



**BISHOP
GROSSETESTE
UNIVERSITY**

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

**BA (Hons) Education Studies and
Teaching English to Speakers of Other
Languages (TESOL) with
Foundation Year**

Joint 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 s/he takes 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	Approved by Senate: 19 July 2023
2	Next Scheduled Review Date: [Month/Year]	July 2028 Foundation Year & 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 Teaching English to Speakers of Other Languages (TESOL) with Foundation Year	
1a	Programme Code
BAEDTE01F23F	
2	Brief Summary of Joint Programme
<p><u>Foundation Year</u></p> <p>The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.</p> <p>The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers.</p> <p>Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life.</p> <p>This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.</p>	

BA (Hons) Education Studies and Teaching English to Speakers of Other Languages (TESOL)

The BA (Hons) Education Studies and Teaching English to Speakers of Other Languages (TESOL) joint programme provides students the opportunity to engage in study that offers a balanced range of modules from both disciplines. This joint honours degree expands career options and leads to a broader range of transferable skills.

The BA (Hons) Education Studies and Teaching English to Speakers of Other Languages (TESOL) is the ideal programme for students who wish to pursue a career in education and have an interest in language and the language learning and teaching process. This exciting degree is designed to broaden students' ideas and experiences of education, learners, and educational settings, and allows them to keep their options open to make informed choices about your future employment opportunities once they graduate.

The Programme integrates the theory and practice of education, language learning and teaching to equip students with the academic, vocational, and professional skills and knowledge to start an education career path in teaching or non-teaching roles or prepare them for entry to teacher training programmes to become a qualified teacher, such as a PGCE. Settings in which students gain practical experience may include those at primary, secondary and tertiary levels. Students may also work with specific groups of learners, such as pupils who are learning English as an additional language (EAL).

On completion of the degree, students will have engaged with topics that will develop their communication skills, knowledge of how language is used and perceived, how learners learn, and how educators can tailor teaching and resources to include a diverse range of learners.

3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	Full-Time 4 years	Part-Time n/a	
3b	Mode(s) of Study	Full-time		
4	Home Academic School/s	Education, Health and Lifelong learning (EDHaLL) Arts, Humanities and Social Sciences		
5	HECoS/UTT/UCAS code(s)	HECoS/CAH3 100461 CAH22-01-01 (Education) 100513 CAH22-01-02 (Teaching English as a Foreign Language)	UTT/ITT N/A	UCAS code X163
6	Framework for HE Qualifications position of final award(s)	<u>Foundation Year</u> : Non-award bearing (Level 4) <u>BA (Hons) Education Studies and Teaching English to Speakers of Other Languages (TESOL)</u> Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	Undergraduate		

8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Programmes
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A

Awards

10	Final Award title(s)	BA (Hons) Education Studies and Teaching English to Speakers of Other Languages (TESOL) with Foundation Year
10a	Exit or Fall back Award title(s)	<p>Certificate of Higher Education (CertHE): Education Studies and Teaching English to Speakers of Other Languages (TESOL) with Foundation Year</p> <p>Diploma of Higher Education (DipHE): Education Studies and Teaching English to Speakers of Other Languages (TESOL) with Foundation Year</p> <p>Ordinary Degree in Education Studies and Education Studies and Teaching English to Speakers of Other Languages (TESOL) with Foundation Year</p>
10b	Pathway	N/A
11	(i) Combined Honours Awards available e.g.: <ul style="list-style-type: none"> • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY • BSc/BA (Hons) XX with YY 	

Arrangements with Partners

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

Professional, Statutory and Regulatory Bodies

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

Part 2

PROGRAMME CONTENT

SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

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

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

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

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

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

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

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

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

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

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

SECTION B2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: OUTCOMES

17	QAA Benchmark Statement(s)
<p>Education Studies and its possible awards meet the 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 Education Studies degree programme also provides the knowledge, understanding and critical analysis to inform current and future professionals. One significant way by which this is achieved is through students learning in the workplace. Work based placement in schools and other education related settings is an integral component of specific modules within the course. This enables students to extend and develop their knowledge and understanding of professional values and practice and to understand the range of roles and responsibilities of participants in the teaching and learning process.</p> <p>The Teaching English to Speakers of Other Languages (TESOL) component and its assessments, drawn from the undergraduate programme in English Language and Teaching, meet the <i>QAA Subject Benchmark Statement for Linguistics</i> (2019) and its <i>Benchmark Standards</i>, which indicates, in 1.1., that the benchmark statement is relevant for joint degrees combining linguistics with another discipline, and, in 1.2, that degrees or modules may focus on linguistics but may not necessarily have linguistics in the title. It is available at: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-linguistics.pdf?sfvrsn=ecf3c881_4. Topics that may be included in degrees and modules with a focus on linguistics, according to section 3, which are relevant to the current modules offered as part of the Teaching English to Speakers of Other Languages (TESOL) component are the identified Levels of Linguistic Analysis, and certain Domains of Study (e.g., Language Acquisition).</p> <p>The BA (Hons) Education Studies and Teaching English to Speakers of Other Languages (TESOL) joint programme also fosters and enhances BGU's Graduate Attributes (https://www.bgu.ac.uk/student/careers-employability-and-enterprise/graduate-attributes) and employability for a range of professional careers and life-long learning, as well as subject-specific skills. By providing opportunities for knowledge and skills development and work-based placements, and through its assessment strategies, the joint programme encourages and supports students' development of 5 of the 6 core attributes, namely: Academic Literacies; Global Citizenship; Information Literacy; Digital Fluency; and Employability. The programme enables the remaining attribute, Being Enterprising, to be developed through work-based placements, work-based observations, engagement with the BG Futures team, and time within the programme for students to benefit from enhancement opportunities.</p>	
18	Programme Aim/s
<p>The aims of the BA (Hons) Education Studies and Teaching English to Speakers of Other Languages (TESOL) are as follows:</p> <ul style="list-style-type: none"> • provide students with a deep, academic, critical and reflective understanding of education in a broad range of contexts • enable students to gain a critical understanding of psychological, philosophical, sociological and political perspectives on learning and teaching 	

