



**BISHOP
GROSSESTE
UNIVERSITY**

**Education, Health and
Lifelong Learning (EDHaLL)**

**Arts, Humanities and
Social Sciences (AHaSS)**

**BA (Hons) Education Studies
and English with Foundation Year**

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	BGU approval – date and outcome of last approval	28 March 2022 Amended 10 June 2024
2	Next Scheduled Review Date: [Month/Year]	March 2028 Foundation Degree & Combined Honours Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	Programme Specification - Effective date: [Day/Month/Year]	Foundation Year: 01 September 2022 BA (Hons) Education Studies and English: 01 September 2023
4	Version Number	2.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

Section F – Mapping

Section G – Graduate Attributes

Section H – Log of Modifications

Part 1

PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION

SECTION A (YEARS 1-4) BA (HONS) EDUCATION STUDIES AND ENGLISH: ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
BA (Hons) Education Studies and English with Foundation Year	
1a	Programme Code
BAEDEN01F22	
2	Brief Summary (for Marketing Purposes)
<p>Foundation Year</p> <p>The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.</p> <p>The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers.</p> <p>Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life.</p> <p>This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.</p> <p>BA (Hons) Education Studies and English:</p> <p>The BA (Hons) Education Studies and English joint programme provides students the opportunity to engage in study that offers a balanced range of modules from both disciplines. In undertaking a joint programme, students can develop in-depth knowledge and understanding which reflects your passion and interests in the chosen subjects. The joint honours degree may expand career options and lead to a broader range of transferable skills.</p> <p>The Education Studies degree enables students to develop a critical understanding of Education, in its widest sense. The programme combines the study of policy, pedagogy and practice to provide students with a flexible set of transferable skills appropriate to careers in teaching, training, social work and education in alternative settings such as museums and outdoor learning centres. The programme enables students to explore international, contemporary and historical thinking about education, its purpose, organisation and delivery. Students develop independent research skills and research-informed perspectives on learning and teaching in a wide range of contexts. Opportunities for placement in a range of education related settings are available across all three years of the degree. The Education Studies and English degree can be further personalised through optional modules in Years Two and Three of the programme.</p>	

The English element of this joint programme offers an engaging encounter with the power of human creativity and the rich heritage of literary expression. You will study writers from Ovid and Shakespeare to Bernadine Evaristo and Ali Smith and direct your literary passions through our diverse modules and forms of assessment from creative writing to detective and Gothic fiction, children's, world, and American literature, from film studies to musical lyrics, Romanticism to Victorian and contemporary literature in English. You will develop skills fit for the 21st century by combining written essays and presentations with e-portfolios, videos, posters, hypertexts, digital publication, and independent research projects. You will experience innovative small group teaching and close academic support guaranteeing an encouraging and personalised setting for your learning journey. You will discover first-hand why we have such a strong reputation for student satisfaction and teaching excellence.

3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	Full-Time 4 Years	Part-Time NA	
3b	Mode(s) of Study	Full-time		
4	Home Academic Programme Portfolio	Education, Health and Lifelong learning (EDHALL) Arts, Humanities & Social Sciences (AH&SS)		
5	HECoS/UTT/UCAS code(s)	HECoS/CAH3 100461 CAH22-01-01 (Education) HECoS: 100319; CAH2: CAH19-01-03 = literature in English	UTT/ITT N/A	UCAS code X1QF
6	Framework for HE Qualifications position of final award(s)	Foundation Year: Non-award bearing (Level 4) Education Studies and English: Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	Foundation Year: Non-award bearing (Level 4) Education Studies and English: Undergraduate		
8	Compliance with University Assessment Regulations	<i>Regulations for Undergraduate Awards, and Supplement to the Regulations for Undergraduate Awards with Foundation Year.</i>		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	BA (Hons) Education Studies and English Literature with Foundation Year Students who are judged to have passed the Foundation Year criteria required to progress, will be issued a 'Record of Achievement' for the Bishop Grosseteste University Foundation Year.
10a	Exit or Fall back Award title(s)	Certificate of Higher Education (CertHE): Education Studies and English Literature Diploma of Higher Education (DipHE): Education Studies and English Literature
10b	Pathway	N/A
11	(i) Combined Honours Awards available eg: <ul style="list-style-type: none">• BSc/BA (Hons) XX• BSc/BA (Hons) XX and YY	<ul style="list-style-type: none">• BA (Hons) Education Studies and English / with Foundation Year• BA (Hons) Education Studies and History / with Foundation Year• BA (Hons) Psychology and Education Studies / with Foundation Year• BA (Hons) Education Studies and SENDI / with Foundation Year• BA (Hons) Education Studies and Sociology / with Foundation Year• BA (Hons) Education Studies and Sport / with Foundation Year• BA (Hons) Education Studies and Theology and Ethics / with Foundation Year• BA (Hons) English and History• BA (Hons) English and Psychology

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	N/A
15	Date and outcome of last PSRB approval/accreditation	N/A
16	Expiry Date of PSRB approval	N/A

Part 2

PROGRAMME CONTENT

SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

17	QAA Benchmark Statement(s)
The programme has been written to correspond closely with the:	
<ul style="list-style-type: none"> • <i>UK Quality Code for Higher Education</i> (QAA 2018) • <i>Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> (FHEQ) • specific reference to benchmark statements for <i>Education Studies</i> (2015) • specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications 	
18	Programme Aim
<p>The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.</p> <p>The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:</p> <ul style="list-style-type: none"> • Provide learners with knowledge and understanding of basic academic communication and problem-solving skills • Develop learners as critical thinkers utilising enquiry, investigation and evidence-based analysis within interdisciplinary contexts • Support learners to become self-directed learners in preparation for undergraduate study • Enable learners to develop a range of transferable skills as a foundation for employment. <p>The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate, non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.</p> <p>A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.</p>	
19	Programme Specific Outcomes
<p>(a) Final Award Learning Outcomes</p> <p>Students successfully completing the Foundation Year will be able to:</p> <p>K&U 1: Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.</p>	

SPS 1: Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.

SPS 2: Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

IS 1: Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.

TS 1: Be able to work independently and collaboratively as part of a wider team and communicate effectively

TS 2: To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

Programme-based learning outcomes are necessarily generic to support the development of key study skills applicable across all potential undergraduate programmes of further study at Bishop Grosseteste University.

The Bishop Grosseteste University Graduate Attribute framework identifies further outcomes learners should acquire. These reflect a collective understanding of the essential skills of a Bishop Grosseteste University graduate. Those completing this one-year programme will therefore be further equipped with attributes suitable for a range of careers and lifelong learning.

These programme outcomes combine to provide a strong foundation for learners' future study and employability

20	PGCE or Exit Award Learning Outcomes
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There is no premature exit award for this one-year, non-award bearing programme.

SECTION B2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND ENGLISH: OUTCOMES

17	QAA Benchmark Statement(s)
The QAA Benchmark statements that are applicable to both joint honours subjects are outlined as:	
<p>Education Studies and its possible awards meet the QAA benchmark statements for Education Studies (2019). The subject knowledge of the course relating to the nature and processes of learning, key paradigms and their impact on practice and the diversity of learners in classroom-based environments enables students to understand the complex nature of contemporary education policy and practice in the UK and beyond.</p> <p>This Education Studies degree programme also provides the knowledge, understanding and critical analysis to inform current and future professionals. One significant way by which this is achieved is through students learning in the workplace. Work based placement in schools and other education related settings is an integral component of specific modules within the course. This enables students to extend and develop their knowledge and understanding of professional values and practice and to understand the range of roles and responsibilities of participants in the teaching and learning process.</p>	
<p>The English programme aligns with the QAA English Subject Benchmark Statement (2019) and is informed by the QAA Higher Education Credit Framework for England: Advice on Academic and Credit Arrangements (2021), and in accordance with BGU new Curriculum and Credit Framework (2021).</p> <p>It fosters and enhances Graduate Attributes and employability for a range of professional careers and life-long learning, as well as subject-specific skills including the ability to communicate 'accurately and effectively', analyse critically and 'respond to the affective power of language', evaluate, and 'apply scholarly bibliographical skills' (p. 5). It is characterised by 'critical attention to the spoken and written word, to the relationship between thought and expression, and to the variety of social and cultural forms and contexts in which textual production, interpretation, and communication occur.' (p. 4)</p> <p>The framework for English envisages an in-depth study of 'writing from periods before 1800, and a range of principal literary genres across prose, poetry and drama' (p. 5), and of a 'breadth of literatures in English, including regional and global varieties' of English (p. 5). It examines the ways in which readers shape texts; of 'the relationships between different genres and different media' (p. 5), as well as the ways in which 'culture, language, technology and economics affect how, where and by whom texts are produced and received.' (p. 5). It engages with related subjects such as film studies, creative writing, drama, English language and, more uniquely with education studies and psychology. It cultivates 'interdisciplinary modes of study which continue to reshape the contours of English' through 'critical and cultural theory, digital humanities, [...], postcolonial studies, women's studies, gender and queer studies. (p. 4)</p> <p>It prepares English graduates personally and professionally for careers and/or post-graduate courses relating to many and flexible professional opportunities in a vast variety of professions. Aligning to the QAA Subject Benchmark Statement for English (2019), it promotes elements of the three strands that comprise the study of English: literature, language, and creative writing. It places more emphasis on the role and value of English within culture and society, and its international scope because it aims to foster 'effective' and 'versatile' researchers'. (p. 5). It trains graduates who are adaptable, reflective; excellent researchers and communicator who are 'sensitive to cultural contexts', 'initiate and take responsibility for their own work' (p. 6), and 'develop working relationships with others in teams'; who 'understand the role of narrative and emotion in decision-making' and are 'active, lifelong learners' (p. 6) and 'sought after' employees. (p. 6)</p>	

