



**BISHOP  
GROSSESTE  
UNIVERSITY**

**Education, Health and Lifelong learning (EDHaLL)  
Arts, Humanities and Social Sciences (AHaSS)**

## **BA (Hons) Education Studies and History 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.*

<b>1</b>	<b>BGU approval – date and outcome of last approval</b>	<b>28 March 2022</b> <b>Amended Apr 2024</b> <b>Amended Sept 2025</b>
<b>2</b>	<b>Next Scheduled Review Date: [Month/Year]</b>	<b>March 2028</b>  <b>Foundation Year &amp; Combined Honours</b> Curriculum specifically attached to this programme specification will be reviewed at the same time.
<b>3</b>	<b>Programme Specification - Effective date: [Day/Month/Year]</b>	Foundation Year: 01 September 2022  BA (Hons) Education Studies and History: 01 September 2023
<b>4</b>	<b>Version Number</b>	1.2

## 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 HISTORY: ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>
BA (Hons) Education Studies and History with Foundation Year	
<b>1a</b>	<b>Programme Code</b>
BAEDHIO1F22	
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>
<p><b><u>Foundation Year</u></b></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><b><u>BA (Hons) Education Studies and History:</u></b></p> <p>The BA (Hons) Education Studies and History 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 History degree can be further personalised through optional modules in Years Two and Three of the programme.</p>	

The History element of this joint programme offers students a course of critical historical study across a range of exciting topics and time-periods utilizing the latest insights and techniques, primarily within the context of social, cultural, and political history. The modules studied take students on a journey by engaging with documentary research, the study of artefacts, digital collections and visits to relevant heritage sites, archives, and museums. Students explore a range of fascinating topics spanning a number of historical eras, in a wide variety of local, national, and global contexts. Modules cover subjects as diverse as medieval Europe; the Atlantic Slave Trade and Cold War; sexuality, race, class, and gender identity; early modern reformation and revolution; and the British Empire.

Students analyse data, images and texts, construct, debate and defend arguments and engage in original historical research side-by-side with experts in the field. The learning journey moves from introductory subjects with an emphasis on taught skills in first year through to an independent, research-based dissertation option in final year.

This joint degree enhances employability by focusing on highly desirable and transferable critical thinking and analytical skills, professional writing practices and the art of constructing persuasive arguments. As well as learning about people in the past, students on this course can expect to investigate how people today engage with history and consider how the past can be brought alive.

<b>3</b>	<b>Awarding institution</b>	Bishop Grosseteste University (BGU)					
<b>3a</b>	<b>Programme Length</b>	<b>Full-Time</b> 4 years	<b>Part-Time</b> n/a				
<b>3b</b>	<b>Mode(s) of Study</b>	Full-time					
<b>4</b>	<b>Home Academic Programme Portfolio</b>	Education, Health and Lifelong learning (EDHaLL) Arts, Humanities & Social Sciences (AHaSS)					
<b>5</b>	<b>HECoS/UTT/UCAS code(s)</b>	<b>HECoS/CAH2</b> 100461 CAH22-01-01 (Education)  100302 (History) CAH20-01-01	<b>ITT</b> N/A	<b>UCAS code</b> X1VF			
<b>6</b>	<b>Framework for HE Qualifications position of final award(s)</b>	Foundation Year: Non-award bearing (Level 4)  Education Studies and History:  Certificate (Level 4) Diploma (Level 5) Honours (Level 6)					
<b>7</b>	<b>Alignment with University Credit Framework</b>	Foundation Year: Non-award bearing (Level 4)  Education Studies and History: Undergraduate					
<b>8</b>	<b>Compliance with University Assessment Regulations</b>	Academic Regulations Governing Taught Qualifications					
<b>9</b>	<b>Progression routes with Foundation Degree (FdA) or Top-up</b>	n/a					

## Awards

<b>10</b>	<b>Final Award title(s)</b>	BA (Hons) Education Studies and History 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.
<b>10a</b>	<b>Exit or Fall back Award title(s)</b>	CertHE in Education Studies and History (120 credits) DipHE in Education Studies and History (240 credits) Ordinary Degree in Education Studies and History (300 credits)
<b>10b</b>	<b>Pathway</b>	n/a
<b>11</b>	<b>(i) Combined Honours Awards available e.g.:</b> <ul style="list-style-type: none"><li>• BSc/BA (Hons) XX</li><li>• BSc/BA (Hons) XX and YY</li></ul>	<ul style="list-style-type: none"><li>• BA (Hons) Education Studies and English / with Foundation Year</li><li>• BA (Hons) Education Studies and History / with Foundation Year</li><li>• BA (Hons) Psychology and Education Studies / with Foundation Year</li><li>• BA (Hons) Education Studies and SENDI / with Foundation Year</li><li>• BA (Hons) Education Studies and Sociology / with Foundation Year</li><li>• BA (Hons) Education Studies and Sport / with Foundation Year</li><li>• BA (Hons) Education Studies and Theology and Ethics / with Foundation Year</li><li>• BA (Hons) Archaeology and History / with Foundation Year</li><li>• BA (Hons) English and History / with Foundation Year</li><li>• BA (Hons) History and Theology, Philosophy and Ethics / with Foundation Year</li></ul>

## Arrangements with Partners

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

## Professional, Statutory and Regulatory Bodies

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

## Part 2

# PROGRAMME CONTENT

## SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

<b>17</b>	<b>QAA Benchmark Statement(s)</b>
The programme has been written to correspond closely with the:	
<ul style="list-style-type: none"> <li>• <i>UK Quality Code for Higher Education</i> (QAA 2018)</li> <li>• <i>Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> (FHEQ)</li> <li>• specific reference to benchmark statements for <i>Education Studies</i> (2015)</li> <li>• specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications</li> </ul>	
<b>18</b>	<b>Programme Aim</b>
<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"> <li>• Provide learners with knowledge and understanding of basic academic communication and problem-solving skills</li> <li>• Develop learners as critical thinkers utilising enquiry, investigation and evidence-based analysis within interdisciplinary contexts</li> <li>• Support learners to become self-directed learners in preparation for undergraduate study</li> <li>• Enable learners to develop a range of transferable skills as a foundation for employment.</li> </ul> <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>	
<b>19</b>	<b>Programme Specific Outcomes</b>
<p><b>(a) Final Award Learning Outcomes</b></p> <p><b>Students successfully completing the Foundation Year will be able to:</b></p> <p><b>K&amp;U 1:</b> 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

