



LEEDS
BECKETT
UNIVERSITY

Course Specification

BA (Hons) Primary Education (Accelerated Route)

Programme Code: BPEAC

2020/21

**Undergraduate Material Information
IMPORTANT INFORMATION FOR APPLICANTS**

Version date: July 2020

Undergraduate Material Course Information

Summary

Revised Course Structure and Delivery Information for Academic Year 2020/21 in Response to Coronavirus Covid-19 and Associated Public Health England Guidance as at 3 July 2020

PART 1 of 2: Important General Information about Course Delivery for Leeds Beckett University Awards in 2020/21 (Information Specific to Your Course is Provided in PART 2)

Introduction

This document contains important information about Leeds Beckett University's planned approach to course delivery and assessment in 2020/21. It provides an update to the information previously available in our online prospectus. You should read this document carefully so that you are aware of any changes that affect your course.

Information is provided in two parts:

The University is informed by Public Health England (PHE) Covid-19 advice and guidance for maintaining a Covid-secure learning and working environment. We have made arrangements to continue to provide a high-quality educational experience in a way that protects the safety and wellbeing of both students and staff. We are engaging closely with Leeds Beckett Students' Union to inform the arrangements and will also be informed by feedback provided by our individual students.

Public Health England guidance continues to evolve, so the arrangements for delivery of your course and use of the campus may need to change during the academic year to continue to protect students and staff.

The taught content advertised at each level of study, or its equivalent, will be delivered across the academic year 2020/21. We have identified an appropriate mix of blended learning – a mix of face-to-face, on-campus, online and digital content and teaching and learning for each subject, reflecting what will maximise learning as well as supporting more vulnerable learners and enabling the university as a whole to minimise transmission risk.

Covid-19 social distancing measures will be implemented during 2020/21 for teaching, learning, assessment and student support.

In the event of further government lockdowns, either local or national, we will prioritise digital and online learning and support to enable students to continue with their studies.

If there is an easing of Covid-19 restrictions, we will continue to provide blended delivery for teaching block 1 or semester 1 in 2020/21. We will keep teaching blocks 2 and 3 or semester 2 under review, informed by Public Health England advice. We may revert to different proportions of on-campus learning and online learning delivery later in the academic calendar year or a later teaching block. Learning will remain accessible for students who are unable to attend on campus sessions.

How we will communicate with you

We have sent information to applicants who have accepted an offer by email on the plans for delivery of your course in 2020/21, the academic calendar (teaching block delivery or alternative) applicable for your course and on the options available to you as a prospective student, to enable you to make informed choices.

As the situation evolves, further information on local course delivery arrangements will be provided to you in emails from your School.

In addition to the course specific information set out in this document and the above communications, the University's Covid-19 microsite contains information for students and applicants, including information relating to University accommodation and University facilities and services. The Covid-19 microsite is regularly reviewed and updated as the situation, advice and planning evolve and is available at: www.leedsbeckett.ac.uk/COVID19/#tabplaceholder2.

Key terms and conditions

Further important information for applicants and students is available on our web site: www.leedsbeckett.ac.uk/information-for-applicants-and-students.. This includes

information about the student contract, fees and funding, your rights of cancellation, the student protection plan and the University complaints process. It is essential that you read the information on this webpage carefully as it sets out the rights and obligations that will form the contract between you and the University upon accepting an offer and information about how to make a complaint.

Start dates

Our academic year will begin at the normal time. Start dates will be notified to direct applicants via their offer letter or for UCAS applicants, via UCAS Track. The length of the course is confirmed in the information about your course in Part 2 of this document below.

Location of delivery

In academic year 2020/21, it is planned that your course will be delivered via a blend of online and digital learning and on-campus teaching and learning, with the necessary Covid-19 social distancing and other measures in place on campus informed by Public Health England advice and guidance.

Information on how blended teaching and learning will be delivered and the location of any on-campus delivery is provided in a subsequent section of this document entitled '**Teaching and Learning Activities**'.

