BISHOP GROSSETESTE UNIVERSITY

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

BA (Hons) Education Studies and Theology, Philosophy and Ethics with Foundation Year

Programme Specification

Versioning of Programme Specification

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

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

1	**BGU approval – date and outcome of last approval**	**28 March 2022**
2	**Next Scheduled Review Date: [Month/Year]**	March 2028 **Foundation Degree & Combined Honours** Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	**Programme Specification - Effective date: [Day/Month/Year]**	Foundation Year: 01 September 2022 BA (Hons) Education Studies and Theology, Philosophy and Ethics: 01 September 2023
4	**Version Number**	1.0

Modifications to Programme Specification

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

Cross Referencing of Programme/Module Specifications

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

The information in this document is organised into the following sections:
Section A – Administrative and Regulatory Information
Section B – Outcomes
Section C – Structure
Section D – Teaching, Learning and Assessment
Section E – Programme Management
Section F – Mapping
Section G – Graduate Attributes
Section H – Log of Modifications

Part 1

PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION

SECTION A (YEARS 1-4) BA (HONS) EDUCATION STUDIES AND THEOLOGY, PHILOSOPHY AND ETHICS: ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
BA (Hons) Education Studies and Theology, Philosophy and Ethics with Foundation Year	

1a	Programme Code
BAEDTP01F22	

2	Brief Summary (for Marketing Purposes)

Foundation Year

The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.

The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers.
Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life.

This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.

BA (Hons) Education Studies and Theology, Philosophy and Ethics:

The BA (Hons) Education Studies and Theology, Philosophy and Ethics joint programme provides students the opportunity to engage in study that offers a balanced range of modules from both disciplines. In undertaking a joint programme, students can develop in-depth knowledge and understanding which reflects your passion and interests in the chosen subjects. The joint honours degree may expand career options and lead to a broader range of transferable skills.

The Education Studies degree enables students to develop a critical understanding of Education, in its widest sense. The programme combines the study of policy, pedagogy and practice to provide students with a flexible set of transferable skills appropriate to careers in teaching, training, social work and education in alternative settings such as museums and outdoor learning centres. The programme enables students to explore international, contemporary and historical thinking about education, its purpose, organisation and delivery. Students develop independent research skills and research-informed perspectives on learning and teaching in a wide range of contexts. Opportunities for placement in a range of education related settings are available across all three years of the degree. The Education Studies and Theology, Philosophy and

Ethics degree can be further personalised through optional modules in Years Two and Three of the programme.

The Theology element of this joint programme equips graduating students with a critical understanding of theological, ethical and philosophical values that shape Theology, Philosophy and Religious Studies. The programme explores the subject area in different religious, cultural and social settings, promoting appreciation of the religious, theological and ethical issues that are attached to the subject in its contemporary setting.

The programme challenges the student to question how we see, interpret and respond to contemporary religious and ethical issues to become advocates for change. Students develop knowledge and understanding of a broad range of topics whilst acquiring skills in meeting needs through examining theory and engaging in research-based enquiry. This theology programme is structured to develop student's subject specific confidence and graduate attributes through study of broad themes initially to more specialised theology, philosophy and ethics topics. In addition, students will be provided with a range of opportunities throughout the programme to learn about and practise the teaching of Religious Education

3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	**Full-Time** 4		**Part-Time** **N/A**
3b	Mode(s) of Study	Full-time		
4	Home Academic Programme Portfolio	Education, Health and Lifelong learning (EDHaLL) Arts, Humanities & Social Sciences (AHaSS)		
5	HECoS/UTT/UCAS code(s)	**HECoS/CAH2** 100461 CAH22-01-01 (Education) 100794 CAH20-02-02 (Theology)	ITT N/A	**UCAS code** **XVPF**
6	**Framework for HE Qualifications position of final award(s)**	Foundation Year: Non-award bearing (Level 4) Education Studies and Theology, Philosophy and Ethics: Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	**Alignment with University Credit Framework**	Foundation Year: Non-award bearing (Level 4) Education Studies and Theology, Philosophy and Ethics: Undergraduate		
8	**Compliance with University Assessment Regulations**	*Regulations for Undergraduate Awards, and Supplement to the Regulations for Undergraduate Awards with Foundation Year.*		

9	**Progression routes with Foundation Degree (FdA) or Top-up**	N/A

Awards

10	**Final Award title(s)**	BA (Hons) Education Studies and Theology, Philosophy and Ethics with Foundation Year Students who are judged to have passed the Foundation Year criteria required to progress, will be issued a 'Record of Achievement' for the Bishop Grosseteste University Foundation Year.
10a	**Exit or Fall back Award title(s)**	Certificate of Higher Education in Education & Theology, Philosophy and Ethics Diploma of Higher Education in Education & Theology, Philosophy and Ethics Ordinary Degree in Education Studies and Theology, Philosophy and Ethics
10b	**Pathway**	*N/A*
11	**(i) Combined Honours Awards available e.g.:** • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	• BA (Hons) Education Studies and English / with Foundation Year • BA (Hons) Education Studies and History / with Foundation Year • BA (Hons) Psychology and Education Studies / with Foundation Year • BA (Hons) Education Studies and SENDI / with Foundation Year • BA (Hons) Education Studies and Sociology / with Foundation Year • BA (Hons) Education Studies and Sport / with Foundation Year • BA (Hons) Education Studies and Theology and Ethics / with Foundation Year

Arrangements with Partners

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

Professional, Statutory and Regulatory Bodies

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

Part 2

PROGRAMME CONTENT

SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

17	QAA Benchmark Statement(s)

The programme has been written to correspond closely with the:

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

18	Programme Aim

The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.

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

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

The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate, non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.

A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.

19	Programme Specific Outcomes

(a) **Final Award Learning Outcomes**

Students successfully completing the Foundation Year will be able to:

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

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

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

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

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

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

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

20	PGCE or Exit Award Learning Outcomes

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

SECTION B2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND THEOLOGY, PHILOSOPHY AND ETHICS: OUTCOMES

17	QAA Benchmark Statement(s)

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

Education Studies and its possible awards meet the QAA benchmark statements for Education Studies (2019). The subject knowledge of the course relating to the nature and processes of learning, key paradigms and their impact on practice and the diversity of learners in classroom-based environments enables students to understand the complex nature of contemporary education policy and practice in the UK and beyond.

This 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.

The programme outcomes for Theology, Philosophy and Ethics are aligned with the QAA benchmark descriptors for Level 4-6 undergraduate degrees (QAA, 2019) and Philosophy (QAA 2019). QAA Characteristics Statements for Undergraduate Degrees (QAA, 2015).

Theology, Philosophy and Ethics programme is an amalgamation of two different disciplines; that of Theology and Philosophy. The Benchmarks from both disciplines have been consulted, *Theology and Religious Studies* (2019) as well as *Philosophy* (2019).