- 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.
- develop students' skills to critically analyse a range of national, international, contemporary and historical policy, theory and ideas about education, its purpose, organisation and delivery
- support students to develop a personal research- and practice-informed philosophy of education
- provide flexible opportunities to study and experience education in practice (including online and digital contexts)
- develop students' language awareness and ability to analyse and describe the English language at all levels
- equip students with the skills to research and analyse written and spoken discourse using a range of frameworks and models
- explore language learning theories and their relation to historical and contemporary language teaching methodologies
- develop students' awareness of and ability to analyse diverse learner needs, alongside the strategies, methods, and materials to support their learning and development with respect to their broad educational and language development

The aims for students following the programme are to:

- prepare 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.
- gain placements and work-based opportunities to enhance employability
- prepare to become reflective, research informed practitioners who question taken-for-granted assumptions about education
- develop knowledge and understanding of theory and practice in the two discipline areas with a view to being successful graduates and employees of the future
- develop a sense of social responsibility that enables graduates to make a positive contribution in the community
- 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.

19 Joint Programme Specific Outcomes

(a) Final Award Learning Outcomes

On successful completion of BA (Hons) Education Studies and Teaching English to Speakers of Other Languages (TESOL), students will be able to:

Knowledge and Understanding [K&U]

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

- K&U 4: Demonstrate a sound knowledge of the concepts and techniques to analyse the structures and functions of English language
- K&U 5: Demonstrate a sound knowledge of the current concepts, practices, research findings and theories related to teaching and learning English as a foreign language and the English language in use

Subject-Specific and Professional Skills [SPS]

- SPS 1: Work with initiative and personal responsibility both independently and collaboratively as part of a team;
- SPS 2: Communicate with and present articulately and appropriately to a range of audiences in a variety of ways;
- SPS 3: Exercise decision making in complex and unpredictable contexts;
- SPS 4: Demonstrate a perceptive and critical awareness of personal responsibility and professional codes of conduct and demonstrate the learning ability needed to undertake appropriate further training of a professional or equivalent nature.
- SPS 5: Ability to apply ideas and research from the Teaching English to Speakers of Other Languages (TESOL) field in evaluating, designing and delivering teaching to a range of learners, and to reflect independently on own teaching experience in this light.
- SPS 6: Apply appropriate scholarly methods and techniques to undertake independent research whilst taking ethical issues and debates into consideration, and evaluate primary and secondary sources, and use appropriate bibliographical sources;
- SPS 7: Communicate critical approaches and research findings in accordance with appropriate academic standards and conventions of presentations in various forms and media;

Intellectual Skills [IS]

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

Transferable skills [TS]

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

20	Exit Award Learning Outcomes
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On successful completion of a Level 4 CertHE Education Studies and Teaching English to Speakers of Other Languages (TESOL) students will be able to:

Knowledge and Understanding [K&Ua] Education Studies and Teaching English to Speakers of Other Languages (TESOL)

- K&U 1a: Demonstrate knowledge and understanding of the different contexts in which teaching, and learning take place and the effects of social, political, economic and cultural factors on learning
- K&U 2a: Review contemporary practice in education in school contexts
- K&U 3a: Demonstrate understanding of the nature and processes of learning, key paradigms and their impact on practice, and the diversity of learners in classroom-based environments
- K&U 4a: Demonstrate knowledge of the techniques to analyse the structures and functions of English language
- K&U 5a: Demonstrate knowledge of the current practices and theories related to teaching and learning English as a foreign language and the English language in use

Subject-Specific and Professional Skills [SPSa] Education Studies and Teaching English to Speakers of Other Languages (TESOL)

- SPS 1a: Work with personal responsibility both independently and collaboratively as part of a team
- SPS 2a: Communicate with and present appropriately to a range of audiences in a variety of ways
- SPS 6a: Begin to apply scholarly methods and techniques to undertake research and evaluate primary and secondary sources
- SPS 7a: Communicate approaches and findings with appropriate academic standards and conventions of presentations in various forms

Intellectual Skills [ISa] Education Studies and Teaching English to Speakers of Other Languages (TESOL)

- IS 1a: Present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the subject(s) of study
- IS 2a: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles appropriate to the discipline)
- IS 3a: Apply the methods and techniques that they have learned to review and consolidate their knowledge and understanding, and to carry out projects
- IS 4a: Comprehend the pluralistic nature of their areas of study.

