BISHOP GROSSETESTE UNIVERSITY

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

BA (Hons) Education Studies and Sociology with Foundation Year

Programme Specification

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

Versioning of Programme Specification

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

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

1	**BGU approval – date and outcome of last approval**	13 July 2022
2	**Next Scheduled Review Date: [Month/Year]**	July 2027 **Foundation Degree & Combined Honours** Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	**Programme Specification - Effective date: [Day/Month/Year]**	1 September 2023
4	**Version Number**	v1.0

Modifications to Programme Specification

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

Cross Referencing of Programme/Module Specifications

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

Part 1

PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION

Programme Specification

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

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
BA (Hons) Education Studies and Sociology with Foundation Year	

1a	Programme Code
BAEDSO01F22F	

2	Brief Summary (for Marketing Purposes)

Foundation Year

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.

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.

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.

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.

BA (Hons) Education Studies and Sociology

The BA (Hons) Education Studies and Sociology with Foundation Year 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.

The 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 Sociology with Foundation Year degree can be further personalised through optional modules in Years three and four of the programme.

BGU's Sociology curriculum provides a comprehensive and exciting introduction to the study of all aspects of the social world. The course takes you on a journey from the 19th-century foundations of the discipline through to the social, cultural and political changes that are reshaping our globalising world. Along the way, you'll see how sociological thinking is crucial for people who want to understand the world around them, whether as students, tuition-fee payers, citizens, employees (or via any of their other social roles).

You will be introduced to, and develop your knowledge and understanding of concepts such as intersectionality (Crenshaw, Hill-Collins); identity (Foucault, Rose, Lawler); discourse (Foucault, Agustín, Cixoux); presentation of self (Goffman); and how such presentation is encoded and decoded to and by others (Hall) and how that impacts us in terms of crime, media, emotional labour, inequality, social mobility and globalisation. You will deepen your analysis on key sociological categories and protected characteristics such as race, ethnicity, gender, sexuality, religion, disability, and class.

Studying Sociology at BGU means you won't 'just' be studying sociological theory – you'll be exploring the ways theories help demystify phenomena like terrorism, nationalism, sexism, surveillance, globalisation and multiculturalism. Similarly, when you study research methods you won't 'just' be studying research methods – you'll be looking at how those methods are used in the real world by marketing agencies, governments, local councils, advertising agencies, PR companies, polling companies and many others. The course showcases sociology's relevance beyond the confines of academia. Sociology at BGU will provide you with state-of-the-art understanding of key classical and contemporary social, cultural and sociology theories as well as rigorous training in social research methods that are in demand from employers.

3	**Awarding institution**	Bishop Grosseteste University
3a	**Programme Length**	**Full-Time** 4 years
3b	**Mode(s) of Study**	In-person
4	**Home Academic Programme Portfolio**	Education and Lifelong Learning (EDaLL) Arts, Humanities and Social Sciences (AHaSS)

5	HECoS/UTT/UCAS code(s)	HECoS/CAH3	UTT/ITT	UCAS Code
		100461 CAH22-01-01 (Education) 100505 CAH15-01-02 (Sociology)	N/A	XL30
6	**Framework for HE Qualifications position of final award(s)**	Certificate of Higher Education (CertHE): in Education Studies and Sociology with Foundation Year		
		Diploma of Higher Education (DipHE): in Education Studies and Sociology with Foundation Year		
		Ordinary Degree in Education Studies and Sociology with Foundation Year		
7	**Alignment with University Credit Framework**	Undergraduate		
8	**Compliance with University Assessment Regulations**	Academic Regulations Governing Taught Qualifications		
9	**Progression routes with Foundation Degree (FdA) or Top-up**	N/A		

Awards

10	**Final Award title(s)**	BA (Hons) Education Studies and Sociology with Foundation Year
10a	**Exit or Fall back Award title(s)**	Certificate of Higher Education (CertHE): Education Studies and Sociology with Foundation Year Diploma of Higher Education (DipHE): Education Studies and Sociology with Foundation Year Ordinary Degree in Education Studies and Sociology with Foundation Year
10b	**Pathway**	N/A
11	**(i) Combined Honours Awards available eg:** • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	BA (Hons) Education Studies and English with Foundation Year BA (Hons) Education Studies and History with Foundation Year BA (Hons) Education Studies and SENDI with Foundation Year BA (Hons) Education Studies and Sociology with Foundation Year BA (Hons) Education Studies and Special Educational Needs, Disability and Inclusion with Foundation Year BA (Hons) Education Studies and Sport with Foundation Year BA (Hons) Education Studies and Theology, Philosophy and Ethics with Foundation Year BA(Hons) Psychology & Education Studies with Foundation Year

Arrangements with Partners

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

Professional, Statutory and Regulatory Bodies

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

Part 2

PROGRAMME CONTENT

SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

17	QAA Benchmark Statement(s)

The programme has been written to correspond closely with the:

- *UK Quality Code for Higher Education* (QAA 2018)
- *Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (FHEQ)
- specific reference to benchmark statements for *Education Studies* (2015)
- specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications

18	Programme Aim

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.

The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:

- Provide learners with knowledge and understanding of basic academic communication and problem-solving skills
- Develop learners as critical thinkers utilising enquiry, investigation, and evidence-based analysis within interdisciplinary contexts
- Support learners to become self-directed learners in preparation for undergraduate study
- Enable learners to develop a range of transferable skills as a foundation for employment.

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.

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.

19	Programme Specific Outcomes

(a) **Final Award Learning Outcomes**

Students successfully completing the Foundation Year will be able to:

K&U 1: Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.

SPS 1: Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.
SPS 2: Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

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

TS 1: Be able to work independently and collaboratively as part of a wider team and communicate effectively
TS 2: To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

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

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

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

20	PGCE or Exit Award Learning Outcomes

There is no premature exit award for this one-year, non-award bearing programme.

SECTION B2 (YEAR 2-4) BA (HONS) EDUCATION STUDIES AND SOCIOLOGY: OUTCOMES

17	QAA Benchmark Statement(s)

The QAA Benchmark statements that are applicable to both joint honours subjects are outlined as:

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.

This 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.

