



BISHOP
GROSSETESTE
UNIVERSITY

Education, Health and Lifelong Learning (EDHaLL)

BA (Hons) Education Studies with Foundation Year

Programme Specification

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

Versioning of Programme Specification

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

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

1	BGU approval – date and outcome of last approval	09 March 2022
2	Next Scheduled Review Date: [Month/Year]	March 2027 Foundation Year and 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: 01 September 2023
4	Version Number	v1.0

Modifications to Programme Specification

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

Cross Referencing of Programme/Module Specifications

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

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: ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title		
	BA (Hons) Education Studies with Foundation Year		
1a	Programme Code		
	BAEDU01F22		
2	Brief Summary (for Marketing Purposes)		
	<p>The Education Studies degree enables students to develop a critical understanding of Education, in its widest sense. The programme combines the study of policy, pedagogy and practice to provide students with a flexible set of transferable skills appropriate to careers in teaching, training, social work and education in alternative settings such as museums and outdoor learning centres. Students investigate a range of influences on the educational outcomes of children and young people including the psychology of teaching and learning and sociological factors affecting learning. The programme enables students to explore international, contemporary and historical thinking and research 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 degree can be personalised through study in combination with other degree programmes at the University and through optional modules in Years Two and Three of the programme.</p>		
3	Awarding institution	Bishop Grosseteste University	
3a	Programme Length	Full-time 4 Years	Part-Time N/A
3b	Mode(s) of Study	Full-time	
4	Home Academic Programme Portfolio	Education, Health and Lifelong Learning (EDHaLL)	
5	HECoS/UTT/UCAS code(s)	HECoS/CAH3 100461 CAH22-01-01 (Education)	ITT N/A UCAS code X31F
6	Framework for HE Qualifications position of final award(s)	Foundation Year: Non-award bearing (Level 4) Education Studies: Certificate (Level 4) Diploma (Level 5) Honours (Level 6)	
7	Alignment with University Credit Framework	Foundation Year: Non-award bearing (Level 4) Education Studies: Undergraduate	

8	Compliance with University Assessment Regulations	<i>Regulations for Undergraduate Awards, and Supplement to the Regulations for Undergraduate Awards with Foundation Year.</i>
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A

Awards

10	Final Award title(s)	BA (Hons) Education Studies 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)	Diploma of Higher Education in Education Studies Certificate of Higher Education in Education Studies Ordinary Degree in Education Studies
10b	Pathway	N/A
11	(i) Combined Honours Awards available e.g.: <ul style="list-style-type: none"> BSc/BA (Hons) XX BSc/BA (Hons) XX and YY 	<ul style="list-style-type: none"> BA (Hons) Education Studies and English / with Foundation Year BA (Hons) Education Studies and History / with Foundation Year BA (Hons) Psychology and Education Studies / with Foundation Year BA (Hons) Education Studies and SENDI / with Foundation Year BA (Hons) Education Studies and Sociology / with Foundation Year BA (Hons) Education Studies and Sport / with Foundation Year BA (Hons) Education Studies and Theology and Ethics / with Foundation Year