<b>20</b>	<b>PGCE or Exit Award Learning Outcomes</b>
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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 HISTORY: OUTCOMES

17	<b>QAA Benchmark Statement(s)</b>
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>	
18	<b>Programme Aim</b>
<p>The aims of the BA (Hons) Education Studies and History 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"> <li>• The Education Studies programme will enable students to gain a critical understanding of psychological, philosophical, sociological and political perspectives on learning and teaching.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	

- 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.

The principal aims of the *History* element of this joint programme are to provide students with:

- a coherent and detailed knowledge and systematic understanding of the subject of history across a range of chronological periods and geographical situations, primarily within the context of social, cultural, and political history.
- the subject specific and professional skills required to successfully engage in critical learning and research across a range of historical contexts using ideas and techniques, some of which are at the forefront of the discipline;
- the ability to manage their own learning, undertake independent and effective historical research, and to critically evaluate primary and secondary sources;
- a critical and confident understanding of the contested nature of historiographical debate, and an appreciation of ambiguities and the limits of knowledge, within the discipline of history;
- effective oral, written and presentation skills and the ability to use a range of appropriate information and communications technology; and
- a range of employability-related skills including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems.

Throughout the course of the programme, students will encounter a wide range of historical evidence and contexts, ranging from the early medieval period through to the contemporary world. The topics addressed by the programme have been designed to both widen students' knowledge of the past and its complexity, and to facilitate and encourage the development of personalized areas of historical interest. As students undertake the modules and learning activities within the single honours History programme, they will develop a range of critical and analytical skills. Knowledge, understanding and subject specific skills will be developed progressively across the three years (levels) of the programme, and culminate in a significant capacity for independent research-driven study during the final year of the programme. Successful students will, through this programme, gain a variety of skills that will prepare them for employment or for further study and will also emerge with a clearer understanding of the world as it was, as it is, and as it can be in the future.

Full reference has been made during the design of the programme to the *Benchmark Statement for History* (Quality Assurance Agency [QAA]. 2019). As a result, the programme includes the study of a range of historical periods from the medieval to contemporary encouraging students to develop '*an awareness of continuity and change over an extended time span*' (section 4.2). In a similar approach, issues of geographical range have also been addressed through the progressive development across the levels of the programme. Modules at all levels seek to address significant aspects of the histories of England and the

British Isles whilst also placing these histories in multi-perspectival European and international contexts. By containing a genuinely international dimension the programme ensures that students will 'study the history of more than one society, culture or state' and in examining topics such as the Atlantic slave trade and British Empire ensures that the programme supports students as they identify not just the '*implications of Britain's imperial past and of its increasing ethnic, social and cultural diversity in the recent past and the present*' but also '*History's ability to promote understanding between cultures and national traditions...*' (Section 4.3).

The QAA benchmark document states the '*opportunity for close work on source material originating in the period studied is essential*' (section 4.4). The programme directly addresses this in a number of modules that focus on the applied aspects of primary historical research. It is a feature of history at BGU that such source-based work uses not only documentary evidence but also '*artefacts*' and '*visual evidence*' across a number of modules (section 4.4). Critical approaches to source work are supported through independent research and study by students in a number of modules, including through '*independent work*' that '*approximates to historical research*' on the Level 6 Dissertation module (section 4.4) which allows students to engage in '*an extended piece of written work*' (section 4.7). Additionally, it should be noted that the programme, and more widely teaching by BGU historians, includes an expectation that students will develop the ability to '*reflect critically on the nature of their subject, its social rationale, its theoretical underpinnings, its ethical dimensions and its intellectual standing*' (section 4.5). Such issues are addressed as appropriate at every level of the programme. Finally, the programme is wide-ranging in its thematic scope covering political, social, and cultural histories.

The typical graduate of this programme will have acquired a '*considerable range and depth of historical knowledge in particular areas of the past and is able to show a sound competence in nearly all of the historical and transferable skills*' outlined in sections 8.1 of the QAA document. A graduate of this programme with '*an excellent performance can be expected to have mastered a very extensive range and depth of historical knowledge in particular areas of the past and to have demonstrated a very superior command of nearly all the historical and transferable skills*' outlined in section 8.1 of the QAA document. Conversely a student of the programme graduating at the threshold level will have attained a '*basic understanding of historical evidence of different types; the ability to produce structured, if underdeveloped and incomplete, arguments or to write a thorough narrative with insufficient analysis; and the ability to express in a generally grammatical and intelligible manner, which may lack clarity and fluency*' (section 8.4).

## 19 Programme Specific Outcomes

### (a) Final Award Learning Outcomes

On successful completion of BA (Hons) Education Studies and History, 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] History**

**KU 1** Demonstrate the acquisition of coherent and detailed knowledge, and a systematic understanding, of key aspects of the subject of history;

**KU 2** Demonstrate a conceptual understanding of the relationship between theory and practice, and describe and comment upon particular aspects of current research, or equivalent advanced scholarship, within the discipline of history;

**KU 3** Demonstrate a critical and confident understanding of the contested nature of historiographical debate, and an appreciation of the uncertainty, ambiguity and the limits of knowledge within the discipline of history.

