

Programme specification

1. Overview/ factual information

Programme/award title(s)	FD Primary Education
Teaching Institution	University Centre Peterborough (UCP)
Awarding Institution	The Open University (OU)
Date of first OU validation	October 2021
Date of latest OU (re)validation	N/A
Next revalidation	2026
Credit points for the award	240
UCAS Code	X109
HECoS Code	100464
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Education Studies
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Teachers' Standards HLTA Standards
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A

Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT
Duration of the programme for each mode of study	2 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	Aug 2021

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

- To provide a comprehensive programme of study, based on QAA benchmarks and professional body standards in the field of Primary Education.
- Encourage a systematic, creative and flexible approach to solving complex social problems.
- To provide students with the necessary practical and academic skills to enable them to progress or further their career in the Primary Education sector.
- To develop graduate students who are skilled to meet the local and national labour market needs in the field of primary education.
- To instil a lifelong passion for education for all.
- To graduate students with independence of mind and developed critical faculties to enable them to participate fully in civic life.
- To promote access to further progression within higher education, research and professional development.

- To provide the student with a secure knowledge base that will enable them to develop within their chosen career pathway.
- To support students in developing a range of transferable skills and competencies needed to interact with interdisciplinary fields of practice, and the wider environment.
- To develop autonomous and reflective education practitioners.

2.2 Relationship to other programmes and awards

The FD Primary Education programme sits within the Education faculty at University Centre Peterborough which focuses upon education of children aged 0-11, through focus upon the areas of early childhood studies and primary education.

The faculty recognises the importance of students understanding the full educational pathway of young children and the underpinning skills required to effectively work with children, and so the FD Primary Education programme shares some interdisciplinary modules with the FD Early Childhood Studies programme.

The programme is also designed to provide clear progression to the BA (Hons) Primary Education (top-up) degree.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place.

Work-related learning is embedded within the two following modules:
 Level 4 Academic and Professional Practice 1: Primary Education (30 credits)
 Level 5 Academic and Professional Practice 2: Primary Education (30 credits)

2.4 List of all exit awards

Certificate of Higher Education upon successful completion of a minimum of 120 credits at Level 4

3. Programme structure and learning outcomes					
Programme Structure – Level 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Introduction to the EYFS and the National Curriculum	15	None		Yes	Y1 S1
Planning and Assessment in Primary Education	30			No	Y1 S1
Children's Mental Health and Well-being	15			Yes	Y1 S2
Child Development and Learning	30			No	Y1 S2
Academic and Professional Practice 1: Primary Education	30			No	Y1 S1 and S2

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Know and understand relevant curriculum frameworks and how to apply them in practice.</p> <p>A2 Evidence knowledge and understanding of pedagogical approaches for working with children.</p> <p>A3 Demonstrate knowledge of issues in relation to the holistic development and well-being of children which inform understanding of the diversity of learners and issues that can influence behaviour and educational outcomes.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level.</p> <p>These include:</p> <ul style="list-style-type: none"> - traditional methods of lectures supported with seminars but also great emphasis is placed upon practical workshops, class discussions, interactive IT resources, case studies and a range of flipped-classroom activities. Fundamental to learning is the opportunity to embed knowledge in practice settings. <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include summative essays, practice portfolios and oral presentations. To aid formative assessment, discussion boards, critical reflections and quizzes will be utilised to check understanding and academic progress.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 - Reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject.</p> <p>B2 - Reflect upon a range of perspectives, including historical, political, sociological and economical, and consider how these underpin different understandings of babies, young children and childhood.</p> <p>B3 - Analyse and constructively critique theories, practice and research in the areas of child development and learning.</p>	<p>A broad range of teaching and learning strategies are utilised to develop students' cognitive skills at this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, where thinking, reflection and analytical skills are encouraged to be developed.</p> <p>Assessment of these skills through summative assessment is supported through requests for students to demonstrate analytical skills in their assignments.</p> <p>Formative assessment strategies offer students clear guidance with reference to future development of cognitive skills. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 - Have a well-developed ability to plan and implement the curriculum, assessment, evaluation and improvement of learning opportunities.</p> <p>C2 Use developed skills of assessment including observation and analysis, to evaluate the development and learning of young children.</p> <p>C3 Accommodate new principles and understanding, applying specialist terminology effectively.</p>	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include seminar approaches and practical activities that are both lecturer-led and student-led.</p> <p>Assessment methods used to assess practical and professional skills are based fundamentally on observation of the student. This is done by observation in practice by the workplace mentor and practice tutor and in class by the lecturer, when role play opportunities are used to aid students to simulate environments.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Have the ability to write for different purposes, which include persuasion, explanation, description, evaluation and summary.</p> <p>D2 Interpret and use numerical and other forms of data, critically and securely.</p> <p>D3 Demonstrate the ability to work sensitively and effectively in groups and teams.</p>	<p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the key/transferable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary approach to learning with students across the education faculty and be supported to access university-wide learning opportunities on transferable skills.</p> <p>A broad range of assessment methods will be utilised in this course to assess transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, presentations and practical activities. Self-reflection and peer evaluation constitute an important part of formative assessment, with the aim of promoting self-development opportunities.</p>