For the Sociology element of this joint programme, the QAA Sociology benchmark document makes clear that 'sociology is both theoretical and evidence based...no single theoretical framework should dominate the discipline, and there are numerous, legitimate, sources of theoretical diversity'.[1] In that diverse and under-determined context, however, it also notes that sociology has 'a lasting concern for a number of overarching issues', which include:

- The relationship between individuals and groups;
- Social action and social structure;
- Biography and history;
- Social institutions and culture;
- The underpinnings of social order;
- Social inequality and conflict;
- Diverse cultural practices, and the causes and consequences of social change.[2]

The content of the programme will address these 'overarching issues' (henceforth OIs) through the progressive development of the degree across levels 4-6 of the programme. In line with the FHEQ, therefore: Level 4 study modules will enable students to demonstrate:

1) basic knowledge of the underlying concepts and principles associated with the OIs;
2) an ability to evaluate and interpret these within the context provided by the study module in question;
3) an ability to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgments in relation to basic concepts and principles associated with the OIs. (FHEQ, Section 4.1, pg21)

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[1] QAA (2019). *Benchmark Statement for Sociology*. Mansfield: QAA, Section 1.2.
[2] Ibid., Section 1.

Level 5 study modules will show progression from Level 4, enabling students to demonstrate:

4) knowledge and critical understanding of well-established concepts and principles in social and sociological study, and of the way that those principles have developed over time (and in the context of authors writing from various epistemological standpoints);

5) an ability to apply underlying concepts and principles outside the context in which they were first studied;

6) knowledge of the major methods of enquiry in social and sociological study, and ability to critically evaluate the appropriateness of different approaches to solving problems in the study of the OIs. (FHEQ, Section 4.12, pg 23)

Level 6 study modules will show progression from Levels 4 and 5, allowing students to demonstrate:

7) a systematic understanding of key aspects of social and sociological study, at least some of which is informed by the forefront of defined aspects of the OIs;

8) an ability to deploy accurately established techniques of analysis and enquiry in order to critically evaluate the OIs; a conceptual understanding that enables students to devise and sustain arguments in relation to the OIs, and to use ideas and techniques which are at the forefront of social and sociological study;

9) the ability to manage their own learning in relation to the OIs; and an appreciation of the uncertainty, ambiguity and limits of knowledge in relation to the OIs. (FHEQ, Section 4.15, pg 26)

The QAA benchmark 2019 document also emphasizes on a number of occasions the idea of sociology as public or applied sociology, noting that 'sociological knowledge provides a basis for examining and evaluating social, public and civic policy';[3] that 'students of sociology should be able to appreciate the use of sociological insights';[4] and that 'through analysis and research, [sociology] informs debates about society and contributes to discussions with other disciplines, public policy makers and in the public media'.[5] Tapping into this growing movement within the social sciences towards refiguring sociology as a specifically *public* sociology, BGU's course has been designed to enable students to approach sociology as a discipline that can – and *should* – have relevance beyond the confines of the academy.[6]

18	Programme Aim

The aims of the BA (Hons) Education Studies and Sociology with Foundation Year are listed to:

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.

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[3] Ibid., Section 1.5.
[4] Ibid., Section 1.7.
[5] Ibid., Section 2.2.
[6] Burawoy, M. (2005). For Public Sociology, *American Sociological Review*, 70(1): 4-28; The Campaign for Social Science (2013). *Annual Report 2013*. London: HESA; Fleck, A., Hess, A. (eds.) (2014). *Knowledge for Whom? Public Sociology in the Making*. Farnham: Ashgate.

- Education Studies will enable students to gain a critical understanding of psychological, philosophical, sociological and political perspectives on learning and teaching.

- This will include consideration of research about the range of influences on outcomes for children and young people, barriers to learning and debates around the transformative potential of education.

- The programme aims to provide students with a comprehensive and critical understanding of education through active learning experiences that allow them to analyse pedagogy and understand the ways that educational theory and concepts are applied in practice.

- Students will develop skills to critically analyse a range of national, international, contemporary and historical policy, theory and ideas about education, its purpose, organisation and delivery.

- Students will be prepared personally and professionally for further study and careers within the field of education and related sectors; with the expectation that students will acquire and be able to apply a wide range of generic and transferable intellectual, practical and professional skills.

- The programme will provide flexible opportunities to study and experience education in practice (including online and digital contexts)

- Students will be prepared to become reflective, research informed practitioners who question taken for granted assumptions about education.

- They will be supported to develop a personal, research and practice- informed philosophy of education and a sense of social responsibility that enables them to make a positive contribution in the community.

- They will be equipped with research skills, academic and digital literacies and an understanding of their potential impact as global citizens in line with the BGU Graduate attributes.

The Sociology element of this joint degree has six aims, presented below in the form of bullet-points. The aims state what a graduate of the programme will be able to offer future employers or further postgraduate study and are therefore expressed in terms of: meeting local, regional or national needs; internationalisation; preparation for further study or research; preparation for the world of work; social goals such as widening access; and enabling students to continue to appreciate or pursue independent study in the subject. The overall aims of the Sociology course are to:

1. Provide an appropriate, relevant and cutting-edge education and training for students seeking to pursue careers in social, cultural, political, policy, economic and media-relevant fields in the private, public and third sectors in the UK and internationally.

2. Produce graduates capable of articulating and making enterprising use of sociology and the wider challenges of living and working in an increasingly global, informational and interdependent world.

3. Equip and prepare students with the practical and transferable skills necessary for further research at the graduate level or within the public, private and third sector employers by providing modules which address multi-disciplinary issues and concerns that are directly relevant to a variety of contemporary social, political, cultural, policy, economic and media relevant issues in the UK and internationally.

4. Embed employability within the curriculum such that graduates acquire skills that are valued by employers.

5. Develop the social experiences, understandings, ambitions, and horizons of students.

6. Establish and cultivate a safe, inclusive, diverse, and engaging student-centred and deep learning focused teaching environment.

