

SPECIAL REGULATIONS: BA (HONS) PRIMARY EDUCATION

INTRODUCTION

- 1 These Special Regulations relate only to the following courses:
 - BA (Hons) Primary Education (Full-time and Part-time)
 - BA (Hons) Primary Education with Foundation Year
 - BA (Hons) Primary Education with Mathematics Specialism and BA (Hons) Primary Education (Mathematics Specialism).
- 2 Levels 4, 5 and 6 of the above courses lead to a recommendation for Qualified Teacher Status (QTS). These Special Regulations only apply to levels 4, 5 and 6 of the courses identified above.
- 3 Awards may be made with or without a recommendation for Qualified Teacher Status (QTS).

GENERAL ENTRY REQUIREMENTS

- 4 Entrants to courses covered by these special regulations must meet the entry requirements specified by the Department for Education, or other regulatory body created by Department of Education. The University may offer candidates not appropriately qualified the opportunity to take GCSE equivalency tests in English Language, Mathematics and Science.
- 5 Entrants must meet the requirements specified by Department for Education in relation to the capacity to meet the Teachers' Standards and the physical and mental fitness to teach.
- 6 Entrants must satisfy the requirements concerning clearance in relation to criminal convictions and any other requirements specified by the University, taking account of the requirements of the regulatory bodies, in relation to the protection of vulnerable persons. Students must remain in good standing in relation to such requirements, including, where required, registration for the updating of certificates by the Disclosure and Barring Service.
- 7 Part-time study is not available to students on a Tier 4 license.

ADMISSIONS PROCEDURES

- 8 All applicants must provide one satisfactory reference.
- 9 All short-listed applicants are required to undertake an interview, and complete any assessments prescribed as part of the selection process for the course.

RECOGNITION OF PRIOR LEARNING

- 10 Recognition of Prior Learning does not apply on courses covered by these Special Regulations, except that applicants holding a Certificate of Higher Education who can demonstrate that they have suitable experience equivalent to the first stage of the course may be considered for Advanced Standing to Level 5.
- 11 Applicants seeking Advanced Standing cannot claim exemption from specific elements of the Teachers' Standards.

COMPENSATION

- 12 Students must pass all modules to receive an award. Compensation is not permitted on this course.

HURDLES

13 Students must pass all assessments on the following modules:

- Exploring Curricula and Pedagogy – MPETT1CAP
- Beyond Curriculum and Policy – MPETT3BCP.

ARRANGEMENTS FOR LEVEL 4 AND LEVEL 5 PROFESSIONAL PLACEMENT EXPERIENCES

14 The placement modules at Levels 4 and 5 will be assessed by completion of the professional portfolio. This is assessed on a pass/fail basis.

15 A student will be granted a deferral of placement in the following circumstances:

- i. there are no outstanding Professional Suitability concerns
- ii. the student has been unable to engage with the placement for reasons to do with their mental or physical health, for example as a result of an occupational health assessment
- iii. there have been delays in receiving Disclosure and Barring Service or Occupational Health information that has impacted upon the period of placement and are outside the control of the student and the University
- iv. the placement provider has withdrawn the placement for reasons that are not to do with the student's professional practice or behaviour..

16 At Levels 4 and 5, it will be recorded whether a student is 'on track' or 'not yet on track' to meet the Teachers' Standards by the end of the course. A student 'not yet on track' at the end of the placement module will have clearly identified targets to support their progress between placements and as they commence the following placement.

17 Where placement has been completed but the professional portfolio is deemed to have not met the criteria for a pass, this will be deemed to be a referral for the module.

18 Where a student submits the Professional Portfolio after the published deadline, without an approved-exceptional circumstances case, Learning Support Plan or a Temporary Learning Agreement, a mark of 0 will be awarded.

19 Where the placement has been completed, but the student is referred in the professional portfolio, the student will be granted reassessment opportunities in line with the Regulations for Taught Awards. This will not require further attendance on placement.

20 Students who at the end of Level 5 are unable to demonstrate 'on track' progress towards meeting the Teachers' Standards by the end of their course may transfer to non-QTS route. The student will be required to complete a period of experience in another appropriate work setting in place of any remaining professional placements. Such students will not be recommended for QTS but may be eligible for the award of the degree.)

21 Where a student has been granted a deferral of placement (ie another attempt at placement), but otherwise meets the criteria to progress to the next level, the deferred placement will occur in the following academic year. A deferred level 4 placement will take place alongside level 5 academic modules. As the student cannot take more than one placement during an academic level, the level 5 placement will be taken alongside the level 6 modules, and the course will be extended to enable the level 6 placement to be completed. Placement modules are marked on a pass/fail basis. Where placement modules are deferred this will always mean that the course is extended. Where

placement modules are deferred they will be regarded as having attracted a mark of 30% only for the purposes of calculation of whether 40 credits can be trailed into the next year. Where a further period of placement is offered following deferral, the timing of the placement will be determined by the academic calendar and the course timetable. The location and duration of the placement will be determined by the relevant Course Director in accordance with the ITT Criteria in force at the time.