18	Programme Aim
<p>The aims of the BA (Hons) Education Studies and English Literature are listed to:</p> <p>Education Studies aims to provide students with a deep, academic, critical and reflective understanding of education in a broad range of contexts. Possible exit route for students studying either a single or joint honours degree in Education Studies will be to further study and education related careers. These include Primary or Secondary teaching and an increasingly wide range of career options within education and related settings such as industry training, international teaching, teaching in Further Education, school careers advice, youth work, social work, Non-Governmental Organisations and the voluntary sector, higher level teaching assistants, pupil mentors, support assistants, museum education and outdoor-learning leaders.</p> <ul style="list-style-type: none"> • The Education Studies programme will enable students to gain a critical understanding of psychological, philosophical, sociological and political perspectives on learning and teaching. • This will include consideration of research about the range of influences on outcomes for children and young people, barriers to learning and debates around the transformative potential of education. • The programme aims to provide students with a comprehensive and critical understanding of education through active learning experiences that allow them to analyse pedagogy and understand the ways that educational theory and concepts are applied in practice. • Students will develop skills to critically analyse a range of national, international, contemporary and historical policy, theory and ideas about education, its purpose, organisation and delivery. • Students will be prepared personally and professionally for further study and careers within the field of education and related sectors; with the expectation that students will acquire and be able to apply a wide range of generic and transferable intellectual, practical and professional skills. • The programme will provide flexible opportunities to study and experience education in practice (including online and digital contexts) • Students will be prepared to become reflective, research informed practitioners who question taken for granted assumptions about education. • They will be supported to develop a personal, research and practice- informed philosophy of education and a sense of social responsibility that enables them to make a positive contribution in the community. • They will be equipped with research skills, academic and digital literacies and an understanding of their potential impact as global citizens in line with the BGU Graduate attributes. <p>English aims to provide a diverse and engaging programme that combines historical overviews and period modules with the opportunity to explore a variety of more specific literary frameworks and engagements with alternative textual materials and media, ranging from rap music and films to graphic novels and comics. It offers excellent learning experience and personal support through small-group teaching and direct contact with the research-active members of the team. It facilitates a vibrant engagement with current debates and literary initiatives relevant to subject development through local, national, and international events and projects. It embeds employability skills including digital literacies and project-based learning by emphasising autonomy, problem solving, and enterprising skills at levels 5 & 6, and a dissertation project at level 6. It is student-centred, research-informed, topical, and versatile in order to produce graduates who are critically reflexive, digitally literate, and enterprising, encompassing traditional and 21st-century communication skills.</p> <p>This joint programme empowers students to be critically reflexive, digitally literate, and enterprising with strong verbal, written, and digital communication skills. It embraces both the skills-based and holistic definitions of employability aiming to inspire students to be 'versatile researchers', with 'advanced communication skills', who will become 'lifelong learners' (QAA Benchmark Statement for English, 2019: p. 4). In particular, it aims to give students the opportunities to be enterprising, critically reflexive and digitally</p>	

literate, capable to contribute to local, national and global communities and economies; to develop research-informed specialist subject knowledge in literature from a range of periods, forms and cultures; and to promote to promote social cohesion and responsible citizenship by developing students' understanding of alternative social and cultural contexts, through the study of diverse literatures in English. It provides education and training that prepare students appropriately for graduate-level careers in public, private and third sectors locally, in the UK and internationally by developing students' key skills in oral and written communication, digital literacy, and ICT, through clear but flexible assessment pathways that are relevant to 21st century work contexts; to equip students with a range of academic competencies, including discipline-specific analytic, bibliographic and research skills that will prepare them for further study or research in English or related fields (QAA Benchmark Statement for English, 2019); to promote social cohesion and responsible citizenship by developing students' understanding of alternative social and cultural contexts, through the study of diverse literatures in English, and an international, diverse, and ethical outlook.

The Education Studies and English Literature joint programme promotes and fosters independent learning and project-based learning through a supportive intellectual and pedagogical framework within which students can be stimulated, challenged, and enthused with current debates, innovations, and research. The English element of the programme aims to further students' engagement with English and its transformative, relevant, 21st-century nature through enhancement activities, and opportunities to engage in BGU English's growing research culture through local, national and international projects and events. For example, they will be able to participate in The Lincoln Book Festival and National Poetry Day; to participate in projects and events organised in collaboration with BG Futures and Centre for Enhancing Learning and Teaching (CELT), The Tennyson Society and BGU Research and Knowledge Exchange Units.

In term of assessment, it embeds innovative and varied forms of assessment (such as posters, videos, hypertext analysis, e-resource packs, blogs, and other technological tools). It is informed by BGU Graduate Attributes and embeds employability in assessments, through the development of digital, oral, visual, and written communication skills. Assessment patterns are designed with accessibility and inclusivity in mind, to enable access for the widest possible range of learning styles and educational backgrounds.

English emphasises internationalisation by introducing alternative cultural perspectives through world literatures from Level 4 (for example, ENG40522 and ENG40622), covering a diverse range of literatures from classical Greek and Latin classics to European Modern Literatures, and including international literary scholarship as well as texts by international authors at levels 4, 5 & 6 (for example, ENG40522, ENG50122 and ENG60622). The established popularity of international programmes such as the Erasmus+ exchange students have been starting point to promote intercultural exchange and understanding through seminar interaction, workshops, and group work. BGU students will also have the opportunity to extend their cultural horizons by spending a semester at a partner institution, the number of which continues to grow. These relationships are underpinned by research collaborations between staff at BGU and partner institutions (e.g., the G. D'Annunzio University of Chieti-Pescara, Italy, where BGU Visiting Professor in English Literature, Professor Mariaconcetta Costantini, works).

19 | Programme Specific Outcomes

(a) Final Award Learning Outcomes

On successful completion of BA (Hons) Education Studies and English Literature, students will be able to:

Knowledge and Understanding [K&U] Education Studies

- K&U 1: Demonstrate a systematic, coherent, detailed and confident conceptual understanding of the different contexts in which teaching and learning take place and the effects of social, political, economic and cultural factors on learning;

- K&U 2: Critically review, consolidate and extend an extensive, systematic and coherent body of knowledge related to contemporary practice in a wide range of education including formal and informal organisational structures for teaching and learning and different education systems;
- K&U 3: Demonstrate a confident, balanced and in-depth understanding of the nature and processes of learning, key paradigms and their impact on practice, and the diversity of learners in different contexts.

Knowledge and Understanding [K&U] English

- KU1 a sound knowledge and critical understanding of a substantial number of authors and literary texts, written in the principal literary genres of fiction, poetry, and drama, from periods of the English literary history including those before 1800;
- KU2 a systematic critical, evidence-based understanding of the relationship between theory and method in the discipline of English;
- KU3 a sound knowledge of a range of literary, social and cultural contexts, including those before 1800, and an awareness of the ways in which they might have influenced the production and reception of literary texts and periods;
- KU4 an ability to engage critically with a range of key intellectual debates and social issues in relation to the ways in which these are represented within the texts studied.

Subject-Specific and Professional Skills [SPS] Education Studies

- SPS 1: Work with initiative and personal responsibility both independently and collaboratively as part of a team;
- SPS 2: Communicate with and present articulately and appropriately to a range of audiences in a variety of ways;
- SPS 3: Exercise decision making in complex and unpredictable contexts;
- SPS 4: Demonstrate a perceptive and critical awareness of personal responsibility and professional codes of conduct and demonstrate the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Subject-Specific and Professional Skills [SPS] English

- SPS1 apply critical thinking and methodological skills through critical learning and research on a range of literary contexts and close reading of texts;
- SPS2 apply appropriate scholarly methods and techniques to undertake independent research, and evaluate primary and secondary sources, and use appropriate bibliographical sources;
- SPS3 communicate critical approaches and research findings in accordance with appropriate academic standards and conventions of presentations in various fora and media;
- SPS4 demonstrate self-awareness in their ability to apply different critical approaches to a range of literary texts, discuss texts in relation to ethical debates, and reflect on their assumptions and practices as readers.

Intellectual Skills [IS] Education Studies

- IS 1: Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), on specialist and complex subject matter, reflecting upon this diversity to adopt and defend an evidence-based personal position;
- IS 2: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline);
- IS 3: Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects with the incorporation of an appropriate ethical dimension;
- IS 4: Comprehend the contested and pluralistic nature of their specialist areas of study.

Intellectual Skills [IS] English

- IS1 articulate critical arguments on a range of specialist and complex subjects, adopting and defending an evidence-based position;
- IS2 abstract, synthesise and analyse primary and secondary sources;
- IS3 demonstrate an accurate use of appropriate critical skills in the close reading, analysis, interpretation, and evaluation of literary and other texts;
- IS4 comprehend the contested and pluralistic nature of the study of English Literature and/or Literatures in English.

Transferable skills [TS] Education Studies

- TS 1: Develop a range of employability skills appropriate to the subject area;
- TS 2: Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;
- TS 3: Be able to collect, use and present a wide range of data (both quantitative and qualitative) effectively using a wide range of information and communications technology and other learning and communications resources;
- TS 4: Plan and manage their own learning effectively in order to achieve objectives and meet deadlines, either independently or as part of a team in which teaching, and learning take place.

Transferable skills [TS] English

- TS1 deploy a range of communication, research, and employability-related skills appropriate to the studies of English which ensure relevance, competence and confidence when entering the post-university world;
- TS2 use effective oral, written, presentation and digital literacies, tailoring messages to specific audiences, both specialist and non-specialist, and purposes;
- TS3 take initiative and be proactive in the improvement of their performance based on feedback and reflective learning;

- TS4 plan and manage their time effectively, and take responsibility for achieving objectives and meeting deadlines, either independently or as part of a team

20	Exit Award Learning Outcomes
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Learning outcomes for Cert.HE (Level 4):

Students awarded the **Certificate of Higher Education in Education and English Literature** will be able to:

EDUCATION STUDIES

Knowledge and Understanding [K&Ua] Education Studies

- K&U 1a: Demonstrate knowledge and critical understanding of the different contexts in which teaching, and learning take place and the effects of social, political, economic and cultural factors on learning;
- K&U 2a: Critically review contemporary practice in education in school contexts;
- K&U 3a: Demonstrate understanding of the nature and processes of learning, key paradigms and their impact on practice, and the diversity of learners in classroom-based environments.

Subject-Specific and Professional Skills [SPSa] Education Studies

- SPS 1a: Work with initiative and personal responsibility both independently and collaboratively as part of a team;
- SPS 2a: Communicate with and present appropriately to a range of audiences in a variety of ways.

Intellectual Skills [ISa] Education Studies

- IS 1a: Present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the subject(s) of study;
- IS 2a: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Transferable skills [TSa] Education Studies

- TS 1a: Demonstrate a range of sound oral, written and presentation skills for a number of audiences;

- TS 2a: Be able to present data using a range of communications technology and other learning and communications resources;
- TS 3a: Plan and manage their own learning in order to achieve objectives and meet deadlines, either independently or as part of a team.

ENGLISH

- demonstrate knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of their area(s) of study;
- present, evaluate, and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Learning outcomes for Dip.HE (Level 5):

Students awarded the **Diploma of Higher Education in Education and English Literature** will be able to:

EDUCATION STUDIES

Knowledge and Understanding [K&Ub] Education Studies

- K&U 1b: Demonstrate confident conceptual understanding of the different contexts in which teaching and learning take place and the effects of social, political, economic and cultural factors on learning;
- K&U 2b: Critically review knowledge related to contemporary practice in a wide range of education including formal and informal organisational structures for teaching and learning and different education systems;
- K&U 3b: Demonstrate a confident, balanced, understanding of the nature and processes of learning, key paradigms and their impact on practice, and the diversity of learners in classroom-based environments.

Subject-Specific and Professional Skills [SPSb] Education Studies

- SPS 1b: Work with initiative and personal responsibility both independently and collaboratively as part of a team;
- SPS 2b: Communicate with and present articulately and appropriately to a range of audiences in a variety of ways;
- SPS 3b: Exercise decision making in complex and unpredictable contexts;
- SPS 4b: Demonstrate a perceptive and critical awareness of personal responsibility and professional codes of conduct.

Intellectual Skills [ISb] Education Studies

- IS 1b: Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), on specialist and complex subject matter;
- IS 2b: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline);
- IS 3b: Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding.

Transferable skills [TSb] Education Studies

- TS 1b: Develop a range of employability skills appropriate to the subject area;
- TS 2b: Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;
- TS 3b: Be able to use and present a wide range of data using a range of communications technology and other learning and communications resources;
- TS 4b: Plan and manage their own learning effectively in order to achieve objectives and meet deadlines, either independently or as part of a team in which teaching, and learning take place.

ENGLISH

- demonstrate knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
- apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- demonstrate knowledge of the main methods of enquiry in their relevant subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field(s) of study;
- demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

In order to qualify for an Ordinary Degree (Level 6):

- The student must meet the requirements as laid down in *Regulations for Undergraduate Awards*.