19	**Programme Specific Outcomes**

(a)   Final Award Learning Outcomes

On successful completion of BA (Hons) Education Studies and Sociology with Foundation Year, students will be able to:

Knowledge and Understanding [K&U] Education Studies

- K&U1: 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&U2: 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&U3: 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] Sociology

- K&U1 Demonstrate a comprehensive knowledge and understanding of the scope of the subject of Sociology;

- K&U2 Demonstrate an understanding of the relationship between theory and method in the discipline of Sociology;

- K&U3 Demonstrate a critical understanding of the contested nature of society.

Subject-Specific and Professional Skills [SPS] Education Studies

- SPS1: Work with initiative and personal responsibility both independently and collaboratively as part of a team;

- SPS2: Communicate with and present articulately and appropriately to a range of audiences in a variety of ways;

- SPS3: Exercise decision making in complex and unpredictable contexts;

- SPS4: 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] Sociology

- SPS1 Develop relevant thinking and critical methodological skills via research conducted within a range of sociological contexts;

- SPS2 Undertake sociological research that involves evaluating thought, practice and evidence;

- SPS3 Demonstrate personal responsibility and ethical considerations in social and sociological projects.

Intellectual Skills [IS] Education Studies

- IS1: 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;

- IS2: 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);

- IS3: 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;

- IS4: Comprehend the contested and pluralistic nature of their specialist areas of study.

Intellectual Skills [IS] Sociology

- IS1 Articulate critical arguments based on specialist subject matter using an evidence-based personal position;

- IS2 Abstract, synthesise and analyse primary and secondary sources;

- IS3 Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature;

- IS4 Demonstrate understanding of the contested and pluralistic nature of their sociological areas of study.

Transferable skills [TS] Education Studies

- TS1: Develop a range of employability skills appropriate to the subject area;

- TS2: Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;

- TS3: 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;

- TS4: 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] Sociology

- TS1 Develop a range of employability and business-related skills appropriate to the subject area;

- TS2 Demonstrate a range of oral, written and presentation skills;

- TS3 Be able to use a wide range of information and communications technologies and resources;

- TS4 Plan and manage personal time effectively in order to achieve objectives and meet deadlines, either independently or as part of a team.

20	Exit Award Learning Outcomes

Learning outcomes for Cert.HE (Level 4):

Students awarded the **Certificate of Higher Education in Education and Sociology with Foundation Year** will be able to:

EDUCATION STUDIES

Knowledge and Understanding [K&Ua] Education Studies

- K&U1a: 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&U2a: Critically review contemporary practice in education in school contexts;

- K&U3a: Demonstrate understanding of the nature and processes of learning, key paradigms and their impact on practice, and the diversity of learners in classroom-based environments.

Subject-Specific and Professional Skills [SPSa] Education Studies

- SPS1a: Work with initiative and personal responsibility both independently and collaboratively as part of a team;

- SPS2a: Communicate with and present appropriately to a range of audiences in a variety of ways.

Intellectual Skills [ISa] Education Studies

- IS1a: 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;

- IS2a: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Transferable skills [TSa] Education Studies

- TS1a: Demonstrate a range of sound oral, written and presentation skills for a number of audiences;

- TS2a: Be able to present data using a range of communications technology and other learning and communications resources;

- TS3a: Plan and manage their own learning in order to achieve objectives and meet deadlines, either independently or as part of a team.

SOCIOLOGY

- *demonstrate basic knowledge of the underlying concepts and principles associated with broad sociological categories, and an ability to evaluate and interpret these within the contexts of media; and power in society / institutions*
- *demonstrate a basic understanding of social research skills and methods, why and where they are used and what data can be gained through their application.*
- *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 sociology.*

Learning outcomes for Dip.HE (Level 5):

Students awarded the **Diploma of Higher Education in Education and Sociology with Foundation Year** will be able to:

EDUCATION STUDIES

Knowledge and Understanding [K&Ub] Education Studies

- K&U1b: 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&U2b: 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&U3b: Demonstrate a confident, balanced, understanding of the nature and processes of learning, key paradigms and their impact on practice, and the diversity of learners in classroom-based environments.

Subject-Specific and Professional Skills [SPSb] Education Studies

- SPS1b: Work with initiative and personal responsibility both independently and collaboratively as part of a team;

- SPS2b: Communicate with and present articulately and appropriately to a range of audiences in a variety of ways;

- SPS3b: Exercise decision making in complex and unpredictable contexts;

- SPS4b: Demonstrate a perceptive and critical awareness of personal responsibility and professional codes of conduct.

Intellectual Skills [ISb] Education Studies

- IS1b: Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), on specialist and complex subject matter;

- IS2b: 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);

- IS3b: Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding.

Transferable skills [TSb] Education Studies

- TS 1b: Develop a range of employability skills appropriate to the subject area;

- TS 2b: Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;

- TS 3b: Be able to use and present a wide range of data using a range of communications technology and other learning and communications resources;

- TS 4b: Plan and manage their own learning effectively in order to achieve objectives and meet deadlines, either independently or as part of a team in which teaching and learning take place.

SOCIOLOGY

- *demonstrate developing knowledge and critical understanding of the sociological categories, and of the way in which those categories have developed and changed*
- *apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;*
- *demonstrate knowledge of the main methods of enquiry, both qualitative and quantitative, within sociology and an emerging ability to evaluate critically the appropriateness of different approaches to solving problems in the field of sociology;*
- *demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.*

In order to qualify for an Ordinary Degree (Level 6):
- The student must meet the requirements as laid down in *Regulations for Undergraduate Awards.*

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

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

Level 4

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

21b	Module Structure

Level 4

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

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

21a	Structures, modes of delivery (eg 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

Level 4 – 120 credits

Level 4	Semester 1	EDU40122 Perspectives on Learning Credits: 30c		SOC40122 Writing and Thinking Sociologically Credits: 15	SOC40222 Social Research Skills: Texts and Interactions Credits: 15
	Semester 2	EDU40222 Understanding Education Inequality Credits: 30c		SOC40422 What is (the point of) Sociology? Credits: 30	