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

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

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

17	QAA Benchmark Statement
	<p>The subject and its possible awards meet the current (2019) benchmark statements for Education Studies. The subject knowledge of the course is concerned with developing knowledge and understanding of how people develop and learn throughout their lives, the nature of knowledge and critical engagement with ways of knowing and understanding. The course offers intellectually rigorous analysis of educational processes, systems and approaches, and their cultural, societal, political, historical, economic and digital contexts. It includes the study of broader perspectives of education such as international education, economic relationships, the effects of globalisation and the role of education in human rights and ecological issues. Integral to the course is the development of academically informed criticality, including the critique of current policies and practice and the growing ability to challenge assumptions. Students will have opportunities to develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters using current research and literature. Typically, students will achieve at the module level by being able to participate in and contest changing discourses exemplified by reference to debate about values, personal and social engagement, and how these relate to communities and societies.</p> <p>This Education Studies degree programme also provides the knowledge, understanding and critical analysis to inform current and future professionals. One significant way by which this is achieved is through students learning in the workplace. Work based placement in schools and other education related settings is an integral component of specific modules within the course. This enables students to extend and develop their knowledge and understanding of professional values and practice and to understand the range of roles and responsibilities of participants in the teaching and learning process. Students' skills of critical reflection of this process will be supported, assessed and developed through a variety of teaching, learning and assessment practices. Typically, students will achieve at the module level being able to demonstrate knowledge and understanding of formal and informal organisational structures for teaching and learning and different education systems. They will be able to synthesise information and develop sustained and reasoned arguments. Students working near to the threshold level will be able to demonstrate the minimum requirements for honours graduates, being able to describe and exemplify relevant aspects of professional practice. In line with QAA expectations, the Education Studies degree programme offers individuals a strong basis for a wide range of further education, training and employment opportunities.</p>
18	Programme Aim
	<p>This programme aims to provide students with a deep, academic, critical and reflective understanding of education in a broad range of contexts. Possible exit route for students studying either a single or joint honours degree in Education Studies will be to further study and education related careers. These include Primary or Secondary teaching and an increasingly wide range of career options within education and related settings such as industry training, international teaching, teaching in Further Education, school careers advice, youth work, social work, Non-Governmental Organisations and the voluntary sector, higher level teaching assistants, pupil mentors, support assistants, museum education and outdoor-learning leaders.</p> <ul style="list-style-type: none"> • The Education Studies programme will enable students to gain a critical understanding of psychological, philosophical, sociological and political perspectives on learning and teaching. • This will include consideration of research about the range of influences on outcomes for children and young people, barriers to learning and debates around the transformative potential of education.

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

19 Programme Specific Outcomes

(a) Final Award Learning Outcomes

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

Knowledge and Understanding [K&U]

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

Subject-Specific and Professional Skills [SPS]

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

Intellectual Skills [IS]

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

Transferable skills [TS]

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

20	Exit Award Learning Outcomes
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Learning outcomes for Cert.HE (Level 4) and Dip.HE (Level 5):

Students awarded the Certificate of Higher Education will be able to:

Knowledge and Understanding [K&Ua]

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

Subject-Specific and Professional Skills [SPSa]

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

Intellectual Skills [ISa]

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

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

Transferable skills [TSa]

- 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.

Students awarded the Diploma of Higher Education will be able to:

Knowledge and Understanding [K&Ub]

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

Subject-Specific and Professional Skills [SPSb]

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

Intellectual Skills [ISb]

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

Transferable skills [TSb]

- 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.

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

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

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

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

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

21b	Module Structure
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Level 4

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

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

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

Level 4	Semester 1	EDU40122 Perspectives on Learning 30c	EDU40322 The Brain, the Mind and Education 30c
	Semester 2	EDU40222 Understanding Education Inequality 30c	EDU40422 Child Development and Wellbeing 30c

Level 5 – 120 credits

Level 5	Semester 1	EDU50122 Social Justice: Diversity and Inclusion 30c	EDU50222 Thinking Through Pedagogy 15c	GA or EDU50522 Education in a Digital Era 15c
	Semester 2	EDU50322 Vision to Reality 30c	EDU50422 Interpreting Education Research 15c	GA or EDU50622 Becoming a Professional 15c

Level 6 – 120 credits

Level 6	Semester 1	EDU60322 Dissertation	EDU60122 Curriculum Debates and Future(s) 15c	EDU60222 Global perspectives on Education 30c	EDU60522 Contexts for Learning 15c
	Semester 2	45c			EDU60422 Language, Literacy and Learning 15c

21b	Module Structure
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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
EDU40322	Mandatory	The Brain, the Mind and Education	1	30
EDU40422	Mandatory	Child Development and Wellbeing	2	30

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EDU50122	Mandatory	Social Justice: Diversity and Inclusion	1	30
EDU50222	Mandatory	Thinking Through Pedagogy	1	15
EDU50322	Mandatory	Vision to Reality	2	30
EDU50422	Mandatory	Interpreting Education Research	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
EDU50522	Subject Enhancement Module	Education in a Digital Era	1	15
EDU50622	Subject Enhancement Module / Placement	Becoming a Professional	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EDU60122	Mandatory module Placement	Curriculum Debates and Future(s)	1	15
EDU60222	Mandatory module	Global Perspectives on Education	1 and 2	30
EDU60322	Mandatory module Placement	Dissertation	1 and 2	45
Option Modules				
Code	Type	Module Title	Period (number)	No of credits