ARRANGEMENTS FOR LEVEL 6 PROFESSIONAL PLACEMENT

- 22 The following arrangements apply only where a student is pursuing the route leading to recommendation for QTS.
- 23 Following completion of the placement element of the course, an assessment will be made of the student's performance against the Teachers' Standards
- 24 Where the student has met the Teachers' Standards and has passed the professional portfolio this will be deemed to be a pass for the Placement module. The placement module is assessed on a pass/fail basis.
 - i. A student will be granted a deferral of placement in the following circumstances:
 - ii. there are no outstanding Professional Suitability concerns
 - iii. the student has been unable to engage with the placement for reasons to do with their mental or physical health, for example through an occupational health assessment
 - iv. There have been delays in receiving Disclosure and Barring Service or Occupational Health information that has impacted upon the period of placement and are outside the control of the student and the University
- 25 the placement provider has withdrawn the placement for reasons that are not to do with the student's professional practice or behaviour. Where placement has been completed but the student has not demonstrated the achievement of the Teachers' Standards, this will be deemed to be a referral of placement. For OFSTED purposes a referral of placement is deemed to be a 'not pass' judgment.
- 26 Following a referral of placement, a further period of placement will be granted, provided that:
 - i. No concerns have been identified requiring referral to the Professional Suitability Panel;
 - ii. There is no evidence that the student has deviated significantly from behaviour commensurate with the relevant professional code of conduct;
 - iii. There is an action plan, endorsed by the relevant University tutor, to address the issues raised on the referred placement, which gives a clear outline of the actions the student will take to improve their practice in these areas;
 - iv. There is evidence that the student has demonstrated a willingness to adopt a constructive approach to the advice received from either the mentor, University tutor(s), and any other advisors in relation to their targets and progress towards the Teachers' Standards.
- 27 A student will only be given a single opportunity for the reassessment of a referred professional placement. Where this is the case, it will always be in a new placement setting

- 28 Where a further period of placement is offered following deferral or referral, the timing of the placement will be determined by the academic calendar and the course timetable. The location of the placement will be determined by the relevant Course Director.
- 29 If following reassessment of a professional placement, there is evidence that the student has not met the Teachers' Standards, then the student will be required to withdraw from the course with any relevant exit award.
- 30 Where the placement has been successfully completed, but the student is referred in the professional portfolio, the student will be granted reassessment opportunities in line with the Regulations for Taught Awards. No further attendance on placement will be granted.
- 31 Where a student submits the Professional Portfolio after the published deadline, without an approved extenuating circumstances case or a Temporary Learning Agreement, a mark of 0 will be awarded.

PROFESSIONAL SUITABILITY

- 32 The Faculty of Education Professional Suitability Panel will make a judgement as to a student's suitability for entry to the teaching profession, where the practice of the student has been of such significant concern that the learning and/or welfare of pupils and schools is jeopardised by the continued presence of that student on placement.

RECOMMENDATION FOR QUALIFIED TEACHER STATUS

- 33 To be recommended for QTS, students must fulfil the requirements of the academic award for which they are registered, and meet the professional standards and requirements as laid down by the Department for Education that apply at the time the recommendation is made.

ATTENDANCE REQUIREMENTS

- 34 All students are required to attend all taught sessions related to modules and Professional Placement sessions as determined by their Student Course Handbook. Attendance will be recorded and all absence is counted regardless of reason (apart from events which fall within the category of "Routinely Allowed Absence").
- 35 Routinely Allowed Absence includes attendance at funerals and job interviews and is exempt from the penalties listed below. However, students must make all possible efforts to minimise absence.
- 36 The additional time required for absence (including certified illness and absences outside of the routinely allowed absence) will be as follows:

Absence from Professional Placement and/or University sessions	Additional time required (per level)

1-5 days	Nil
6-10 days	<p>At the Course/Pathway Director's discretion, taking to account</p> <ul style="list-style-type: none"> • the extent to which absence has affected attendance at placement • the extent to which Teachers' Standards and course requirements are likely to be met in remaining normal time. <p>Discretionary judgements will be reported to the relevant Board of Examiners.</p>
11-30 days	Required additional time, as specified by the Course Director, normally to be taken in the following academic year
Over 30 days	Student must re-take the whole level

37 Students are required to keep their own register of attendance (during a professional placement, which will be signed by their mentor and checked by tutors at regular intervals.

38 In the case of students who are unavoidably absent during a professional placement through illness or other good cause, the Board of Examiners may require the time missed to be made up on professional placement at a later date, subject to a total missed time of 30 days or fewer.

Amendments approved by Academic Board, 09/05/2023.