### **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] History**

**SPS 1** Devise and sustain arguments, and/or solve problems, across a range of historical contexts using ideas and techniques some of which are at the forefront of the discipline;

**SPS 2** Deploy accurately established techniques of analysis and enquiry while undertaking historical research and critically evaluating primary and secondary sources;

**SPS 3** Apply the methods and techniques learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out historical projects.

### **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] History**

**IS 1** Manage their own learning by making use of a range of scholarly reviews, primary and secondary sources, data and other relevant materials;

**IS 2** Demonstrate the ability to undertake effective decision-making in complex and unpredictable contexts;

**IS 3** Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution, or solutions, to a problem or issue.

### **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] History**

TS 1 Demonstrate the acquisition of a range of employability-related skills appropriate to the subject area including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems;

TS 2 Use effective oral, written and presentation skills to communicate information, arguments and analysis to both specialist and non-specialist audiences;

TS 3 Use information and communications technology and other learning and communications resources;

TS 4 Demonstrate the qualities and transferable skills necessary to exercise decision making, and personal and ethical responsibility.

### **20 Exit Award Learning Outcomes**

#### **Learning outcomes for Cert.HE (Level 4):**

Students awarded the **Certificate of Higher Education in Education and History** 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.

### Knowledge and Understanding [K&Ua] History

**KU 1** Demonstrate knowledge and understanding of the underlying concepts and principles within the disciplinary area of history;

**KU 2** Demonstrate an understanding of the principles of theory and practice, and evaluate and interpret these within the disciplinary context of history;

**KU 3** Demonstrate a basic understanding of the contested nature of historiographical debate, and the limits of knowledge, within the discipline of history.

### 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.

### Subject-Specific and Professional Skills [SPSa] History

**SPS 1** Develop lines of argument, and make sound judgements, across a range of historical contexts, in accordance with basic theories and concepts appropriate to the discipline;

**SPS 2** Present, evaluate and interpret qualitative and quantitative data including primary and secondary historical sources;

**SPS 3** Evaluate the appropriateness of different approaches to solving problems related to the study of history.

### 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).

**Intellectual Skills [ISa] History**

**IS 1** Manage their own learning by applying concepts and principles within the context they are studied;

**IS 2** (Not applicable);

**IS 3** Use established techniques to undertake analysis of information, and to propose solutions to problems arising from that analysis.

**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.

**Transferable skills [TSa] History**

**TS 1** Demonstrate employability-related skills appropriate to the subject area including basic research and analysis, evaluation of evidence, and the formulation of structured and coherent arguments;

**TS 2** Communicate the results of their study accurately and reliably;

**TS 3** Use information and communications technology and other learning and communications resources;

**TS 4** Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

**Learning outcomes for Dip.HE (Level 5):**

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

**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.

### **Knowledge and Understanding [K&Ub] History**

- KU 1** Demonstrate knowledge, and critical understanding, of key aspects of the subject of history;
- KU 2** Demonstrate understanding of the relationship between theory and practice and how this influences analyses and interpretations within the discipline of history;
- KU 3** Demonstrate a critical understanding of the contested nature of historiographical debate, and an understanding of the limits of knowledge, within the discipline of history.

### **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.

### **Subject-Specific and Professional Skills [SPSb] History**

- SPS 1** Devise and sustain arguments, and/or solve problems, across a range of historical contexts, using ideas and techniques appropriate to the discipline;
- SPS 2** Deploy established methods of enquiry while undertaking historical research and evaluating primary and secondary sources;
- SPS 3** Apply the methods and techniques learned, and evaluate critically their use, to initiate and carry out historical projects.

### **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.

### **Intellectual Skills [ISb] History**

- SPS 4** Devise and sustain arguments, and/or solve problems, across a range of historical contexts, using ideas and techniques appropriate to the discipline;

**SPS 5** Deploy established methods of enquiry while undertaking historical research and evaluating primary and secondary sources;

**SPS 6** Apply the methods and techniques learned, and evaluate critically their use, to initiate and carry out historical projects.

**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.

**Transferable skills [TSb] History**

**TS 1** Demonstrate the acquisition of a range of employability-related skills appropriate to the subject area including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems;

**TS 2** Use effective oral, written and presentation skills to communicate information, arguments and analysis to both specialist and non-specialist audiences;

**TS 3** Use information and communications technology and other learning and communications resources;

**TS 4** Demonstrate the qualities and transferable skills necessary to exercise decision making, and personal and ethical responsibility.

**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

<b>21a</b>	<b>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</b>
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### Level 4

<b>September</b>		<b>January</b>	
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

<b>21b</b>	<b>Module Structure</b>
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### Level 4

<b>Core Modules</b>				
<b>Code</b>	<b>Status</b>	<b>Module Title</b>	<b>Period (number)</b>	<b>No of credits</b>
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 HISTORY: STRUCTURE

<b>21a</b>	<b>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</b>
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### Level 4 – 120 credits

<b>Level 4</b>	Semester 1	EDU40122 Perspectives on Learning 30c	HIS41322: The Historian's Craft: Doing History at University 15c	HIS41422: The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485 15c
	Semester 2	EDU40222 Understanding Education Inequality 30c	HIS40622: Histories of Identity: Sexuality, Race, Class and Gender 15c	HIS40822: The Early Modern British Isles: From Reformation to Revolution 15c

### Level 5 – 120 credits

<b>Level 5</b>	Semester 1	EDU50122 Social Justice: Diversity and Inclusion 30c	HIS51022: A Better World is Possible: British protest movements 1800-2000 15c	HIS517_1.0: Invented Histories: Understanding Popular Representations of the Past 15c
	Semester 2	EDU50422 Interpreting Education Research 15c	EDU50622 Becoming a Professional OR GA Enhancement Module 15c	HIS50822: Creative Destruction: The Atlantic World in the 17th and 18th centuries 15c