Information on the delivery of placements and other off-campus learning opportunities is provided in a subsequent section of this document entitled '**Placements and Other Off-Campus Learning Opportunities**'.

Course Fees

Your course fee is stated in your offer letter. The course fee published for 2020/21 on the University's Online Prospectus and included in your offer letter has not changed. Other additional costs remain as published on our original Online Prospectus information in addition to the areas of costs outlined below.

The course will be delivered via a blended approach that includes online teaching and learning, digital learning and on campus sessions. If a further lockdown is necessary then delivery will be continued and supported via online and digital learning. Students are advised that they will need a personal digital device for this purpose. The University's wide range of student support services available for students also includes a laptop loans scheme. Students may wish to bring an existing personal device or purchase or lease a laptop or similar device

for their personal use which would be an additional cost. The costs of this would vary depending on your individual requirements but can be in the region of £400-800 depending on the device.

The University is developing a means-tested Covid-19 Financial Assistance Package to support students to acquire a laptop should this be needed. Students may also apply for a living expenses fund for unexpected personal hardship as a result of the Covid-19 Crisis.

Students will need to follow the Public Health England advice and any specific national requirements for maintaining personal safety and hygiene to protect themselves and others from the Covid-19 risks. These personal safety measures such as the wearing of face coverings will be an additional cost that students need to consider.

Where PPE is an essential requirement for the nature of the course you are undertaking this will be detailed below.

Timetable Information

This course will be scheduled using a teaching block/semester-based delivery and will be specified in timetable information.

The 2020/21 academic calendar and term dates are available on our web site at: www.leedsbeckett.ac.uk/-/media/files/academic-calendars/2021-student-calendar-sept.pdf?la=en.

The academic year 2020/21 will start on the dates notified to you.

Taught sessions will normally be scheduled and included in your timetable. This will include on-campus sessions that you should attend. In 2020/21, depending on your course, this may also include scheduled online teaching and learning sessions where student engagement is required at a specified time and tutor pre-recorded lectures and scheduled discussion sessions. Module information will be made available online by the school for enrolled students.

Timetables will be made available to students during induction week via:

1. The Student Portal (MyBeckett)
2. The Leeds Beckett app

You should discuss any difficulties relating to your engagement with timetabled sessions with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/public-information)

Covid-19 social distancing measures will be in place for teaching, learning, assessment and student support in 2020/21. This means that there will be operational requirements and protocols in place for the way in which your course is delivered and the way in which University activities, facilities, and spaces operate which students and staff will need to follow.

In the event of further government lockdowns either local or national in response to Covid-19, we will prioritise digital and online learning and support to enable students to continue with their studies. We may need to implement approved emergency Covid-19 pandemic academic regulations to take account of the impact of Covid-19 general extenuating circumstances.

Sandwich Placements, Other Placements and Other Off-Campus Learning Opportunities

Covid-19 response measures are likely to impact on the arrangements for placements, field trips, volunteering and other off-campus activities. If available, these are likely to operate with appropriate social distancing arrangements. Employers may reduce the availability of placement or volunteering opportunities due to the impact of Covid-19 on their operations.

The availability or type of placements with employers, study abroad or volunteering opportunities, may be restricted. The University follows the UK Government's Foreign and Commonwealth travel advice and is also informed by any specific in-country international travel restrictions or requirements.

The University's current position is that we will not facilitate outward (from UK) international/overseas placements, study abroad or volunteering activity in 2020/21. This is to protect students and minimise the risk of you being stranded abroad in the event of a lockdown and the introduction of national/local travel restrictions. We will only consider international placements for students whose domicile address is in the country of their placement.

Inward Erasmus study (from other EU countries to the UK under this scheme) will be supported where these align with the teaching blocks academic calendar delivery dates. There may be other national or international travel restrictions or quarantine measures or specific work-place Covid-19 measures that impact on these opportunities.