The design and delivery is mindful of these statements, and draws upon specific aspects of them, where relevant, as terms of reference in designing taught content and assignment tasks, for example:
The Theology and Religious Studies benchmarks set the skills that are developed in undergraduate programmes in this subject area. The programme aims to promote understanding by stimulating: curiosity and fascination about the variety of religious cultures as provided by (THP40522) The World's Religions; in depth study of sacred text and practices as in (THP60322) Asian Beliefs; consideration of the political characteristics of religion encountered in (THP50322) Green Theology; awareness of plurality within societies, an empathetic engagement with different beliefs; intelligent use of a variety of theories and arguments as well as a critical involvement with changes in the subject such as liberationist or feminist approaches.

In the Philosophy benchmarks are expectations of the three key contexts that provide the foundation on which philosophy degree programmes are based: General Philosophy, comprising of enquiry into ideas such as existence, truth, time, causality, free will, God, Knowledge, logic, duty and gender as in (THP50122) Religion, Race and Sexuality and (THP60122) Cogito ergo Sum-Questions and Learning; secondly the study of particular areas of human practice and enquiry such as politics, the arts, education and religion as in (THP60422) Media and Message; and thirdly, the study of Philosophy's conceptual relationship with modern science, as in (THP50622) God and Science. The delivery and assessment of the relevant modules adhere to the scope set out by these contexts.

18	Programme Aim

The aims of the BA (Hons) Education Studies and Theology, Philosophy & Ethics are listed to:

Education Studies aims to provide students with a deep, academic, critical and reflective understanding of education in a broad range of contexts. Possible exit route for students studying either a single or joint honours degree in Education Studies will be to further study and education related careers. These include Primary or Secondary teaching and an increasingly wide range of career options within education and related settings such as industry training, international teaching, teaching in Further Education, school careers advice, youth work, social work, Non-Governmental Organisations and the voluntary sector, higher level teaching assistants, pupil mentors, support assistants, museum education and outdoor-learning leaders.

- The Education Studies programme will enable students to gain a critical understanding of psychological, philosophical, sociological and political perspectives on learning and teaching.
- This will include consideration of research about the range of influences on outcomes for children and young people, barriers to learning and debates around the transformative potential of education.
- The programme aims to provide students with a comprehensive and critical understanding of education through active learning experiences that allow them to analyse pedagogy and understand the ways that educational theory and concepts are applied in practice.
- Students will develop skills to critically analyse a range of national, international, contemporary and historical policy, theory and ideas about education, its purpose, organisation and delivery.
- Students will be prepared personally and professionally for further study and careers within the field of education and related sectors; with the expectation that students will acquire and be able to apply a wide range of generic and transferable intellectual, practical and professional skills.
- The programme will provide flexible opportunities to study and experience education in practice (including online and digital contexts)
- Students will be prepared to become reflective, research informed practitioners who question taken for granted assumptions about education.
- They will be supported to develop a personal, research and practice- informed philosophy of education and a sense of social responsibility that enables them to make a positive contribution in the community.
- They will be equipped with research skills, academic and digital literacies and an understanding of their potential impact as global citizens in line with the BGU Graduate attributes.

The BA (Hons) in Education Studies & Theology, Philosophy and Ethics is a specialised degree course (QAA, 2019) designed to support and challenge students in a range of formal and informal educational settings and contexts, including lectures, tutorials, discussion groups, educational visits and the VLE. It aims to engage students with a range of issues within the broad academic disciplines of theology, philosophy and ethics relevant to a wide range of contemporary issues related to local, national and global issues. It aims to produce high-calibre graduates who are autonomous, reflexive, possessing of inquiring and analytical minds as part of their academic formation.

The degree programme embraces both the skills-based and holistic (Harvey, 2003) definitions of employability outlined in the most recent HEA Pedagogy for Employability (HEA, 2012) and aim to inspire students to be 'versatile researchers', with 'advanced communication skills', who will become 'lifelong learners' (QAA Benchmark Statement for Theology and Religious Studies, 2019). It is informed by BGU's Five Year Strategy 2019-2025 (BGU, 2014), BGU's Graduate Attributes (2016a) and Internationalisation Strategy (2016b). In particular, the degree programme gives students the opportunity to be enterprising, critically reflexive and digitally literate, capable of contributing to local, national and global communities and economies (BGU, 2016a); to develop research-informed specialist subject knowledge in literature from a range of periods, forms and cultures (QAA, 2019); and to promote social cohesion and responsible citizenship by developing students' understanding of alternative social and cultural contexts, through the study of diverse literatures.

The degree programme provides education and training that prepares students appropriately for graduate-level careers in public, private and third sectors locally, in the UK and internationally by developing students' key skills in oral and written communication, digital literacy, and ICT, through clear but flexible assessment pathways that are relevant to twenty-first-century work contexts. These skills equip students with a range of academic competencies (BGU 2016a), including discipline-specific analytic, bibliographic and research skills that will prepare them for further study or research in Theology or related fields (QAA, 2019). They also promote social cohesion and responsible citizenship by developing students' understanding of alternative social and cultural contexts, through the study of diverse theological/religious traditions, and an 'international outlook' (BGU, 2014).

The degree programme promotes and fosters independent learning and project-based learning, strengthened by a supportive intellectual and pedagogical framework within which students can be challenged and engage with current research. It aims to further students' engagement with theology and philosophy and their transformative, relevant, twenty-first-century nature through enhancement activities, and opportunities to engage in BGU's growing research culture through local, national and international projects and events. For example, students will be able to participate in projects organised in collaboration with Christian Aid, BGU Associate Award, work with contacts in India, BG Futures and the Centre for Enhancing Learning and Teaching (CELT). BGU graduates use their knowledge and skills to enter a wide range of professions including teaching, university lecturing, counselling, education officers for religious organisations, social work, youth work, parliamentary researchers, TV/Radio programme consultants, and the charity sector.

In addition to this, the Graduate Attribute framework identifies further outcomes students should acquire. These reflect a collective understanding of the essential skills of a BGU graduate who, through the study of this degree will be equipped with intellectual and transferable skills suitable for a range of professional careers and lifelong learning. These generic outcomes will be demonstrated in any given subject where a student studies a combined or single honours programme. Outcomes relating to knowledge and understanding and practical and/or professional skills are subject-specific.

19	Programme Specific Outcomes

(a)   Final Award Learning Outcomes

On successful completion of BA (Hons) Education Studies and Theology, Philosophy & Ethics, students will be able to:

Knowledge and Understanding [K&U] Education Studies

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

- K&U 2: Critically review, consolidate and extend an extensive, systematic and coherent body of knowledge related to contemporary practice in a wide range of education including formal and informal organisational structures for teaching and learning and different education systems;

- K&U 3: Demonstrate a confident, balanced and in-depth understanding of the nature and processes of learning, key paradigms and their impact on practice, and the diversity of learners in different contexts.

Knowledge and Understanding [K&U] Theology:

- KU1 Demonstrate a wide ranging and detailed knowledge and understanding of theology, philosophy and ethics in the context of contemporary society;
- KU2 Demonstrate an extensive knowledge and understanding of the theory and methodologies related to the disciplines of theology, philosophy and ethics;
- KU3 Demonstrate a perceptive, critical and confident understanding of theological, philosophical and ethical debates in relation to local, national and global issues.
- KU4 Demonstrate a thorough and critical understanding of a wide range of issues, ideas, religious attitudes, philosophical perspectives, ethical viewpoints and ideologies appropriate to the discipline.