### Level 6 – 120 credits

Final year project in Education Studies

<b>Level 6</b>	Semester 1	EDU60222 Global Perspectives on Education	EDU60322 Dissertation 45c	HIS60422 'The Sun Never Set and the Blood	HIS60922: Kill Your Masters: The
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		30c		Never Dried': The British Empire in the 19th Century 15c	French and Haitian Revolutions 15c
	Semester 2				HIS613_1.1: The Global Cold War, 1945-1991 15

#### Final year project in History

Level 6	Semester 1	HIS60422 'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century 15c	HIS60822: History Dissertation 45c	EDU60522 Contexts for Learning 15	EDU60222 Global Perspectives on Education 30c
	Semester 2	HIS613_1.1: The Global Cold War, 1945-1991 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	
HIS41322	Existing module	The Historian's Craft: Doing History at University	1	15	
HIS40622	Existing module	Histories of Identity: Sexuality, Race, Class and Gender	2	15	
HIS41422	Existing module	The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	1	15	
HIS40822	Existing module	The Early Modern British Isles: From Reformation to Revolution	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	

HIS517_1.0	Mandatory	Invented Histories: Understanding Popular Representations of the Past	1	15
HIS50822	Mandatory	Creative Destruction: The Atlantic World in the 17th and 18th centuries	2	15
HIS51022	NEW	A Better World is Possible: British protest movements 1800-2000	1	15

#### Option Modules

Code	Type	Module Title	Period (number)	No of credits
EDU50622	Subject Enhancement Placement	Becoming a Professional	2	15
HIS50522	Subject Enhancement	The Dark Arts: A History of Magic, Witchcraft and Folklore	2	15
HIS51222	Subject Enhancement	The Long Weekend: Britain between the wars, 1918-1939	2	15

#### Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EDU60222	Mandatory	Global Perspectives on Education	1 and 2	30
EDU60122	Mandatory or *Subject Enhancement Placement (*if Capstone in Other Subject)	Curriculum Debates and Future(s)	1	15
HIS60422	Existing module	'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century	1	15
HIS613_1.1	Existing module	The Global Cold War, 1945-1991	2	15
HIS60822	Existing module	History Dissertation	1&2	45

#### 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 and 2	45
HIS60922	Mandatory* or Subject Enhancement Module (*if Capstone in Other Subject)	Kill Your Masters: The French and Haitian Revolutions	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"> <li>• SWOT analysis: Strengths, weakness, opportunities and threats</li> <li>• Discuss good and poor learning experience</li> <li>• Time management exercise e.g., Covey's '4-quadrant time management matrix'</li> </ul>
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> <li>• Exercise to demonstrate effective library searching</li> </ul>

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

					<ul style="list-style-type: none"> <li>• Self-evaluation of digital capabilities and confidence</li> <li>• Create an effective audio-visual presentation of ideas</li> </ul>
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> <li>• Group collaboration to develop reflective template and action plan</li> <li>• Complete reflective journal of taster sessions</li> <li>• Micro-teach of something learnt from the taster sessions</li> </ul>
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> <li>• In consultation with tutor select a topic for study</li> <li>• Academic essay</li> </ul>
<b>25 Inclusive Practice and Personal Development Planning</b>					

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.

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.

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:

- 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.

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.

## **26 Technology Enhanced Learning**

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**

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**

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 HISTORY: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
The BA (Hons) Education Studies and History 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>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> <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)</p>	

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.

For the History element of this joint programme, the course has been designed to provide a broad-based introduction to the subject of history at Level 4 using 15 credit modules, including an introductory module in semester one (HIS41322 The Historian's Craft: Doing History at University) that uses an engaging case study to deliver the critical and practical skills involved in reading, researching and writing history, and explores the character of historiographical debate.

In semester one, HIS41422 'The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485', introduces students to landmark topics in English and British history and use these vehicles to demonstrate the practical implications for historical study of different research approaches and methodologies and key historiographical debates.

During the second semester at Level 4 history students engage in a historical survey-style course, HIS40822 'The Early Modern British Isles: From Reformation to Revolution', providing students with coherent chronological progression from HIS41422 and an opportunity to build upon awareness of historiographical debate and primary source analysis. HIS40622 'Histories of Identity: Sexuality, Race, Class and Gender', introduces students to the importance of individual and collective identities in the study of history and imparts an understanding of a range of theoretical methodologies related to the practice of social and cultural history that will provide a firm foundation for later studies.

Education Studies and History students are co-taught with other history students on the Level 4 modules. This enables students to '*participate in group discussions, give presentations, and jointly explore themes and arguments*' (QAA 2019: Section 6.5) amongst fellow history students in order to provide dynamic groupings, thus enhancing teaching and learning opportunities and helping to build a history student community at Level 4. Overall, this pattern of delivery provides all history students with time to become acculturated into the disciplinary area, while also facilitating potential switching between history-related programmes/pathways at the end of either semester one or following the completion of the first year of study (see: *Code of Practice for Student Transfer Between Academic Programmes*).

Relevant research-related skills are delivered progressively across the three years of the programme: from basic study and information literacy skills in the first semester of Level 4 (HIS41322), through a variety of archival skills and professional practice during Level 5, to individually supervised independent research projects at Level 6 (HIS60822 'History Dissertation'). History students experience a coherent framework of

modules through Levels 5 and 6, although with some significant specialization. Modules at Levels 5 and 6 are worth 15 credits (with the exception of HIS60822) to allow a greater number of specialist topics to be taught, introduce greater optionality, and to ensure an even distribution of study across the semesters; HIS60822 'History Dissertation' is worth 45 credits and runs across both semesters to allow students to engage in 'an extended piece of written work' (QAA 2019: Section 4.7).

Students are introduced to the international aspects of historical study at various points at Level 4 and have their knowledge and understanding of the global scope of historical study broadened through specific modules across the rest of their programme of study. During their Level 5 studies History students undertake modules that explore a diverse range of topics from the early modern Atlantic World (HIS50822) to the history of British protest movements (HIS51022). They also have the option to study the history of magic, witchcraft, and folklore (HIS50522) or a study of interwar British politics and society (HIS51222).