Level 5 – 120 credits

Level 5	Semester 1	EDU50122 Social Justice: Diversity and Inclusion Credits: 30c		SOC50222 Public Sociology: Race, Religion and Sexuality Credits: 30	
	Semester 2	EDU50422 Interpreting Education Research Credits: 15c	EDU50622 Becoming a Professional OR Graduate Attribute Enhancement Credits: 15c	SOC50722 Sociology of Education Credits: 15	SOC50422 Sociology of Happiness Credits: 15 OR Graduate Attribute or other subject enhancement module

Level 6 – 120 credits

Final year project in Education Studies

Level 6	Semester 1	EDU60222 Global Perspectives on Education Credits: 30c	EDU60322 Dissertation Credits: 45c	SOC60222 Surveillance and Society Credits: 15	SOC60522 Contemporary Imprisonment Credits: 15
	Semester 2				SOC60622 Sociology of Personal Life Credits: 15

Final year project in Sociology

Level 6	Semester 1	SOC60222 Surveillance and Society Credits: 15	SOC60422 Dissertation Credits: 45	EDU60122 Curriculum Debates and Future(s) OR EDU60522 Contexts for Learning Credits: 15	EDU60222 Global Perspectives on Education Credits: 30c
	Semester 2	SOC60622 Sociology of Personal Life Credits: 15			

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
SOC40122	Mandatory	Writing and Thinking Sociologically	1	15
SOC40222	Mandatory	Social Research Skills: Texts and Interactions	1	15
SOC40422	Mandatory	What is (the point of) Sociology?	2	30

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
SOC50222	Mandatory	Public Sociology: Race, Religion and Sexuality	1	30
SOC50722	Mandatory	Sociology of Education	2	15

Option Modules

Code	Type	Module Title	Period (number)	No of credits
EDU50622	Subject Enhancement Placement	Becoming a Professional	2	15
SOC50422	Optional	Sociology of Happiness	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 Sociology)	Curriculum Debates and Future(s)	1	15
SOC60222	Mandatory	Surveillance and Society	1	15
SOC60522	Mandatory	Contemporary Imprisonment	1	15
SOC60622	Mandatory	Sociology of Personal Life	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
EDU60522	Subject Enhancement	Contexts for Learning	1	15
EDU60322	Subject Enhancement Placement	Dissertation	1 and 2	45
SOC60422	Subject Enhancement	Dissertation	1 and 2	45

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 are 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	• SWOT analysis: Strengths, weakness, opportunities and threats • Discuss good and poor learning experience • Time management exercise e.g., Covey's '4-quadrant time management matrix'
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	• Exercise to demonstrate effective library searching • Peer review referencing • Annotating a bibliography
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	• Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model' • With peers, begin to deconstruct arguments in the literature in order to explore critical thinking • Create a personalised toolkit and action plan for critical thinking

FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	• Explore approaches to critical reading e.g., frame of reference • Read critically and annotate a text/source • Utilise techniques and tools to organise ideas e.g., visual organiser
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	• Deliver an effective spoken presentation of ideas • Create a written handout and annotated bibliography to support the presentation
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	• 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 • Self-evaluation of digital capabilities and confidence • Create an effective audio-visual presentation of ideas
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	• Group collaboration to develop reflective template and action plan

					• Complete reflective journal of taster sessions • Micro-teach of something learnt from the taster sessions
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	• In consultation with tutor select a topic for study • Academic essay

25	**Inclusive Practice and Personal Development Planning**

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 SOCIOLOGY: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The BA (Hons) Education Studies and Sociology with Foundation Year will be completed in four 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.

Education Studies at level 4, 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.

This programme 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.

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.

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

This joint programme has been designed with this end goal in mind as through Level 4, Level 5 and Level 6, students will be provided the opportunity to develop the basic skills, techniques and values that make for successful undergraduate learning. These skills are introduced via a series of lectures, practical group tasks, seminars and one-to-one tutorial sessions. As the first-year progresses, level 4 modules will increase emphasis in developing those specifically sociological skills, subject knowledge and understanding required to progress towards more advanced undergraduate study at Level 5 and 6. This is one of the most immediate ways that this degree creates and strengthens already existing, research methods "module pathways" which can then be

marketed to students as demonstrably providing employability and/or transferable skills. For example, the module SOC40222 is the first in a research-methods oriented 'pathway' that continues across Level 5, and Level 6 of the degree. In SOC40222, students are introduced to the basics of empirical social research. A diverse range of qualitative and quantitative research methods for studying two key types of social data (i.e. textual and interactional data) will be discussed, as will their respective strengths and weaknesses. In and as part of this introduction students will be provided with an understanding of the theoretical questions that underpin the application of such methods in empirical social research, and the methodological and practical issues that arise during their application. Students will explore different areas of social research in lectures, small group tasks and class presentations and debates. There will also be a strongly practical flavour to this module. Students will not only follow along as the research process converts various types of textual and interactional data into research findings and presentations. They will also get a chance to experience the practical challenges of managing and negotiating this process for themselves. In this way, students will become equipped with some of the basic skills necessary to undertake qualitative and quantitative projects, from project planning and set-up right through to the conduct of 'real world' research and the final presentation and dissemination of research findings.

Over the three years, modules will equip them with the skills necessary to undertake empirical social research. Students conclude the programme by gaining a clear and in-depth knowledge of specific areas of the field of Education Studies and Sociology, and by designing and undertaking an empirical study. This will include providing students with opportunity to develop a project of choice all the way from planning to writing up findings, developing their collaborative and presentational skills and enhance their appreciation of the relationship between sociology and the "real world". 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. For those wishing to complete a Dissertation in Sociology research skills are built through modules.

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

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

The hidden aspects of society that this curriculum has been designed to reveal are the structures and outworkings of power in multiple forms within society. This curriculum has been designed to enable you to look at the world in a more critical way and to question why society functions in the way that it does, especially in relation to inequality and the function of power. It seeks to do this through the study, critique and application of a broad range of sociological perspectives such as functionalism, feminism, Marxism and

identarianism. This curriculum has been designed to ensure that studies from and of such perspectives are not isolated or abstracted, but rather built upon each semester by their application to different contexts, case studies and foci such as: media, education, sport, politics, religion, race, sexuality, gender, crime, and family.