Subject-Specific and Professional Skills [SPS] Education Studies

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

- SPS 2: Communicate with and present articulately and appropriately to a range of audiences in a variety of ways;

- SPS 3: Exercise decision making in complex and unpredictable contexts;

- SPS 4: Demonstrate a perceptive and critical awareness of personal responsibility and professional codes of conduct and demonstrate the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Subject-Specific and Professional Skills [SPS] Theology

- SPS1 Develop a sophisticated and advanced level of thinking and methodology in research in a range of theological, philosophical and ethical contexts;
- SPS2 Act with autonomy and independence on theological, philosophical and ethical research, and critically evaluate thought and practice;
- SPS3 Demonstrate an assured understanding and application of a wide range of theological conventions and skills.
- SPS4 Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating evidence, showing an appreciation of theory evidence and relevance to current theological/philosophical/ethical issues and debates.

Intellectual Skills [IS] Education Studies

- IS 1: Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), on specialist and complex subject matter, reflecting upon this diversity to adopt and defend an evidence-based personal position;

- IS 2: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline);

- IS 3: Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects with the incorporation of an appropriate ethical dimension;

- IS 4: Comprehend the contested and pluralistic nature of their specialist areas of study.

Intellectual Skills [IS] Theology

- IS1 Articulate critical arguments on specialist and complex subject matter adopting and defending an evidence-based position;
- IS2 Abstract, synthesise and analyse secondary and primary sources;
- IS3 Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature;
- IS4 Comprehend the contested and pluralistic nature of their specialist areas of study.

Transferable skills [TS] Education Studies

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

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

- TS 3: Be able to collect, use and present a wide range of data (both quantitative and qualitative) effectively using a wide range of information and communications technology and other learning and communications resources;

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

Transferable skills [TS] Theology

- TS1 Develop a range of employability and business-related skills appropriate to the subject area;
- TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;
- TS3 Be able to use with proficiency a wide range of information and communications technology and other learning and communications resources;
- TS4 Plan and manage their own time effectively in order to achieve their objectives and meet deadlines, either independently or as part of a team.

20	**Exit Award Learning Outcomes**

Learning outcomes for Cert.HE (Level 4):

Students awarded the **Certificate of Higher Education in Education and Theology, Philosophy and Ethics** will be able to:

Knowledge and Understanding [K&Ua] Education Studies

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

- K&U 2a: Critically review contemporary practice in education in school contexts;

- K&U 3a: Demonstrate understanding of the nature and processes of learning, key paradigms and their impact on practice, and the diversity of learners in classroom-based environments.

Knowledge and Understanding [K&U] Theology

- KU1 Demonstrate a range of knowledge and understanding of theology, philosophy and ethics in the context of contemporary society;
- KU2 Demonstrate a sound knowledge and understanding of the theory and methodologies related to the disciplines of theology, philosophy and ethics;
- KU3 Demonstrate critical understanding of theological, philosophical and ethical debates in relation to local, national and global issues.

Subject-Specific and Professional Skills [SPSa] Education Studies

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

- SPS 2a: Communicate with and present appropriately to a range of audiences in a variety of ways.

Subject-Specific and Professional Skills [SPSa] Theology

- SPS1 Develop a sound level of thinking and methodology in research in a range of theological, philosophical and ethical contexts;
- SPS2 Act with autonomy and independence on theological, philosophical and ethical research, and critically evaluate thought and practice;
- SPS3 Demonstrate a sound understanding and application of a range of theological, philosophical and ethical conventions and skills.

Intellectual Skills [ISa] Education Studies

- IS 1a: Present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the subject(s) of study;

- IS 2a: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Intellectual Skills [ISa] Theology

- IS1 Articulate critical arguments on specialist subject matter adopting and defending an evidence-based position;

- IS2 Abstract, synthesise and analyse secondary and primary sources;
- IS3 Apply specialist knowledge to frame and solve problems of a predictable and unpredictable nature;

Transferable skills [TSa] Education Studies

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

- TS 2a: Be able to present data using a range of communications technology and other learning and communications resources;

- TS 3a: Plan and manage their own learning in order to achieve objectives and meet deadlines, either independently or as part of a team.

Transferable skills [TSa] Theology

- TS1 Develop a range of employability skills appropriate to the subject area;
- TS2 Demonstrate a range of effective oral, written and presentation skills for a number of audiences;
- TS4 Plan and manage their own time effectively in order to achieve their objectives and meet deadlines, either independently or as part of a group.

Learning outcomes for Dip.HE (Level 5):

Students awarded the **Diploma of Higher Education in Education and Theology, Philosophy and Ethics** will be able to:

Knowledge and Understanding [K&Ub] Education Studies

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

- K&U 2b: Critically review knowledge related to contemporary practice in a wide range of education including formal and informal organisational structures for teaching and learning and different education systems;

- K&U 3b: Demonstrate a confident, balanced, understanding of the nature and processes of learning, key paradigms and their impact on practice, and the diversity of learners in classroom-based environments.

Knowledge and Understanding [K&Ub] Theology

- KU1 Demonstrate a broad ranging and detailed knowledge and understanding of theology, philosophy and ethics in the context of contemporary society;
- KU2 Demonstrate a good knowledge and understanding of the theory and methodologies related to the disciplines of theology, philosophy and ethics;

- KU3 Demonstrate a perceptive, critical understanding of theological, philosophical and ethical debates in relation to local, national and global issues.

Subject-Specific and Professional Skills [SPSb] Education Studies

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

- SPS 2b: Communicate with and present articulately and appropriately to a range of audiences in a variety of ways;

- SPS 3b: Exercise decision making in complex and unpredictable contexts;

- SPS 4b: Demonstrate a perceptive and critical awareness of personal responsibility and professional codes of conduct.

Subject-Specific and Professional Skills [SPSb] Theology

- SPS1 Develop a good level of thinking and methodology in research in a range of theological, philosophical and ethical contexts;
- SPS2 Act with autonomy and independence on theological/philosophical research, and critically evaluate thought and practice;
- SPS3 Demonstrate an assured understanding and application of a wide range of theological/philosophical conventions and skills.
- SPS4 Demonstrate a good level of ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating evidence, showing an appreciation of theory evidence and relevance to current theological/philosophical issues and debates.

Intellectual Skills [ISb] Education Studies

- IS 1b: Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), on specialist and complex subject matter;

- IS 2b: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline);

- IS 3b: Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding.

Intellectual Skills [ISb] Theology

- IS1 Articulate critical arguments on specialist subject matter adopting and defending an evidence-based position;
- IS2 Abstract, synthesise and analyse secondary and primary sources;
- IS3 Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature;

Transferable skills [TSb] Education Studies

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

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

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

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

Transferable skills [TSb] Theology

- TS1 Develop a range of employability skills appropriate to the subject area;
- TS2 Demonstrate a good range of effective oral, written and presentation skills for a number of audiences;
- TS3 Be able to use a broad range of information and communications technology and other learning and communications resources;
- TS4 Plan and manage their own time effectively in order to achieve their objectives and meet deadlines, either independently or as part of a group.