Should the Covid-19 response and alert level be amended any activity may also be subject to Covid-19 employer, local or in-country requirements applicable at the time of the placement/activity. We will keep the position under review for teaching blocks 2 and 3 or

semester 2, informed by Public Health England and the UK Government's Foreign and Commonwealth travel advice.

Students will have access to advice and support from the University careers and employability team during their studies via the online resources and support.

Further information on placements or other off-campus learning opportunities applicable to your course is provided below.

Professional Accreditation or Recognition Associated with the Course

We will prioritise face-to-face teaching and practical teaching to meet any requirements of relevant professional, statutory and regulatory bodies (PSRB) if your course includes these elements. This will ensure that your course retains its full professional status.

Specific information on applicable professional statutory or regulatory body recognition or requirements for your course is summarised below.

Teaching and Learning Activities

The way we will deliver this course and teaching, learning and assessment activities in 2020/21 will be informed by Public Health England advice and guidance on Covid-19 secure requirements and the need for social distancing for the protection of students and staff.

You will experience a blended approach to learning for 2020/21; this is a mix of face-to-face, on campus online, and digital content, teaching and learning.

We are working within the government 2 metre social distancing measures for Teaching Block 1 so we are not planning to deliver large-group teaching on campus throughout 2020/2021. This will ensure that maximum space will be available for small-group teaching.

In most cases, the taught content will also be available online so you can still access it if you are not able to attend campus due to the pandemic (for example, due to self-isolation, shielding or travel restrictions). There will be digital content and recorded lectures available online to support students who may be unable to travel to campus. In some circumstances, other formal taught sessions may also be recorded.

In the event of a further government lockdown in response to Covid-19, we will prioritise digital and online learning and support to enable students to continue with their studies and study towards achieving any specified professional statutory and regulatory body accreditation requirements where this applies.

If there is an easing of Covid-19 restrictions, we will continue to provide blended delivery for teaching block 1 or semester 1 in 2020/21. We will keep teaching blocks 2 and 3 or semester 2 under review, informed by Public Health England advice (see Introduction section above).

Further information on local course delivery arrangements will continue to be available from your School and via the School.

Students will be kept up to date with new information when this is available via this University web site.

Learning Support

Our approach to delivering student support in 2020/21

Given the planned social distancing measures in place on campus for 2020/21 to ensure safe delivery of services for students and staff, some of the arrangements for student support will be accessible online.

We are committed to ensuring you continue to have opportunities to access the learning and wellbeing support that you need over the forthcoming year. General learning spaces, including access to libraries, will be available to be booked online; and where specialist space is needed, this will either be provided: as normal; created in newly adapted spaces; or replicated as part of an enhanced suite of online resources.

We want to provide a safe environment for students and staff, so on-campus delivery of student support services will be limited. This may mean that campus-based school offices will operate within defined core office hours. However, full access to advice, learning support and specialist services will be delivered via telephone, email, video calls and online live chat. The Students' Union will also be implementing social distancing arrangements for student advice services.

Access to Library support in 2020/21

The Library offers access to thousands of resources via MyBeckett or the Library website (<http://libguides.leedsbeckett.ac.uk/home>) which also provides full details of all our services.

In response to Covid-19, and the need for social distancing for the protection of students and staff, the libraries will be available via a booking system in 2020/21 for students to study, access PCs and laptops, printer/ copiers, and other equipment, and to use the books and journals.

The Library and Student IT Advice Service is available by online chat, email or phone, and provides support on using the University's online and digital services, finding information, borrowing, Office 365, MyBeckett, online meetings, saving your work, passwords, etc.

- online (including 24/7 chat): http://libguides.leedsbeckett.ac.uk/contact_us
- by phone - 0113 812 1000 (24/7 IT support)

The Library Academic Support Team can help you develop your academic skills such as critical thinking, academic writing and analysing data, and research skills such as how to find, use and evaluate information for your studies. The team liaises with your lecturers to provide the information resources you need for your subject and to arrange academic skills sessions to support you in your studies. They also have a wide range of short tutorials available on the Library's YouTube channel: www.youtube.com/channel/UCFFd5u75zmy00EnkM9F2zPQ.