Transferable skills [TSa] Education Studies and Teaching English to Speakers of Other Languages (TESOL)

- TS 1a: Develop employability skills appropriate to the subject areas
- TS 2a: Demonstrate a range of sound oral, written and presentation skills for a number of audiences
- TS 3a: Be able to present data using a range of communications technology and other learning and communications resources
- TS 4a: Plan and manage their own learning in order to independently achieve objectives and meet deadlines

On successful completion of a Level 5 Dip.HE Education Studies and Teaching English to Speakers of Other Languages (TESOL) students will be able to:

Knowledge and Understanding [K&Ub] Education Studies and Teaching English to Speakers of Other Languages (TESOL)

- K&U 1b: Demonstrate confident conceptual understanding of the different contexts in which teaching, and learning take place and the effects of social, political, economic and cultural factors on learning
- K&U 2b: Critically review knowledge related to contemporary practice in a wide range of education including formal and informal organisational structures for teaching and learning and different education systems
- K&U 3b: Demonstrate a confident, balanced, understanding of the nature and processes of learning, key paradigms and their impact on practice, and the diversity of learners in classroom-based environments
- K&U 4b: Demonstrate knowledge of the concepts and techniques to analyse the structures and functions of English language
- K&U 5b: Demonstrate knowledge of the current concepts, practices and theories related to teaching and learning English as a foreign language and the English language in use

Subject-Specific and Professional Skills [SPSb] Education Studies and Teaching English to Speakers of Other Languages (TESOL)

- SPS 1b: Work with initiative and personal responsibility both independently and collaboratively as part of a team

- SPS 2b: Communicate with and present articulately and appropriately to a range of audiences in a variety of ways
- SPS 3b: Exercise decision making in complex contexts
- SPS 4b: Demonstrate a perceptive and critical awareness of personal responsibility and professional codes of conduct
- SPS 5b: Ability to apply ideas from the Teaching English to Speakers of Other Languages (TESOL) field in designing and delivering teaching to a range of learners, and to reflect on own teaching experience in this light
- SPS 6b: Apply appropriate scholarly methods to undertake independent research whilst taking ethical debates into consideration, and evaluate primary and secondary sources, and use appropriate bibliographical sources
- SPS 7b: Communicate critical approaches and research findings in accordance with appropriate academic standards and conventions of presentations in various forms

Intellectual Skills [ISb] Education Studies and Teaching English to Speakers of Other Languages (TESOL)

- IS 1b: Critically evaluate arguments, assumptions, abstract concepts and data on specialist and complex subject matter
- IS 2b: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)
- IS 3b: Apply the methods and techniques that they have learned to review, consolidate and apply their knowledge and understanding
- IS 4b: Comprehend the broad pluralistic nature of their areas of study

Transferable skills [TSb] Education Studies and Teaching English to Speakers of Other Languages (TESOL)

- TS 1b: Develop a range of employability skills appropriate to the subject area
- TS 2b: Demonstrate a wide range of sound 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 order to qualify for an Ordinary Degree (Level 6):

The student must meet the requirements as laid down in the Regulations for Undergraduate Awards (which is available from the University Website).

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

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

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

21b	Module Structure
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Level 4

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

SECTION C2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: STRUCTURE

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

Level 4	Semester 1	EDU40122 Perspectives on Learning 30c	TSL40222 Language & Communication Credits: 30c
	Semester 2	EDU40222 Understanding Education Inequality 30c	TSL40322 Second Language Acquisition Credits: 30c

Level 5 – 120 credits

Level 5	Semester 1	EDU50122 Social Justice: Diversity and Inclusion 30c		TSL50122 TESOL Methodologies 15c
	Semester 2	EDU50422 Interpreting Education Research 15c	EDU50622 Becoming a Professional 15c OR GA Enhancement Module 15c	TSL50422 TESOL in Practice 30c

Level 6 – 120 credits

Capstone in Education Studies

Level 6	Semester 1	EDU60222 Global Perspectives on Education 30c	TSL60222 Material Design & Evaluation 15c	EDU60322 Dissertation (Capstone Project) 45c	TSL60122 Testing & assessment in English Language Teaching Credits: 15c
	Semester 2		TSL60422 Innovations in ELT 15c		

Capstone in TESOL

Level 6	Semester 1	EDU60222 Global Perspectives on Education 30c	Code: TSL60222 Material Design & Evaluation Credits: 15c		EDU60122 Curriculum Debates and Future(s) 15c OR EDU60522 Contexts for Learning 15c
	Semester 2		Code: TSL60422 Innovations in ELT Credits: 15c	(Capstone Project) Code: TSL60522 Dissertation Credits: 45	

21b Module Structure**Level 4**

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EDU40122	Mandatory Work-related learning	Perspectives on Learning	1	30
EDU40222	Mandatory Work-related learning	Understanding Education Inequality	2	30
TSL40222	Mandatory Module	Language & Communication	1	30
TSL40322	Mandatory Module	Second Language Acquisition	2	30