EDU60422	Subject Enhancement Module	Language, Literacy and Learning	2	15
EDU60522	Subject Enhancement Module	Contexts for Learning	1	15

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

22	Curriculum Design
<p>The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher level qualification.</p> <p>The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.</p> <p>The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.</p> <p>The Foundation Year programme is a pass-fail programme and is therefore non-award bearing. There are 8 modules, equally distributed between two semesters. Modules are studied over a 7 week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules, enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.</p> <p>The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.</p> <p>A key design feature of the Foundation Year, has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners. In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them. The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.</p> <p>Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.</p>	

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

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

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

23 Learning and Teaching Strategies

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

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

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

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

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

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

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

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

24 Assessment Strategies

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

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

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

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

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

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

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

The following table provides the indicative content of assessment tasks:

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

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

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

25 Inclusive Practice and Personal Development Planning

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

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

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

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

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

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

22	Curriculum Design
	<p>The BA (Hons) Education Studies is completed in three years of full-time study in order to address the programme aims and learning outcomes. Education Studies has a broadly spiral curriculum in which ideas are introduced, revisited, questioned and extended as the student moves through from Level 4 to Level 6.</p> <p>At level 4, the course has been designed to provide a broad-based introduction to the subject using 30 credit modules that provide students with a solid understanding of the underpinning disciplines of Education Studies. At Levels 5 and 6, a mix of 15-credit and 30-credit modules is used (bar the dissertation) to allow a greater number of topics to be taught, ensure an even distribution of study across the Semesters, and enable optionality. The 45-credit dissertation module, in line with other comparable routes, spans the whole academic year at level 6, thus providing time to develop a specialist area through an individual research study.</p> <p>This course design allows for a personalised learning journey with optionality at levels 5 and 6. Students begin by focusing on critically analysing different perspectives on familiar areas of learning and gradually consider 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. They consider neurological and psychological research perspectives on teaching and learning and engage with the current context of education research. 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 children in the UK are introduced in EDU40222 'Understanding Education Inequality'. At level 5, in EDU50122 'Social Justice: Diversity and Inclusion' students go on to investigate policy and legislation for inclusion and equality in the UK and analyse specific research, pedagogy and practice for 'vulnerable groups. At Level 6, in EDU60222, 'Global Perspectives on Education' students extend their understanding of inclusion and diversity by critically analysing the impact of importing westernised approaches to education around the globe. They research the challenges of international initiatives aimed at developing education in lower income countries and debate whether some approaches to education around the globe act as barriers to inclusion of certain groups and how these can be overcome.</p> <p>Research skills are also 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 and EDU40322 students are supported to find research literature, draw out and compare key findings. In EDU40222 and EDU40422 students consider how data has been gathered in previous studies and contrast different theoretical explanations for statistical data about educational achievement. In level 6, students 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.</p>

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 the Education Studies degree programme, these outcomes are developed at each level through embedding opportunities for communication in different formats, collaboration with different groups of peers, staff, 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.

23 Learning and Teaching Strategies

Embracing 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 on 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;
- augmented independent activity and tasks via the Virtual Learning Environment.

Local study visits / field trips feature in a module at level 6 (EDU326 Contexts for Learning) at no cost to students. Non-compulsory study abroad options (at level 5) and / or international field trips would incur costs to students.

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

Students will be supported to develop a critical approach to 'research-informed' and 'evidence-based' teaching through debate and analysis of contradictions in policy, practice and research. All students are introduced gradually to skills of analysis, argument and research through an integrated academic literacies

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

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

24 Assessment Strategies

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. Modules with two component assessment facilitate formative assessment of student's progress (for instance the level 4 EDU40122 Perspectives on Learning module utilises a portfolio assessment early in the Semester to offer formative feedback on academic writing skills development).

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 and digital skills 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 (facilitating further formative development). For instance practical, video submission (via the VLE) is introduced in level 5 (EDU50322 Vision to Reality) and extended in level 6 (EDU60222 Global perspectives on Education) with student's more autonomously creating a video submission on a focus of their own choosing from the taught module content (with a title in the form of a research question; further embedding research skills developed at both level 5 (EDU50422 Interpreting Education Research) and through the Dissertation (EDU60322) that runs through both semesters in level 6.

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 and 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.