Throughout Levels 5 and 6, the modules offered expand the students' knowledge and understanding of history by exploring a wide geographical scope. This is particularly so through modules HIS50822 'Creative Destruction: The Atlantic World in the 17<sup>th</sup> and 18<sup>th</sup> Centuries', HIS60422 'The British Empire in the 19th Century' and HIS613\_1.1 'The Global Cold War, 1945-1991', which all explore global historical settings and connections whilst often relating these back to national contexts in order to promote understanding of Britain's colonial and post-colonial past and place in the world (QAA 2019: Section 4.3). HIS60922 'Kill Your Masters: The French and Haitian Revolutions', is international in scope and focus offering the opportunity for students to shift focus away from the British lens. Conversely HIS51222: 'The Long Weekend: Britain between the wars, 1918-1939', and HIS50522 'The Dark Arts: A History of Magic, Witchcraft and Folklore' provide students with the option of deepening their specialism in British historical studies.

The final research dissertation project (HIS60822) enables students to develop their own structured independent study supported with workshop and tutorial provision across the academic year. In each case, students are carefully guided when making choices through group meetings held during semester 2 of Level 5.

## 23 Learning and Teaching Strategies

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.

Learning and teaching throughout the History degree programme, and across the history subject area more generally, is aligned with BGU's 'Learning, Teaching and Assessment Strategy' which supports the University's aim to 'embed enquiry-led and research-engaged programmes with students as active partners in learning' and 'provide a student-focused and enabling approach that focuses on individual needs' (*BGU Five Year Strategy 2019-25*).

Teaching within the programme is delivered through a range of styles and methods including face-to-face lectures, workshops, seminars, tutorials, site visits and placement opportunities but also through the dynamic use of the university's VLE. Whenever possible and relevant, opportunity is taken to engage students with other forms of historical evidence such as film, oral history, artefact collections and the historic environment through specialist teaching and/or external visits.

Across the programme students' knowledge and understanding is progressively developed through a range of modules that encompass localized British history through to global contexts. The programme aims to develop a multi-perspectival and multi-factorial understanding in students by emphasising the international scope of historical study through both specific modules and a wider framing of history as a globalized subject. The time range covered stretches from the early medieval through to the contemporary period, with the majority of the subject area's chronological focus engaging with the 16<sup>th</sup> to 20<sup>th</sup> centuries (early modern and modern history). Interactive lectures, lecture-style workshops and seminars sit at the core of history teaching at BGU. These are closely linked to on-line materials, directed reading, and wider study experiences. Whenever possible opportunities are taken to enhance learning and teaching through the use of innovative practices and approaches, such as 'flipped' lectures, storyboarding, role-play, and group-based activities. During seminar and workshop activities students are encouraged to develop their subject knowledge and understanding, and to build subject specific and critical thinking skills by assembling evidence, presenting ideas, concepts, and findings, and constructing and defending arguments individually and as part of a team. Most modules utilize

organised field trips to museums, archives, exhibitions, and heritage learning sites as additional opportunities to enhance learning, provide new contexts for understanding subjects and broaden the student academic and social experience. Individual support is offered to all students on all modules through one-to-one tutorials, often focused on reinforcing understanding of topics and key analytical skills as well as ensuring appropriate preparation and progress is being made on assignment tasks.

Students' independent study time is an important aspect of their learning on the course, guided by the academic staff, comprising of preparation for scheduled sessions and assignments using directed and further reading.

## 24 Assessment Strategies

The assessment strategy for BA (Hons) Education Studies and History 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.

Module assessments in History provide opportunities for students to acquire, develop and demonstrate knowledge and understanding, subject specific, intellectual and transferable skills. A diverse range of assessments are used which are relevant to the individual demands of the subject matter and enable students to participate in a varied, inclusive and engaging educational experience. Assessments are used to appropriately test and encourage students to apply different areas of knowledge and, demonstrate a wide range of skills.

Generally, across the programme, 15 credit modules have a single point of assessment. A number of modules incorporate a variety of formative assessment-related activities aimed at developing assessment-related skills and competencies. The workload for students is also carefully managed, for example in HIS40622 the single assignment comprises a portfolio of work, currently structured as three 1,000-word biographical vignettes, allowing students to undertake this research and writing task in a staged way across the course of the module. Where appropriate each semester students face a diversity of assessment types, however 'the essay remains a central component of subject culture in history' (QAA 2019., section 6.13) and this is reflected in its increasing prevalence as an assessment method at Level 6.

The preference for written coursework throughout the programme reflects the general character of history as a literate discipline; as the QAA History Subject Benchmark Statement makes clear, 'History is largely a text-based subject which requires students to learn to read widely, rapidly, and critically, to take good notes, to digest arguments and to synthesise information quickly and intelligently. It also requires them to construct arguments in writing' (section 6.6). That said, individual coursework assessments encompass a range of tasks aside from essays. Students are required to compose short blog-style pieces, produce annotated

bibliographies, photo essays or biographical vignettes as integral elements of coursework assignments, for example.

For written work a rubric of 2,000 words per 15 credits is applied, with an allowance of +/-10% on submitted work. At Level 5 this rises to 2,500 words per 15cr and then 3,000 words at Level 6. The exception is the 'capstone project' HIS60822 'History Dissertation' where a word range of 8-10,000 words is in place to reflect the enhanced level of research and independent study activity being assessed.

Where assessment is based upon an examination appropriate use is made of source-based questions and/or open exams. Where group or individual presentations take place students are supported with skills development during taught sessions prior to delivery. In both cases active moderation takes place by having two members of staff view and comment on each presentation, video recordings are made, where possible, for the purpose's quality assurance. Students undertaking group presentations are awarded a shared mark and written feedback however staff also provide optional individual feedback to students through tutorials. For purposes of marking equity, no group presentations take place during Level 5 and 6.