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

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

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

Level 4

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

21b	Module Structure

Level 4

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

SECTION C2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND THEOLOGY, PHILOSOPHY AND ETHICS: STRUCTURE

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

Level 4 – 120 credits

<table>
<tr><td rowspan="2">Level 4</td><td>Semester 1</td><td rowspan="1">EDU40122
Perspectives on Learning
30c</td><td>THP40522
The World's Religions (The West)
15</td><td>THP40622
The World's Religions (The East)
15</td></tr>
<tr><td>Semester 2</td><td>EDU40222
Understanding Education Inequality
30c</td><td>THP40722
Christianity, Christ to the Middle-Ages
15</td><td>THP40822
Christianity, Reformation to Now
15</td></tr>
</table>

Level 5 – 120 credits

<table>
<tr><td rowspan="2">Level 5</td><td>Semester 1</td><td colspan="2">EDU50122
Social Justice: Diversity and Inclusion
30c</td><td>THP50722
Religion at the Fringes:
Part 1- New Religions and Cults
15c</td><td>THP50322
Green Theology
15c</td></tr>
<tr><td>Semester 2</td><td>EDU50422
Interpreting Education Research
15c</td><td>EDU50622
Becoming a Professional

OR GA Enhancement Module
15c</td><td>THP50922
Women and Faiths: Part 1 - The West

15c</td><td>THP51022
Women and Faiths: Part 2- The East

OR GA Enhancement Module
15c</td></tr>
</table>

Level 6 – 120 credits

<table>
<tr><td rowspan="2">Level 6</td><td>Semester 1</td><td rowspan="2">EDU60222
Global Perspectives on Education
30c</td><td rowspan="2">EDU60322

Dissertation
45c</td><td>THP60122
Cogito Ergo Sum
15c</td><td>THP60422
Media and Message
15c</td></tr>
<tr><td>Semester 2</td><td></td><td>THP60522
Religion, War and Terrorism</td></tr>
</table>

				15c	

Final year project in Theology, Philosophy & Ethics

Level 6	Semester 1	THP60122 Cogito Ergo Sum 15c	THP60622	EDU60522 Contexts for Learning 15c	EDU60222 Global Perspectives on Education 30c
	Semester 2	THP60522 Religion, War and Terrorism 15c	Dissertation 45c		

21b	Module Structure

Level 4

Core Modules

Code	Status	Module Title	Period (number)	No of credits
EDU40122	Mandatory Placement	Perspectives on Learning	1	30
EDU40222	Mandatory Placement	Understanding Education Inequality	2	30
THP40522	Mandatory	The World's Religions (The West)	1	15
THP40622	Mandatory	The World's Religions (The East)	1	15
THP40722	Mandatory	Christianity, Christ to the Middle-Ages	2	15
THP40822	Mandatory	Christianity, Reformation to Now.	2	15

Level 5

Core Modules

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

THP50722	Mandatory	Religion at the Fringes: Part 1 - New Religions and Cults	1	15
THP50922	Mandatory	Code: Women and Faiths: part 1- The West	2	15
THP50322	Mandatory	Green Theology	1	15

Option Modules				
Code	Type	Module Title	Period (number)	No of credits
EDU50622	Subject Enhancement Placement	Becoming a Professional	2	15
THP51022	Subject Enhancement	Women and Faiths: Part 2- The East	1	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EDU60222	Mandatory	Global Perspectives on Education	1 and 2	30
EDU60122	Mandatory or *Subject Enhancement Placement (*if Capstone in Theology)	Curriculum Debates and Future(s)	1	15
THP60122	Mandatory	Cogito ergo Sum	1	15
THP60522	Mandatory	Religion, War and Terrorism	2	15
THP60422	Mandatory	Media and Message	1	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
EDU60522	Subject Enhancement	Contexts for Learning	1	15
EDU60122	Subject Enhancement Placement	Dissertation	1 and 2	45
THP60222	Subject Enhancement	Individual Study	2	15
THP60622	Subject Enhancement	Dissertation	1 & 2	45

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

22	Curriculum Design

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

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

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

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

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

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

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

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

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

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

23	**Learning and Teaching Strategies**

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

Learning and teaching 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	• SWOT analysis: Strengths, weakness, opportunities and threats • Discuss good and poor learning experience • Time management exercise e.g., Covey's '4-quadrant time management matrix'
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	• Exercise to demonstrate effective library searching

					• Peer review referencing • Annotating a bibliography
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	• Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model' • With peers, begin to deconstruct arguments in the literature in order to explore critical thinking • Create a personalised toolkit and action plan for critical thinking
FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	• Explore approaches to critical reading e.g., frame of reference • Read critically and annotate a text/source • Utilise techniques and tools to organise ideas e.g., visual organiser
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	• Deliver an effective spoken presentation of ideas • Create a written handout and annotated bibliography to support the presentation
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	• Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile

					• Self-evaluation of digital capabilities and confidence • Create an effective audio-visual presentation of ideas
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	• Group collaboration to develop reflective template and action plan • Complete reflective journal of taster sessions • Micro-teach of something learnt from the taster sessions
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	• In consultation with tutor select a topic for study • Academic essay

25	Inclusive Practice and Personal Development Planning

Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience, and knowledge which:
- Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades
- Allows learners to collect evidence of the things that they achieve during their studies that promote their employability
- Supports the development of a close and well-informed relationship with their Personal Tutor.

Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.

26	Technology Enhanced Learning

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

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

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

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

28	**Employability**

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

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

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

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

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

22	Curriculum Design

The BA (Hons) Education Studies and Theology, Philosophy and Ethics 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.

Education Studies at level 4, the course has been designed to provide a broad-based introduction to the subject using 30 credit modules that provide students with a solid understanding of the underpinning disciplines of Education Studies. At levels 5 and 6, a mix of 15 credit and 30 credit modules is used (bar the Dissertation) to allow a greater number of topics to be taught, ensure an even distribution of study across the semesters and enable optionality. The 45 credit dissertation module, in line with other comparable routes, spans the whole academic year at level 6, thus providing time to develop a specialist area through an individual research study.

This course design allows for a personalised learning journey with optionality at levels 5 and 6. Students begin by focusing on critically analysing different perspectives on familiar areas of learning and gradually considering new approaches, and contexts for education.

In level 4 Semester 1, students begin by examining their own learning needs and comparing theories of learning at different ages to pedagogy in a school environment. Level 4 Semester 2 builds on this understanding by investigating environmental and social influences on learning through an examination of research into pupil development and wellbeing and differential achievement of identified groups within the UK school system. Modules at level 5 and 6 directly build on these elements and expand to include wider pedagogic issues and deeper theoretical applications and international perspectives. They allow students to consider the experiences of diverse learners, learning in different contexts and countries, philosophies of education, policy and curriculum development. In each case, ideas introduced at level 4 are developed at level 5 and extended at level 6. For example, consideration of inclusive education and barriers to education for some children in the UK are introduced in EDU40222 'Understanding Education Inequality'. At level 5, in EDU50122 'Social Justice: Diversity and Inclusion' students go on to investigate policy and legislation for inclusion and equality in the UK and analyse specific research, pedagogy and practice for 'vulnerable groups. At level 6, in EDU60222, 'Global Perspectives on Education' students extend their understanding of inclusion and diversity by critically analysing the impact of importing westernised approaches to education around the globe. They research the challenges of international initiatives aimed at developing education in lower income countries and debate whether some approaches to education around the globe act as barriers to inclusion of certain groups and how these can be overcome.