Sociology's curriculum is enhanced through modules that explore crime from a sociological perspective. This will provide students with an enhanced understanding of human behaviour from a sociological perspective that is focused on society and societal structures as things to be critiqued and considered rather than taken for granted or inevitable. That means that whilst the curriculum is designed to familiarise students with the criminal justice system, it then enables students to also apply sociological tools to question that system and the power it holds asymmetrically over certain communities and groups of people. To critically question what that means for society as a whole.

Modules such as sociology of personal life and the sociology of happiness ensure that students can move completely and confidently through all three levels of social analysis – micro, meso and macro in such a way that enables them to grasp the complex systems that interact with human beings on emotional and psychological levels as well as social. Sociology is a science rich in useful approaches for the study of well-being. Role-identity theory as well as socialisation theory enable testing of hypothesis on well-being and contentment that could bring new perspectives to long-standing sociological theories.

Our students that emerge as graduates will do so with a range of employability skills: knowledge and understanding of the subject matter, critical thinking skills, analytical reasoning, research and inquiry skills, digital and media literacy, cross-cultural understanding of society, team-work, leadership skills and independent work skills. For those students intending to go into teaching, what they study in Sociology will give them the necessary broad basis of knowledge on topics that are common on a wide range of exam boards and curriculum requirements. Modules exploring crime from a sociological perspective will enable those interested in the police service or policy development to consider a broader range of employment positions within that, including some that are more focused on criminal justice policies or government advisement. For those going on to post-graduate education, the curriculum design gives them multiple avenues to follow as a through route, thus expanding the scope of places that they can apply to.

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 curriculum 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 this joint 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.

Teaching overall is informed by research practise and experience. The sociology modules of this joint course will present sociology as an applied phenomenon, foregrounding both contexts or settings (i.e. the various private, public and third sector organizations and institutions within which sociological work is conducted or processed) and data based results (i.e. the details of attempts to change the society in which we live in). Some specific examples found in the BGU course are: increasing the health and wellbeing of a disadvantaged community group; enhancing existing government programmes and policies; and curating critical and reflective exhibitions on given topics at local museums, community centres. Consequently, the degree will offer opportunities for the application of sociological understanding in relevant professional contexts. These opportunities will be supported by external partners and/or internal research-based project activities. Consequently, sociology will support students in their future career choices, developing their analytic and problem-solving skills and giving them confidence to operate within dynamic, fast paced and complex working environments.

In line with Section 5 of the QAA benchmark statement, teaching on the course will be delivered via a wide range of styles and methods, where the central concern when choosing methods will always be to employ methods appropriate to the intended learning objectives and practical situation/context of the module in question. These methods include:

- Face to face teaching incorporating a mix of a lecture and small group-based work;
- Student debates;

- Problem-based learning sessions (this method is particularly important given that in sociology 'learning situations should provide students with the opportunity to rehearse their own ideas and to revise them. Students should have the opportunity to gain experience of working together in groups and to practice a range of generic skills';[7])

- Technology based multi-modal workshops using digital activities for learning, research and assessment preparation. Guest speakers may also join us via TEAMS;
- Dissertation supervision meetings with undergraduate students;

- One-to-one advice and guidance with personal tutees/students on modules during office hours;

- Advice and guidance to students via e-mail;

- Provision of learning resources for private study via dynamic use of BGU's VLE, including copies of lecture slides, quizzes, links to web resources, and also readings and questions for students to consider whilst studying them;
- Social Media pages for relevant modules;

- Wherever relevant and possible, opportunities will be taken to engage students with non-standard forms of sociological data/evidence, including films, television programmes, websites, exhibitions, and so on.

Teaching is focused on the following three areas:

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[7] QAA (2019). *Benchmark Statement for Sociology*. Mansfield: QAA, Section 5.4.

Knowledge and Understanding:
The course will offer students a range of teaching and learning contexts in which to build and demonstrate knowledge and understanding. This will include classroom, field visits and VLE-based approaches: lectures, seminars, workshops, tutorials and discussion fora. Assessment will, in all cases, test knowledge and understanding at the appropriate levels.

Intellectual Skills:
Students will acquire, develop and apply intellectual skills in classroom, field and VLE-based contexts and as they progress through Levels 4 to 6. Students will have opportunities to develop and exercise the required levels of intellectual skills through the rigours and framework of deliberately varied assessment practices.

Practical/Professional/Transferable Skills:
Experiential, individualised and self-directed teaching and learning strategies are used to enable students to develop personal, professional and transferable skills. Staff-led, peer-supported and independent strategies, which relate closely to relevant professional contexts, are manifest in the projects and studies undertaken at this level.

While the programme adopts an in person (face to face) learning and teaching approach opportunities to support and deepen student understanding and outcomes through augmented individual activity via the VLE will be used where appropriate. Contingency measures to ensure learning and teaching can continue will be delivered in accordance with BGU policies and procedures. 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.

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.

24	Assessment Strategies

The assessment strategy for BA (Hons) Education Studies and Sociology with Foundation Year 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.

Assessments comprise practical and coursework for instance discussions, oral presentations, portfolios, research report, and essays. Students will be provided with formative opportunities to inform and provide feedforward guidance for future success.

The assessment strategies specific to the two subjects are outlined below.

Education Studies and Sociology

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
SOC40122	Writing and Thinking Sociologically	15	1			100
SOC40222	Social Research Skills: Texts and Interactions	15	1		50	50
SOC40422	What is (the point of) Sociology?	30	1			100
EDU50122	Social Justice: Diversity and Inclusion	30	2	-	-	100
EDU50622	Becoming a Professional	15	2	-	-	100
EDU50422	Interpreting Education Research	15	2	-	-	100
SOC50722	Sociology of Education	15	2			100
SOC50222	Public Sociology: Race, Religion & Sexuality	30	2		100	
SOC50422	Sociology of Happiness	15	2			100
EDU60122	Curriculum Debates and Future(s)	15	3	-	-	100
EDU60222	Global Perspectives on Education	30	3	-	50	50
EDU60522	Contexts for Learning	15	3			100
EDU60322	Dissertation	45	3	-	30	70
SOC60222	Surveillance & Society	15	3			100
SOC60522	Contemporary Imprisonment	15	3		100	
SOC60622	Sociology of Personal Life	15	3			100
SOC60422	Dissertation	45	3			100