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

21a	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Level 4

September		January	
FDY00120 Self As Learner	FDY00220 Resourcing Learning	FDY00520 Effective Communication	FDY00620 The Digital Learner
FDY00320 Critical Thinking	FDY00420 Critical Engagement	FDY00720 Reflective Learning	FDY00820 Academic Writing

21b	Module Structure
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Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
FDY00120	CORE	Self As Learner	1 (Autumn)	N/A
FDY00220	CORE	Resourcing Learning	1 (Autumn)	N/A
FDY00320	CORE	Critical Thinking	1 (Autumn)	N/A
FDY00420	CORE	Critical Engagement	1 (Autumn)	N/A
FDY00520	CORE	Effective Communication	2 (Spring)	N/A
FDY00620	CORE	The Digital Learner	2 (Spring)	N/A
FDY00720	CORE	Reflective Learning	2 (Spring)	N/A
FDY00820	CORE	Academic Writing	2 (Spring)	N/A

SECTION C2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND ENGLISH: STRUCTURE

21a	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Level 4 – 120 credits

Level 4	Semester 1	EDU40122 Perspectives on Learning 30c	ENG40122: Introduction to Literary Studies 15c	ENG40222: The Gothic: Transgressive to Shock 15c
	Semester 2	EDU40222 Understanding Education Inequality 30c	ENG40522: Poetic License: Lines and Lyrics 15c	ENG40622: Shakespearean Worlds 15c

Level 5 – 120 credits

Level 5	Semester 1	EDU50122 Social Justice: Diversity and Inclusion 30c	ENG50122 Literature & Identity: Self or Subject? 15c	ENG513_1.0 Literature for Children and Young Adults OR ENG512_1.0 Reading the Popular 15c
	Semester 2	EDU50422 Interpreting Education Research 15c	EDU50622 Becoming a Professional OR GA Enhancement Module 15c	ENG50522 Victorians Unbound 15c

Level 6 – 120 credits

Final year project in Education Studies

Level 6	Semester 1	EDU60222 Global Perspectives on Education 30c	EDU60322 Dissertation 45c	ENG60422 Romantic Horizons 15c	ENG60222: Modernism: Make It New! OR ENG61022: Writing the Environment 15c
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	Semester 2			ENG60622: The Future Unwritten: Late 20th- and 21st- century Literature 15c
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Final year project in English

Level 6	Semester 1	ENG60422 Romantic Horizons 15c	ENG60122 Dissertation 45c	EDU60522 Contexts for Learning 15c	EDU60222 Global Perspectives on Education 30c
	Semester 2	ENG60622: The Future Unwritten: Late 20th- and 21st- century Literature 15c			

21b Module Structure

Level 4

Core Modules					
Code	Status	Module Title	Period (number)	No of credits	
EDU40122	Mandatory Placement	Perspectives on Learning	1	30	
EDU40222	Mandatory Placement	Understanding Education Inequality	2	30	
ENG40122	Mandatory	Introduction to Literary Studies	1	15	
ENG40222	Mandatory	The Gothic: Transgressive to Shock	1	15	
ENG40522	Mandatory	Poetic License: Lines and Lyrics	2	15	
ENG40622	Mandatory	Shakespearean Worlds	2	15	

Level 5

Core Modules					
Code	Status	Module Title	Period (number)	No of credits	
EDU50122	Mandatory	Social Justice: Diversity and Inclusion	1	30	
EDU50422	Mandatory	Interpreting Education Research	2	15	

ENG50122	Mandatory	Literature & Identity: Self or Subject?	1	15
ENG512_1.0OR ENG513_1.0	One of the two is mandatory	Reading the Popular OR Literature for Children and Young Adults	1	15
ENG50522	Mandatory	Victorians Unbound	2	15
ENG50722 OR ENG50622	One of the two is mandatory	Becomings: Women & Writing OR Modern Drama: The Inconstant Stage	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
EDU50622	Subject Enhancement Placement	Becoming a Professional	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EDU60222	Mandatory	Global Perspectives on Education	1 & 2	30
EDU60122	Mandatory or *Subject Enhancement Placement (*if Capstone in English)	Curriculum Debates and Future(s)	1	15
ENG60122	Mandatory	Dissertation	1 & 2	45
ENG60422	Mandatory	Romantic Horizons	1	15
ENG60622	Mandatory	The Future Unwritten: Late 20th- and 21st-century Literature	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
EDU60522	Subject Enhancement	Contexts for Learning	1	15
EDU60322	Subject Enhancement Placement	Dissertation	1 & 2	45
ENG60222	Subject Enhancement	Modernism: Make It New!	1	15
ENG61022	Subject Enhancement Module	Writing the Environment	1	15

SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

22 Curriculum Design

The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher level qualification.

The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.

The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.

The Foundation Year programme is a pass-fail programme and is therefore non-award bearing. There are 8 modules, equally distributed between two semesters. Modules are studied over a 7 week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules, enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.

The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.

A key design feature of the Foundation Year, has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners. In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them. The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.

Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.

The Foundation Year programme offers incremental steps to foster a thirst for, and enjoyment of, learning and a gradual acculturation into university life. This approach will help ensure that individuals who successfully complete the Foundation Year programme are effective, successful undergraduate learners who reach their own potential within the next stages of their learner journey at full degree programme level.

Learners on the Foundation Year build a set of knowledge, skills and attributes associated with university study which they will be able to directly transfer into their degrees. The generic nature of the modules aims to ensure that learners are equipped with the necessary study skills, and written and verbal communication abilities to succeed, as well as gaining independence and confidence to progress. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is integrated as part of each module, allowing them to focus on their chosen subject route. Learners will have the opportunity to engage with subject-specific materials, which may, for example, include attending taster sessions or tutorials delivered by Faculty subject experts. Learners may also select topics for study that allow them to explore their personal interests and prepare for their future studies.

Throughout the Foundation Year programme, learners are encouraged to draw on their knowledge from across their learning in all module sessions, with the aim that they become active in their approach to learning. The final piece of work requires learners to demonstrate their consolidated learning and understanding and involves the application of research, critical thinking and academic writing.

23 Learning and Teaching Strategies

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for learners entering at Level 4 with widely differing experience, familiarity and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications. The programme provides the foundation for consolidated skills development in the learner's future degree programme. The modules are designed to be stimulating, challenging, relevant and useful. The modules enable learners to experience, engage with, and develop a range of key skills necessary for independent learning and effective undergraduate study.

Learning and teaching is characterised by a combination of directive, structured, supportive and practical strategies, and opportunities. These strategies aim to ensure that learners are supported in their learning whilst also developing skills, knowledge and confidence as independent learners as appropriate for future HE study. Learning and teaching strategies aim to make effective use of social integration, group and project work to build confidence and support a community of learning.

Delivery is directed and guided, being designed to meet the needs and experience of learners who may not yet be ready to work with the full confidence and levels of autonomy normally expected at Level 4. Delivery of modules will therefore be through directive and interactive sessions, seminars and tutorials. Group work and workshop methods are also utilised. Learning will be additionally supported through the Virtual Learning Environment (VLE), and independent study.

The Foundation Year has a strong tutorial element, both group and personal tutoring. Typically, there are normally 6 scheduled learning hours per week, of which, 2-3 hours per week of 'learner-led, tutor-facilitated' sessions take place each week. Weekly study tutorials allow learners to discuss their formative tasks, assessed work, all feedback, key readings and issues raised in sessions with peers and tutors. Dialogic approaches enable learners to work on skills and areas of understanding in a supportive peer environment but also familiarises them with the processes of discussion and debate. The incorporation of group work also encourages learners to develop positive and supportive working relationships within the cohort.

Learning and teaching strategies have been selected to compliment the concepts being delivered, for example, digital skills workshops and library-based research tasks, discussion, debate, writing and speaking to a range of specialist and non-specialist audiences. The Foundation Year is intended to develop a strong learning community amongst the cohort but also to create a sense of institutional identity and a growing sense of subject community. The programme seeks to engender a sense of individual learner's 'belief in self' and also belief that they are academic, with a true entitlement to be members of a HE community of learners.

Throughout the year, learners work with their tutor to set and review personal targets so that they can clearly track their development across the year and avoid feeling overwhelmed by the level at which they will be required to work at on entry to their degree studies.

The programme team will work closely with the Foundation Year learners to ensure they are engendered as members of the Bishop Grosseteste University community.

The Foundation Year equips learners with the necessary skills to be autonomous and effective HE learners. Skills developed during the Foundation Year programme will be utilised and consolidated throughout undergraduate study and beyond, be that further study and/or employment. Collectively, the modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability.

24 | Assessment Strategies

The Foundation Year programme offers learners opportunities to experience a range of formative and summative assessments. These include, short form writing, annotated bibliography, presentations, micro-teach, use of digital technologies, reflective journal and academic essay.

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse and inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study. All modules employ early, small and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Formative feedback is an integral part of the Foundation Year programme. Learners receive feedback on plans and draft materials before final summative assessment submission and have the opportunity to discuss the comments made in more detail with their tutor and peers to enable them to take responsibility for their learning and improvement. Feedback addresses key writing skills (including spelling, grammar and punctuation) as well as more advanced skills such as the structuring of arguments, summary of key concepts and demonstration of subject knowledge. There is also a focus on helping learners to gain an understanding of scholarly activity and the importance of accurate referencing, which will feed forward into their degree studies. Opportunities for verbal feedback and peer review are provided by interactive seminars and tutorials. Learners continue to reflect on their own performance and progression throughout the Foundation Year. Summative feedback is provided for all assessed pieces of work, and the comprehensive combination of formative and summative feedback allows learners to reflect on their progress, strengths and areas for improvement, and forms the basis for self-reflective and tutor-directed target setting.

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

Learners are assessed predominantly through coursework. Each module has an assessment portfolio that contains two or three tasks. This will include extensive use of portfolio-based assessment, in which learners assemble evidence of key tasks, often including reflection and critical review of their progress, strengths and weaknesses.

There are no formal examinations in the Foundation Year. This is in order to build learner confidence and ensure that learners are provided with supportive entry at Level 4. In general, the undergraduate curriculum at Bishop Grosseteste University makes limited use of formal examinations, although they are more common in social science subjects such as Psychology. Appropriate exam preparation is included in the relevant degree programmes as needed once learners progress from the Foundation Year.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
FDY00120	Self As Learner	N/A	1	-	-	100
FDY00220	Resourcing Learning	N/A	1			100
FDY00320	Critical Thinking	N/A	1			100
FDY00420	Critical Engagement	N/A	1			100
FDY00520	Effective Communication	N/A	1			100
FDY00620	The Digital Learner n	N/A	1			100
FDY00720	Reflective Learning	N/A	1			100
FDY00820	Academic Writing	N/A	1			100

The following table provides the indicative content of assessment tasks:

Module	Unistat	Task	Weighting	Indicative Word Counts	Indicative Content of Assessment Tasks
FDY00120 Self As Learner	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • SWOT analysis: Strengths, weakness, opportunities and threats • Discuss good and poor learning experience • Time management exercise e.g., Covey's '4-quadrant time management matrix'
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Exercise to demonstrate effective library searching

					<ul style="list-style-type: none"> • Peer review referencing • Annotating a bibliography
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model' • With peers, begin to deconstruct arguments in the literature in order to explore critical thinking • Create a personalised toolkit and action plan for critical thinking
FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Explore approaches to critical reading e.g., frame of reference • Read critically and annotate a text/source • Utilise techniques and tools to organise ideas e.g., visual organiser
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> • Deliver an effective spoken presentation of ideas • Create a written handout and annotated bibliography to support the presentation
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> • Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile

					<ul style="list-style-type: none"> • Self-evaluation of digital capabilities and confidence • Create an effective audio-visual presentation of ideas
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> • Group collaboration to develop reflective template and action plan • Complete reflective journal of taster sessions • Micro-teach of something learnt from the taster sessions
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> • In consultation with tutor select a topic for study • Academic essay
25 Inclusive Practice and Personal Development Planning					
<p>Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.</p> <p>The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.</p> <p>All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience, and knowledge which:</p> <ul style="list-style-type: none"> • Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades • Allows learners to collect evidence of the things that they achieve during their studies that promote their employability • Supports the development of a close and well-informed relationship with their Personal Tutor. <p>Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.</p>					

26	Technology Enhanced Learning
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Learners will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, Bishop Grosseteste University's Virtual Learning Environment (VLE). As part of the blended learning pedagogical approach for the programme, preparatory, directed, and follow-up tasks and activities will be provided to inform, engage, and reinforce the learning for each module. Learning materials for the Foundation Year programme will be accessed through the module areas on Blackboard and extensive use will be made of specific online resources that exist within the CELT areas of the VLE; especially Digital Learning and Learning Development resources, guides and self-reflection tools and materials.