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EDU50122	Mandatory Module	Social Justice: Diversity and Inclusion	1	30
EDU50422	Mandatory Module	Interpreting Education Research	2	15
TSL50122	Mandatory Module	TESOL Methodologies	1	15
TSL50422	Mandatory Work-related learning Module	TESOL in Practice	1 and 2	30
Option Modules				

Code	Type	Module Title	Period (number)	No of credits
EDU50622	Subject Enhancement Work-related learning	Becoming a Professional	2	15
TSL50622	Subject Enhancement	Discourse Analysis Project	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EDU60222	Mandatory Module	Global Perspectives on Education	1 and 2	30
TSL60222	Mandatory Module	Material Design & Evaluation	1	15
TSL60422	Mandatory Module	Innovations in English Language Teaching	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
EDU60122	Mandatory or *Subject Enhancement Work-related learning (*if Capstone in TESOL)	Curriculum Debates and Future(s)	1	15
EDU60522	Mandatory or *Subject Enhancement Work-related learning (*if Capstone in TESOL)	Contexts for Learning	1	15
EDU60322	Subject Enhancement Work-related learning	Dissertation	1 and 2	45
TSL60122	Mandatory or *Subject Enhancement Work-related learning (*if Capstone in Education Studies)	Testing & Assessment in English Language Teaching	1	15
TSL60522	Subject Enhancement	Dissertation	1 and 2	45

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

22	Curriculum Design
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

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

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

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

23 | Learning and Teaching Strategies

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

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

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

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

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

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

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

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

24 Assessment Strategies

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

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

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

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition

of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

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

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

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

The following table provides the indicative content of assessment tasks:

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

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

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

25 Inclusive Practice and Personal Development Planning

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

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

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

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

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

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

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

SECTION D2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
<p>The BA (Hons) Education Studies and Teaching English to Speakers of Other Languages (TESOL) will be completed in three years of full-time study in order to address the programme aims and learning outcomes. This section outlines the curriculum design for each half discipline which are embedded in subject specific requirements and provide the student with a breadth of transferrable and opportunities for cross disciplinary knowledge and application.</p> <p>The Education Studies and Teaching English to Speakers of Other Languages (TESOL) course at Level 4 has been designed to provide a broad-based introduction to subjects using 30 credit modules that provide students with a solid understanding of the underpinning disciplines of Education Studies and Teaching English to Speakers of Other Languages (TESOL). At Levels 5 and 6, a mix of 15 credit and 30 credit modules is used (bar the Dissertation or Capstone Project) to allow a greater number of topics to be taught and ensure an even distribution of study across the semesters and enable optionality. The 45 credit Dissertation (or Capstone Project) 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. The course design allows for a personalised learning journey with optionality at Levels 5 and 6</p> <p>Students begin Education Studies by focusing on and critically analysing different perspectives on familiar areas of learning and gradually consider new approaches, and contexts for education. In Teaching English to Speakers of Other Languages (TESOL) students begin by focussing on and critically analysing the English language and how a second language is learned and gradually consider the pedagogy and practice of language teaching.</p> <p>In Education Studies modules at 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 Levels 5 and 6 directly build on these elements and expand to include wider pedagogic issues and deeper theoretical applications and international perspectives. They allow students to consider the experiences of diverse learners, learning in different contexts and countries, philosophies of education, policy and curriculum development. In each case, ideas introduced at Level 4 are developed at Level 5 and extended at Level 6. For example, consideration of inclusive education and barriers to education for some children in the UK are introduced in EDU40222 'Understanding Education Inequality'. At Level 5, in EDU50122 'Social Justice: Diversity and Inclusion' students go on to investigate policy and legislation for inclusion and equality in the UK and analyse specific research, pedagogy and practice for 'vulnerable' groups. At Level 6, in EDU60222, 'Global Perspectives on Education' students extend their understanding of inclusion and diversity by critically analysing the impact of importing westernised approaches to education around the globe. They research the challenges of international initiatives aimed at developing education in lower income countries and debate whether some approaches to education around the globe act as barriers to inclusion of certain groups and how these can be overcome.</p>	

At Level 4 in Semester 1 within the Teaching English to Speakers of Other Languages (TESOL) modules, students begin by learning how to identify, describe, and analyse different levels of language, with a focus on the grammar of English. At Level 4 in Semester 2, students utilise their language analysis skills to understand learner language data in addition to studying ideas that seek to explain successful language learning from second language acquisition (SLA) theories to learner psychology research. Learning from Level 4 supports content delivered at Level 5 where students discover and experience how SLA theories translate to language teaching methodologies, identify language learner needs, and begin to develop their own language teaching, classroom management and materials development skills with scaffolded learning starting with language teaching observation to group and individual teaching preparation and practice. At Level 6, students will extend their skills as language teaching professionals with modules that blend theory with practice and focus on testing and assessing language learners' proficiency and developing digital skills and technology for language teaching.

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.

Similarly, for those students who opt to complete a Dissertation (capstone project) in Teaching English to Speakers of Other Languages (TESOL), students will have built up research skills, as described in the Education Studies modules above, which are consolidated in assessment and professional practice in their Teaching English to Speakers of Other Languages (TESOL) modules. These modules also enable them to gain additional skills, for example, knowledge of academic language and structures in TSL40222, and the use of frameworks to analyse data in TSL40322.