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
EDU40322	The Brain, the Mind and Education	30	1	-	50	50

EDU40422	Child Development and Wellbeing	30	1	-	-	100
EDU50122	Social Justice: Diversity and Inclusion	30	2	-	-	100
EDU50222	Thinking Through Pedagogy	15	2	-	100	-
EDU50322	Vision to Reality	30	2	-	50	50
EDU50422	Interpreting Education Research	15	2	-	-	100
EDU50522	Education in a Digital Era	15	2	-	-	100
EDU50622	Becoming a Professional	15	2	-	-	100
EDU60122	Curriculum Debates and Future(s)	15	3	-	-	100
EDU60222	Global Perspectives on Education	30	3	-	50	50
EDU60322	Dissertation	45	3	-	30	70
EDU60422	Language, Literacy and Learning	15	3	-	-	100
EDU60522	Contexts for Learning	15	3	-	-	100

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
EDU40122	Perspectives on Learning	30	A1: Portfolio - 50% A2: Essay – 50%	2,000 words 2,000 words	October December
EDU40222	Understanding Education Inequality	30	A1: Essay – 50% A2: Group oral presentation – 50%	2,000 words 15 minutes	March May
EDU40322	The Brain, the Mind and Education	30	A1: Individual oral presentation – 50% A2: Essay – 50%	10 minutes 2,000 words	November January
EDU40422	Child Development and Wellbeing	30	A1: Annotated bibliography – 50% A2: Essay – 50%	2,000 words 2,000 words	April June
EDU50122	Social Justice: Diversity and Inclusion	30	A1: Essay – 50% A2: Booklet – 50%	2,500 words 2,500 words	November January
EDU50222	Thinking Through Pedagogy	15	Paired oral presentation – 100%	15 minutes	December
EDU50322	Vision to Reality	30	A1: Essay – 50% A2: Video submission – 50%	2,500 words 2,500 word equivalent	April June
EDU50422	Interpreting Education Research	15	Portfolio – 100%	2,500 words	May

EDU50522	Education in a Digital Era	15	<i>Electronic portfolio – 100%</i>	<i>2,500 words</i>	<i>January</i>
EDU50622	Becoming a Professional	15	<i>Portfolio – 100%</i>	<i>2,500 words</i>	<i>May</i>
EDU60122	Curriculum Debates and Future(s)	15	<i>Essay – 100%</i>	<i>3,000 words</i>	<i>December</i>
EDU60222	Global Perspectives on Education	30	<i>A1: Essay – 50%</i> <i>A2: Video submission – 50%</i>	<i>3,000 words</i> <i>3,000 word equivalent</i>	<i>November</i> <i>May</i>
EDU60422	Language, Literacy and Learning	15	<i>Essay and resource – 100%</i>	<i>3,000 words</i>	<i>May</i>
EDU60522	Contexts for Learning	15	<i>Portfolio – 100%</i>	<i>3,000 words</i>	<i>January</i>
EDU60322	Dissertation	45	<i>A1: Individual presentation – 30%</i> <i>A2: Dissertation – 70%</i>	<i>20 minutes</i> <i>6,000 words</i>	<i>December</i> <i>May</i>

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 CELT, Student Advice and Library Services. The Education Studies programme will support personal development planning through the use of the BGU Development and Career Plan (DCP) and the Education Studies personal tutor system.

Personal tutorials will be used to discuss individual needs and strengths, well-being, career aspirations, involvement in wider enhancement experiences and academic development. All students will be introduced to the student advice staff on entry to the course and they will be encouraged to declare identified needs. As circumstances and needs arise during the programme, personal tutors will put students in contact with other relevant BG services for additional support. Tutors will practice 'total communication' where they use verbal, written, audio-visual, digital, practical and interactive strategies to communicate and clarify concepts and expectations. Reasonable adjustments, including alternative assessments where necessary, will be offered in line with recommendations from Student Advice and consultation with students.

Support for Study (SfS) guidelines will be used positively to implement additional targets, actions and support where students are at risk of failing or leaving the course. Course materials will be available online in digital formats so that students are able to access these at times and locations that are convenient to them and support their learning. Resources will be checked for accessibility using Virtual Learning Environment (VLE) tools.