Learners will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums. In addition, learners will engage with research for relevant literature through online databases and electronic search engines as part of Bishop Grosseteste University's library provision. Included within the Library Systems are access to journals and specific subject related learning resources.

27	Work-related Learning and/or Placement
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There is no direct connection to work-related learning or placement. However, the Foundation Year programme recognises the integral nature of core employability skills as part of undergraduate study.

28	Employability
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All modules in the Foundation Year are organised around the development of transferable skills, such as presentation skills, successful time management, group work, critical thinking and problem solving. Collectively, the programme modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability. As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:

- problem-solving
- decision making
- locating resources
- analysis and evaluation of resources/evidence/data
- organisational skills, including time management, and project planning
- the ability to work in teams
- appropriate utilisation of digital technologies
- appropriate levels of communication – written, oral and visual

In addition to the development of a range of transferable skills, learners will engage with the Development and Career Plan (DCP) which encourages reflection on career aspiration and target setting to help achieve academic and career goals. The DCP e-portfolio allows learners to collect evidence of the things that they achieve during their studies that promote their employability

As Bishop Grosseteste University students, learners on the Foundation Year programme, will be eligible to engage with all workshops, sessions and extra-curricular activities as provided by BG Futures and Careers.

SECTION D2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND ENGLISH: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
<p>The BA (Hons) Education Studies and English Literature will be completed in three years of full-time study in order to address the programme aims and learning outcomes. This section outlines the curriculum design for each half discipline which are embedded in subject specific requirements and provide the student with a breadth of transferrable and opportunities for cross disciplinary knowledge and application.</p> <p>Education Studies at level 4, the course has been designed to provide a broad-based introduction to the subject using 30 credit modules that provide students with a solid understanding of the underpinning disciplines of Education Studies. At levels 5 and 6, a mix of 15 credit and 30 credit modules is used (bar the Dissertation) to allow a greater number of topics to be taught, ensure an even distribution of study across the semesters and enable optionality. The 45 credit dissertation module, in line with other comparable routes, spans the whole academic year at level 6, thus providing time to develop a specialist area through an individual research study.</p> <p>This course design allows for a personalised learning journey with optionality at levels 5 and 6. Students begin by focusing on critically analysing different perspectives on familiar areas of learning and gradually considering new approaches, and contexts for education.</p> <p>In level 4 Semester 1, students begin by examining their own learning needs and comparing theories of learning at different ages to pedagogy in a school environment. Level 4 Semester 2 builds on this understanding by investigating environmental and social influences on learning through an examination of research into pupil development and wellbeing and differential achievement of identified groups within the UK school system. Modules at level 5 and 6 directly build on these elements and expand to include wider pedagogic issues and deeper theoretical applications and international perspectives. They allow students to consider the experiences of diverse learners, learning in different contexts and countries, philosophies of education, policy and curriculum development. In each case, ideas introduced at level 4 are developed at level 5 and extended at level 6. For example, consideration of inclusive education and barriers to education for some children in the UK are introduced in EDU40222 'Understanding Education Inequality'. At level 5, in EDU50122 'Social Justice: Diversity and Inclusion' students go on to investigate policy and legislation for inclusion and equality in the UK and analyse specific research, pedagogy and practice for 'vulnerable groups'. At level 6, in EDU60222, 'Global Perspectives on Education' students extend their understanding of inclusion and diversity by critically analysing the impact of importing westernised approaches to education around the globe. They research the challenges of international initiatives aimed at developing education in lower income countries and debate whether some approaches to education around the globe act as barriers to inclusion of certain groups and how these can be overcome.</p> <p>For those students opting to complete a Dissertation (capstone project) in Education Studies research skills are built up progressively through modules and year groups, both in named research modules such as EDU50422: 'Interpreting Education Research', which focuses on quantitative, qualitative and mixed methods, and as part of assessment and professional skills in other modules. For example, In EDU40122 students are supported to find research literature, draw out and compare key findings. In EDU40222 students consider how data has been gathered in previous studies and contrast different theoretical explanations for statistical data about educational achievement.</p>	

Students can opt to conclude the course by gaining an in-depth knowledge of a specific area of Education Studies by designing and undertaking an empirical (primary research) or documentary (secondary research) study with designated supervisory support and taught sessions including designing research methods, ethical considerations and analysing and reporting findings.

In the Education Studies placement modules specific skills for teaching and education related roles with children and young people are developed through placement experiences and connected to module content that models and evaluates professional skills such as reflective practice, planning and teaching. A wide range of education professionals contribute to module content and provide examples of current practice linked to module outcomes.

At BGU common programme outcomes relating to intellectual and transferable skills for students studying all subjects within the modular framework are used. This reflects our collective understanding of the essential skills of a BG graduate who, through the study of one of our degrees, will be equipped with intellectual and transferable skills suitable for a range of professional careers and lifelong learning. In Education Studies, these outcomes are developed at each level through embedding opportunities for communication in different formats, collaboration with different groups of peers, staff and children and young people, and problem solving and decision making in a range of contexts. Specific skills for teaching and education related roles with children and young people are developed through placement experiences and connected to module content that models and evaluates professional skills such as reflective practice, planning and teaching. A wide range of education professionals contribute to module content and provide examples of current practice linked to module outcomes.

The curriculum design of English is built on a student-centred approach to empower students to be engaged, proactive and autonomous learners. Aligned with the institution's ethos and vision, they value student engagement, life-long learning, widening participation, and a constructivist approach to learning. They build a student-centred learning experience that enhances life skills and personal qualities that are essential to their employability and their contribution to society as responsible, ethical twenty-first-century citizens in a globalised and complex changing world.

The credit structure consists of 15-credit modules that last one semester, with one exception, ENG60122 Dissertation module, which is a year-long 45-credit module. This structure is designed to offer a broad-based engagement with the field of literary studies to both single- honours and joint-honours students through a structured combination of core and optional modules (optionality is operational at level 5, and at levels 5 & 6 for joint-degree student). The arrangement of levels and modules provides a structured introduction to the subject through the gradual extension of literary knowledge and complexity, the progressive development of key skills and competences, and the staged expansion of opportunities for both diversification and critical independence. It develops BGU Graduate Attributes through an emphasis on critical skills and creativity, frequent opportunities for seminar interaction and small-group work, and varied forms of assessment designed to enhance information and digital literacies, entrepreneurship and the ability to work cross-culturally.

The internal structure of modules is largely determined by the demands and scope of their content. Several modules are period-based, centred upon representative texts within a bounded chronology and cultural context (ENG50522, ENG50622, ENG60222, ENG61022, ENG60422, ENG60622); some involve the multidirectional exploration of a specific concept (ENG50122, ENG513_1.0, ENG50722) or genre (ENG40222, ENG512_1.0, ENG51022); and some are designed around the acquisition, development and integration of specific academic and/or employability skills (ENG40122, ENG40522, ENG60122).

It can accommodate a part-time route because the progressive development of essential critical and assessment skills is already mapped out by the core modules at levels 4 and 5. There is limited evidence to suggest that

there is a significant market for this pathway; should that position change in the future, however, there is nothing inherently problematic about running these programmes with a part-time route because the progressive development of essential critical and assessment skills is already mapped out by the core modules at all levels.

Level 4 is designed to provide a broad-based introduction to the undergraduate study of English Literature. Single- and joint-honours students undertake introductory modules on essential literary-critical practices and the appreciation of poetry (ENG40122, ENG40522), along with an exploration of genre (ENG40222) and a dedicated study of Shakespeare (ENG40622). Three of the core English modules, ENG40222, ENG40522 and ENG40622, ensure that Education Studies and English students meet the programme's first Knowledge and Understanding aim, which meets the subject benchmark's inclusion of literature produced before 1800.

Level 4 (15-credit modules)

Semester One	Semester Two
ENG40122 Introduction to Literary Studies	ENG40522 Poetic License: Lines and Lyrics
ENG40222 The Gothic: Transgressive to Shock	ENG40622 Shakespearean Worlds

Level-5 15-credit modules introduce students to a range of important critical frameworks and influential theoretical ideas (ENG50122, ENG50722, ENG51022); ensures that every student engages with issues of literature and history through the dedicated study key literary periods (ENG50522, ENG50222). They pursue genre studies (ENG512_1.0, ENG551022, ENG513_1.0).

Level 5 (15-credit modules)

Semester One	Semester Two
core ENG50122 Literature & Identity: Self or Subject? Subject optional ENG512_1.0 Reading the Popular ENG513_1.0 Literature for Children and Young Adults	core ENG50522 Victorians Unbound Subject optional ENG50622 Modern Drama: The Inconstant Stage ENG50722 Becomings: Women & Writing

Level 6 involves a significant progression in terms of literary knowledge and critical independence. In terms of content, individual modules based upon period (ENG60222, ENG60422, ENG60622) or theme (ENG61022) will require an engagement with relatively complex literary works, contexts and theoretical frameworks. This progress will be accompanied by assessments that encourage students to be intellectually independent whilst also giving them the opportunity to refine and integrate the skills acquired at levels 4 and 5. Independence of thought and practice is demonstrated through an extended dissertation module (ENG60122), which runs across the academic year.

Level 6 (15-credit modules, with one exception: 45-credit ENG601, which is yearlong)

Semester One	Semester Two
core ENG60422 Romantic Horizons Subject Optional ENG60222 Modernism: Make It New! ENG61022 Writing the Environment	core ENG60622 The Future Unwritten: Late 20th- and 21st- century Literature
Possible core ENG60122 Dissertation OR EDU60322 Dissertation	

The new curricula include of a wider range of literary periods, topics and approaches and offers students the opportunity to shape the pathway of their degrees in accordance with the interests they possess and the ones they discover. The programme allows students to extend their linguistic skills and critical articulacy with modules dedicated to creative writing, textual production and employment-based project tasks, as well as those that focus on core competences in literary analysis, critical argument and academic research, as well as a solid grounding in the central conceptual frameworks of literary study (period, genre, theory, theme). Progression trajectories are developed through the building of key skills and approaches alongside their expanding exercise of choice and exploration of diversity.

