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Education, Health and Lifelong learning (EDHaLL)

BA (Hons)
Education Studies and Special Educational Needs, Disability and Inclusion (SENDI)

Joint Programme Specification

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

Versioning of Programme Specification

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

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

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

Modifications to Programme Specification

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

Cross Referencing of Programme/Module Specifications

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

Programme Specification

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

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
	BA (Hons) Education Studies and Special Educational Needs, Disability and Inclusion (SENDI)
1a	Programme Code
	BAEDSE01F22
2	Brief Summary of Joint Programme

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

The Education Studies degree enables students to develop a critical understanding of Education, in its widest sense. The programme combines the study of policy, pedagogy and practice to provide students with a flexible set of transferable skills appropriate to careers in teaching, training, social work and education in alternative settings such as museums and outdoor learning centres. The programme enables students to explore international, contemporary and historical thinking about education, its purpose, organisation and delivery. Students develop independent research skills and research-informed perspectives on learning and teaching in a wide range of contexts. Opportunities for placement in a range of education related settings are available across all three years of the degree. The Education Studies and Special Educational Needs, Disability and Inclusion (SENDI) degree can be further personalised through optional modules in Years Two and Three of the programme.

The Special Educational Needs, Disability and Inclusion (SENDI) programme equips graduating students with a critical understanding of sociological, psychological and philosophical values that shape Special Educational Needs, Disability and Inclusion (SENDI). The programme explores policy and practice, in different educational, cultural and social settings, promoting appreciation for the need for inclusive, relevant and ever-changing teaching strategies to meet diverse learning needs. The programme challenges how we see, interpret and respond to needs in practice, seeking solutions and opportunities to become advocates for change. Students develop knowledge and understanding of different Labels and acronyms:

categories of need and acquire skills in meeting needs through examining theory and engaging in research-based placements. The SENDI programme is structured to develop student's subject specific confidence and graduate attributes through study of broad themes initially to more specialised SENDI topics.

3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	**Full-Time** 3 years		**Part-Time** n/a
3b	Mode(s) of Study	Full-time		
4	Home Academic School/s	Education, Health and Lifelong learning (EDHaLL)		
5	HECoS/UTT/UCAS code(s)	**HECoS/CAH3** 100461 CAH22-01-01 (Education) 100459 CAH22-01-01 (SENDI)	**UTT/ITT** N/A	**UCAS code XX13**
6	**Framework for HE Qualifications position of final award(s)**	Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	**Alignment with University Credit Framework**	Undergraduate		
8	**Compliance with University Assessment Regulations**	*Regulations for Undergraduate Awards*		
9	**Progression routes with Foundation Degree (FdA) or Top-up**	N/A		

Awards

10	Final Award title(s)	BA (Hons) Education Studies and Special Educational Needs, Disability and Inclusion (SENDI)
10a	Exit or Fall back Award title(s)	Certificate of Higher Education (CertHE): Education Studies and Special Educational Needs, Disability and Inclusion (SENDI) Diploma of Higher Education (DipHE): Education Studies and Special Educational Needs, Disability and Inclusion (SENDI) Ordinary Degree in Education Studies and Special Educational Needs, Disability and Inclusion (SENDI)
10b	Pathway	N/A

11	(i) **Combined Honours Awards available eg:** • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY • BSc/BA (Hons) XX with YY	• BA (Hons) Education Studies and English / with Foundation Year • BA (Hons) Education Studies and History / with Foundation Year • BA (Hons) Education Studies and SENDI / with Foundation Year • BA (Hons) Education Studies and Sociology / with Foundation Year • BA (Hons) Education Studies and Sport / with Foundation Year • BA (Hons) Education Studies and Theology and Ethics / with Foundation Year • BA (Hons) Education Studies and Special Education Needs, Disability and Inclusion / with Foundation Year • BA (Hons) Psychology and Education Studies / with Foundation Year

Arrangements with Partners

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

Professional, Statutory and Regulatory Bodies

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

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)

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

Education Studies and its possible awards meet the QAA benchmark statements for Education Studies (2019). The subject knowledge of the course relating to the nature and processes of learning, key paradigms and their impact on practice and the diversity of learners in classroom-based environments enables students to understand the complex nature of contemporary education policy and practice in the UK and beyond.
This Education Studies degree programme also provides the knowledge, understanding and critical analysis to inform current and future professionals. One significant way by which this is achieved is through students learning in the workplace. Work based placement in schools and other education related settings is an integral component of specific modules within the course. This enables students to extend and develop their knowledge and understanding of professional values and practice and to understand the range of roles and responsibilities of participants in the teaching and learning process.

There are no subject specific benchmark statements for Special Educational Needs degrees. As such this programme has been written to correspond closely with the QAA Quality Code (2018) and with specific reference to benchmark statements for Education Studies (2019), Sociology (2019), Social Policy (2019) and Health Studies (2019).

SEEC level descriptors have also been used in designing module and programme outcomes (SEEC, 2021) credit level descriptors for Higher Education available at SEEC (uall.ac.uk).