26 Technology Enhanced Learning

Students will be encouraged to apply skills that they already have and to develop new ones for academic use and potential use in future professional roles in educational and other settings, fulfilling the Digital Fluency strand of the BGU Graduate Attributes. Digital competencies using educational and academic apps and programmes will be modelled during taught session, applied in workshop with peers. A central tool for technology enhanced learning is through the use of BGU's Virtual Learning Environment (VLE), as part of the pedagogical approach for the programme. The Education Studies team will work closely with CELT to ensure that compatible technologies are used in line with BGU resources and to develop support and enhancement for students.

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 live documents, blogs and discussion forums. The use of augmented individual activity via the VLE will be used when appropriate to deepen student's digital skills. In addition, online and library research tools will be embedded within the modules.

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.

27 Work-related Learning and/or Placement

Education Studies students will have the opportunity to undertake non-assessed placement across the degree programme, directly linked to, and an integral component of, a specific module or modules. Currently EDU40122, EDU40222, EDU50622, EDU60122 and EDU60322 include non-assessed placement as a component of the taught hours. Optionality at level 5 means that students can opt to not undertake placement with Education Studies in year 2.

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 seven weeks in both semester one (EDU40122) and Semester two (EDU40222). 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 of three weeks in each year (a block week comprises four days on placement in a setting and one day at university – 12 placement days in both year 2 and 3 unless a student opts not to take up the year 2 placement opportunity). 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 upon and analysis of placement experiences informs 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 are arranged through the Placement Services team and comply with the Code of Practice for Work-based Learning. All students are subject to Enhanced Disclosure Procedures on admission to BGU, and before undertaking any placement, in order to comply with Safeguarding requirements.

28 Employability

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

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

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

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

As outlined in section 27 placement opportunities at each level provide the opportunity to develop transferable professional skills that may enhance students' employability. In addition, the EDU50622 module, Becoming a Professional, provides a block of placement experience for students to develop and reflect on practice prior to application and interviews in their final year. It includes opportunities to develop skills for application writing and guidance from BG futures about next steps for Education Studies students threaded through the module. In addition, the grid below gives examples of the way that the programme structure and assessments align to the development of BGU Graduate attributes:

Graduate Attribute	Level 4	Level 5	Level 6
Academic Literacies	<u>EDU40122 Perspectives on Learning.</u> Referencing, academic writing, reading, paraphrasing, selecting sources embedded in this	<u>EDU50122 Social Justice, Diversity and Inclusion.</u> Seminars include peer collaboration and staff guidance on gathering sources for a literature review and developing an argument. <u>EDU50522 Education in a Digital Era.</u>	<u>EDU60322 Dissertation.</u> Research skills developed through literature analysis, ethical proposal, methods design, data collection and data presentation and analysis. Skills of research report writing are modelled and supported.

	module alongside content.	Engagement with grey literature with a consideration of its strengths and limitations.	
Global Citizenship	<u>EDU40222 Understanding Education Inequality.</u> Students consider the differences in attainment by ethnicity, gender and social economic status. They investigate ways to address these 'gaps and possible reasons for them.	<u>EDU50322 Vision to Reality.</u> Consideration of approaches to schooling in selected international contexts. Reflection on different philosophies of education. <u>EDU50122 Social Justice: Diversity and Inclusion.</u> Study inclusive practice and legislation for equality. Apply to individual needs in the classroom.	<u>EDU60222 Global Perspectives on Education.</u> Students research the impact of globalisation and controversial issues on outcomes for children and communities around the globe
Information Literacy	<u>EDU40222 Understanding Education Inequality.</u> Students investigate and analyse a range of published sources of data on educational attainment and so learn to interpret and explain data presented in different ways.	<u>EDU50322 Vision to Reality.</u> Students research different philosophical approaches to education. They evaluate these using academic literature and reflect on their own preferences in a portfolio assessment.	<u>EDU60122 Curriculum Debates and Future(s)</u> Students engage with current and historic policy and theory on curriculum development. This involves scrutiny of government documents and extensive analysis and synthesis of different perspectives
Digital Fluency	<u>EDU40222 Understanding Education Inequality /</u> <u>EDU40322 The Brain, the Mind and Education.</u> Students create oral presentations using different digital media.	<u>EDU50122 Social Justice: Diversity and Inclusion /</u> <u>EDU50522 Education in a Digital Era /</u> <u>EDU50322 Vision to Reality.</u> Students create multimedia presentations, a multimedia information 'booklet', academic blog, digital portfolio and evaluations of digital media resources.	<u>EDU60322 Dissertation.</u> Students learn about and apply online research methods such as questionnaires. <u>EDU60422 Language, Literacy and Learning.</u> Students create activities and plans for pupils' literacy tasks. <u>EDU60222 Global Perspectives on Education.</u> Students analyse digital representations of global education and with support from CELT workshops create short films or multimedia presentations to showcase their independent research
Employability	<u>EDU40122 Perspectives on</u>	<u>EDU50622 Becoming a Professional.</u>	<u>EDU60122 Curriculum Debates and Future(s) /</u>