Students' knowledge, skills and critical understanding of both subjects will be assessed by a variety of methods of individual modules, broken down as follows:

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
HIS41322	The Historian's Craft: Doing History at University	15	1	0	0	100
HIS40622	Histories of Identity: Sexuality, Race, Class and Gender	15	1	0	0	100
HIS41422	The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	15	1	0	100	0
HIS40822	The Early Modern British Isles: From Reformation to Revolution	15	1	0	100	0
EDU50122	Social Justice: Diversity and Inclusion	30	2	-	-	100
EDU50622	Becoming a Professional	15	2	-	-	100
EDU50422	Interpreting Education Research	15	2	-	-	100
HIS517_1.0	Invented Histories: Understanding Popular Representations of the Past	15	2	0	0	100
HIS50522	The Dark Arts: A History of Magic, Witchcraft and Folklore	15	2	0	100	0

HIS50822	Creative Destruction: The Atlantic World in the 17th and 18th centuries	15	2	0	100	0
HIS51022	A Better World is Possible: British protest movements 1800-2000	15	2	0	0	100 (Option A & Option B)
HIS51222	The Long Weekend: Britain between the wars, 1918-1939	15	2	0	0	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
HIS60422	'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century	15	3	0	0	100
HIS60922	Kill Your Masters: The French and Haitian Revolutions	15	3	0	100	0
HIS613_1.1	The Global Cold War, 1945-1991	15	3	0	0	100
HIS60822	History Dissertation	30	3	0	0	100

### Indicative Assessment Strategy

#### Level 4

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
HIS41322	The Historian's Craft: Doing History at University	15	Coursework: Essay	2,000 words	December semester 1
HIS40622	Histories of Identity: Sexuality, Race, Class and Gender	15	Coursework: Portfolio (biographical studies)	2,000 words	May semester 2
HIS41422	The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	15	Practical: Group presentation	15 minutes	January semester 1

HIS40822	The Early Modern British Isles: From Reformation to Revolution	15	Oral assessment (contextual source analysis)	10 minutes	May semester 2
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## Level 5

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
EDU50122	Social Justice: Diversity and Inclusion	30	A1: Essay – 50% A2: Booklet – 50%	2,500 words 2,500 words	November January
EDU50622	Becoming a Professional	15	Portfolio – 100%	2,500 words	May
EDU50422	Interpreting Education Research	15	Portfolio – 100%	2,500 words	May
HIS517_1.0	Invented Histories: Understanding Popular Representations of the Past	15	Option A: Essay Option B: Portfolio	2,500 words 2,500 words (equivalent)	January semester 1
HIS50522	The Dark Arts: A History of Magic, Witchcraft and Folklore	15	Practical: Individual paper presentation	15 minutes	May semester 2
HIS50822	Creative Destruction: The Atlantic World in the 17th and 18th centuries	15	Practical: Group Debate	40 minutes	May semester 2
HIS51022	A Better World is Possible: British protest movements 1800-2000	15	Option A: Essay Option B: Portfolio	2,500 words 2,500 words (equivalent)	January semester 1
HIS51222	The Long Weekend: Britain between the wars, 1918-1939	15	Coursework: Essay	2,500 words	May semester 2

## Level 6

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
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
HIS60422	‘The Sun Never Set and the Blood Never Dried’: The British Empire in the 19th Century	15	Coursework: Essay	3,000 words	January semester 1

HIS60922	Kill Your Masters: The French and Haitian Revolutions	15	Practical (Individual poster presentation with Q&A)	1,000 words + 10 minutes	January semester 1
HIS613_1.1	The Global Cold War, 1945-1991	15	Coursework (Digital display)	3,000 words	May semester 2
HIS60822	History Dissertation	45	Essay (Dissertation)	8-10,000 words	May semester 2

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

BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme 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.

The programme will support personal development planning through the use of the BGU Development and Career Plan (DCP) and the Psychology tutor system. Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All students develop an e-portfolio, the DCP. 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 and in both subject areas supports the development of a close and well-informed relationship with their personal tutor.

Employability is an important issue to all students, and careers in graduate employment are particularly competitive. When our joint honours students graduate, they will find themselves competing with large numbers of graduates and need to distinguish themselves from them in their application and interview. The DCP ties in with the employability award plan and careers 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.

The University provides a Student Advice service that assists students who have declared personal access needs. The staff of the Student Advice service work closely with subject area staff in identifying specific actions to support learning for such students. The subject area takes an inclusive approach to all learning and teaching activities. Effective use is made of VLE for learning and communication purposes. In addition, where appropriate, agreed alternative assessment tasks and time-limits are provided according to individual access needs. (See: *Code of Practice for the Assessment of Students*, and *Code of Practice for Students with Access Needs*).

All students within the subject area are assigned a personal tutor for the duration of their degree programme. Personal tutors, module tutors and year tutors make themselves available, when possible, to meet students whenever such a meeting is requested. Additionally, students are closely monitored by history module tutors

during the all-important first semester of their Level 4 experience. History staff take careful steps to ensure that whenever we have any concerns about a particular student we confidentially share information and that the student is, if necessary, directed toward additional support, whether academic or welfare related.

The University provides all students with access to a personalised on-line 'Development and Career Plan' (DCP). This enables students to identify career goals and construct actions plans to achieve them. In collaboration with their personal tutor students can reflect on their academic progress and assessment results, engage with the BGU Graduate Attributes framework and the BGU Employability Award, and evidence additional academic and professional achievements. The DCP is a critical component in the compilation by personal tutors of institutional references for students.

## **26 Technology Enhanced Learning**

Students 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, BGU's Virtual Learning Environment (VLE), as part of the augmented learning pedagogical approach for the programme. The learning materials will be accessed through the module areas on the VLE.

Students 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.