Support from your School

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to university specialist support services as appropriate. They can also arrange for a confirmation of attendance letter, and a transcript on your behalf. You may also like to contact your Course Representative or the Students' Union Advice team for additional support with course related questions.

Student Advice and Support

If you have any questions about life at our University in general, you may contact the Student Advice Hub to speak to one of our Student Services Advisers. This team, consisting of recent graduates, are able to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. Our Student Advice Hub will be operating via live chat, video, telephone and email services. Telephone lines - 0113 812 3000 will open as usual 09.00-17.00 Mon-Fri. You can book an appointment via telephone or online video chat with an adviser via the link at: www.leedsbeckett.ac.uk/studenthub/student-experience-team. This is where contact details for all specialist support services can also be found. You can also email the team at studentadvicehub@leedsbeckett.ac.uk.

Range of Support Services Available

There is a range of support for disabled or vulnerable students. Any student with a disability, who may or may not have declared this to the University and wishes to discuss their learning support for the year ahead or their status as a Covid-19 extremely vulnerable person, should contact their Disability Adviser for their School who is based in Student Services to discuss

their support needs in the first instance. The service contact details are disabilityadvice@leedsbeckett.ac.uk or telephone 0113 812 5831. Students who are classed at Covid-19 Extremely Vulnerable (i.e. you have received a Shielding Letter from the NHS) but who do not regard themselves as disabled, and have not registered with the Disability Team, should discuss any support arrangements they may need, directly with their Course Director and if resident in halls, their Residential Life Team.

Once enrolled, you will have access to our virtual learning environment, MyBeckett. Within this system you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration. The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

You can also access details of all University student support teams at our web A-Z of Services. This can be found at www.leedsbeckett.ac.uk/studenthub/student-support. Here you can obtain further information including service contact details, access self-help resources or book an appointment with a range of support services.

In order to provide you with information on student services support in 2020/21 in response to the changing Covid-19 position, updated information will be provided on our University Covid-19 microsite.

Part 2: Important Information Specific to BA (Hons) Primary Education (accelerated route) for 2020/21

Award	Bachelor of Arts (with Honours) Primary Education (Accelerated Degree)
Contained Awards	Bachelor of Arts Primary Education Diploma of Higher Education Primary Education Certificate of Higher Education Primary Education
Awarding Body	Leeds Beckett University

Level of Qualification & Credits

Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total)

Course Lengths & Standard Timescales

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2019. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

2 years (full time, campus based)

Starts August 2020/ Ends May 2022

Timetable Information

This course will be taught via teaching block delivery. Details of on campus and other scheduled sessions will be confirmed in your timetable.

Further information on learning and teaching activities and your modules is provided in a later section of this document.

Placements and Other Off-Campus Learning Opportunities

In these unprecedented times the pedagogy and delivery of primary education has adapted to draw upon remote and online learning opportunities. As part of the courses professional experience modules student will have the opportunity to explore how this has been achieved

and learn how to apply the lessons learnt by the profession when devising virtual learning experiences.

Summary Leeds Beckett is dedicated to improving the employability of our students and one of the ways in which we do this is to support our students to gain valuable work experience through work-based placements. Our placement teams have developed strong links with companies, many of whom repeatedly recruit our students into excellent placement roles and the teams are dedicated to supporting students through every stage of the placement process. More information about the many benefits of undertaking a work placement, along with details about how to contact our placement teams may be found [here](#).

Length Three weeks at level 4 and three weeks at level 5.