	<p><u>Learning / EDU40222 Understanding Education Inequality.</u> School placements enable students to develop key transferable skills of communication, organisation, planning and teaching under the guidance of the class teacher.</p>	<p>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.</p> <p><u>EDU50222 Thinking Through Pedagogy</u> and <u>EDU50122 Social Justice: Diversity and Inclusion.</u> Students develop planning and justify pedagogy and support strategies for groups and individual pupils needs which can support their future careers.</p>	<p><u>EDU60422 Language, Literacy and Learning.</u> Students focus on current curriculum initiatives and alternative approaches which prepare them with knowledge of the national curriculum, innovative curriculum approaches and specific practices for literacy teaching. These support students in their interviews and applications for PGCE and other education related careers.</p> <p><u>EDU60522 Contexts for Learning.</u> Students consider a range of learning contexts that may provide opportunities for future employment.</p>	
Being Enterprising	<p><u>EDU40122 Perspectives on Learning / EDU40222 Understanding Education Inequality.</u> Students develop resilience and adaptability to change through school placements. Students collaborate to develop group presentations.</p> <p><u>EDU40422 Child Development and Wellbeing.</u> Students focus on ways to support wellbeing for themselves and school pupils.</p>	<p><u>EDU50622 Becoming a Professional.</u> Students take responsibility for their own career development through action planning and reflecting on practice.</p> <p><u>EDU50222 Thinking Through Pedagogy.</u> Students work in pairs to devise a medium-term plan and rationale that is presented to an audience. This develops skills of collaboration, negotiation, time management and effective communication.</p>	<p><u>EDU60322 Dissertation.</u> Carrying out a dissertation to completion involves long-term planning and organisation, working to deadlines, overcoming setbacks and adapting the task to the needs of the setting where data is collected. Students have to negotiate and gain permissions for their work in professional settings. Each is required to justify why their project is original.</p>	

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

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

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

33	Programme Specific Student Evaluation
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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: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
	<p>Students joining this course will normally need 96 -112 UCAS tariff points (from a maximum of four Advanced Level qualifications). There are a range of acceptable qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc.</p> <p>Students joining this course are required to successfully complete an enhanced DBS check in accordance with the University's Code of Practice for DBS Checks.</p> <p>Candidates with other entry qualifications and experience are welcome. We encourage applications from mature students and recognise that their experience or qualifications are likely to be different. The Admissions Team advise on their equivalence to the standard entry qualifications. Formal reference should also be made to the <i>Code of Practice for the Admission of Students</i>.</p> <p>Applicants in possession of alternative qualifications, transferable credits, or relevant experience will be invited to apply through the University's APL/APEL processes.</p>
30	Programme Specific Management Arrangements
	<ul style="list-style-type: none"> • <u>General</u> The programme is managed through the Faculty and the Education and Lifelong Learning (EDaLL) portfolio. The Programme Leader for Education Studies reports to the Head of Programmes (HoP) for EDaLL and is supported by the staff of the Faculty Administration Office (FAO). An additional level of oversight and line-management is provided by the Pro Vice-Chancellor (Students). The quality of the programme is overseen by the Academic Enhancement Committee which institutionally reports to the University's Senate. Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching strategy. Targets for year-on-year development are set and effected to enhance programme delivery. The programme will be taught by current Education Studies module leaders who are experienced practitioners engaged in research. Visiting speakers will be used as an enhancement to modules for currency and sector specific content. Hourly Paid Lecturers (HPLs) are also used to support the teaching and assessment of the programme. • <u>Foundation Year</u> A senior lecturer from the Education Studies teaching team has responsibility for liaising with the Programme Leader for the Foundation Year ensuring the Education Studies research community extends to Foundation Year students. • <u>Combined Honours</u> The Programme Leader for Education Studies works collaborative across a number of programme portfolios with fellow Programme Leaders to ensure the quality of student outcomes on combined routes.
31	Staff Responsibilities
	<ul style="list-style-type: none"> • <u>General</u>

Leadership of modules is designated to those with particular interests and research-informed understandings to support the varied modules. Staff on the programme are allocated to students as personal tutors and, in the third year of the programme, as research supervisors.