Students will be encouraged to engage in research within the Library Systems that provide access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

The University's virtual learning environment is used throughout the programme with every module having a designated area. The module areas are used to provide information on the schedule of teaching, instructions for individual sessions and activities, general announcements and an extensive volume of supporting materials. These include on-line digital resources (including historical/archival materials), sound recordings, and film and video (delivered through the Planet E-Stream platform). Instructional reading lists and materials are accessed through module specific 'My Reading' areas which are consistently presented and organised across all history modules. The 'My Reading' area draws on the Library managed 'Talis Aspire' reading list platform to deliver content. Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

Module specific elements are detailed within individual module areas. Reference is made to digital historical research materials, and related digital and information literacies. HIS40422 'British Libraries, Museums and Archives: A History of Collection, 1600-2000' places EEBO, ECCO and the Oxford Dictionary of National Biography at the core of its skills delivery. HIS60822 'History Dissertation' encourages students to draw upon what they have learned across the degree and identify, with guidance from the supervisor, digital collections that are of direct use for their chosen study.

## **27 Work-related Learning and/or Placement**

Students on BA (Hons) Education Studies and History 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 History 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.

## 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><a href="#">EDU40122 Perspectives on Learning.</a></u> Referencing, academic writing, reading, paraphrasing, selecting sources embedded in this module alongside content.	<u><a href="#">EDU50122 Social Justice; Diversity and Inclusion.</a></u> Seminars include peer collaboration and staff guidance on gathering sources for a literature review and developing an argument.	<u><a href="#">EDU60322 Dissertation</a></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.	

<b>Global Citizenship</b>	<u><a href="#">EDU40222 Understanding Education Inequality.</a></u> 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.	<u><a href="#">EDU50122 Social Justice; Diversity and Inclusion.</a></u> Study inclusive practice and legislation for equality. Apply to individual needs in the classroom.	<u><a href="#">EDU60222 Global Perspectives on Education.</a></u> Students research the impact of globalisation and controversial issues on outcomes for children and communities around the globe	
<b>Information Literacy</b>	<u><a href="#">EDU40222 Understanding Education Inequality.</a></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.		<u><a href="#">EDU60122 Curriculum Debates and Future(s)</a></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	
<b>Digital Fluency</b>	<u><a href="#">EDU40222 Understanding Education Students</a></u> Students create oral presentations using different digital media.	<u><a href="#">EDU50122 Social Justice: Diversity and Inclusion</a></u> Students create multimedia presentations, a multimedia information 'booklet', academic blog, digital portfolio and evaluations of digital media resources.	<u><a href="#">EDU60322 Dissertation.</a></u> Students learn about and apply online research methods such as questionnaires. <u><a href="#">EDU60222 Global Perspectives on Education.</a></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	
<b>Employability</b>	<u><a href="#">EDU40122 Perspectives on Learning / EDU40222 Understanding Education Inequality.</a></u> School placements enable students to develop key transferable skills of communication, organisation, planning	<u><a href="#">EDU50622 Becoming a Professional.</a></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	<u><a href="#">In EDU60122 Curriculum Debates and Future(s)</a></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	

	and teaching under the guidance of the class teacher.	with BG futures and ES staff to create CVs, career action plans, application letters and reflections on their professional practice. <u>In EDU221 Social Justice: Diversity and Inclusion.</u> students develop planning and justify pedagogy and support strategies for groups and individual pupils needs which can support their future careers.	support students in their interviews and applications for PGCE and other education related careers.	
<b>Being Enterprising</b>	<u><a href="#">EDU40122 Perspectives on Learning / EDU40222 Understanding Education Inequality.</a></u> Students develop resilience and adaptability to change through school placements. Students collaborate to develop group presentations.	<u><a href="#">EDU50622 Becoming a Professional.</a></u> Students take responsibility for their own career development through action planning and reflecting on practice.	<u><a href="#">EDU60322 Dissertation.</a></u> 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.	

While employers are not directly involved in providing substantive programme content relevant individuals are engaged to provide specific taught sessions (as Hourly Paid Lecturers) or through enhancement activities (as Guest Lecturers or through dedicated site visits).

Wherever relevant the programme level Learning Outcomes that describe 'Transferable Skills' are embedded within specific module level Learning Outcomes. Consequently, such generic employability-related skills are often reflected in assignment tasks.

History graduates gain skills that help them to research and analyze sources and data, and to construct and defend thought provoking arguments. This means history graduates have the critical and analytical skills demanded by a variety of employers. '*Many employers are especially interested in History graduates because of their particular training and approach, based on robust questioning, rigorous evidence-gathering, and applying multi-perspectival approaches in coming to reasoned and reasonable judgements*' (QAA, 2021 draft: section 1.21).

A range of employment opportunities are open to such graduates including top graduate schemes; journalism and publishing; archives administration; the law, police, security, or military professions; politics and public policy; librarianship, data analysis, and information management; and teaching, museum education and outreach work.

Successful graduates of this programme can also continue to study for both taught and research-based higher degrees.

## SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

<b>29</b>	<b>Programme Specific Admission Requirements</b>
<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>	
<b>30</b>	<b>Programme Specific Management Arrangements</b>
<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>	
<b>31</b>	<b>Staff Responsibilities</b>
<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>	
<b>32</b>	<b>Programme Specific Academic Student Support</b>
<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 HISTORY: PROGRAMME MANAGEMENT