Location At level 4 you will work, online with practitioners to explore virtual teaching in the primary phase, at level 5 you will decide the location of your placement in negotiation with the tutor team.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/public-information)

Key Contacts

Your Course Director James Archer
Your Academic Advisor To be confirmed
Your Course Administrator teachertraining@leedsbeckett.ac.uk

Professional Accreditation or Recognition Associated with the Course

This course does not have an association with a professional, statutory or regulatory body.

Course Overview:

The aims of the programme are to:

This course is designed to have a **strong course identity** which will build on the high levels of vocational commitment and the passion for the theoretical principles of primary education, child development and learning. The course identity maximises trainees' emerging identity as potential primary practitioners by maintaining a high level of relevance to practice in schools

(including knowledge and understanding of the statutory duties of teachers) combined with the intellectual challenge of developing a critical, analytical approach to learning theory, ideological positions on education and the philosophical underpinning of both content and pedagogy in relation to the school curriculum.

The course aims to develop, in students, a thorough theoretical and practical preparation of experience knowledge and understanding of the development of children in the 3-11 age range, including knowledge of the Primary National Curriculum and the Early Years Foundation Stage Curriculum.

The degree remains solidly a course to develop potential teachers for the 3-11 age-range, though now with the added strength of preparing students:

a) to understand the primary age-range in a deeper way because of a broader vision of the primary child, and

b) to operate with greater confidence and integrity in primary schools that encompass EYFS and Reception settings, Children's Centres and/or which have close cluster, family or transition arrangements with early years settings.

The degree is aligning to the University's Course Development Principles (2014).

- **Key or 'threshold'** concepts are embraced in both module titles and content that focus on key themes in primary education, using professional terminology that will be understood by students by being consistent in both University and school environments. This approach supports the idea of simplicity in design and relevance to the professional application of learning.
- This approach is taken across the whole degree to enable high levels of both **horizontal and vertical cohesion**. This, in turn, underpins a dynamic interaction between modules so that the course becomes a **holistic experience** rather than one made up of separate elements that students fail to connect.
- The course is theoretical in nature and has many practical modes which is underpinned by the dynamic interaction between University-based learning and primary education-based settings in order to apply knowledge and skills.
- This approach to teaching, along with a **course level assessment strategy** that further supports cohesion through using a variety of assessment methods along a 'fitness for purpose' model, enables high levels of feedback to students and, in turn, enables **depth of learning** to take place.

Each level of the programme has a clear focus with each module contributing to this. This provides a unique sense of horizontal cohesion. Level 4 provides the students with a clear

introduction into teaching and learning in the primary phase. Students consider psychological theories of child development. Level 5 introduces students to wider perspective in education. Within the University based provision students draw on the Educational tenets of history, sociology and philosophy to help them to begin to develop the beginnings of a personal standpoint on issues in primary education. Finally, at level 6 the students explore contemporary issues in primary education. By undertaking a personal enquiry in the ‘creative practice through the arts’ module students can develop their own lines of investigation to ascertain the role of the arts in contemporary primary practice. In addition, with the ‘global perspectives of primary education’ module students will consider an important area of current policy and its impact on education. In our ever-changing world the importance of developing digital literacy in primary settings has never been more important. Students will explore innovative technological developments and how they can influence and enhance provision within primary education in the ‘technology enhanced learning’ module.

Vertical progression is provided in the programme through the carefully mapped Level Learning Outcomes. Students’ engagement with theoretical principles, synthesis, analysis and reflection develop over the course of the programme. These experiences are specifically designed to assist students to make links between theoretical frameworks and practice and provide opportunities for reflection.

The course prepares students to understand sociological aspects of child development in the context of a diverse society. The course itself, therefore, creates an ***inclusive environment*** for all students, staff and partners. In this way, the course not only embraces the University’s own principles and its legislative duties (through the Equality Act 2010, for example) but also models the type of environment that the students themselves must create in their own future teaching settings now and in the future.