- Foundation Year

Staff on the programme are allocated to students as personal tutors

32 Programme Specific Academic Student Support

Generic academic student support is provided to all students in line with the guidance outlined on the University's web pages.

Programme Specific Support

Close engagement with the wider professional services as part of the student experience is embedded within each module. Sessions led by the Library liaison and CELT, specifically from Digital Learning and Learning Development, 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, the collection and analysis of data for the dissertation and the dissertation module. Students will also have an allocated Education Studies tutor who will act as personal tutor as part of the Development and Career Plan process.

33 Programme Specific Student Evaluation

The Education Studies Programme complies with current institutional evaluation policies.

Programme Specific Evaluation

The programme engages with the Student Union's Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected student representative.

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

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

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

MAP I

ASSESSMENT /OUTCOMES MAP

Education Studies SINGLE HONOURS

Module Name	Programme outcomes for Education Studies <u>Single Honours</u> LEVEL 4														
	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)	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓	
EDU40322 The Brain, the Mind and Education (30c)		✓	✓	✓	✓				✓			✓	✓	✓	
EDU40422 Child Development and Wellbeing (30c)	✓	✓	✓	✓	✓				✓			✓	✓	✓	

Module Name	Programme outcomes for Education Studies Single Honours LEVEL 5 * = Subject Enhancement Module (therefore map to 90c)														
	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)	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	x
EDU50222 Thinking Through Pedagogy (15c)	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	
EDU50322 Vision to Reality (30c)	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓	✓
EDU50422 Interpreting Education Research (15c)		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
EDU50522* Education in a Digital Era (15c)	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
EDU50622* Becoming a Professional (15c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

Module Name	Programme outcomes for Education Studies Single Honours LEVEL 6 * = Subject Enhancement Module / Capstone Module (therefore map to 45c)														
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
EDU60122 Curriculum Debates and Future(s) (15c)	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
EDU60222 Global Perspectives on Education (30c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EDU60322* Dissertation (45c)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EDU60422* Language, Literacy and Learning (15c)	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
EDU60522* Contexts for Learning (15c)	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓

Education Studies CERTIFICATE OF HIGHER EDUCATION

Module Name	Programme outcomes for Education Studies <u>Certificate of Education</u> LEVEL 4														
	K&U1a	K&U2a	K&U3a	SPS1a	SPS2a			IS1a	IS2a			TS1a	TS2a	TS3a	
EDU40122 Perspectives on Learning (30c)		✓	✓	✓	✓			✓	✓			✓	✓	✓	
EDU40222 Understanding Education Inequality (30c)	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓	
EDU40322 The Brain, the Mind and Education (30c)		✓	✓	✓	✓				✓			✓	✓	✓	
EDU40422 Child Development and Wellbeing (30c)	✓	✓	✓	✓	✓				✓			✓	✓	✓	

Education Studies DIPLOMA OF HIGHER EDUCATION

Module Name	Programme outcomes for Education Studies Single Honours LEVEL 5 * = Subject Enhancement Module (therefore map to 90c)														
	K&U1b	K&U2b	K&U3b	SPS1b	SPS2b	SPS3b	SPS4b	IS1b	IS2b	IS3b	IS4	TS1b	TS2b	TS3b	TS4b
EDU50122 Social Justice: Diversity and Inclusion (30c)	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
EDU50222 Thinking Through Pedagogy (15c)	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	
EDU250322 Vision to Reality (30c)	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓	✓
EDU50422 Interpreting Education Research (15c)		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
EDU50622* Becoming a Professional (15c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
EDU50522* Education in a Digital Era (15c)	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓

SECTION G1 (YEAR 1) FOUNDATION YEAR

MAP 2

Graduate Attribute Mapping

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

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

Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA3. [Information Literacy](#) This is about being able 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

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

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 able 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.bishopq.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

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

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

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

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

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

MAP 4

Mapping of PSRB requirements against the Programme

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

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