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

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

Placements in Teaching English to Speakers of Other Languages (TESOL) consist of lesson observation and teaching practice at Level 5. Observations occur after students have experienced and reflected on their own language learning experiences, and teaching preparation and practice will utilise taught content and experiential learning. Practice will be developed through scaffolded learning with group work and guidance from tutors who are language teaching professionals. Student-confidence is further developed with a gradual

increase in class sizes, from one-to-one sessions to class-group teaching. Assessment in a module with placements will therefore draw on a range of teaching and learning strategies embedded throughout the module.

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 our Education Studies and TESOL programme, 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.

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 each subject are detailed.

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

The Teaching English to Speakers of Other Languages (TESOL) element of the programme has a student-centred approach to learning, teaching, and assessment built on feedback to and from students. Students' development as teaching professionals involves experiential learning and the gradual development of skills for reflection. Our ethos places student engagement at the core of enhancing students' learning and staff's teaching. A student-centred approach is essential to the learning experience of undergraduate and postgraduate students, using the awareness to empower learners to be engaged, proactive, and autonomous learners. The programme, teaching and learning strategy will include making full use of a number of effective teaching, learning and assessment practices that predict learning gains, such as close contact with lectures, prompt feedback, clear and high expectations, collaborative learning and "time on task". Further new initiatives introduced in the institution to help give students a greater input and to enhance and further develop a culture of staff and students working in partnership across the university will also be used.

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

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

Local study visits / field trips feature in a module in Education Studies 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.

While the course adopts an in person (face to face) learning and teaching approach opportunities to support and deepen student understanding and outcomes through augmented individual (and or group) activity via the VLE will be used where appropriate. In exceptional circumstances, contingency measures to ensure learning and teaching can continue will be implemented 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 (and /or group) 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 Teaching English to Speakers of Other Languages (TESOL) 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.

Within the Education Studies and Teaching English to Speakers of Other Languages (TESOL) programme 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 the philosophy of both Education Studies and Teaching English to Speakers of Other Languages (TESOL), 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 and teaching practice.

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.

BA (Hons) Education Studies and Teaching English to Speakers of Other Languages (TESOL)

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
TSL40222	Language & Communication	30	1		50	50
TSL40322	Second Language Acquisition	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
TSL50122	TESOL Methodologies	15	2			100
TSL50422	TESOL in Practice	30	2		25	75
TSL50622	Discourse Analysis Project	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 (Capstone Project)	45	3		30	70

TSL60122	Testing and Assessment in English Language Teaching	15	3			100
TSL60222	Material Design & Evaluation	15	3			100
TSL60422	Innovations in English Language Teaching	15	3			100
TSL60522	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
EDU40222	Understanding Education Inequality	30	A1: Essay – 50% A2: Group oral presentation – 50%	2,000 words 15 minutes	March May
TSL40222	Language & Communication	30	A1: Reflective Language Journal A2: Oral assessment and presentation	2,000 words 10 minutes	January January
TSL40322	Second Language Acquisition	30	Written Essay plus case study analysis	4000 words	May
EDU50122	Social Justice: Diversity and Inclusion	30	A1: Essay – 50% A2: Booklet – 50%	2,500 words 2,500 words	November January
EDU50622	Becoming a Professional	15	Portfolio – 100%	2,500 words	May
EDU50422	Interpreting Education Research	15	Portfolio – 100%	2,500 words	May
TSL50122	TESOL Methodologies	15	Portfolio - 100%	2500 words	January
TSL50622	Discourse Analysis Project	15	Presentation	15 minutes	May
TSL50422	TESOL in Practice	30	Reflective Journal	2000 words	November
			Learner Analysis Poster Presentation	5 minutes	January
			Teaching Portfolio	2500 words	May
EDU60122	Curriculum Debates and Future(s)	15	Essay – 100%	3,000 words	December
EDU60222	Global Perspectives on Education	30	A1: Essay – 50% A2: Video submission – 50%	3,000 words 3,000 word equivalent	November May
EDU60522	Contexts for Learning	15	Portfolio – 100%	3,000 words	January
EDU60322	Dissertation (Capstone Project)	45	A1: Individual presentation – 30% A2: Dissertation – 70%	20 minutes 6,000 words	November May
TSL60122	Testing and Assessment in English Language Teaching		Portfolio – 100%	3,000 words	January

TSL60222	Material Design & Evaluation	15	Portfolio- 100%	3,000 words	January	
TSL60422	Innovations in English Language Teaching	15	Portfolio – 100%	3,000 words	May	
TSL60522	Dissertation	45	Project output (other than dissertation)	1,500 words	November May	
			Dissertation	7500 words		

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 tutor system. Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

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

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

Employability is an important issue to all students, and careers in graduate employment are particularly competitive. When our joint honours students graduate, they will find themselves competing with large numbers of graduates and need to distinguish themselves from them in their application and interview. The DCP ties in with the employability award plan and careers services and provides students with a means of gathering evidence of all the things they do that would be of interest to an employer. It enables them to frame their skills, knowledge and work experience in such a way as to make explicit how these are relevant for the posts for which they are applying.