Certificate of Higher Education (CertHE) upon successful completion of a minimum of 120 credits at Level 4

Programme Structure - LEVEL 5 Full time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
English in Primary Education	30	None		No	Y2 S1
Mathematics in Primary Education	15			Yes	Y2 S1
Safeguarding Children and Young People	30			No	Y2 S2
Science in Primary Education	15			Yes	Y2 S2
Academic and Professional Practice 2: Primary Education	30			No	Y2 S1 and S2

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A4 Evidence a secure understanding of the primary curriculum and specific subject knowledge.</p> <p>A5 Understand social, political, economic, legislative and research influences and impact upon education practice.</p> <p>A6 Evaluate the complexities of working with learners in the context of broader influences, including safeguarding concerns.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level.</p> <p>These include:</p> <ul style="list-style-type: none"> - traditional methods of lectures supported with seminars but also great emphasis is placed upon practical workshops, class discussions, interactive IT resources, case studies and a range of flipped-classroom activities. Fundamental to learning is the opportunity to embed knowledge in practice settings. <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include summative essays, practice portfolios and oral presentations. To aid formative assessment, discussion boards, critical reflections and quizzes will be utilised to check understanding and academic progress.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B4 Be able to analyse educational concepts, theories and issues of policy in the context of primary education practice.</p> <p>B5 Use a range of evidence to formulate appropriate and justified ways forward and propose potential changes in practice.</p> <p>B6 Apply theories and concepts to a range of real-world educational contexts.</p>	<p>A broad range of teaching and learning strategies are utilised to develop students' cognitive skills at this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, where thinking, reflection and analytical skills are encouraged to be developed.</p> <p>Assessment of these skills through summative assessment, is supported through requests for students to demonstrate analytical skills in their assignments.</p> <p>Formative assessment strategies offer students clear guidance with reference to future development of cognitive skills. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C4 Using real world contexts, apply to practice academic and theoretical understandings of taught concepts.</p> <p>C5 Have a well-developed knowledge and awareness of the skills needed for different pedagogical approaches.</p> <p>C6 Take account of children's health and well-being and their individual circumstances when planning and delivering activities.</p>	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include seminar approaches and practical activities that are both lecturer-led and student-led.</p> <p>Assessment methods used to assess practical and professional skills are based fundamentally on observation of the student. This is done by observation in practice by the workplace mentor and practice tutor and in class by the lecturer, when role play opportunities are used to aid students to simulate environments.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D4 Utilise oral and written skills to communicate ideas effectively and fluently in order to converse, debate, persuade and challenge the ideas of others, as well as evidencing the ability to deliver simulated activities.</p> <p>D5 Have critical insight and confidence when both leading and working collaboratively with others.</p> <p>D6 Demonstrate autonomy to undertake self-directed study in order to meet desired objectives.</p>	<p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the key/transferable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary approach to learning with students across the education faculty and be supported to access university-wide learning opportunities on transferable skills.</p> <p>A broad range of assessment methods will be utilised in this course to assess transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, presentations and practical activities. Self-reflection and peer evaluation constitute an important part of formative assessment, with the aim of promoting self-development opportunities.</p>

4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route

Students on the programme will all study the same core modules. No optional modules are available.

Alongside the programme, students will be in a primary education placement setting for a minimum of 40 days per academic year. This will be required to be evidence in their 'academic and professional practice' modules in which they will develop a portfolio of practice evidence. They will be assessed on site by the university and by their workplace mentor.