To facilitate the management of optionality, students will be required to confirm their module choices in writing during the second semester of the preceding academic year. Prior to selection, students will receive guidance about the process of optionality along with full details of the range of options available to them for the following year, and their number requirements. This dissemination of information and opportunity for enquiry is designed to ensure informed student choice and instil confidence in the organisation of the process. Students will complete, sign and submit a proforma that clearly outlines the choices available to different student cohorts. It will make clear that students are not guaranteed a place on any selected optional module in case it proves impossible or inadvisable to run any individual module. The English team will have a clear, transparent contingency plan in place, and available to all students, to provide accurate guidance in the unlikely event of modules falling beneath satisfactory minimum numbers. Students will be asked to express their choice with the assurance that the process will, wherever possible, fulfil their first-choice preferences. Students will be instructed that their selections at this stage are final, and changes will only be considered under extreme circumstances. This process enables the production of an authoritative student/module outline in advance of the necessary administrative planning for the following year. It also enables any adjustments to be made to staffing, timetabling, student record, and VLE administration.

23	Learning and Teaching Strategies
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Teaching will be delivered through interactive lectures, workshops, tutorials and seminars to promote engagement and independent learning with opportunities for cross-disciplinary learning aligned with the student's particular interests and aspirations. In this section the specific learning and teaching strategies aligned with the half subject are detailed.

Education Studies embraces a predominantly social constructivist view of knowledge and of learning, the Education Studies programme offers students a range of tutor and peer-led collaborative opportunities to facilitate the secure development of knowledge and understanding of the subject matter. Students at all levels will be encouraged to relate their learning to first-hand experience of placement. They will be supported to critically reflect and analyse observed practice in the context of educational research and policy. Students will develop personal, professional and transferable skills through experiential learning, personalised learning opportunities and peer support. Opportunities to discuss and develop individual strategies for learning in Higher Education are embedded in module teaching.

Learning and teaching of the programme will be through a combination of approaches designed to promote criticality, engagement and independent learning. Approaches used may include:

- interactive lectures, using audio and video for contextualisation of topics and problem based learning exercises to encourage student engagement;
- guest/visiting tutors from across the university, from other HEIs and from local and national statutory, private and voluntary organisations to support currency and exposure to specialist knowledge;
- workshops/ seminars in which tutors facilitate student debate and discussion, practical activities and collaborative research tasks around the subject area.

Local study visits / field trips feature in a module at level 6 (EDU60522 Contexts for Learning) at no cost to students. Non-compulsory study abroad options (at level 5) and / or international field trips would incur costs to students.

A core and central tool for supporting teaching and learning will be the use of the University's Virtual Learning Environment (VLE). Students will be supported to use interactive web tools, for instance live online documents and audience response systems, as a strategy for sharing resources, discussions and in leading their own learning. While the course adopts an in person (face to face) learning and teaching approach opportunities to support and deepen student understanding and outcomes through augmented individual (and / or group) activity via the VLE will be used where appropriate. In exceptional circumstances, contingency measures to ensure learning and teaching can continue will be delivered in accordance with BGU policies and procedures.

All students are introduced gradually to skills of analysis, argument and research through an integrated academic literacies approach stranded through the programme and developed in conjunction with Centre for Enhancement in Learning and Teaching (CELT). In addition to dialogic classroom learning and augmented individual activity via the VLE students will achieve the required levels of intellectual skills through a rigorous framework of deliberately varied assessment practices. Assessment will, in all cases, test knowledge and understanding, and will provide opportunities for students to demonstrate higher level thinking skills, such as evaluation and synthesis; intellectual skills; professional and/ or transferable skills and communication skills. All learning, teaching and research will fully comply with the Bishop Grosseteste University Research Ethics Policy and other subject-specific and relevant codes of practice and guidance.

Module effectiveness will be reviewed through the BGU system of module evaluation and informal opportunities to gather more regular mid-module student feedback enabling tutors to make responsive adaptations to students' needs as far as is practicable.

English has a student-centred approach to learning, teaching, and assessment built on feedback to and from students. Our ethos places student engagement at the core of enhancing students' learning and staff's teaching. A student-centred approach is essential to the learning experience of undergraduate and postgraduate students in English because a student-centred approach is mindful that 'student engagement is a process rather than a product' (McFadden and Munns, 2002: 362) and uses this awareness to empower learners to be engaged, proactive, and autonomous learners. The experiential learning approach (the Kolb learning cycle) is also key to the strategies on which our learning and teaching is envisaged for the English awards.

The delivery is developed on a variety of flexible and inclusive learning and teaching strategies that typically involve a combination of directed input by module tutors (via lectures or VLE tasks and resources) followed by associated workshops and seminar discussion. This pattern recognises the value of conceptual and cultural boundaries in the shared exploration of multiple texts, whilst also affirming the primacy of active learning through its emphasis upon participation, collaborative analysis, focussed discussion and critical debate. In the absence of prescribed structures, individual tutors can take advantage of relatively small cohorts at BGU and adapt their versatile teaching strategies to maximise the quality of student participation and learning. In addition, there are modules designed to facilitate student independence, either in terms of critical thought and argument (ENG40522, ENG513_1.0, ENG50622), autonomy (in particular, ENG60122), or through the encouragement of individual initiative, creativity and practical engagement (for example, ENG513_1.0). Typically, these modules will begin with whole group sessions to outline the parameters of the required tasks before moving into a delivery pattern of individual or small group tutorial support enhanced by technology platforms for learning. Across all modules, consistency and clarity of information are assured by equivalent VLE sites, and tutorial support is available throughout the academic years through our personal tutor programme (linked to the institution's Development and Career Plan, and our 'open door' commitment to staff-student interaction). The VLE also ensures accessibility of teaching material too.

Scheduled activities will include lectures, seminars, workshops, tutorials, and individual as well as group supervision. They will include structured online activities and tasks, and sessions outside the classroom, including performances and field trips. Module tutors' input and suggestions (via lectures, workshops, seminars, and tutorials, and/or VLE tasks and resources) are maximised through technology-enhanced platforms that facilitate preparatory learning, further reflection and peer feedback. Students' independent study of primary

and secondary material is developed, challenged, and broadened through group sessions, and workshops, as well as seminars where ideas, texts, literary genres and periods are discussed, exchanged, and communicated respectfully and effectively. These activities emphasise participation, collaborative analysis, focussed discussion, and critical debate. They foster independent research through further reading lists that encourage students to make effective, autonomous use of the library resources, from archival (BGU Archive and Lincolnshire Collections) to digital specialist resources. Students are encouraged to deepen their subject knowledge by taking the lead in their own learning and the wide-ranging and diverse research expertise of the current team facilitates this challenging but highly rewarding teaching and learning practice.

Through institutional and external partners, the English team actively participates in organising events and employability opportunities for students in order to broaden their learning experience. They enhance students' awareness of the contemporary literary scene, how English contributes to society now and why it matters. Scheduled enhancement activities include workshops led by special guests such as children's literature authors and illustrators, poets, writers and scholars, as well as external visits to collaborative partners (the Tennyson Research Centre, The Collection, The Lincolnshire Life Museum, Lincoln Cathedral, Lincoln Book Festival). These are significant learning activities that enrich student experience and foster students' participation in the life of the institution at a wider level than their subject. Hence, we regularly inform students about activities organised by CELT, the International Office, Chaplaincy, the Library, Careers and BG Futures, as well as external partners such as the Tennyson Research Centre, The Tennyson Society, Lincoln Historical Society, Lincoln Rotary Club, First Story, and the Lincoln Book Festival. Students also have the opportunity to engage in BGU English's growing research culture through local, national and international projects and events: for example, National Poetry Day, Being Human Festival, An Evening/Afternoon with Austen, and Literature at the Venue Series, and guest lectures.

24 Assessment Strategies

The assessment strategy for BA (Hons) Education Studies and English Literature supports the overall demonstration of the programme learning outcomes and is designed to engage students in a range of assessments throughout the programme in both half subjects. It systematically builds knowledge and understanding to support the skills required. The assessment strategies specific to the half subjects are outlined below.

Within Education Studies, the assessment of modules at level 4 will comprise two distinct and discrete components, whilst modules at levels 5 and 6 will be assessed through a mix of two component and one component assessment. Over the course of the programme, the balance of assessment types within and between modules has been carefully considered to allow students a range of assessment types in each year of study. A 'spiral' acquisition of academic literacies is embedded in taught activities and supported by targeted input from CELT. The necessary skills for each type of assessment are built up as part of module teaching and then revisited and extended in future modules and year groups.

In line with educational research and philosophy in Education Studies and in tune with the wide range of starting points of the student body assessment approaches do not include exams. Instead, assessments comprise practical and course work for instance oral presentation, digital portfolio, research report, essay, annotated bibliography, education resource creation and evaluation.

Assessments are designed to support students to develop relevant professional and transferable skills for education and related careers and to provide a positive way for them to confidently demonstrate their knowledge and understanding during the programme.

Following the QAA Subject Benchmark Statement for English (2019), the assessment strategies for English encourages students to pay close attention to texts, to pursue original thought, and to question accepted opinions. They value independence of mind and choice and the diverse and interdisciplinary nature of the discipline through a variety of assessment forms, which seek to foster social mobility and flexibility. Our forms of assessment are mindful of the University inclusive and widening participation ethos and proactively support the student learning experience, enabling all students to deliver to their full potential.

English embeds an understanding of the application of English Studies in the 21st Century through innovative, varied, and technology-enhanced forms of assessment (such as posters, videos, hypertext analysis, e-resource packs, blogs and other technological tools). It is informed by BGU Graduate Attributes (Academic Literacies, Global Citizenship, Digital Fluency, Information Literacy, Employability, and Being Enterprising. (Please see Section G for more information). By looking at these attributes, the following pathways can be identified:

Academic Literacies: ENG40122, ENG50122, ENG50522, ENG50622, ENG50722.

Global Citizenship: ENG40622, ENG50122, ENG513_1.0, ENG60622.

Digital Fluency: ENG40122, ENG501, ENG513_1.0, ENG50522, ENG60122, ENG60622.

Information Literacy: ENG40122, ENG40522, ENG40622, ENG50921, ENG50522, ENG60422, ENG60122, ENG60622.

Employability: ENG40122, ENG50122, ENG513_1.0, ENG50522, ENG50622, ENG60422, ENG60622, and ENG60122.

Being Enterprising: ENG50122, ENG60122, ENG60422, ENG60622.

These assessment patterns are designed with inclusivity in mind, to enable access for the widest possible range of learning styles and educational backgrounds. Digital literacies and academic communication skills are developed throughout the curricula in a framework that enables students to take intellectual risks and engage with current scholarly research within a supportive, constructivist framework. The relatively small size of the teaching team offers an effective academic and pastoral support system: module and personal tutors build a productive rapport with students through regular tutorials, and the Development and Career Plan (DCP) platform.

Forms of assessment (formative and summative) include oral (ENG40522, ENG50122) and multimodal presentations (ENG50622, ENG60222), essays (ENG40222, ENG50522, ENG50722, ENG60622) and independent research projects (ENG60122), bibliographical exercises and editing tasks (ENG40122, ENG50622, ENG60222), portfolios of creative and critical writing (ENG40622, ENG40822, ENG512_1.0, ENG513_1.0, ENG60422), reflective tasks (ENG50622, ENG60222), critical reviews (ENG40622, ENG50622), hypertext analysis (ENG60222). Collectively, this mixture of written, oral, and digital assessments is designed to prepare BGU English graduates to enter today's competitive global market with confidence.