This joint programme ensures that the methods of delivery and support reflect student's different starting points into H.E. and students are given guidance and tutorial support throughout the programme in relation to both academic, and as needed, personal guidance. When relevant students are directed to access further support from the services (i.e., Student support, CELT, SU) offered within BGU.

In addition, students joining the programme from non-traditional learning routes are encouraged to engage in the same processes. However, tutors recognise that the needs of such students (e.g., mature students, single

parents) vary and adjustments to programme delivery to accommodate differing needs are made when possible.

To support personal and professional development each student is assigned a personal tutor (PT). The PT offers guidance through tutorial time above the support given within each module. The tutorial sessions are timetabled each semester, to which students sign up.

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.

26 Technology Enhanced Learning

Students will be encouraged to apply skills that they already possess and to develop new ones. A central tool for technology enhanced learning is through the use of BGU's Virtual Learning Environment (VLE), as part of the blended learning pedagogical approach for the programme. The BA (Hons) in Education Studies and Teaching English to Learners of Other Languages (TESOL) learning materials will all be accessed through the module and weekly session areas on the University's VLE.

In lectures and workshops, presenters make use of interactive approaches, e.g., Mentimeter and Padlet to obtain immediate input from the students displayed in a variety of visual formats to enhance presentations. Interactive whiteboards are used when appropriate. In assessments, alternative forms of presentation have been used.

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 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. This develops 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. The programme works closely with Digital Learning for each of these assessments

27 Work-related Learning and/or Placement

Students on BA (Hons) Education Studies and Teaching English to Speakers of Other Languages (TESOL) will have the opportunity to undertake a work-related placement as part of their programme. This will be embedded within subject areas and typically provides at least one work-related placement opportunity during their academic study.

Work-related learning supports students in developing 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, work-related learning each year, directly linked to, and as an integral component of taught module content. Work related learning experiences contextualise taught content and develop a range of transferrable and employability skills. Both EDU40122 and EDU40222 offer (mandatory) work-related experiences to all students on the programme. Optionality at level 5 and level 6 facilities some students to gain further work-related learning experience (as an enhancement) in modules EDU50622 and EDU60322.

Work-related learning for Teaching English to Speakers of Other Languages (TESOL) will take place at level 5 through the module TSL50422 and is a mandatory element of the module, required for the assessment. In line with work-related learning in Education Studies modules, the purpose of work-related learning within the TSL50422 module is to add value by deepening knowledge, understanding and application of key theories and principles through first-hand, real-world, and practical experiences; and by supporting 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 their potential employability and selection of possible exit routes. The work experiences in TSL50422 will highlight the importance of professionalism and the opportunities for leaving a positive legacy from practice, research or projects conducted in the local and international communities.

Work-related learning in the University's partnership of schools or other education related settings are organised by the University's central Placement Team or programme teams. If placed in a partnership school an e-form is completed by each student before a work-related placement opportunity to support matching settings to student's individual circumstances. In accordance with the Code of Practice for Work-based and Placement Learning students have a right of appeal over decisions.

Work related learning placements in Level 4 are usually based in the primary age phase with students attending the setting one day a week over several weeks. In Levels 5 and 6 students express a preference for age phase and setting and work-related learning is organised into block weeks (a block week comprises four days in a setting and one day at university). A work-related placement handbook including tasks for the relevant modules will support all work-related 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 work-related placement booklet supported by further independent research augmented by VLE materials.

The purpose of work-related placement within the course is to add value to relevant modules by contextualising taught sessions. It aims to deepen knowledge, understanding and application of key theories and principles through first hand, real-world and practical experiences; and to support students in the development of appropriate professional and transferable skills through their work in educational and

education related settings, including schools. This will directly enhance students' potential employability and selection of possible exit routes.

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

28 | Employability

This joint Honours degree offers a firm base for students hoping to enter a variety of career pathways including but not limited to teacher training, language teaching, other postgraduate study, voluntary sector careers and working internationally in education related settings. 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.

This degree programme places the development of the BGU Graduate Attributes at the heart of its scope, structure, and delivery. Our provision aims to equip BGU graduates with the skills to evaluate and question, to think critically and appreciate different perspectives, to be creative and enterprising. Our graduates will develop interpersonal skills, flexibility, initiative, and adaptability, as well as an ability to communicate effectively, analyse, evaluate, organise, manage, and lead. They will develop professional skills including time and project management. There are 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, or pupil mentors. Further to this, given the Teaching English to Speakers of Other Languages (TESOL) element of the programme, the career options above can include specific responsibilities for language learners and the creation of materials or policies for language learners, e.g. as pupil mentors for EAL pupils, or, in other careers as materials designers or language teachers in online contexts. The combination of Education Studies with Teaching English to Speakers of Other Languages (TESOL) modules therefore provides graduates of the programme with a competitive edge in careers in which knowledge of education theory, policy and practice and of learners of English or learners from diverse backgrounds are involved. They will be equipped with the knowledge and skills to make informed decisions on, for example, policy, services, curricula, and teaching methods that involve and affect these groups of people. The programme employs a variety of both established and innovative methods to prepare students for the challenges of the modern language classroom. These include, for instance, the study of an unknown language, developing an individual learner profile and accompanying study plan, and increasing linguistics awareness for the classroom setting. The practical skills and theoretical knowledge gained through these activities are then explored through observed teaching practice, and TSL50422 at Level 5 provides essential training in professional career management skills designed to assist students in actively planning and preparing for their future careers in English Language Teaching (ELT). Students will develop awareness of the ELT market and the personal attributes and

achievements that employers require in this industry and explore various contexts they have opportunity for employment through a social, cultural, and educational analysis of these contexts.