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.

Students can opt to conclude the course by gaining an in-depth knowledge of a specific area of Education Studies by designing and undertaking an empirical (primary research) or documentary (secondary research)

study with designated supervisory support and taught sessions including designing research methods, ethical considerations and analysing and reporting findings.

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

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

The curriculum content for Theology comprises eleven taught modules as well as a supervised dissertation available for single honours students. During the last validation process two new modules are being made available to students. THP50722 Women and Faiths, was validated during the previous 2012 validation, however this was only ever available as an option and has not been used. The decision to include it as a module was taken on the basis of a clearly identified religious experience with regard to women. This includes issues that are highly relevant to the programme as a whole including patriarchy, religious hierarchies, gender roles, women's religious experience and feminist theology. The second module to be introduced was Religion at the Fringes: Cults, Sects and New Age Religions THP50522. The Theology team have decided to introduce this module because of the growing appeal and popularity of non-traditional religions. This will address the need to understanding the nature and appeal of new religions in the twenty-first century. This is entirely in keeping with the focus of the whole programme on religion, ethics and contemporary issues. The decision to include these modules in the revalidated programme was based on topics and issues that have a recurring popularity in recent years among students when choosing topics for research. It was felt by the theology team that these additional modules will add considerably to the appeal of the programme with regard to recruitment. The focus of THP60122 Cogito ergo Sum will include metaphysical questions such as the existence of God, life after death, the existence of evil and the nature of belief.

The taught sessions will typically take place over nine weeks per module, with the exception of the Scheduled hours will incorporate a combination of lectures, seminars, workshops and tutorials. As part of the remaining scheduled hours for each module, teaching and learning will be through a blended learning approach. This approach allows for a combination of taught sessions, workshops, seminars, tutorials with an electronic Virtual Learning Environment (VLE) to engage students with on-line discussion boards, group discussions and academic reflections.

The modules are designed to enable students to explore lines of enquiry relevant to theology, ethics and philosophy, as well as research interests within the overall focus of the module content. Content within the programme addresses contemporary issues at the forefront of the academic discipline. The programme content supports the critical investigation of subject relevant questions and issues at local, national and global perspectives. This programme aims to foster the idea that religion is something that people do, i.e., it is a social practice. Each module provides the opportunity to explore different research techniques, methodologies and scholarship. The module content is designed to allow for flexibility for students to choose

specific lines of enquiry and focus on line with their research interests, experiences and theological/philosophical perspectives.

23	Learning and Teaching Strategies

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

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

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

• interactive lectures, using audio and video for contextualisation of topics and problem based learning exercises to encourage student engagement;

• guest/visiting tutors from across the university, from other HEIs and from local and national statutory, private and voluntary organisations to support currency and exposure to specialist knowledge;

• workshops/ seminars in which tutors facilitate student debate and discussion, practical activities and collaborative research tasks around the subject area.

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

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

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

All learning, teaching and research will fully comply with the Bishop Grosseteste University Research Ethics Policy and other subject-specific and relevant codes of practice and guidance.

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

The Theology subject team seek to be outwardly facing with teaching and to use a wide range of relevant, experienced professionals and academics as part of the module content to stimulate debate and discussion. Students will work collaboratively in sessions to discuss and critically analyse a wide range of theological, philosophical, and ethical issues. A discursive and dialogic pedagogy will be primarily used and enabled. Opportunities to develop confidence within the cohort, and beyond, will be established as part of the learning and teaching strategy to share personal research and scholarly work.

A distinct Learning and Teaching strategy and pedagogical approach for the BA (Hons) in Theology, Philosophy and Ethics will be to establish a collegial and strong learning community and support network. This will be achieved by encouraging attendance at open lectures, promoting open forum discussions on Blackboard, and providing students across the cohorts with opportunities to engage in residential field studies. This will seek to develop discussion and focus on the varied subject related topics and contexts that the learners are engaging with, to support the sharing of social, cultural and community values associated with religion and ethics. Critical reflection will be at the heart of teaching and learning strategies. Students will be allocated a personal tutor from the teaching team for the duration of their studies. The rationale for these strategies is to offer a strong support base for students on the programme. Students will also undertake a subject knowledge audit to identify personal areas of strength and for development within the first module. This will be shared with their personal tutor and reflected on throughout the programme.

A core and central tool for supporting teaching and learning will be the use of Blackboard as a Virtual Learning Environment. Students will be invited to use interactive web tools, such as blogs and Padlet, as a strategy for sharing resources, discussions and in leading their own learning. Students will be encouraged to show insight and originality in these activities by stressing the formative nature of these learning experiences.

Learning and Teaching of the programme will be through a combination of approaches designed to promote engagement and independent learning. Approaches which add to the learning experience used include:

- lectures, some of which will be interactive, using audio and video for contextualisation of topics and problem-based learning exercises, to encourage student engagement; and

- guest/visiting tutors from across the university, from other HEIs (international) and from local and national statutory, private, and voluntary organisations,

The Theology team will provide opportunities for experiential learning via residential trips, both national and international. These educational trips are an important and attractive facet of the programme. At Level 4 student are given the opportunity to spend 4 days in London visiting various places of theological interest. At Levels 5 and 6 they are given the opportunity to undertake international field visits, for example, visits to Rome or India. These trips will in turn provide opportunities for work experience. Each of these excursions are subsidized from the subject budget and students may also fund raise in order to meet the cost. All of these excursions are highly rated by the students for the learning opportunity they provide. However, it is made clear at the outset that they are not a compulsory component of the course, nor will students who cannot engage with these trips be penalized with regard to assessment.

Seminars, some of which will be tutor led and some of which will be student led, will be designed around enquiry-based learning, to encourage active participation. Students will be given the opportunity to discuss

their experiences, findings, and ideas with their peers or to take part in-group presentations. Through active participation, students are encouraged to challenge ideas and test their own knowledge and understanding.

Group work sessions will be used to critically review research, policy and provision exploring challenges and issues across Theology, Philosophy and Ethics, searching for meaningful interpretations, which can inform individual learning and practice.

Students will be offered the opportunity to attend tutorials within each module to discuss ideas and demonstrate progress and engagement with the module learning outcomes.

Ethics:

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.

Subject specific skills:

Delivery of the programme will facilitate opportunities for students to analyse knowledge and understanding of different religious and philosophical contexts and to encourage assessment of different religious, philosophical, social, cultural and community values whilst being aware of their prejudices and biases. Students will be encouraged to explore different approaches to the subject areas following demonstration and discussion of possible strategies and interventions.

