting with children. • Elements of these criteria will be evaluated in an interview designed to assess candidates' suitability which reveals that they have the intellectual and academic capabilities needed to study at level 6 and to meet the required QTS standards and are in possession of the appropriate qualities, attitudes and values expected from someone wishing to work with children. • Students whose first language is not English must have achieved an overall



		<p>score of 6.0 in IELTS (International English Language Testing System) with no less than 5.5 in any section.</p> <p>Credit Accumulation and Transfer, and Accreditation of Prior Learning</p> <ul style="list-style-type: none"> • Students who have undertaken study or learning elsewhere may apply for exemption from a proportion of a University programme of study and be given entry with advanced standing (e.g. at a point beyond the beginning of FHEQ Level 4) and exemption from parts of their programme. The learning which may merit advanced standing is as follows: <ul style="list-style-type: none"> ○ Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions; ○ Relevant certificated prior learning. • The relevance, status and currency of the prior learning will be considered by the Registrar on the advice of the Programme Director. The University will accept applications for accreditation of prior experiential or uncertificated learning for entry as determined by the Programme Director on the advice of the Registrar. The University will accept applications for the accreditation of prior uncertificated learning for particular modules as outlined in the regulations for programmes of study. 																		
22	Scheduled learning time	<table border="1" data-bbox="451 1153 1316 1653"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %*</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>240</td> <td>10.0%</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>280</td> <td>11.1%</td> </tr> <tr> <td>Guided learning hours</td> <td>640</td> <td>26.7%</td> </tr> <tr> <td>Independent study time</td> <td>1240</td> <td>51.7%</td> </tr> <tr> <td>TOTAL*</td> <td>2400</td> <td>100.0 %</td> </tr> </tbody> </table> <p>* Figures rounded to one decimal place</p>	Type of learning time	Number of hours	Expressed as %*	Contact time	240	10.0%	Placement/work-based learning hours	280	11.1%	Guided learning hours	640	26.7%	Independent study time	1240	51.7%	TOTAL*	2400	100.0 %
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23	Programme learning outcomes	<p>Aims and Desired Learning Outcomes</p> <p>The aims and learning outcomes of the BA (Hons) Primary Education Specialising in SEND with QTS (Work Based Route) award are identified in the following table (Table 1) with reference to the Southern England Consortium for Credit Accumulation and Transfer (SEEC, 2010) Level Descriptors.</p> <p>Level Descriptor Codes These are provided for desired learning outcomes with reference to the development of:</p>																		



Knowledge and understanding = KU Cognitive Skills= CS Personal and Enabling Skills = PES Performance and Practice = PP		
	Table 1: Aims and Desired Learning Outcomes: AIMS	DESIRED LEARNING OUTCOMES
	BA Primary Education Specialising in SEND with QTS (Work Based Route)	
	This pathway aims to develop emergent reflective students who:	Students who successfully complete this programme will:
	Knowledge and understanding = KU	
1	meet the standards for QTS (DfES 2012)	Have achieved the Professional Standards for the award of QTS
2	evidence understanding of a range of the theories which underpin effective learning and teaching and how these inform emergent practice	have a deep and systematic understanding of theoretical frameworks which underpin effective practice (KU)
3	apply theoretical perspectives to practice, through a range of strategies and be able to evaluate their impact	continually evaluate their practice with reference to knowledge and understanding of planning, teaching, monitoring and assessment (KU)
4	demonstrate informed understanding of ethical guidelines and sensitivity in the management of ethical issues	a deep and systematic understanding of their personal responsibility, in compliance with the ethical frameworks of school partner institutions and support agencies (KU)
	Cognitive Skills= CS	



		5	identify professional values in terms of their own practice and that of others	be able to identify and articulate their values in practice, synthesise ideas or information to generate novel solutions (CS)
		6	develop knowledge and understanding of the diverse ways in which children learn and implement teaching strategies to address their learning needs	strategically implement a learning environment across the curriculum where issues of diversity, inclusion and equality are addressed and related to theories of practice (CS)
		7	are able to analyse data from school experience and generate evidence to inform and improve practice	show evidence of being analytically reflective when interpreting data both systematically and ethically and thus manage implications from this data (CS)
		Personal and Enabling Skills= PES		
		8	evaluate their practice and the practice of other professionals within a reflective cycle	be able to articulate the strengths of their own practice and critically reflect on their continuing professional learning (PES)
		9	understand issues relating to inclusion, diversity and equality and their implications for practice	take responsibility for and empower their own le skills necessary to implement a range of teaching and learning strategies, including the cycle of planning, monitoring, assessment and evaluation (PES)
		10	make effective decisions in unpredictable circumstances	utilise a variety of learning resources and research skills within a wide range of situations and with a minimum of guidance; begin to discern the manner in which this informs good practice (PES)
		Performance and Practice = PP		
		11	engage effectively in debate with other professionals demonstrating confidence	interact effectively and critically within a team and negotiate in an autonomous professional context (PP)