BA (Hons) Education Studies and English Literature

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
EDU40122	Perspectives on Learning	30	1	-		100
EDU40222	Understanding Education Inequality	30	1	-	50	50
ENG40122	Introduction to Literary Studies	15	1			100
ENG40222	The Gothic: Transgressive to Shock	15	1			100
ENG40522	Poetic License: Lines and Lyrics	15	1		100	
ENG40622	Shakespearean Worlds	15	1			100
EDU50122	Social Justice: Diversity and Inclusion	30	2	-	-	100
EDU50622	Becoming a Professional	15	2	-	-	100

EDU50422	Interpreting Education Research	15	2	-	-	100
ENG50122	Literature & Identity: Self or Subject?	15	2		100	
ENG512_1.0	Reading the Popular	15	2			100
ENG513_1.0	Literature for Children and Young Adults	15	2			100
ENG50522	Victorians Unbound	15	2			100
ENG50622	Modern Drama: The Inconstant Stage	15	2		100	
ENG50722	Becomings: Women & Writing	15	2			100
EDU60122	Curriculum Debates and Future(s)	15	3	-	-	100
EDU60222	Global Perspectives on Education	30	3	-	50	50
EDU60522	Contexts for Learning	15	3			100
EDU60322	Dissertation	45	3	-	30	70
ENG60122	Dissertation	45	3			100 (10+90)
ENG60222	Modernism: Make It New!	15	3		100	
ENG60422	Romantic Horizons	15	3			100
ENG60622	The Future Unwritten: Late 20th- & 21st- century Literature	15	3			100
ENG61022	Writing the Environment	15	3			100

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
EDU40122	Perspectives on Learning	30	A1: Portfolio - 50% A2: Essay – 50%	2,000 words 2,000 words	October December
EDU40222	Understanding Education Inequality	30	A1: Essay – 50% A2: Group oral presentation – 50%	2,000 words 15 minutes	March May
EDU50122	Social Justice: Diversity and Inclusion	30	A1: Essay – 50% A2: Booklet – 50%	2,500 words 2,500 words	November January
ENG40122	Introduction to Literary Studies	15	portfolio	2,000 words	100%
ENG40222	The Gothic: Transgressive to Shock	15	essay	2,000 words	100%
ENG40522	Poetic License: Lines and Lyrics	15	poster presentation	10 minutes	100%
ENG40622	Shakespearean Worlds	15	essay	2,000 words	100%
EDU50622	Becoming a Professional	15	Portfolio – 100%	2,500 words	May

EDU50422	Interpreting Education Research	15	Portfolio – 100%	2,500 words	May
ENG60422	Literature & Identity: Self or Subject?	15	presentation	15 minutes	100%
ENG512_1.0	Reading the Popular	15	essay	2,500 words	100%
ENG513_1.0	Literature for Children and Young Adults	15	portfolio	2,500 words	100%
ENG50522	Victorians Unbound	15	essay	2,500 words	100%
ENG50622	Modern Drama: The Inconstant Stage	15	video essay	15 minutes	100%
ENG50722	Becomings: Women & Writing	15	essay	2,500 words	100%
EDU60122	Curriculum Debates and Future(s)	15	Essay – 100%	3,000 words	December
EDU60222	Global Perspectives on Education	30	A1: Essay – 50% A2: Video submission – 50%	3,000 words 3,000 word equivalent	November May
EDU60522	Contexts for Learning	15	Portfolio – 100%	3,000 words	January
EDU60322	Dissertation	45	A1: Individual presentation – 30% A2: Dissertation – 70%	20 minutes 6,000 words	November May
ENG60122	Dissertation	45	proposal dissertation	1,000 words 8,000 words	10% 90%
ENG60222	Modernism: Make It New!	15	hypertext	3,000 words	100%
ENG60422	Romantic Horizons	15	essay	3,000 words	100%
ENG60622	The Future Unwritten: Late 20th- & 21st-century Literature	15	essay	3,000 words	100%
ENG61022	Writing the Environment	15	essay	3,000 words	100%

For paired or group assessments both or all students within a pair or group will receive the same grade. In exceptional circumstances a different grade may be awarded to individual students if strongly documented evidence of a disparity in contribution has been reported in writing or via email to a seminar tutor, the module leader or the programme leader before the day and time of submission of the assignment.

25 Inclusive Practice and Personal Development Planning

Inclusive Practice

BGU is committed to widening access and participation and adheres to a policy of non-discrimination. Students are supported throughout their programmes through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services. In accordance with BGU's Diversity and Equality Policy, this programme strives to reflect and value the diverse experiences which students bring to the course, and a flexible and inclusive curriculum. It aims to promote 'social mobility and enhancing individual life chances, by giving everyone, regardless of their background or circumstances, the chance to study at higher levels of education' (GuildHE Inclusive Teaching and Learning in Higher Education as a route to Excellence, 2017). All forms and patterns of delivery and assessment in English

are carefully considered to facilitate diversity, flexibility, and inclusivity. They align to the inclusive and widening participation conditions of BGU's Learning and Teaching strategy and BGU's Assessment Strategy. Every module tutor will offer relevant, helpful adjustments to learning styles and materials to facilitate access to knowledge and, where relevant, scaffolding to ensure access to knowledge, and alternative forms of assessment, which allow students to demonstrate knowledge and understanding equitably but through adjusted assessment developed in collaboration with Student Advice and CELT and approved by Registry.

Inclusive modes of learning, teaching, and assessment are actively employed in English to enhance the student learning experience and enable all students to deliver to their full potential throughout their studies by ensuring they have 'a positive experience and are able to be involved in all aspects higher education' (GuildHE Inclusive Teaching and Learning in Higher Education as a route to Excellence, 2017). We promote flexible ways of learning and study resources. Our interactive taught sessions are enhanced by inventive and innovative ways to stimulate students to participate in debates and reflections and to engage with imaginative teaching tools. We endeavour to support students and to remove, whenever possible, barriers so that all students can be independent and equal in society, 'with choice and control over their own lives.' (2) We provide 'reasonable adjustments' under the Equality Act 2010 and mitigate the ways in which social barriers restrict education opportunities and life choices for students with disabilities, specific learning differences and other special needs through flexible study resources and alternative forms of assessment. For example, we provide modifiable handouts so that students can edit the font or background to their own preference, sessions that target assessment form and skills that can be accessed flexibly on the VLE to support students with their learning and revision. Our assessment strategy challenges students in different ways so that students can demonstrate their learning and understanding through oral and written forms of assessment that include the use of relevant technology. When reasonable, we create flexible ways of testing students' knowledge and understanding by developing adjusted forms of assessment in collaboration with Student Advice and CELT, and approved by Registry as afore mentioned, to allow students to demonstrate their learning equitably and flexibly.

From their enrolment, students can be directed by the Programme Leader, Student Advice, and Module Tutors to the range of support that is provided at Faculty level by Student Advice, CELT, Library Services and BG Futures. Their Personal Tutor (part of the University's Development and Career Plan described below and allocated at the beginning of their studies) will also be able to advise them and direct them to the relevant support departments.

Personal Development Planning

Through the University Development and Career Plan (DCP), joint-English students are supported in pursuing their personal academic and professional development through reflective practice embedded in the DCP online facilities, as well as regular one-to-one tutorials. Each student is allocated a Personal Tutor that will meet them regularly throughout their studies, becoming a reliable point of reference. Students are encouraged to take advantage of all the opportunities to further their academic and employability skills that are embedded within individual modules and offered in conjunction with CELT, Digital Learning and Learning Development, the Library Services, Careers and BG Futures.

Students are also encouraged to enhance their development by taking part in institutional extra-curricular activities organised by the International Office, CELT, Library Services, Chaplaincy, as well as programme-specific enhancement activities and events. Most importantly, they are advised to enrich their experience by achieving a BGU Graduate Award, an institutional programme that rewards engagement, being entrepreneurial, and extra-curricular activities.

26	Technology Enhanced Learning
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Technology is a key component of the English programme's design and its learning, teaching, and assessment strategies. Mindful of the impact of digital literacies and communication skills more generally, it develops technology enhanced learning tasks to enrich the student learning experience via BGU's Virtual Learning Environment (VLE), currently supported by Blackboard, where independent learning, debates and discussions are facilitated, and teaching material and shared resources are accessed. A central tool for technology

enhanced learning of this programme, Blackboard is also an area for assessment and feedback, together with Turnitin. Students would be expected to engage creatively with a range of presentation tools and software that enable the production of, for example, digital presentations and hypertext analysis. Technology is also key in enabling flexible ways of learning, study resources, and forms of assessment.

Through English students will be encouraged to work creatively and proactively with the Digital Learning team to enhance their own digital confidence and capability autonomously, in order to engage creatively with the programme content and tools for assessment. These modules maximise some of those skills and experiences that are sought after by employers in twenty-first-century English graduates (being creative and enterprising, providing solutions and alternatives, and communicating effectively through a variety of media).

Students' face-to-face teaching sessions are enhanced through online digital learning and teaching methods, including preparation tasks and discussions. Teaching materials will be made available on the VLE, and resources will be accessed through the modules' individual VLE pages and TALIS reading lists. Included within the Library Systems are access to journals and specific subject related learning resources (module specific elements are laid down within individual modules). Together with the Library Service, English has supported a strategic investment in resources and electronic databases to assist research-inspired and research-led delivery, including the wealth of material kept in the University Archive, the Lincolnshire Collection, and the Teaching Resource Collection, where the children's literature collection is located. Together with access to multidisciplinary collections and databases, such as JSTOR and Project MUSE, since 2015, we have added the Cambridge, Wiley, SAGE and Taylor & Francis journal collections. Overall, BGU Library Services subscribes to twenty-four collections and databases that cater for English literature students.

27 Work-related Learning and/or Placement

Students on BA (Hons) Education Studies and English Literature will have the opportunity to undertake a work-related placement as part of their programme. This will usually be embedded into one of the half subjects and typically provides at least one placement during their academic study.

Joint honours graduates develop a range of skills transferable to graduate careers. These include:

- communication – oral, visual and written;
- understanding and using data;
- decision making;
- organisational skills;
- information technology;
- handling of data/statistics;
- problem-solving, and
- the ability to work in teams

Education Studies students will be facilitated to undertake non-assessed placement each year, directly linked to, and an integral component of, a specific module or modules. Currently EDU40122, EDU40222, EDU50622, EDU60122 and EDU60322 include placement as a component of the taught hours. **Students can opt to not undertake a placement in year two Education Studies (EDU50422) and those students opting to pursue a capstone project in English will not undertake placement in EDU60322.**

Placement in the University's partnership of schools or other education related settings are organised by the University's central Placement Team. An e-form is completed by each student before a placement opportunity to support matching placements to student's individual circumstances. In accordance with the Placement Policy students have a right of appeal over placement decisions.

Placements in Year 1 / Level 4 are usually based in the primary age phase with students attending the setting one day a week over several weeks. In Years 2 and 3 / Levels 5 and 6 students express a preference for age phase and setting and placement is organised into block weeks (a block week comprises four days on placement in a setting and one day at university). A placement handbook including placement tasks for the

relevant modules will support all placements (except EDU60322). All students will be strongly encouraged to gain additional voluntary experience in their own time in order to develop a strong portfolio of experiences to support anticipated exit routes. In exceptional circumstances, students who are unable to attend placement engage with tasks from the placement booklet supported by further independent research augmented by VLE materials.