UCP seeks to continue to emphasise the importance of holistic knowledge of children's development and experiences by providing interdisciplinary modules at level 4 with the opportunity to specialise more greatly at level 5. The modules within this programme have been aligned to the Teachers' Standards specifically, to greater support progression opportunities into primary teaching practice.

5. Support for students and their learning.

While studying at UCP, students are provided with both academic and pastoral support through a variety of mechanisms.

Regular tutorial sessions are built into all programmes delivered at UCP to provide students with the opportunity to access weekly additional support from their tutor. These sessions provide both group and one-to-one contact. Each tutorial scheme has learning partnership as its core theme, with the Level 4 tutorial scheme focussing on preparing to study and academic skills whilst Level 5 focuses upon developing skills and autonomy. As this is a foundation degree programme, it is acknowledged that not all students will choose to progress to a top-up programme and so wider progression opportunities are also covered within this academic year.

To support our student-centred approach, tutors have an open office policy and will facilitate one-to-one sessions outside of tutorial time to most appropriately support students. The

Higher Education Managers also host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions covers issues such as developing academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, Level 6 students mentored Level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to Levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme is being introduced into a variety of other undergraduate courses and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensures that there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor have ensured that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, a new Employer and Community Consultative Group was established in March 2019. The group,

which has evolved from the HE Steering Group, will provide crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

6. Criteria for admission

- A minimum of 400 hours pre-entry work experience within an early years or primary education setting.
- A confirmed placement of a minimum of 40 days per academic year, including identification of a workplace mentor.
- 48 UCAS Points
- GCSE English language and Mathematics at a minimum of grade C or grade 4.
- If English is not the first language, an IELTS score of 6.0 or above is required, or an equivalent English Language qualification.

Admission to the programme is also possible for mature students without formal qualifications but with equivalent professional experience. This is called Accreditation of Prior Experiential Learning and it is demonstrated through the production of a portfolio of your experiential learning. Full details are available at the following link;

<https://www.ucp.ac.uk/policies/>

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

University Centre Peterborough has 25 years' experience of delivering Higher Education courses. All members of the education delivery team are appropriately qualified at the level they will be teaching. In addition to this they have many years of previous professional experience in their specialist fields and some continue to be actively engaged in the primary education sector. All members of the team engage in regular CPD opportunities.

Each member of staff has consistently been graded in observations as good or better by the UCP or Peterborough College quality department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.

When a module is delivered across two campuses there will be an identified Module Leader. This will ensure quality assurance processes are robust and any issues identified by the External Examiner can be managed effectively. The identified Module Leader will then convey any updates changes to any other delivery staff linked/ responsible for the same module at the other campus.

The Module Leader will ensure marking and feedback is of the same standard by the internal moderation processes. The Module Leader will share creation of learning resources etc with the other tutor delivering the same module at the other campus and they will collectively write assessments which will be the same across campuses. There may be a separate VLE page due to timetabling etc. Library resources are purchased for all on the programme so this will ensure consistency of the student experience. The course team will also have regular planning meetings and ensure that any issues, training needs, quality matters and student feedback is responded to in a timely and documented manner. This will be closely monitored by the Academic Office and HE Managers. Student feedback is also monitored via our committee structures.

Staff development is available at UCP/PRC at least three times a year and staff actively take part in training events (e.g. Ethics, Scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.

UCP has a Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship.

All of the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for student feedback on modules in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback, if appropriate.

11. Changes made to the programme since last (re)validation

N/A

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

		Programme Outcomes											
Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
4	Introduction to the EYFS and National Curriculum	✓				✓				✓	✓		
	Planning and Assessment of Primary Education	✓	✓		✓			✓	✓	✓	✓		✓
	Children's Mental Health and Wellbeing			✓			✓			✓	✓	✓	
	Child Development and Learning		✓	✓	✓	✓	✓		✓		✓	✓	
	Academic and Professional Practice 1: Primary Education	✓					✓	✓	✓	✓	✓		✓

		Programme Outcomes											
Level	Study module/unit	A4	A5	A6	B4	B5	B6	C4	C5	C6	D4	D5	D6
5	English in Primary Education	✓		✓	✓	✓	✓	✓			✓		
	Mathematics in Primary Education	✓					✓	✓		✓	✓		
	Safeguarding Children and Young People		✓	✓	✓		✓	✓				✓	✓
	Science in Primary Education	✓	✓		✓	✓	✓	✓	✓				✓
	Academic and Professional Practice 2: Primary Education	✓			✓				✓	✓	✓		✓