		and judgement																																									
24	Programme structure and module requirements	<p>BA Single Honours Programme: Primary Education Specialising in SEND with QTS (Work Based Route) 2 year programme</p> <p>FHEQ Level 6 In order to qualify for the BA (Hons) Primary Education specialising in SEND with QTS: (Work Based Route) students are required to accrue between 40 to 80 credits at Level 6 per academic year, with a total of 120 credits at Level 6 over the 2 year period. They will have successfully completed a Foundation Degree or equivalent.</p> <p>Students will also need to complete their assessment for 40PQ6010: Assessment in Practice – research paper on a SEND topic and complete one school placement in a SEND setting.</p> <p>*Audits of subject knowledge in English, Phonics, mathematics and science will be included in the relevant modules.</p> <p>Passes must be achieved in both School experiences (00PQW6001/00PQW6007) in order to achieve QTS.</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status</th> </tr> </thead> <tbody> <tr> <td>PQW6001</td> <td>School Experience 1 (non-academic credits) (Year 1)</td> <td>0</td> <td>Year 1 Semester 2</td> <td>Core</td> </tr> <tr> <td>PQW6003</td> <td>Language and Literacy* (Year 1)</td> <td>20</td> <td>Year 1 Semester 1</td> <td>Core</td> </tr> <tr> <td>PQW6004</td> <td>Mathematical and Scientific Enquiry* (Year 1)</td> <td>20</td> <td>Year 1 Semester 1</td> <td>Core</td> </tr> <tr> <td>PQW6011</td> <td>Professional Studies - Part One (PS1) (Year 1)</td> <td>20</td> <td>Year 1 Semester 1</td> <td>Core</td> </tr> <tr> <td>PQW6005</td> <td>Elective One: Physical, Spiritual and Moral Development</td> <td>20</td> <td>Year 1 Semester 2</td> <td>Core Students attend all sessions for elective modules PQW6005, PQW6006 and PQW6010 but choose one elective to undertake as an assignment.</td> </tr> <tr> <td>PQW6006</td> <td>Elective Two: Creativity in Education</td> <td>20</td> <td>Year 1 Semester 2</td> <td>Core</td> </tr> <tr> <td>PQW6010</td> <td>Elective Three: Meeting</td> <td>20</td> <td>Year 2</td> <td>Core</td> </tr> </tbody> </table>		Code	Title	No. of credits	Sem of delivery	Module status	PQW6001	School Experience 1 (non-academic credits) (Year 1)	0	Year 1 Semester 2	Core	PQW6003	Language and Literacy* (Year 1)	20	Year 1 Semester 1	Core	PQW6004	Mathematical and Scientific Enquiry* (Year 1)	20	Year 1 Semester 1	Core	PQW6011	Professional Studies - Part One (PS1) (Year 1)	20	Year 1 Semester 1	Core	PQW6005	Elective One: Physical, Spiritual and Moral Development	20	Year 1 Semester 2	Core Students attend all sessions for elective modules PQW6005, PQW6006 and PQW6010 but choose one elective to undertake as an assignment.	PQW6006	Elective Two: Creativity in Education	20	Year 1 Semester 2	Core	PQW6010	Elective Three: Meeting	20	Year 2	Core
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		the needs of the individual child with SEND (Year 2)		Semester 1	
		PQW6009	Assessment in Practice – research paper (Year 2)	40	Year 2 Semester 1 Core
		PQW6012	Professional Studies - Part Two (PS2) (Year 2)	0	Year 2 Semester 2 Core
		PQW6007	School Experience 2 (non-academic credits) (Year 2)	0	Year 2 Semester 2 Core
25	Work placements or study abroad	Students will follow the programme on a one day a week, in St. Mary's University, basis. As a requirement of the programme at least three of the other days must be spent working at classroom assistant level or similar in a school environment. Students will be required to undertake two teaching placements of a minimum of 6 weeks duration 5 days a week, one in each year of the programme.			
26	Links to industry and employability	<p>Employability St. Mary's University graduates in primary education BA ITE are highly sought after and have an excellent reputation, particularly in Partnership Schools. As stated by Ofsted (2011) "Because of the esteem in which trainees are held, employment rates for newly qualified teachers are high, and former St Mary's trainees are in great demand."</p> <p>Career Entry and Development Profile Providers of ITE are required to provide newly qualified teachers with a Career Entry and Development Profile. This document marks the transition between gaining QTS and becoming a Newly Qualified Teacher and provides a summary of the student's strengths and priorities for professional development. The information is intended to support schools in designing a personalised programme of professional development which will improve individual practice and enhance and support the school's development plan.</p>			
27	Programme awards	<p>This programme conforms to the University Academic Regulations.</p> <p>Eligibility for Awards In order to qualify for a Bachelor of Arts degree, students must complete 360 credits, 120 at each of FHEQ Levels 4, 5, and 6.</p>			
PART 3 – TEACHING, LEARNING & ASSESSMENT					
28	Programme teaching and learning strategies	<p>Teaching and Learning Strategy Lecturers who are outstanding teachers with recent classroom practice will employ a wide range of teaching and learning strategies such as paired and group collaborative tasks, micro-teaching (group and individual presentations), student-led teaching, and guided weekly tasks. Since students on this programme will be working with young children, the Programme Team aim to develop students' teaching skills as well as appealing to different learning styles, building independent learning and transferable skills. The above will also</p>			