Intellectual Skills:

Students will apply critical enquiry and creativity in the application of knowledge and independent judgment across the programme. Students will be provided with opportunities to acquire, analyse, evaluate, and synthesise information through research and independent study and relate these to Theology and Philosophy. They will achieve the required levels of intellectual skills through rigorous and varied assessment practices across the modules.

Transferable Skills:

Experiential, self-directed teaching and learning strategies will enable students to develop graduate attributes: transferable skills. Students will be encouraged to show insight and originality, demonstrate critical and reflective abilities, and apply these to problem-based approaches, and to practice issues and case studies.

Students will have resources, including indicative texts and supplementary reading available through Worldcat and Blackboard for all modules. They will be encouraged to make use of the library resources either on campus or electronically. They will also be able to access the range of support services available through student support and CELT. Independent and peer-supported strategies and research are encouraged at all stages of the programme.

24	Assessment Strategies

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

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

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

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

Module assessments provide opportunities for students to acquire and demonstrate knowledge and understanding, subject specific, intellectual and transferable skills. A wide range of assessments, are used which are relevant to the individual demands of the subject matter and, enable students to participate in a varied and engaging educational experience, as is possible. Formative assessment to measure the extent of learning will take place throughout the programme in a variety of forms. Summative assessment is used to appropriately test and encourage students to apply different areas of knowledge and, demonstrate a wide range of skills. Where appropriate students will be asked to synthesise practical experience with theoretical content in order to develop their capacity to reflect and critically evaluate at a level appropriate to their study. It is also expected that students will engage in rigorous study, drawing on the various subject domains that contribute to Theology, Philosophy and Ethics. Assessment is a powerful driver of student learning and is the means by which students demonstrate what they have learned. It is therefore seen as integral to the realisation of the planned learning outcomes and vitally connected to the pedagogic strategy. Different types of assessment are used to appropriately test and apply different areas of knowledge and, in particular, to allow students to demonstrate a wide range of skills and our assessment strategy reflects this diversity. The emphasis of the programme is on equipping students with skills, knowledge and understanding through experiential learning and reflection. To reflect this philosophy our chosen method of assessment at all stages of the programme will be through a range of KIS compliant processes. This approach also supports another key aim of the programme, which is to develop students who are self-aware, independent thinkers with the confidence and resilience to be successful in the challenging field of Theology, Philosophy and Ethics.

Level 6 assessments include; dissertations, group discussion, posters, report writing and written assignments. Students focus upon developing research projects, reflecting their area of interest.

In designing the assessments, creativity in output is considered and use of e-technology is developed as appropriate. For example, students will be expected to use varied software for posters and portfolios. Where appropriate, assessment design is developed with support from CELT.

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

THP40522	The World's Religions (The West)	15	*1*			100% Mixed Media assignment)
THP40622	The World's Religions (The East)	15	1			100% Written Coursework
THP40722	Christianity, Christ to the Middle Ages	15	1	100% Written Exam		
THP40822	Christianity, Reformation to Now.	15	1		100% (Oral Presentation)	
EDU50122	Social Justice: Diversity and Inclusion	30	2	-	-	100
EDU50622	Becoming a Professional	15	2	-	-	100
EDU50422	Interpreting Education Research	15	2	-	-	100
THP50922	Women and Faiths 1- The West	15	2		100% (Oral presentation)	
THP51022	Women and Faiths: Part 2- The East	15	2			100% (Written assignment)
THP50722	Religion at the Fringes 1- new religions and Cults	15	2			100% (Written assignment)
THP50322	Green Theology	15	2		100% (Oral presentation)	
EDU60122	Curriculum Debates and Future(s)	15	3	-	-	100
EDU60222	Global Perspectives on Education	30	3	-	50	50
EDU60522	Contexts for Learning	15	3			100
EDU60322	Dissertation	45	3	-	30	70
THP60122	Cogito ergo Sum:	15	3			100% (Written assignment)
THP60222	Individual Study	15	3			100% Written Assignment

THP60522	Religion, War and Terrorism	15	3		100% (Oral assignment)	
THP60422	Media and Message	15	3		100% (Oral assignment)	
THP60622	Dissertation	45	3			100% Written Assignment

Indicative Assessment Strategy

Module Code	Module Description	Credits	Year	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
EDU40122	Perspectives on Learning	*30*	1	*A1: Portfolio - 50%* *A2: Essay – 50%*	*2,000 words* *2,000 words*	*October* *December*
EDU40222	Understanding Education Inequality	30	1	*A1: Essay – 50%* *A2: Group oral presentation – 50%*	*2,000 words* *15 minutes*	*March* *May*
THP40522	The World's Religions (The West)	15	1	100% Mixed Media assignment	2,000 words	Dec Semester 1
THP40622	The World's Religions (The East)	15	1	100% Written Assignment	2,000 words	Jan Semester 1
THP40722	Christianity, Christ to the Middle Ages	15	1	100% Exam	2,000 words	April Semester 2
THP40822	Christianity, Reformation to Now.	15	1	100% Oral presentation	15 minutes	May Semester 2
EDU50122	Social Justice: Diversity and Inclusion	30	2	*A1: Essay – 50%* *A2: Booklet – 50%*	*2,500 words* *2,500 words*	*November* *January*
EDU50622	Becoming a Professional	15	2	*Portfolio – 100%*	*2,500 words*	*May*

EDU50422	Interpreting Education Research	15	2	*Portfolio – 100%*	*2,500 words*	*May*
THP50922	Women and Faiths-Part 1-The west	15	2	100% Oral presentation	20 minutes	March Semester 2
THP51022	Women and Faiths-Part 1-The east	15	2	100% Written assignment	2,500 word equivalent	May Semester 2
THE50322	Green Theology	15	2	100% Oral presentation	20 minutes	Jan Semester 1
THP50722	Religion at the Fringes-Part 1	15	2	100% Written assignment	2,500 word words	Nov Semester 1
EDU60122	Curriculum Debates and Future(s)	15	3	*Essay – 100%*	*3,000 words*	*December*
EDU60222	Global Perspectives on Education	30	3	*A1: Essay – 50%* *A2: Video submission – 50%*	*3,000 words* *3,000 word equivalent*	*November* *May*
EDU60522	Contexts for Learning	15	3	*Portfolio – 100%*	*3,000 words*	*January*
EDU60322	Dissertation	45	3	*A1: Individual presentation – 30%* *A2: Dissertation – 70%*	*20 minutes* *6,000 words*	*November* *May*
THP60122	Cogito ergo Sum: Questions and Learning	15	3	100% Written assignment	3,000 words	Dec. Semester1
THP60222	Individual Study	15	3	100% Written Assignment	3,000 words	June Semester 2
THP60422	Media and Message	15	3	100% Oral presentation	20 minutes	May Semester 2
THP60522	Religion, War and Terrorism	15	3	100% Oral presentation	20 minutes	May Semester 2
THP60622	Dissertation	45	3	100% Written assignment	9,000 words	May Semester 2

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

25	Inclusive Practice and Personal Development Planning

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

offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

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

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

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

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

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, NUS) 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. An important element of these tutorials is the opportunity to reflect on progress and record targets.