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
EDU40122	Perspectives on Learning	30	A1: Portfolio - 50% A2: Essay – 50%	2,000 words 2,000 words	October/December Semester 1
EDU40222	Understanding Education Inequality	30	A1: Essay – 50% A2: Group oral presentation – 50%	2,000 words 15 minutes	March/May Semester 2
EDU50122	Social Justice: Diversity and Inclusion	30	A1: Essay – 50% A2: Booklet – 50%	2,500 words 2,500 words	November/January Semester 1
SOC40122	Writing and Thinking Sociologically	15	Portfolio 100% – 2 x 1000 words	2,000 words	January Semester 1
SOC40222	Social Research Skills: Texts and Interactions	15	Portfolio 100% Discourse analysis & recorded power point applying Bechdal test	1,000 words 5-minute recorded PowerPoint	January Semester 1
SOC40422	What's (the point of) Sociology?	15	Portfolio 100% - 3x 1,300 words	4,000 words	May Semester 2
EDU50622	Becoming a Professional	15	Portfolio – 100%	2,500 words	May Semester 2
EDU50422	Interpreting Education Research	15	Portfolio – 100%	2,500 words	May Semester 2
SOC50722	Sociology of Education	15	Essay – 100%	2,500 words	May Semester 2
SOC50222	Public Sociology: Religion, Race and Sexuality	30	Practical 100% Debates x 4 (each worth 25% of overall grade)	8 minutes per debate	January Semester 1
SOC50422	Sociology of Happiness	15	Photo essay 100%	2,500 words maximum	May Semester 2
EDU60122	Curriculum Debates and Future(s)	15	Essay – 100%	3,000 words	December Semester 1
EDU60222	Global Perspectives on Education	30	A1: Essay – 50% A2: Video submission – 50%	3,000 words 3,000 word-equivalent	November Semester 1 May Semester 2
EDU60522	Contexts for Learning	15	Portfolio – 100%	3,000 words	January Semester 1
EDU60322	Dissertation	45	A1: Individual presentation 30%	20 minutes 6,000 words	November Semester 1 May

			A2: Dissertation 70%		Semester 2
SOC60622	Sociology of Personal Life	15	Portfolio 100% - Creative response to 3 interviews	3,000 words	May Semester 2
SOC60522	Contemporary Imprisonment	15	Practical 100% Debates x 4 (each worth 25% of overall grade)	5 minutes per debate	January Semester 1
SOC60422	Dissertation	45	Dissertation 100%	8000 words	May Semester 1 & 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 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.

All students are entitled to a learning environment that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. Achieving this means working with student services such as disability and accessibility to identify students who may have additional support needs in the form of a specific learning difficulty or need adapted materials and ensuring they are provided in collaboration / consultation with the student. It also entails working with CELT to identify areas in which students are persistently asking for help as that will indicate an area that needs to be revisited / represented by academic staff, or by academic staff alongside CELT staff as appropriate.

The use of personal tutors, and the pattern established of regular meetings with them will help us to identify and thus support students who may be struggling in ways that are not academic in nature, but will impact on their work. For example, if a student is facing homelessness, food scarcity or childcare problems. Solutions can be put in place by working with that student and the relevant experts on campus through student services.

The curriculum has been intentionally designed to ensure that students experience a full reach of teaching approaches and assessment styles. This is to enable students to gain grades in the approaches they are already good at whilst slowly building up their capacity and confidence in the areas they are either weaker in or have not yet experienced. It is designed this way to try and limit student anxiety in such a way that you can cope with what is being required and, potentially, thereby learn better coping mechanisms for their responses to deadlines, pressure and new experiences – all of which are vital employability, and life, skills post-graduation.

As a department we have created specific tools to ensure an inclusive learning environment, these range from learning student's names and pronouns, to modelling inclusive language. Our curriculum has been rigorously put together in such a way as to ensure that all students, including those from minority communities, see themselves reflected in the texts we read, the case studies we examine and the questions we ask. We set ground rules with the students for speaking, listening, debating and challenging their own assumptions, and we strive to be fair and consistent in our application of those rules – often developed collaboratively with the students. Given that our subject necessitates the detailed working with material on very sensitive and emotive, sometimes triggering, topics this is a vital tool in ensuring inclusivity and in setting students up to develop as assured, confident learners.

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.

Within the sociology sessions, technology will be utilised in a variety of ways to enhance the learning experience, consolidate knowledge and do short summative checks of understanding. We have guest lectures via TEAMS from scholars in other countries that would be too prohibitive in terms of finance or visa requirements to bring to BGU, thus letting our students benefit from direct access to experts within their field. We use tools such as Menti Meter, Kahoot or Socrative to undertake quick assessments of prior knowledge and understanding of material presented. Video clips, twitter feeds, music and sound recordings are also utilised as appropriate learning tools both by staff and by students.

Technology is also used to teach students how to undertake research and analyse data. Students are taught how to make sound recordings, video clips, photo elicitation from qualitative projects, and how to work with the files as raw and polished data. They are taught to use data software such as SPSS Statistics for quantitative analysis of data.

Within assessments technology is used as a tool for the students to develop their digital literacy, presentation skills and technology capacity. They are given scaffolded assessments that result in them creating e-posters, recorded and narrated multi-media power points, and podcasts. To scaffold these assessments we break them down into their constituent parts, give you examples from previous years, and work with in class to help you slowly build up the assessments ready for submission. We work closely with Digital Learning for each of these assessments, and with the podcast we also work closely with a podcast broadcaster. These are valuable employability skills and help the students understand the role of technology in terms of networking as well for a globally connected world of work.

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

Students on BA (Hons) Education Studies and Sociology with Foundation Year 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. **Joint honours students opting to pursue a capstone project/dissertation not in Education Studies 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 firsthand, 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.