To support employability, the Education Studies and Teaching English to Speakers of Other Languages (TESOL) teams 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 work-related learning placements and support students in the completion of tasks linked to module outcomes.

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 education
- Supports the development of a close and well-informed relationship with their personal tutor.

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.

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

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

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

33 | Programme Specific Student Evaluation

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

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

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

SECTION E2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<p>Students joining this course will normally need 96 -112 UCAS tariff points (from a maximum of four Advanced Level qualifications). There are a range of acceptable qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc.</p> <p>Candidates with other entry qualifications and experiences are welcome. The Admissions Team advises on their equivalence to the standard entry qualifications. Formal reference should also be made to the Code of Practice for the Admission of Students.</p> <p>In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining accreditation for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities, bridging assignments are also available if required. If a prospective student has recently completed or studied modules as part of a previous qualification, they may apply for Accreditation for Prior Learning in line with the relevant Code of Practice. In addition, bridging assignments are available to enable students seeking direct entry into Levels 5 or 6 to meet programme specific Level 4 and 5 module outcomes. NB Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University on-line prospectus https://www.bishopg.ac.uk/courses/edus</p> <p>Education Studies students joining this course are required to successfully complete an enhanced DBS check in accordance with the University's Code of Practice for DBS Checks.</p>	
30	Programme Specific Management Arrangements
<p>The Programme Leader for both subject areas will each lead and manage their specific half programme. The programme will be taught by module leaders and tutors, who are all research-active subject specialists. The programme is overseen by the Academic Enhancement Committee and institutionally reports to Senate. Yearly reviews of delivery are conducted through AMRs (Annual Monitoring Reports) informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching strategy. Targets for year on development are set and effected to enhance programme delivery.</p> <p>Visiting tutors and speakers will be used as a core enhancement to modules for currency and sector specific content. Expertise will be drawn from within the programme team and across BGU for the teaching of particular research methodologies and competencies, alongside research-informed content.</p> <p>Programme specific</p> <p>A Programme Leader leads each subject within the joint degree framework. Programme Leaders follow the organisational processes for timetabling and programme planning as determined by the Dean of Faculty, Heads of Programme and CELT. Aside from the formal methods of programme management, Programme Leaders discuss student progression on an 'as needed' basis and consider processes that facilitate engagement and opportunities for development as needed.</p> <p>The programme team work closely with BGU Placement Services Office to arrange placement opportunities.</p>	

31	Staff Responsibilities
<p>Staffing expertise within the respective subject teams is a close match to the module content which enhances module delivery and leadership of different modules aligns with individual skills and expertise. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Module Leaders are responsible for co-ordinating the specific delivery including developing and promoting VLE resources for each module. When needed, Hourly Paid Lecturers (HPLs) form part of the delivering team. HPLs complete a BGU induction programme and are tutored in teaching, planning, delivery and assessment in line with the modules they are teaching. Staff on the programme will be allocated to students as personal tutors and, at Level 6 of the programme, as research supervisors.</p> <p>The respective programme Leaders: organisational responsibility and QA monitoring, oversight student progression.</p> <p>Module Leaders: determining and delivering module content and ensuring student engagement and progression.</p> <p>The Programme Leader in consultation with the subject team reviews programme delivery and sets the timetable and staffing for each year.</p>	
32	Programme Specific Academic Student Support
<p>Students will have opportunity to engage with university, programme and module inductions. They will be informed of differing processes for assessment submissions, extensions and extenuating circumstances if needed. Tutorial support will be offered for continuous development and module progression.</p> <p>Students have an opportunity through the admissions process to declare support needs and to revisit this as they progress through the programme. Student Support responds to these needs and advises the delivering lecturers on adjustments required.</p> <p>Programme and Module Leaders ensure students have access to appropriate IT support, pastoral care and academic coaching, as appropriate for their personal or academic needs and the level of their programme. This is supported through CELT.</p> <p>Students are also encouraged to engage in the Graduate Attributes Award offered at BGU.</p> <p>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 at Level 6 of their studies 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.</p>	
33	Programme Specific Student Evaluation
<p>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. End of module evaluations are used to inform and improve practice. In addition, the role of student/ course rep provides on-going feedback to make meaningful, timely adjustments to module delivery.</p>	

An intrinsic element is that effective teachers, including lecturers in higher education, are reflective practitioners who adjust their pedagogic strategies year-on-year in response to feedback. This feedback comes in the forms of:

- student outcomes (e.g., retention, achievement);
- student comments (in various surveys, through representatives and directly through informal verbal feedback);
- professional judgment of module effectiveness and;
- changes to the external environment (notably professional or other employer needs, or institutional policies and procedures).