<b>29</b>	<b>Programme Specific Admission Requirements</b>
<p>Students joining this course will normally need 96 -112 UCAS tariff points (from a maximum of four Advanced Level qualifications). There are a range of acceptable qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc.</p> <p>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 <a href="#">Education Studies and History   Bishop Grosseteste University</a></p>	
<p>We encourage applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The Admissions Team advise on their equivalence to the standard entry qualifications. Formal reference should also be made to the <i>Code of Practice for the Admission of Students</i>.</p>	
<b>30</b>	<b>Programme Specific Management Arrangements</b>
<p>The Programme Leader for both subject areas will each lead and manage their specific half programme. The programme will be taught by module leaders and tutors, who are all research-active subject specialists.</p> <p>An additional level of oversight and line-management is provided by the Head of Faculty. The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate. Annual reviews of programme quality and delivery are conducted by Programme Leaders (in the form of Annual Monitoring Reports) which are informed by NSS, module evaluations, student and staff feedback, External Examiner's comments and the BGU Learning and Teaching strategy. Targets for year on year development are set and implemented to enhance programme delivery.</p>	
<b>31</b>	<b>Staff Responsibilities</b>
<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> <p>Staff within the History subject area are suitably qualified to teach the modules that comprise the History programmes. These staff range in grade from Hourly-Paid tutors (employed on a small number of modules)</p>	

through lecturers, senior lecturers to readers and professors. Staff are allocated modules through a distribution of 'scheduled teaching hours' as part of a university-wide workload model; wherever possible staff continue to teach specific modules from one academic year to the next. All permanent staff are expected to have teaching qualifications or to have recognition as fellows or senior fellows of the Higher Education Academy (HEA).

Module tutors develop a teaching schedule based on the requirements of the related-module specification. Prior to the start of the semester of delivery, module tutors devise assessment tasks and draw-up Assignment Briefs that align with the module's Learning Outcomes and approved assessment type(s) and weighting(s). These are reviewed by the Programme Leader and External Examiner, including examination papers, and are then made available to students through the VLE. Marking is undertaken by the module tutor, with cohort moderation, and where required individual 'second marking' is undertaken by another member of the history team. All students are assigned a personal tutor during the first semester of Level 4 and, where possible, retain that tutor through to graduation.

### **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.

All students within the subject area of History are assigned a personal tutor for the duration of their degree programme. Additionally, students are closely monitored and supported during the first semester of their Level 4 experience. History staff take particular steps to ensure students are appropriately academically equipped to pursue the programme of study, this is delivered through a number of subject-embedded study skills development sessions as well as University level enhancement sessions supported by staff of the Centre for Enhancement in Learning and Teaching (CELT) and the Library. If subject area academic staff feel it is necessary they signpost students toward additional support, whether academic or welfare related.

In preparation for Level 6, students are introduced to the HIS60822 'History Dissertation' module at the end of level 5 with the aim of encouraging students to use the summer to explore possible research topics. One-to-one support is reinvigorated during the Level 6 phase of the programme to support students as they undertake the challenge of their personal research-based 'History Dissertation' module (HIS60822).

### **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.

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.

In addition to this the programme recruits additional individual students as 'module champions' to provide formative feedback on specific module content and learning activities.

# 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 HISTORY: MAPPING

MAP I

## ASSESSMENT /OUTCOMES MAP

Module Name	Programme outcomes for Education Studies <u>Joint Honours LEVEL 4</u> 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	Programme outcomes for History <u>Joint Honours LEVEL 4</u>													
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4	
HIS41322 The Historian's Craft: Doing History at University	✓	✓	✓	✓	✓		✓		✓		✓			✓
HIS40622 Histories of Identity: Sexuality, Race, Class and Gender	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HIS41422 The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
HIS40822 The Early Modern British Isles: From Reformation to Revolution	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Module Name	Programme outcomes for Education Studies <u>Joint Honours</u> <b>LEVEL 5</b> 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	Programme outcomes for History <b>LEVEL 5</b>													
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4	
HIS517_1.0 Invented Histories: Understanding Popular Representations of the Past	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
HIS50822 Creative Destruction: The Atlantic World in the 17th and 18th centuries	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HIS51022 A Better World is Possible: British protest movements 1800-2000	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
HIS50522 The Dark Arts: A History of Magic, Witchcraft and Folklore	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
HIS51222: The Long Weekend: Britain between the wars, 1918-1939	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓

Module Name	Programme outcomes for Education Studies Joint Honours <b>LEVEL 6</b>														
	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)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Module	Programme outcomes for <b>LEVEL 6</b>													
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4	
HIS60422: 'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
HIS613_1.1: The Global Cold War, 1945-1991	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
HIS60822: History Dissertation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HIS60922: Kill Your Masters: The French and Haitian Revolutions	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓

(\*\* For students opting to take their Capstone Project in History 45 credits in Education Studies are achieved through EDU324 (30c) and either EDU321 (15c) or EDU326 (15c))

## Education Studies and History JOINT HONOURS CERTIFICATE OF HIGHER EDUCATION

Module Name	Programme outcomes for Education Studies <u>Certificate of Education LEVEL 4</u>														
	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 History JOINT HONOURS DIPLOMA OF HIGHER EDUCATION

Module Name	Programme outcomes for Education Studies <u>Diploma of Education LEVEL 5</u>														
	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)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

# 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 HISTORY

## 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				x		✓	✓	✓		✓		✓			✓

Attribute	History Programme Learning Outcomes												
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4
Academic Literacies	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Global Citizenship	✓	✓	✓	✓	✓		✓			✓		✓	✓
Information Literacy	✓	✓	✓		✓	✓	✓		✓	✓		✓	✓
Digital Fluency		✓			✓	✓	✓			✓	✓	✓	✓
Employability	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓

Being Enterprising			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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### **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

# SECTION H (YEARS 1-4) BA (HONS) EDUCATION STUDIES AND HISTORY 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 &amp; title of modules &amp; 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>(eg students entering Level 5 from September 2016 onward)</i>
v1.1	Replacement of HIS50422 with new module, HIS517_1.0 within delivery map. (QAC 15.04.2024)	15 April 2024	September 2024	FY, Level 4 and 5 students.
v1.2	Amendment to assessment category for HIS61322 (now HIS613_1.1)	September 2025	1 September 2025	All students.

# SECTION I (YEARS 1-4) BA (HONS) EDUCATION STUDIES AND HISTORY 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						