Course Learning Outcomes

At the end of the course, students will be able to:

1	Develop a deep critical knowledge and understanding of primary education (3-11 years) by combining knowledge, theories and principles in the analysis and solution of issues and problems.
2	To apply critical knowledge, techniques and theoretical principles in educational settings to identify a range of valid solutions to problems and issues reflecting on the appropriateness of outcomes.
3	Express informed personal views about curricular models and identify new perspectives on existing knowledge.
4	Bring together different elements of theory and practice to critically evaluate a range of pedagogical and assessment approaches.

5	Apply and critically evaluate principles, values and knowledge that facilitate a global outlook and that promote the inclusion of all pupils.
6	To critically reflect on one's own identity and philosophy of education.

Teaching and Learning Activities and Your Modules

Teaching and learning opportunities are designed to challenge students to develop a range of approaches which enable them to make connection between the learning that takes place within formal study and the range of contexts in which the learning must be applied.

This award offers the opportunity to engage in a wide range of learning experiences. This award is taught through dialogue and discussion, exposition and critical teaching, assigned readings, assignments, demonstrations and presentations, portfolio preparation, which can take place in lectures, seminars, academic tutorials, individual tutorials, role-play, projects and practical work.

Teaching and Learning approaches are based on the following principles:

- that teaching must be interpreted as the management and promotion of learning using a variety of methods and making a wide range of resources available to the participant;
- that teaching and learning must be responsive to student needs and professional circumstances and contexts;
- that students develop independence in learning and information literacy; and
- that the conditions necessary for effective teaching and learning are fulfilled.

An appropriate range of teaching and learning styles will be employed which collectively enable participants to:

- contribute to their own professional development as reflective, ethical educators;
- recognise that the underlying process of learning is to be considered as carefully as the outcome;
- seek to learn with and from their peers and colleagues and foster a spirit of co-operative learning as well as learning independently; and
- experience learning as an open exchange between students, tutors and professional educators.

Experience of professional practice is seen as integral to theoretical learning. The cohort will undertake whole group work with specialist providers of education and will explore how school settings have adapted to teach online. At level 5 students will explore specialist providers of education and will organise time with a specialist in order that they may work in a setting that is relevant to their personal career direction. For overseas students and students who find this

a challenge support to find a range of possible placements is available from the partnership office.

It is essential that the professional experience is seen as extending learning and understanding of key issues in education. Students must establish a focus link to theory and relevant literature (at each level) and on completion critically reflect on the observed experience.

The disposition of inquiry is a key strand to the course which is developed through each level of the course, developing an understanding of research processes and practice throughout the course, culminating in the Dissertation at level 6. Students are required to consider situations and issues relevant to theory, consider problems and challenges that may arise and, through personal and group research using digital sources and literature, present solutions which demonstrate secure understanding of the arguments involved.

The accelerated degree will be drawing upon online systems including MyBeckett and Microsoft Teams to help delivery asynchronous lectures and synchronous seminars. A range of tools including chats, wikis and online group work will enable lively discussion and interaction with the module content.

Level 4	
Teaching Block 1	Core (Y/N)
How Children Learn	Y
Introduction to Research	Y
Engaging Teaching and Learning	Y
Curriculum Studies 1	Y
Professional Experience 1	Y
Level 5	
Teaching Block 2	Core (Y/N)
My Development	Y
Social Perspectives	Y
Critical Perspectives	Y
Teaching Block 3	Core (Y/N)
My Development	Y
Educational Thought and Thinking about Education	Y
Identity in Primary Education	Y
Professional Experience 2	Y

Level 6 Core Modules (2021/22 for FT students)