We therefore continually review, refine and improve assessment approaches and methods based upon practical experience of working with and assessing students on this programme. We will seek to adopt imaginative and innovative approaches to teaching and assessment, which reflect the creative nature of the subject.

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

ASSESSMENT /OUTCOMES MAP

MAP I

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

SECTION F2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Education Studies and Teaching English to Speakers of Other Languages (TESOL) JOINT HONOURS

Module Name	Programme outcomes for Education Studies and Teaching English to Speakers of Other Languages (TESOL) <u>Joint Honours</u> LEVEL 4																			
	K&U1	K&U2	K&U3	K&U4	K&U5	SPS1	SPS2	SPS3	SPS4	SPS5	SPS6	SPS7	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
EDU40122 Perspectives on Learning (30c)		x	x			x	x						x	x			x	x	x	
EDU40222 Understanding Education Inequality (30c)	x	x	x			x	x						x	x			x	x	x	
TSL40222 Language & Communication (30c)				x								x	x	x	x		x	x	x	x
TSL40322 Second Language Acquisition (30c)				x	x							x	x	x	x	x	x	x	x	x

Education Studies and Teaching English to Speakers of Other Languages (TESOL) JOINT HONOURS

Module Name	Programme outcomes for Education Studies and Teaching English to Speakers of Other Languages (TESOL) <u>Joint Honours LEVEL 5</u> Shaded modules may be replaced by GA or Subject Enhancement Modules																			
	K&U1	K&U2	K&U3	K&U4	K&U5	SPS1	SPS2	SPS3	SPS4	SPS5	SPS6	SPS7	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
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	
TSL50122 TESOL Methodologies (15c)					x					x	x	x		x	x	x	x	x	x	x
TSL50422 TESOL in Practice (30c)				x	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
TSL50622 Discourse Analysis Project (15c)				x	x					x	x	x	x	x	x	x	x	x	x	x

Education Studies and Teaching English to Speakers of Other Languages (TESOL) JOINT HONOURS

Module Name	Programme outcomes for Education Studies and Teaching English to Speakers of Other Languages (TESOL) <u>Joint Honours LEVEL 6</u> Shaded modules may be replaced by GA or Subject Enhancement Modules																			
	K&U1	K&U2	K&U3	K&U4	K&U5	SPS1	SPS2	SPS3	SPS4	SPS5	SPS6	SPS7	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
EDU60222 Global Perspectives on Education (30c)	x	x	x			x	x	x	x				x	x	x	x	x	x	x	x
TSL60222 Material Design & Evaluation (15c)				x	x					x	x	x	x	x	x	x	x	x	x	
TSL60422 Innovations in English Language Teaching (15c)				x	x					x	x	x	x	x	x	x	x	x	x	
EDU60122* Curriculum Debates and Future(s) (15c)	x	x	x			x	x		x				x		x	x	x	x	x	
EDU60522* Contexts for Learning (15c)	x	x	x			x	x		x				x		x	x	x	x	x	

Module Name	Programme outcomes for Education Studies and Teaching English to Speakers of Other Languages (TESOL) <u>Joint Honours LEVEL 6</u> Shaded modules may be replaced by GA or Subject Enhancement Modules																			
	K&U1	K&U2	K&U3	K&U4	K&U5	SPS1	SPS2	SPS3	SPS4	SPS5	SPS6	SPS7	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
EDU60322* Dissertation (Capstone Project) (45c)		x	x			x	x	x	x				x	x	x	x	x	x	x	x
TSL60122** English language testing & assessment (15c)				x	x					x	x	x	x	x	x	x	x	x	x	
TSL60522** Dissertation (Capstone Project) (45c)				x	x					x	x	x	x	x	x	x	x	x	x	

(* For students opting to take their Capstone Project in Teaching English to Speakers of other Languages (TESOL) 45 credits in Education Studies are achieved through EDU60222 (30c) and either EDU60122 (15c) or EDU60522 (15c))

(** For students opting to take their Capstone Project in Education Studies 45 credits in TESOL are achieved through TSL60222 (15c), TSL60422 (15c) and TSL60122 (15c))

SECTION G1 (YEAR 1) FOUNDATION YEAR

MAP 2

Graduate Attribute Mapping

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

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

Graduate Attributes

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

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

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

SECTION G2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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 and Teaching English to Speakers of Other Languages (TESOL) Joint Programme Learning Outcomes																		
	K&U1	K&U2	K&U3	K&U4	K&U5	SPS1	SPS2	SPS3	SPS4	SPS5	SPS6	SPS7	IS1	IS2	IS3	IS4	TS1	TS2	TS3
Academic Literacies	X	X		X			X			X	X		X	X	X	X	X	X	X
Global Citizenship	X	X	X		X					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	X	X
Employability		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
Being Enterprising					X	X		X	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.bishopsg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION H (YEARS 1-4) BA (Hons) BA (HONS) EDUCATION STUDIES AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES 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.

(YEARS 1-4) BA (Hons) BA (HONS) EDUCATION STUDIES AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES WITH FOUNDATION YEAR

MAP 4

Mapping of PSRB requirements against the Programme

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

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