26	Technology Enhanced Learning

Students will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, BGU's Virtual Learning Environment (VLE), as part of the augmented learning pedagogical approach for the programme. The learning materials will be accessed through the module areas on the VLE.

Students will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums.

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

Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules. 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 Blackboard, BGU's Virtual Learning Environment (VLE), as part of the blended learning pedagogical approach for the programme. The BA (Hons) in Education Studies Theology, Philosophy and Ethics learning materials will all be accessed through the module and weekly session areas on Blackboard. Focussed reading as part of module content will be uploaded for students to access.

Students will have a range of opportunities for critical discussion about these materials alongside practice reflections and contributions to on-line blogs and discussion forums, both off and on-site, through the VLE. In addition, the introduction to research tools such as NVIVO and SPSS, along with referencing systems, for example Refworks, will be embedded within the modules. Included within the Library Systems are access to journals and specific subject related learning resources.

Students will engage with advanced research for relevant literature through online databases and electronic search engines as part of BGU library provision. Module specific elements are laid down within individual modules.

27	Work-related Learning and/or Placement

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

Joint honours graduates develop a range of skills transferable to graduate careers. These include:
• communication – oral, visual and written;
• understanding and using data;
• decision making;
• organisational skills;
• information technology;
• handling of data/statistics;
• problem-solving, and
• the ability to work in teams

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

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

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

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

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

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

There are no formal assessed placement modules for Theology, however a number of work experience opportunities will be facilitated throughout the programme using a wide range of established partners, including national charities (Christian Aid), Indian schools and local providers. The Programme Leader has drawn up a partnership agreement with BG Futures in which they have set out a comprehensive range of employability related activities, designed specifically with Theology students in mind. These include, employability induction sessions, visiting speakers from social enterprise, opportunities for volunteering, and the availability of an Enterprise Club. BG Futures will also provide support for students with regard facilitating and supporting work experience opportunities.

With regard to work experience opportunities, students will be able to access existing networks, will be provided with suitable contacts and will be given tutor support/advice throughout any programme relevant work experience they undertake. Professional issues at local, national and international levels are central to the curriculum design and module content. This enables students to apply knowledge and skills in a real-life context offering them a valuable experience to draw on when they present themselves to prospective employers upon graduation. Where informal work experience opportunities occur, they are supported by a work experience handbook. This enables students to apply knowledge and skills in a real-life context offering them a valuable experience to draw on when they present themselves to employers or selectors upon graduation.

The work experience opportunities offered throughout this course (on the basis set out above) will build in complexity and responsibility on the part of students. We will seek to identify specific skills and attributes that students would like to develop and provide them with work experience opportunities that accord to these needs. A framework of work experience agreements is being developed with partners, some of whom have already indicated that they wish to work closely with BGU both in development and implementation of the course.

In addition to this, students would be strongly encouraged to take part in voluntary work that related to an aspect/s of the programme.

28	Employability

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

To support employability, the Education Studies teamwork in partnership with BG Futures. They make students aware of BG Futures' services, refer individual students for guidance, develop course materials that support employability, provide additional opportunities for career support within modules and provide enhancement opportunities for employability outside of module content. Employers work with the placement services team and BG Futures to provide placements and support students in the completion of placement tasks linked to module outcomes. They also contribute to curriculum design and teaching through creating and / or leading sessions related to professional practice within modules. For instance, in EDU221 Social Justice: Diversity and Inclusion the Lincolnshire Ethnic Minority and Traveller education team inform a session about support for pupils from diverse cultural and linguistic backgrounds as do teachers from specialist SEN provision. Other modules include contributions from children's services, outdoor learning practitioners and leaders of alternative education.

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

- Supports reflection on academic and assessed work and ensures students are able to respond effectively to feedback from tutors and improve their grades

- Allows students to collect evidence of the things that they achieve during their studies that promote their employability

- Makes explicit links between students' work experience and professional standards in Psychology

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

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

As outlined in section 27 placement modules at each level provide the opportunity to develop transferable professional skills that may enhance students' employability. In addition, the optional EDU50122 module 'Professional Contexts' provides a block of placement experience for students to develop and reflect on practice prior to application and interviews in their final year. It includes opportunities to develop skills for application writing and guidance from BG futures about next steps for Education Studies students threaded through the module. In addition, the grid below gives examples of the way that the programme structure and assessments align to the development of BGU Graduate attributes:

Graduate Attribute	Level 4	Level 5	Level 6	
Academic Literacies	EDU40122 Perspectives on Learning.	EDU50122 Social Justice; Diversity and Inclusion.	EDU60322 Dissertation Research skills developed through literature analysis,	

	Referencing, academic writing, reading, paraphrasing, selecting sources embedded in this module alongside content.	Seminars include peer collaboration and staff guidance on gathering sources for a literature review and developing an argument.	ethical proposal, methods design, data collection and data presentation and analysis. Skills of research report writing are modelled and supported.
Global Citizenship	EDU40222 Understanding Education Inequality. Students consider the differences in attainment by ethnicity, gender and social economic status. They investigate ways to address these 'gaps and possible reasons for them.	EDU50122 Social Justice; Diversity and Inclusion. Study inclusive practice and legislation for equality. Apply to individual needs in the classroom.	EDU60222 Global Perspectives on Education. Students research the impact of globalisation and controversial issues on outcomes for children and communities around the globe
Information Literacy	EDU40222 Understanding Education Inequality. Students investigate and analyse a range of published sources of data on educational attainment and so learn to interpret and explain data presented in different ways.		EDU60122 Curriculum Debates and Future(s) Students engage with current and historic policy and theory on curriculum development. This involves scrutiny of government documents and extensive analysis and synthesis of different perspectives
Digital Fluency	EDU40222 Understanding Education Students create oral presentations using different digital media.	EDU50122 Social Justice: Diversity and Inclusion Students create multimedia presentations, a multimedia information 'booklet', academic blog, digital portfolio and evaluations of digital media resources.	EDU60322 Dissertation. Students learn about and apply online research methods such as questionnaires. EDU60222 Global Perspectives on Education. Students analyse digital representations of global education and with support from CELT workshops create short films or multimedia presentations to showcase their independent research
Employability	EDU40122 Perspectives on Learning / EDU40222	EDU50622 Becoming a Professional.	In EDU60122 Curriculum Debates and Future(s) Students focus on current

	Understanding Education Inequality. School placements enable students to develop key transferable skills of communication, organisation, planning and teaching under the guidance of the class teacher.	Students develop transferable skills for careers in education related careers through block placement. They are able to plan, teach and gain feedback in school settings, or carry out other professional tasks and discuss their effectiveness with their mentor. They work with BG futures and ES staff to create CVs, career action plans, application letters and reflections on their professional practice. In EDU50122 Social Justice: Diversity and Inclusion. students develop planning and justify pedagogy and support strategies for groups and individual pupils needs which can support their future careers.	curriculum initiatives and alternative approaches which prepare them with knowledge of the national curriculum, innovative curriculum approaches and specific practices for literacy teaching. These support students in their interviews and applications for PGCE and other education related careers.	
Being Enterprising	EDU40122 Perspectives on Learning / EDU40222 Understanding Education Inequality. Students develop resilience and adaptability to change through school placements. Students collaborate to develop group presentations.	EDU50622 Becoming a Professional. Students take responsibility for their own career development through action planning and reflecting on practice.	EDU60322 Dissertation. Carrying out independent research projects and dissertations to completion involves long-term planning and organisation, working to deadlines, overcoming setbacks and adapting the task to the needs of the setting where data is collected. Students have to negotiate and gain permissions for their work in professional settings. Each is required to justify why their project is original.	