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 team work 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 EDU50622 module 'Becoming a Professional' 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	EDU40122 Perspectives on Learning. Referencing, academic writing, reading, paraphrasing, selecting sources embedded in this module alongside content.	EDU50122 Social Justice, Diversity and Inclusion. Seminars include peer collaboration and staff guidance on gathering sources for a literature review and developing an argument.	EDU60322 Dissertation. Research skills developed through literature analysis, ethical proposal, methods design, data collection and data presentation and analysis. Skills of research report writing are modelled and supported.
Global Citizenship	EDU40222 Understanding Education Inequality. 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.	EDU50122 Social Justice; Diversity and Inclusion. Study inclusive practice and legislation for equality. Apply to individual needs in the classroom.	EDU60222 Global Perspectives on Education. Students research the impact of globalisation and controversial issues on outcomes for children and communities around the globe.
Information Literacy	EDU40222 Understanding Education Inequality. 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.		EDU60122 Curriculum Debates and Future(s) 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.
Digital Fluency	EDU40222 Understanding Education Inequality Students create oral presentations using	EDU50122 Social Justice: Diversity and Inclusion Students create multimedia presentations, a multimedia information 'booklet', academic blog, digital	EDU60322 Dissertation. Students learn about and apply online research methods such as questionnaires.

	different digital media.	portfolio and evaluations of digital media resources.	EDU60222 Global Perspectives on Education. Students analyse digital representations of global education and with support from CELT workshops create short films or multimedia presentations to showcase their independent research.
Employability	EDU40122 Perspectives on Learning / EDU40222 Understanding Education Inequality. School placements enable students to develop key transferable skills of communication, organisation, planning and teaching under the guidance of the class teacher.	EDU50622 Becoming a Professional. Students develop transferable skills for careers in education related careers through block placement. They are able to plan, teach and gain feedback in school settings, or carry out other professional tasks and discuss their effectiveness with their mentor. They work with BG futures and ES staff to create CVs, career action plans, application letters and reflections on their professional practice. EDU50122 Social Justice: Diversity and Inclusion. Students develop planning and justify pedagogy and support strategies for groups and individual pupils needs which can support their future careers.	EDU60122 Curriculum Debates and Future(s) Students focus on current curriculum initiatives and alternative approaches which prepare them with knowledge of the national curriculum, innovative curriculum approaches and specific practices for literacy teaching. These support students in their interviews and applications for PGCE and other education related careers.
Being Enterprising	EDU40122 Perspectives on Learning / EDU40222 Understanding Education Inequality. Students develop resilience and adaptability to change through school placements. Students collaborate to develop group presentations.	EDU50622 Becoming a Professional. Students take responsibility for their own career development through action planning and reflecting on practice.	EDU60322 Dissertation. Carrying out independent research projects and dissertations to completion involves long-term planning and organisation, working to deadlines, overcoming set backs 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.

Graduate Attribute	Level 4	Level 5	Level 6
Academic Literacies	SOC40122 Writing and Thinking Sociologically This module is designed to help and support students as they adapt to life as an undergraduate sociology student.		SOC60422 Dissertation The aim of this module is for the student, supported by formal training seminars and supervision meetings, to undertake a piece of sociological research on a topic of their own choice and to pursue this research in depth and with rigour over the course of the final year.
Global Citizenship	SOC40422 What is (the point of) Sociology? This module is designed to give students a positive view of the impact that the social sciences have had, and will continue to have, on modern societies, polities, cultures and economies.	SOC50722 Sociology of Education This module will take a look of the UK education system as a case study for helping us to understand the ways in which political, social, moral and economic agendas have shaped schools and universities. SOC50222 Public Sociology: Religion, Race and Sexuality This module taps into a growing movement within the social sciences towards refiguring sociology as a specifically public sociology. The aims of the movement are to refresh the disciplines sociological imagination, engaging audiences beyond the academy and contributing in a meaningful way to the debates that are sparked by, and the solutions that are proposed in response to, pressing societal issues and challenges.	SOC60222 Surveillance and Society This module introduces students to the study of surveillance society. The module draws on key sociological concepts such as crime, inequality, social class, gender, race, ethnicity, the body, and globalisation, to offer an analysis of the ways in which forms of surveillance pervade individuals' everyday lives and how they are utilised by agents of control.
Information Literacy	SOC40222 Research Skills: Texts and Interactions		

	In this module, students will be introduced to the basics of empirical social research. A diverse range of qualitative and quantitative research methods for studying two key types of social data (i.e. textual and interactional data) will be discussed.		
Digital Fluency			
Employability	<u>SOC40422 What is (the point of) Sociology?</u> This module equips students with the intellectual resources to understand that and how the point of and purpose of sociology can be demonstrated, articulated and, where necessary, argued.		
Being Enterprising	<u>SCO40122 Writing and Thinking Sociologically</u> This module equips students with the skills necessary to undertake empirical social research (from project planning to writing up findings), develop their collaborative and presentational skills and enhance their appreciation of the relationship between sociology and the 'real world'.		

Please see above section for detail of module that is specifically aimed at involvement with employers in delivery of content and placement.

Programme Leader engagement with employers in the most common fields for those with sociology degrees – education (including further and higher), civil service, police, policy work for NGO / councils / government, researcher for media outlets, housing support, community development, youth workers and marketing. She asked them what qualities/ skills they want to see in sociology graduates, what qualities/ skills they currently thinking are lacking and what knowledge / understanding they require. The answers they gave have shaped the new module framework being offered with a more enhanced focus on diversity in society, social situations and social structures; the dynamics of class, age, gender, disability and ethnicity. Employers were clear that they wanted students who were adept at analysing problems, but more importantly, could provide potential solutions and improvements, perhaps by addressing social inequalities relating to factors such as class, gender, race, disability or poverty. By bringing in modules exploring crime from a sociological perspective, we are adding awareness of how laws and regulations affect society and interpersonal relationships to our student's employability toolkit.

Employers are also brought into modules and course content as guest speakers or to run specific workshops.

For all of our students they face a far more uncertain and unstable working landscape that has previously been the case, a degree in sociology from BGU is intended to equip them with the transferable and analytical skills required to move between sectors and adapt with ease to the changing employment landscape.

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

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.

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.

There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.

Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.

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.

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.

30	Programme Specific Management Arrangements

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.

31	Staff Responsibilities

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.

32	**Programme Specific Academic Student Support**

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 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 SOCIOLOGY: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

Students joining this programme 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.