Creative Practice Through the Arts

Curriculum Studies 2

Global Perspectives of Primary Education

Technology Enhanced Learning

Dissertation

Level 6						
LBU week	Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday
6	21/09/2020	Induction	Study Day	Dissertation	Global Perspectives	Study Day
7	28/09/2020	Dissertation	Dissertation	Dissertation	Dissertation	Dissertation
8	05/10/2020	Study Day	Global Perspectives	Study Day	Global Perspectives	Study Day
9	12/10/2020	Study Day	Global Perspectives	Study Day	Global Perspectives	Study Day
0	19/10/2020	Study Day	Global Perspectives	Study Day	Global Perspectives	Study Day
1	26/10/2020	Study Day				
2	02/11/2020	Study Day				
3	09/11/2020	Study Day	TELT	Dissertation	TELT	Study Day
4	16/11/2020	Study Day	TELT	Study Day	TELT	Study Day
5	23/11/2020	Study Day	TELT	Study Day	TELT	Study Day
6	30/11/2020	Study Day	TELT	Study Day	TELT	Study Day
7	07/12/2020	Enrichment fortnight				
8	14/12/2020	Enrichment fortnight				
9	21/12/2020	Christmas break				
0	28/12/2020	Christmas break				

1	2	04/01/2021	Study Day	Study Day	Study Day	Study Day	Study Day
2	2	11/01/2021	Study Day	Curriculum Studies 2	Dissertation	Curriculum Studies 2	Study Day
3	2	18/01/2021	Study Day	Curriculum Studies 2	Study Day	Curriculum Studies 2	Study Day
4	2	25/01/2021	Study Day	Curriculum Studies 2	Study Day	Curriculum Studies 2	Study Day
5	2	01/02/2021	Study Day	Curriculum Studies 2	Study Day	Curriculum Studies 2	Study Day
6	2	08/02/2021	Study Day	Curriculum Studies 2	Dissertation	Curriculum Studies 2	Study Day
7	2	15/02/2021	Study Day	Study Day	Study Day	Dissertation	Study Day
8	2	22/02/2021	Study Day	Study Day	Study Day	Study Day	Study Day
9	2	01/03/2021	Study Day	Study Day	Study Day	Study Day	Study Day
0	3	08/03/2021	Study Day	Study Day	Study Day	Study Day	Study Day
1	3	15/03/2021	Study Day	Study Day	Dissertation	Study Day	Study Day
2	3	22/03/2021	Study Day	Study Day	Study Day	Study Day	Study Day
3	3	29/03/2021	Study Day	Study Day	Dissertation	Study Day	Study Day
4	3	05/04/2021	Easter break	Easter break	Easter break	Easter break	Easter break
5	3	12/04/2021	Easter break	Easter break	Easter break	Easter break	Easter break
6	3	19/04/2021	Study Day	Creative Practice	Creative Practice	Study Day	Creative Practice
7	3	26/04/2021	Study Day	Creative Practice	Creative Practice	Study Day	Creative Practice

8	3	03/05/20 21	Study Day	Creative Practice	Creative Practice	Study Day	Creative Practice
9	3	10/05/20 21	Study Day	Study Day	Study Day	Creative Practice	Creative Practice

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and a sample of option module choices undertaken by a typical student. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, placement activities and independent study. Sandwich placement years spent out of the University are not be included in the calculation unless they are credit bearing and attributed to a level of the course. Modules may have more than 1 component of assessment.

Year one is assessed by coursework.

Year two is assessed by coursework.

Overall Workload	Year One	Year Two
Teaching, Learning and Assessment	375 hours	150 hours
Independent Study	1900 hours	1050 hours
Placement	125 hours	0 hours

Learning Support Arrangements

The pastoral team are also available to support students with any pastoral needs. There is a dedicated meeting room specifically for students to visit and access pastoral support. The Pastoral team also has its own private Facebook group for their students, planning pastoral activity sessions and have a qualified therapy dog who is a part of the team.

University can be a daunting experience for many students, and in addition to other "real life" issues, many students need help and support through their studies. The School of Education has made a bold step in prioritising their pastoral responsibilities towards their growing number of students. Ensuring students feel happy and secure whilst studying has been identified as a crucial service to achieve academic success.

The award-winning pastoral team are passionate about developing their skills. A few of their accomplishments are mental health first aid training, coaching, autism training and working with pastoral teams at selected partner schools.