Reflection on placement experiences, and analysis of these, linked to taught module outcomes, is part of the assessments for the above modules. The purpose of placement within the course is to add value to relevant modules by contextualising taught sessions. It aims to deepen knowledge, understanding and application of key theories and principles through first-hand, real-world and practical experiences; and to support students in the development of appropriate professional and transferable skills through their work in educational and education related settings, including schools. This will directly enhance students' potential employability and selection of possible exit routes.

Students will be encouraged to establish mutually beneficial relationships with the local community through placements and additional volunteering. Placement modules will highlight the importance of professionalism and the opportunities for leaving a positive legacy from practice, research or projects conducted in the local community. Placements will be arranged through the Placement Services team. All placements undertaken will comply with the Code of Practice for Work-based and Placement Learning. All students are subject to Enhanced Disclosure Procedures on arrival at BGU, and before undertaking any placement, in order to comply with Safeguarding requirements.

There is no mandatory work placement in English; however, employability is embedded in delivery and assessment of the degree programme. From level 4 to level 6, students will engage with a variety of assessment forms that will develop and enhance their confidence with employability skills and build progression into the workplace. The degree programme develops an understanding of the application of English Studies in the twenty-first century through innovative and varied forms of assessment (such as the hypertext analysis, e-resource pack and the practical production of texts) which will develop digital, oral and written communication skills. English is committed to working in partnership with employers to create opportunities for work experience and project-based learning because they enable students to apply subject-specific knowledge and skills in work-based contexts and present themselves to employers or selectors upon graduation. Through the Development and Career Plan (DCP) and BGU Graduate Award, English students will be supported in pursuing such opportunities through work experiences, project learning, and a work placement, if they so wish. They will be encouraged to take advantage of BGU facilities and explore how the Placement Services can help them finding placement opportunities. BGU has a strong history of placement and partnership work and a strong network of local and regional cultural institutions and schools, supported by the work of the Faculty and BG Futures, to draw on. The students will become familiar with our collaborative partners, such as Slam Jam, The Tennyson Society, The Tennyson Research Centre, First Story, The Lincoln Book Festival, Lindum Rotary, Lincoln Cathedral, and Lincolnshire Archives, during the delivery of their modules and can choose to discover more about them through a placement, which will be facilitated by the English team and the Placement Office.

28 | Employability

This joint honours degree offers a firm base for students hoping to enter a variety of career pathways including but not limited to education-related, health, mental health, or voluntary sector careers. The ability to critically analyse a problem, formulate a considered response, create an argument, and generate new ideas, lend themselves well to careers in the creative industries, the legal sector, government administration and education. Maintaining the focus on real-world application throughout the programme is vital for providing students with a sustained focus on employability and possible career routes.

To support employability, the Education Studies teamwork in partnership with BG Futures. They make students aware of BG Futures' services, refer individual students for guidance, develop course materials that

support employability, provide additional opportunities for career support within modules and provide enhancement opportunities for employability outside of module content. Employers work with the placement services team and BG Futures to provide placements and support students in the completion of placement tasks linked to module outcomes. They also contribute to curriculum design and teaching through creating and / or leading sessions related to professional practice within modules. For instance, in EDU50122 Social Justice: Diversity and Inclusion the Lincolnshire Ethnic Minority and Traveller education team inform a session about support for pupils from diverse cultural and linguistic backgrounds as do teachers from specialist SEN provision. Other modules include contributions from children's services, outdoor learning practitioners and leaders of alternative education.

All students develop an e-portfolio, the Development and Career Plan. This is a detailed record of the development of skills, experience, and knowledge which:

- Supports reflection on academic and assessed work and ensures students are able to respond effectively to feedback from tutors and improve their grades
- Allows students to collect evidence of the things that they achieve during their studies that promote their employability
- Makes explicit links between students' work experience and professional standards in Psychology
- Supports the development of a close and well-informed relationship with their personal tutor.

Employability is an important issue to all students. Moving into teacher training, social work, postgraduate research, or other education related roles requires students to distinguish themselves from other graduates in their applications and interviews. The DCP ties in with graduate attributes and BG Futures services and provides students with a means of gathering evidence of all the things they do that would be of interest to an employer. It enables them to frame their skills, knowledge, and work experience in such a way as to make explicit how these are relevant for the posts for which they are applying.

As outlined in section 27 placement modules at each level provide the opportunity to develop transferable professional skills that may enhance students' employability. In addition, the optional EDU50422 module 'Professional Contexts' provides a block of placement experience for students to develop and reflect on practice prior to application and interviews in their final year. It includes opportunities to develop skills for application writing and guidance from BG futures about next steps for Education Studies students threaded through the module. In addition, the grid below gives examples of the way that the programme structure and assessments align to the development of BGU Graduate attributes:

Graduate Attribute	Level 4	Level 5	Level 6	
Academic Literacies	<u>EDU40122 Perspectives on Learning.</u> Referencing, academic writing, reading, paraphrasing, selecting sources embedded in this module alongside content.	<u>EDU50122 Social Justice, Diversity and Inclusion.</u> Seminars include peer collaboration and staff guidance on gathering sources for a literature review and developing an argument.	<u>EDU60322 Dissertation</u> Research skills developed through literature analysis, ethical proposal, methods design, data collection and data presentation and analysis. Skills of research report writing are modelled and supported.	
Global Citizenship	<u>EDU40222 Understanding Education Inequality.</u>	<u>EDU50122 Social Justice; Diversity and Inclusion.</u>	<u>EDU60222 Global Perspectives on Education.</u>	

	<p>Students consider the differences in attainment by ethnicity, gender and social economic status. They investigate ways to address these 'gaps and possible reasons for them.</p>	<p>Study inclusive practice and legislation for equality. Apply to individual needs in the classroom.</p>	<p>Students research the impact of globalisation and controversial issues on outcomes for children and communities around the globe</p>	
Information Literacy	<p><u>EDU40222 Understanding Education Inequality.</u> Students investigate and analyse a range of published sources of data on educational attainment and so learn to interpret and explain data presented in different ways.</p>		<p><u>EDU60122 Curriculum Debates and Future(s)</u> Students engage with current and historic policy and theory on curriculum development. This involves scrutiny of government documents and extensive analysis and synthesis of different perspectives</p>	
Digital Fluency	<p><u>EDU40222 Understanding Education Students</u> create oral presentations using different digital media.</p>	<p><u>EDU50122 Social Justice: Diversity and Inclusion</u> Students create multimedia presentations, a multimedia information 'booklet', academic blog, digital portfolio and evaluations of digital media resources.</p>	<p><u>EDU60322 Dissertation.</u> Students learn about and apply online research methods such as questionnaires. <u>EDU60222 Global Perspectives on Education.</u> Students analyse digital representations of global education and with support from CELT workshops create short films or multimedia presentations to showcase their independent research</p>	
Employability	<p><u>EDU40122 Perspectives on Learning / EDU40222 Understanding Education Inequality.</u> School placements enable students to develop key transferable skills of communication, organisation, planning and teaching under the guidance of the class teacher.</p>	<p><u>EDU50622 Becoming a Professional.</u> Students develop transferable skills for careers in education related careers through block placement. They are able to plan, teach and gain feedback in school settings, or carry out other professional tasks and discuss their effectiveness with their mentor. They work with BG futures and ES staff to create CVs, career action plans, application letters and</p>	<p><u>In EDU60122 Curriculum Debates and Future(s)</u> Students focus on current curriculum initiatives and alternative approaches which prepare them with knowledge of the national curriculum, innovative curriculum approaches and specific practices for literacy teaching. These support students in their interviews and applications for PGCE and</p>	

		<p>reflections on their professional practice.</p> <p><u>In EDU50122 Social Justice: Diversity and Inclusion.</u></p> <p>students develop planning and justify pedagogy and support strategies for groups and individual pupils needs which can support their future careers.</p>	other education related careers.	
Being Enterprising	<p><u>EDU40122 Perspectives on Learning / EDU40222 Understanding Education Inequality.</u></p> <p>Students develop resilience and adaptability to change through school placements. Students collaborate to develop group presentations.</p>	<p><u>EDU50622 Becoming a Professional.</u></p> <p>Students take responsibility for their own career development through action planning and reflecting on practice.</p>	<p><u>EDU60322 Dissertation.</u></p> <p>Carrying out independent research projects and dissertations to completion involves long-term planning and organisation, working to deadlines, overcoming setbacks and adapting the task to the needs of the setting where data is collected. Students have to negotiate and gain permissions for their work in professional settings. Each is required to justify why their project is original.</p>	

BGU graduates with English are likely to be more employable than the average graduate of the discipline. BGU has been a top university in England for employability. English remains a popular discipline with graduate employers thanks to the versatility and currency of the skills it develops. BGU English degree programme places the development of the BGU Graduate Attributes at the heart of its scope, structure and delivery. Our provision aims to equip BGU English graduates with the skills to evaluate and question, to think critically and appreciate different perspectives, to be creative and enterprising. Our graduates will develop interpersonal skills, flexibility, initiative, and adaptability, as well as an ability to communicate effectively, analyse, evaluate, organise, manage, and lead. They will develop professional skills including time and project management. These are skills an array of employers looks for including publishers, marketing companies, PR and advertising agencies, HR, magazine and newspapers, government, banking and legal firms, theatres, the film industry, market researchers, charity, not-for-profit and voluntary sectors, and educational environments including schools, galleries, and museums. These are professional skills that our new digital, oral, and publishing-task forms of assessment will promote and enhance.

Graduates of English nationally go into a diverse range of roles, with the most popular graduate level professions including marketing, arts, design and media, and education. 'Understanding employers' graduate recruitment and selection practices' (Department for Business, Innovation and Skills, 2015) reports a trend for graduate employers to seek transferable over discipline-specific skills. An English degree gives students the ability to develop versatile, transferable skills that are highly sought after by graduate employers. These are expanding in the world of social media communication. The particular skills valued by employers surveyed included 'analytical and problem solving skills', creativity, the 'ability to work with others' and to understand others' perspectives and contexts and written and spoken communication skills.

The BGU Graduate Attributes embedded in the English programmes - through emphasis on critical skills and creativity, frequent opportunities for seminar interaction and small-group work, and varied forms of assessment

- are highly relevant to the priorities of graduate recruiters. The Graduate Attributes of Information Literacy (communication), Being Enterprising (problem-solving), and Global Citizenship (ability to work with others, potentially across cultures) will benefit graduates of BGU English in an increasingly competitive graduate market.

The English programme's development of twenty-first-century digital skills is a significant factor in students' employability. In January 2016, BIS and the Department for Culture, Media and Sport reported that 'as demand for digital skills outstrips supply, employers across a wider range of sectors are experiencing digital skill gaps within their workforce', including in the creative and marketing sectors popular with English graduates ('Digital Skills for the UK Economy', BIS and DCMS 2016). The digital literacies students will develop through innovative forms of assessment such as hypertext analysis, production of e-resources and digital presentations will enable them to meet this demand, and place graduates of BGU English at a competitive advantage.

As a national curriculum subject, English continues to be in demand by applicants who wish to pursue a secondary school teaching career and is a popular choice for joint-honours combinations (in particular with Education Studies). BGU's particular strengths in employability and Education Studies complement this. Graduates of English are well-equipped with the Academic Literacies required to pursue postgraduate study, and thus careers in educational and research professions.