Students joining this joint Education Studies and Sociology with Foundation Year programme are required to successfully complete an enhanced DBS check in accordance with the University's Code of Practice for DBS Checks.

In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining accreditation for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities, bridging assignments are also available if required. If a prospective student has recently completed or studied modules as part of a previous qualification, they may apply for Accreditation for Prior Learning in line with the relevant Code of Practice. In addition, bridging assignments are available to enable students seeking direct entry into Levels 5 or 6 to meet programme specific Level 4 and 5 module outcomes. NB Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University on-line prospectus https://www.bishopg.ac.uk/courses

30	Programme Specific Management Arrangements

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.

31	Staff Responsibilities

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.

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.

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.

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	■		■			■
FDY00520 Effective Communication	■	■	■	■	■	
FDY00620 The Digital Learner			■	■	■	■
FDY00720 Reflective Learning				■	■	■
FDY00820 Academic Writing	■	■	■		■	■

SECTION F2 (YEARS 2-4) EDUCATION STUDIES AND SOCIOLOGY: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Education Studies JOINT HONOURS

Module Name	Programme outcomes for Education Studies Joint Honours **LEVEL 4**														
	K&U1	**K&U2**	**K&U3**	**SPS1**	**SPS2**	**SPS3**	**SPS4**	**IS1**	**IS2**	**IS3**	**IS4**	**TS1**	**TS2**	**TS3**	**TS4**
EDU40122 Perspectives on Learning		x	x	x	x			x	x			x	x	x	
EDU40222 Understanding Education Inequality	x	x	x	x	x			x	x			x	x	x	

Module Name	Programme outcomes for Sociology Joint Honours **LEVEL 4**															
	K&U1	**K&U2**	**K&U3**	**K&U4**	**SPS1**	**SPS2**	**SPS3**	**SPS4**	**IS1**	**IS2**	**IS3**	**IS4**	**IS5**	**TS1**	**TS2**	**TS3**	**TS4**
SOC40122 Writing and Thinking Sociologically	x	x			x					x				x	x		x
SOC40222 Social Research Skills: Texts and Interactions	x	x			x	x			x	x	x					x	x	x
SOC40422 What's (the point of) Sociology?	x		x		x	x			x			x		x	x		

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

Module Name	Programme outcomes for Sociology Joint Honours **LEVEL 5**															
	K&U1	**K&U2**	**K&U3**	**K&U4**	**SPS1**	**SPS2**	**SPS3**	**SPS4**	**IS1**	**IS2**	**IS3**	**IS4**	**TS1**	**TS2**	**TS3**	**TS4**
SOC50722 Sociology of Education	x	x				x	x		x	x	x		x	x	x	x
SOC50222 Public Sociology: Race, Religion and Sexuality	x	x	x		x	x	x		x	x		x	x	x	x	x
SOC50422 Sociology of Happiness	x	x	x	x		x	x	x	x	x	x	x	x			

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

	Programme outcomes for Sociology Joint Honours **LEVEL 6**																
Module Name	**K&U1**	**K&U2**	**K&U3**	**K&U4**	**SPS1**	**SPS2**	**SPS3**	**SPS4**	**IS1**	**IS2**	**IS3**	**IS4**	**IS5**	**TS1**	**TS2**	**TS3**	**TS4**
SOC60222 Surveillance and Society	x	x	x		x	x	x		x	x	x			x	x	x	x
SOC60422 Dissertation		x	x	x	x	x	x		x	x	x	x		x	x	x	x
SOC60522 Contemporary Imprisonment	x	x	x		x	x	x		x	x	x				x	x	x
SOC60622 Sociology of Personal Life	x		x	x	x	x	x		x	x					x	x	x

Education Studies and Sociology JOINT HONOURS CERTIFICATE OF HIGHER EDUCATION

Module Name	Programme outcomes for Education Studies Certificate of Education **LEVEL 4**														
	K&U1a	**K&U2a**	**K&U3a**	**SPS1a**	**SPS2a**			**IS1a**	**IS2a**			**TS1a**	**TS2a**	**TS3a**	
EDU40122 Perspectives on Learning		x	x	x	x			x	x			x	x	x	
EDU40222 Understanding Education Inequality	x	x	x	x	x			x	x			x	x	x	

Education Studies and Sociology JOINT HONOURS DIPLOMA OF HIGHER EDUCATION

Module Name	Programme outcomes for Education Studies Diploma of Education **LEVEL 5** Shaded module may be replaced by GA or Subject Enhancement Modules– mapped to 45c and 60c														
	K&U1b	**K&U2b**	**K&U3b**	**SPS1b**	**SPSb2**	**SPS3b**	**SPS4b**	**IS1b**	**IS2b**	**IS3b**		**TS1b**	**TS2b**	**TS3b**	**TS4b**
EDU50122 Social Justice: Diversity and Inclusion (30c)	x	x	x	x	x		x	x	x	x		x	x	x	x
EDU50422* Interpreting Education Research (15c)		x		x	x	x	x	x	x	x		x	x	x	
EDU50622 Becoming a Professional (15c)	x	x	x	x	x	x	x	x	x	x		x	x	x	x

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.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx

SECTION G2 (YEARS 2-4) EDUCATION STUDIES AND SOCIOLOGY

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	x	x			x		x	x	x	x	x	x	x	x	
Global Citizenship	x	x	x				x			x		x			x
Information Literacy					x		x	x	x	x	x	x	x	x	
Digital Fluency					x		x					x	x	x	
Employability		x	x	x	x	x	x	x		x		x	x	x	x
Being Enterprising				x		x	x	x		x		x			x

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

Graduate Attributes

GA7. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.

GA8. **Global Citizenship** This is about understanding the global context in which you live, study and work

GA9. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically

GA10. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society

GA11. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life

GA12. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

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

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

SECTION H (YEARS 1-4) BA (HONS) EDUCATION STUDIES AND SOCIOLOGY 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 *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of change such as new routes, pathways etc)*	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification *(eg students entering Level 5 from September 2016 onward)*

SECTION I (YEARS 1-4) BA (HONS) EDUCATION STUDIES AND SOCIOLOGY 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 *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						