This joint programme and BGU values the partnerships with key stakeholders for academic work-related courses. As such, the programme has been formed to reflect the needs and views of employers.
This programme will build upon this reputation for employability by encouraging and facilitating students to engage in voluntary work with our established partnerships, particularly in the second year of their course.
The University provides all students with access to a personalised on-line 'Development and Career Plan' (DCP). This enables students to identify career goals and construct actions plans to achieve them. In collaboration with their personal tutor students can reflect on their academic progress and assessment results, engage with the BGU Graduate Attributes framework and the BGU Employability Award, and evidence additional academic and professional achievements. The DCP is a critical component in the compilation by personal tutors of institutional references for students.

Employers in the broad and diverse sectors of formal and informal education have been widely consulted throughout the development of the programme at design and module levels to ensure that the course is relevant and current for supporting the necessary knowledge and transferable skills required within the sector. While employers are not directly involved in providing substantive programme content relevant individuals are engaged to provide specific taught sessions (as Visiting Tutors) or through enhancement activities (as Guest Lecturers or through dedicated site visits). Currently, this includes staff from Lincoln Cathedral, the Holocaust Centre, Christian Aid, various representative from charities and the voluntary sector, among others.

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

Commentary from key stakeholders has focussed on the benefit of the opportunity for further study at postgraduate level for those in broader roles working with children, young people, their families and communities. Employers recognised the value of the programme for professional development and reflection, in supporting the capacity for change and the focus on organisational change as part of the module content. Graduating cohorts of the Theology, both single Honours and joint Honours programmes, have frequently gone on to initial Teacher Training (both Schools Direct and PGCE), teaching assistant roles, and continued in higher education. In addition to careers in education graduates in this particular subject are also well-placed to work in the following areas:

1. religious ministry;
2. research based settings;
3. local authority provision;
4. youth work;
5. counselling;
6. policing;
7. private sector educational providers;
8. parliamentary researcher;
9. university academic;
10. journalism;
11. religious advisor for TV/Radio;
12. religious consultant for TV/Radio;
13. education officer for religious building;
14. social care settings; or voluntary sector.

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.

In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.

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

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

Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.

You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.

30	Programme Specific Management Arrangements

The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.

31	Staff Responsibilities

Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.

32	Programme Specific Academic Student Support

Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development

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

33	Programme Specific Student Evaluation

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

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

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

SECTION E2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND THEOLOGY, PHILOSOPHY AND ETHICS: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

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.
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.

We encourage applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The Admissions Team advise on their equivalence to the standard entry qualifications. Formal reference should also be made to the Code of Practice for the Admission of Students. For entry requirements refer to the current University on-line prospectus at Education Studies and Theology, Philosophy and Ethics.

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. If a prospective student has recently completed or studied a particular module as part of a previous qualification they may apply for Recognition for Prior Learning in line with the relevant Code of Practice.

30	Programme Specific Management Arrangements

The Programme Leader for both subject areas will each lead and manage their specific half programme. The programme will be taught by module leaders and tutors, who are all research-active subject specialists

31	Staff Responsibilities

Staffing expertise within the respective subject teams is a close match to the module content. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.

32	Programme Specific Academic Student Support

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

33	Programme Specific Student Evaluation

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

Staffing expertise within the current Theology team is a close match to the module content. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

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

SECTION F (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND THEOLOGY, PHILOSOPHY AND ETHICS: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Education Studies JOINT HONOURS

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

Module Name	Programme outcomes for Theology, Philosophy & Ethics Joint Honours **LEVEL 4** Mapped to 60c															
	K&U1	**K&U2**	**K&U3**	**K&U4**	**SPS1**	**SPS2**	**SPS3**	**SPS4**	**IS1**	**IS2**	**IS3**	**IS4**	**TS1**	**TS2**	**TS3**	**TS4**
THP40522 World's Religions (West)	✔	✔	✔		✔		✔		✔		✔			✔		
THP40622 World's Religions (East)		✔	✔				✔		✔					✔		
THP40722 Christianity:	✔	✔	✔		✔		✔		✔	✔	✔			✔		✔

	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Christ to the Middle-Ages															
THP40822 Christianity - Reformation to Now	✓	✓	✓		✓				✓	✓				✓	✓

Education Studies JOINT HONOURS

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

Module Name	Programme outcomes for Theology, Philosophy & Ethics Joint Honours **LEVEL 5** Mapped to 60c															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
THP50922 Women and Faiths 1 –The West	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
THP51022 Women and	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	

Module Name															
Faiths 2- The East															
THP50322 Green Theology	✓	✓	✓			✓	✓	✓	✓	✓			✓	✓	✓	✓
THP50722 Religion at the Fringes 1	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓

Education Studies JOINT HONOURS

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

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

Module Name	Programme outcomes for Theology, Philosophy & Ethics <u>Joint Honours</u> **LEVEL 6** Mapped to 60c															
	K&U1	**K&U2**	**K&U3**	**K&U4**	**SPS1**	**SPS2**	**SPS3**	**SPS4**	**IS1**	**IS2**	**IS3**	**IS4**	**TS1**	**TS2**	**TS3**	**TS4**
THP60222 Individual Study	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔		✔
THP60122 Cogito ergo sum	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔		✔
THP60422 Media and Message	✔	✔		✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
THP60522 War, Religion and Terrorism	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔		
THP60622 Dissertation	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔

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

Graduate Attributes

GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.

GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work

GA3. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically

GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society

GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life

GA6. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

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

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

SECTION G2 (YEARS 2-4) BA (HONS) EDUCATION STUDIES AND THEOLOGY, PHILOSOPHY AND ETHICS
MAP 2

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

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

Attribute	Theology, Philosophy and Ethics Joint Programme Learning Outcomes															
	K&U 1	K&U 2	K&U 3	K&U 4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Global Citizenship	✓			✓			✓	✓			✓	✓			✓	
Information Literacy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Digital Fluency	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
Employability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Being Enterprising			✔	✔		✔		✔	✔	✔	✔		✔	✔	✔	✔

Graduate Attributes

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

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

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

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

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

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

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

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

SECTION H (YEARS 1-4) BA (HONS) EDUCATION STUDIES AND THEOLOGY, PHILOSOPHY AND ETHICS WITH FOUNDATION YEAR

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

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

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of change such as new routes, pathways etc)*	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification *(e.g., students entering Level 5 from September 2016 onward)*

SECTION I (YEARS 1-4) BA (HONS) EDUCATION STUDIES AND THEOLOGY, PHILOSOPHY AND ETHICS WITH FOUNDATION YEAR

MAP 4

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

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