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<p>There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.</p> <p>In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.</p> <p>There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.</p> <p>Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.</p> <p>Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.</p> <p>You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.</p>	
30	Programme Specific Management Arrangements
<p>The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.</p>	
31	Staff Responsibilities
<p>Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.</p>	
32	Programme Specific Academic Student Support
<p>Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development</p>	

and Digital Learning, will support academic literacies, digital capabilities, and work towards assessments. In addition, IT will lead sessions to ensure basic digital literacies and the Library Liaison Team will support information literacies. BG Futures will support career aspiration and development. The Student Advice team will support wellbeing and, alongside CELT, will seek to develop the resilience and growth mindset of the Foundation Year learners. Learners will have an allocated personal tutor as part of Bishop Grosseteste University's Personal Development Plan (PDP). The PDP is monitored via the Development and Career Plan (DCP) process including the development of the learner's e-portfolio. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate.

33 | Programme Specific Student Evaluation

The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.

The programme team are committed to ensuring a positive learner experience and working in partnership with learners to feed forward and enhance the learner experience at both modular and programme level. Learner engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor structures. The programme team will work closely with the Foundation Year learners to ensure they are engaged participants in the evaluation process.

In addition, student representatives will be invited to team meetings at regular intervals to provide opportunity for student voice, as well as feeding forward news and enhancements to the programme. Actions will be minuted and channeled through relevant boards, committees, and quality assurance processes.

SECTION E2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND ENGLISH: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<p>Minimum admission points for entry to the University are reviewed on an annual basis. Currently typical entry requirements are 96-112 UCAS tariff points (from a maximum of four Advanced Level qualifications). We welcome a range of qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc (on the University website there are details of all qualifications in UCAS tariffs) There is no requirement for GCSE English. Education Studies students joining this course are required to successfully complete an enhanced DBS check in accordance with the University's Code of Practice for DBS Checks.</p> <p>In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining accreditation for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities, bridging assignments are also available if required. If a prospective student has recently completed or studied modules as part of a previous qualification, they may apply for Accreditation for Prior Learning in line with the relevant Code of Practice. In addition, bridging assignments are available to enable students seeking direct entry into Levels 5 or 6 to meet programme specific Level 4 and 5 module outcomes. NB Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University on-line prospectus https://www.bishopg.ac.uk/courses/education-studies-and-english</p>	
<p>The University is committed to widening participation in higher education. As such, we are supportive of a range of marketing and publicity initiatives that encourage a diverse student body. All students who are expected to achieve our entry requirements are offered an applicant day, interview and/or campus visit. In line with this aim, the course also ensures to be attractive to 'second chance', part-time and mature learners by welcoming applications from students who are studying towards an Access to Higher Education programme.</p>	
30	Programme Specific Management Arrangements
<ul style="list-style-type: none"> • Programme Leader for Education Studies and Programme Leader for English – responsible for overall management, planning, organisation, and running of the degree programme; • Module Tutor – responsible at module level for the planning, administration, delivery, and other responsibilities related to the running of the degree programme. 	
31	Staff Responsibilities
<p>Staffing expertise within the respective subject teams is a close match to the module content. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.</p>	
32	Programme Specific Academic Student Support

Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library Services team and Centre for Enhancement in Learning and Teaching (CELT) staff, specifically from Digital Learning and Learning Development, will support academic literacies and work towards assessments. Each student will be allocated a designated research supervisor in the third year of study who will oversee, with the student, the development of the research design and ethics forms for submission to the Ethics committee, and the collection and analysis of data for the dissertation. Students will also have an allocated tutor, who will act as personal tutor as part of the Development and Career Plan (DCP) process.

The English programme is commitment to digital literacies and new modes of assessment will require additional technical and digital learning support for staff and students. We have been working in collaboration with CELT to organise and plan this support in two areas. Firstly, students and staff will require IT services to provide reliable electronic platforms and supported software for the satisfactory completion and submission of assessments. It should be noted that, at present, there is no ambition to employ any platforms or specialist software packages that are not already supported by the institution. Secondly, there will be a more general need for CELT, Digital Learning and Learning Development in particular, to support the management of these new assessments through the provision of training opportunities and guidance in the practices of digital literacy for both students and staff. Together with them, we will ensure scheduled, bespoke 'drop-in' sessions for modules that require an understanding of the digital learning capabilities of specific tools and platforms.

33 | Programme Specific Student Evaluation

The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative.

The Programme complies with current institutional evaluation policies and takes part module evaluations at semesters 1 and 2, and programme evaluation through Student Satisfaction Surveys - NSS, and BGUSSS. The Programme Leader (PL) receives feedback via the Representative Feedback System. This is a system that the PL uses to gather students' views, suggestions, and feedback proactively – particularly to develop and enhance the programme. The team also acts on the External Examiner's Reports and feedback

The English team's learning, teaching and assessment philosophy places at its centre a student-centred approach built on feedback to and from students therefore, reflection on delivery at modular and team level is essential. English module tutors will facilitate key moments for students' informal valuation during the semesters that will exist in parallel with the afore mentioned University modes of evaluation. These prompt and ad hoc evaluation will enable students to co-produce elements of their learning, teaching, and assessment experience in collaboration with their module tutors through workshops Co-production is also developed through assessment forms that enable autonomous choices.

The English Team's open-door office hour policy enhances the University Personal Tutor System (which enables opportunities for individual students' feedback that is reflective as well as informative due the closer rapport developed between the personal tutor and the tutee) by facilitating communication between students and staff.

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	SPS1	SPS2	IS1	TS1	TS2
FDY00120 Self As Learner						
FDY00220 Resourcing Learning						
FDY00320 Critical Thinking						
FDY00420 Critical Engagement						
FDY005206 Effective Communication						
FDY00620 The Digital Learner						
FDY00720 Reflective Learning						
FDY00820 Academic Writing						

SECTION F2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND ENGLISH: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Education Studies JOINT HONOURS

Module Name	Programme outcomes for Education Studies <u>Joint Honours</u> LEVEL 4														
	Mapped to 60c														
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
EDU40122 Perspectives on Learning (30c)		✓	✓	✓	✓			✓	✓			✓	✓	✓	
EDU40222 Understanding Education Inequality (30c)	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓	

Module Name	Programme outcomes for Education Studies <u>Joint Honours</u> LEVEL 5														
	Shaded module may be replaced by GA or Subject Enhancement Modules— mapped to 45c and 60c														
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
EDU50122 Social Justice: Diversity and Inclusion (30c)	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓
EDU50422 Interpreting Education Research (15c)		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
EDU50622 Becoming a Professional (15c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

Module Name	Programme outcomes for Education Studies Joint Honours LEVEL 6 *= Subject Enhancement Module. Shaded modules may be replaced by English Literature - mapped to 45c** and 90c														
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
EDU60222 Global Perspectives on Education (30c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EDU60122 Curriculum Debates and Future(s) (15c)	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
EDU60522 Contexts for Learning (15c)	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
EDU60322 Dissertation (45c)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Education Studies and English Literature JOINT HONOURS CERTIFICATE OF HIGHER EDUCATION

Module Name	Programme outcomes for Education Studies <u>Certificate of Education</u> LEVEL 4														
	K&U1a	K&U2a	K&U3a	SPS1a	SPS2a			IS1a	IS2a			TS1a	TS2a	TS3a	
EDU40122 Perspectives on Learning (30c)		✓	✓	✓	✓			✓	✓			✓	✓	✓	
EDU40222 Understanding Education Inequality (30c)	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓	

Education Studies and English Literature JOINT HONOURS DIPLOMA OF HIGHER EDUCATION

Module Name	Programme outcomes for Education Studies <u>Diploma of Education</u> LEVEL 5													
	Shaded module may be replaced by GA or Subject Enhancement Modules – mapped to 45c and 60c													
K&U1b	K&U2b	K&U3b	SPS1b	SPS2b	SPS3b	SPS4b	IS1b	IS2b	IS3b		TS1b	TS2b	TS3b	TS4b
EDU50122 Social Justice: Diversity and Inclusion (30c)	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
EDU50422 Interpreting Education Research (15c)		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	
EDU50622 Becoming a Professional (15c)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

ENGLISH - JOINT HONOURS

Module Name	Programme outcomes for English Literature <u>Joint Honours LEVEL 4</u>															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
ENG40122 Introduction to Literary Studies		✓	✓	✓	✓	✓	✓			✓			✓	✓		✓
ENG40222 The Gothic: Transgressive to Shock	✓	✓	✓		✓	✓	✓		✓		✓	✓		✓		✓
ENG40522 Poetic License: Lines and Lyrics	✓	✓	✓		✓	✓	✓			✓	✓		✓	✓	✓	✓
ENG40622 Shakespearean Worlds	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

Module Name	Programme outcomes for English Literature <u>Joint Honours LEVEL 5</u>															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
ENG50122 Literature & Identity: Self or Subject?		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
ENG512_1.0 Reading the Popular		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG513_1.0 Literature for Children and Young Adults	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG50522 Victorians Unbound		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
ENG50622 Modern Drama: The Inconstant Stage		✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓
ENG50722 Becomings: Women & Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Module Name	Programme outcomes for English Literature <u>Joint Honours</u> LEVEL 6															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
ENG60122 Dissertation		✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
ENG60222 Modernism: Make It New!		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
ENG60422 Romantic Horizons	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓
ENG61022 Writing the Environment		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG60622 The Future Unwritten: Late 20th- and 21st- century Literature		✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓

SECTION G1 (YEAR 1) FOUNDATION YEAR

MAP 2

Graduate Attribute Mapping

Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	SPS1	SPS2	IS1	TS1	TS2
Academic Literacies						
Global Citizenship						
Information Literacy						
Digital Fluency						
Employability						
Being Enterprising						

Graduate Attributes

- GA1. Academic Literacies This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. Global Citizenship This is about understanding the global context in which you live, study and work
- GA3. Information Literacy This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. Digital Fluency These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. Employability This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. Being Enterprising This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopsg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION G2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND ENGLISH

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Education Studies Joint Programme Learning Outcomes														
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	
Global Citizenship	✓	✓	✓				✓			✓		✓			✓
Information Literacy					✓		✓	✓	✓	✓	✓	✓	✓	✓	
Digital Fluency					✓		✓					✓	✓	✓	
Employability		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Being Enterprising				✓		✓	✓	✓		✓		✓			✓

Attribute	English Literature Programme Learning Outcomes														
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3
Academic Literacies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Global Citizenship		✓	✓	✓	✓		✓	✓				✓		✓	✓
Information Literacy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Digital Fluency		✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	
Employability	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Being Enterprising		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	

Graduate Attributes

- GA7. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
- GA8. **Global Citizenship** This is about understanding the global context in which you live, study and work
- GA9. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA10. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA11. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA12. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION H (YEARS 1-4) BA (HONS) EDUCATION STUDIES AND ENGLISH WITH FOUNDATION YEAR

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification) (Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(e.g., students entering Level 5 from September 2016 onward)</i>
v2.0	Amendment to 2xL5 module titles/content.	10 June 2024	Sept 2024	Students entering L4 and L5.

SECTION I (YEARS 1-4) BA (HONS) EDUCATION STUDIES AND ENGLISH WITH FOUNDATION YEAR

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>					
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						