		<p>enhance learning and the overall student engagement.</p> <p>Each student will be allocated a personal tutor who will support the student throughout his or her time at St Mary's University. Students are only at university one day a week. They will receive termly individual and group tutorials where targets will be set and reviewed. The programme will practice and open door policy. Students will be able to make additional appointments for extra tutorials if support is needed with personal, social and academic issues.</p> <p>Research-Enriched Teaching and Learning</p> <p>There is an increasingly vibrant research culture within the School of Education. The Aquinas Centre for Educational Research aims to develop consultancy, professional development and study opportunities at all levels up to and including doctoral work. Staff are active in publishing and/or consultancy across a wide range of subject specialisms, including Leading Innovation and Change, Creative Curriculum Provision, Art and Design, Literacy and Phonics, Primary Science, Primary Mathematics, Physical Education, Religious Education, Modern Foreign Languages and PHSE. In the rapidly changing world of education academic tutors seek to influence policy and practice across a range of contexts and settings, always grounded in the view of the learner as being at the heart of the School of Education mission. It is this desire to influence learning, generate new knowledge and encourage values driven practices that makes the research educational and influences the programme content and methods of teaching and assessment.</p>
29	<p>Programme assessment strategy</p>	<p>Assessment Strategy</p> <p>Providers for ITE programmes are required by the DfE / TA to ensure that all assessments are designed to demonstrate that students have met all of the QTS standards. This is assessed within individual modules using a range of assessment strategies which demonstrate a critical understanding of the relationship between informed theory and practice. The range and appropriateness of the assessment modes is designed to enhance students' academic and intellectual skills as well as bringing them to a critical realisation of their capability in practice.</p> <p>Formative assessment opportunities and detailed guidance will be provided within the module delivery for each element of the assessment requirements. Tutorial support and written and verbal feedback will be available to students on all assessments. Importance is attached to students' self-assessment, reflection and personal target-setting which is formalised through: Profiles of Professional Standards and Pen Portrait.</p> <p>The passing grade for all level 6 modules is 40%. In modules where there is more than one point of assessment, students will be expected to pass all components.</p> <p>The University uses standardised criteria for marking which apply across all types of assessment. Coursework feedback sheets provide comments according to the marking criteria as well as an overall mark. Anonymous marking is</p>



		<p>employed in written work to minimise the influence of expectations and personal bias. All failures and a cross section representing at least 10% of the total work completed in each module are double marked. A representative sample of the full range of marks in selected modules is sent to external examiners for scrutiny and comment. Internal moderation of selected modules is done within the team. A representative sample of the School Experience 2 module is also made available for assessment by external examiners as well as cross-moderation by partner institutions within the Harmonisation Project.</p> <p>In line with University guidelines there is a three week period between assignments being available for marking and returned to students. This prompt feedback assists students in intellectual development within their studies. When students are on School Experience marks are emailed to them.</p> <p>Criteria for Assessment of School Experience Progression and development of students on school experience is mapped to the Teachers' Standards (2012) and tracked through the Profile of Professional Standards.</p> <p>The profile seeks to integrate theory and practice and assist students in becoming effective classroom practitioners through a process of self-evaluation and supported inquiry from other professionals. Achievements of students are entered and dated against the Teaching Standards with reference to the evidence base and are regularly monitored to ensure that all standards are being appropriately met. Grading for finalist students is given in accordance with the standard required to make the judgement for recommendation of QTS (DfE 2012). All students are assessed by a school-based mentor and a University-based mentor; this process is also quality assured by external examiners and colleagues from institutions within the Harmonisation Project.</p> <p>Whilst the Profile of Professional Standards forms the mode of assessment for school experience modules, desired learning outcomes identified in other modules are also assessed through this profile. Entries in the profile can also be used to provide evidence of having met the standards for the student's Portfolio of Professional Standards (PPS); a summative collation of evidence evincing success in meeting each of the QTS standards. This portfolio and targets from the final school experience report are used to inform entries in the Career Entry and Development Profile and thus provide a seamless transition into the NQT year.</p>
PART 4 – UNIVERSITY SUPPORT		
30	Student support and guidance	<p>We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care &</p>



		Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues.
31	Quality management arrangements	<p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none">• Five yearly cycle of revalidation• Ongoing monitoring through the Programme Review process• Programme Boards• Consideration of marks and graduate profiles at Exam Boards• Engagement with programme student representatives• Engagement with approved external examiners