18	Programme Aim/s

The aims of the BA (Hons) Education Studies and Special Educational Needs, Disability and Inclusion (SENDI) are listed to:

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

- The Education Studies programme will enable students to gain a critical understanding of psychological, philosophical, sociological and political perspectives on learning and teaching.
- This will include consideration of research about the range of influences on outcomes for children and young people, barriers to learning and debates around the transformative potential of education.
- The programme aims to provide students with a comprehensive and critical understanding of education through active learning experiences that allow them to analyse pedagogy and understand the ways that educational theory and concepts are applied in practice.
- Students will develop skills to critically analyse a range of national, international, contemporary and historical policy, theory and ideas about education, its purpose, organisation and delivery.
- Students will be prepared personally and professionally for further study and careers within the field of education and related sectors; with the expectation that students will acquire and be able to apply a wide range of generic and transferable intellectual, practical and professional skills.
- The programme will provide flexible opportunities to study and experience education in practice (including online and digital contexts)

- Students will be prepared to become reflective, research informed practitioners who question taken for granted assumptions about education.
- They will be supported to develop a personal, research and practice- informed philosophy of education and a sense of social responsibility that enables them to make a positive contribution in the community.
- They will be equipped with research skills, academic and digital literacies and an understanding of their potential impact as global citizens in line with the BGU Graduate attributes.

The SENDI programme provides graduating students with qualities and transferable skills necessary for specific employment or further training in a range of related fields of special education, social or health care settings for example PGCE, policy administration or support work. This will be characterised by students who have not only attained the subject and module outcomes at the appropriate levels but have also begun to understand the diversity of human needs and the importance of challenging existing values, attitudes and prejudices in the wider community. Graduates will be able to contribute to society through advocacy for both them and the needs of others, using informed knowledge and understanding in judgements and actions.

Education, Health and Lifelong Learning (EDHaLL) have developed common programme outcomes relating to intellectual and transferable skills for students studying all subjects within the modular framework which are integrated into the SENDI programme modules.

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

19	Joint Programme Specific Outcomes

(a)   Final Award Learning Outcomes

On successful completion of BA (Hons) Education Studies and Special Educational Needs, Disability and Inclusion (SENDI) students will be able to:

Knowledge and Understanding [K&U] Education Studies

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

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

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

Knowledge and Understanding [K&U] SENDI
- K&U1 Effectively communicate a comprehensive knowledge and understanding of principal features and key paradigms of SENDI, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;

- K&U2 Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive practice at local, national and global levels;

- K&U3 Have a critical understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape special education and inclusive provision;

- K&U4 Demonstrate a thorough and critical understanding of how a wide range of policy & practice can impact upon both group and individual experience with specific reference to Labels and acronyms: categories of need.

Subject-Specific and Professional Skills [SPS] Education Studies

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

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

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

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

Subject-Specific and Professional Skills [SPS] SENDI

- SPS1 Apply academic, critical and reflective approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies;

- SPS2 Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;

- SPS3 Review, consolidate, extend and apply thorough knowledge and understanding of SENDI to a wide range of contexts evidenced through confident presentations in a range of different formats;

- SPS4 Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

Intellectual Skills [IS] Education Studies

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

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

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

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

Intellectual Skills [IS] SENDI

- IS1 Articulate critical arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position;

- IS2 Abstract, synthesise and analyse secondary and primary sources, demonstrating confidence in the search, and manipulation of different data;

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

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

Transferable skills [TS] Education Studies

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

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

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

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

Transferable skills [TS] SENDI

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

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

- TS3 Be able to apply a wide range of information and communications technology and other learning and communications resources;

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

20	Exit Award Learning Outcomes

Learning outcomes for Cert.HE (Level 4):

Students awarded the **Certificate of Higher Education in Education and Special Education Needs, Disability and Inclusion (SENDI)** will be able to:

Knowledge and Understanding [K&Ua] Education Studies

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

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

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

Knowledge and Understanding [K&Ua] SENDI

- K&U1a Effectively communicate a comprehensive knowledge and understanding of principal features and key paradigms of SENDI, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;

- K&U2a Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive practice at local, national and global levels;

- K&U3a have a critical understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape special education and inclusive provision.

Subject-Specific and Professional Skills [SPSa] Education Studies

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

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

Subject-Specific and Professional Skills [SPSa] SENDI

- SPS1a Apply academic, critical and reflective approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies;

- SPS2a Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;

- SPS4a Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

Intellectual Skills [ISa] Education Studies

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

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

Intellectual Skills [ISa] SENDI

- IS1a Articulate critical arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position;

- IS2a Abstract, synthesise and analyse secondary and primary sources, demonstrating confidence in the search, and manipulation of different data.

Transferable skills [TSa] Education Studies

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

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

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

Transferable skills [TSa] SENDI

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

- TS2a Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;

- TS3a Be able to apply a wide range of information and communications technology and other learning and communications resources;

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

Learning outcomes for Dip.HE (Level 5):

Students awarded the **Diploma of Higher Education in Education and Special Educational Needs, Disability and Inclusion (SENDI)** will be able to:

Knowledge and Understanding [K&Ub] Education Studies

- K&U1b: Demonstrate confident conceptual understanding of the different contexts in which teaching and learning take place and the effects of social, political, economic and cultural factors on learning;

- K&U2b: Critically review knowledge related to contemporary practice in a wide range of education including formal and informal organisational structures for teaching and learning and different education systems;

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

Knowledge and Understanding [K&Ub] SENDI

- K&U1b Effectively communicate a comprehensive knowledge and understanding of principal features and key paradigms of SENDI, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;

- K&U2b Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive practice at local, national and global levels;

  K&U3b Have a critical understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape special education and inclusive provision

Subject-Specific and Professional Skills [SPSb] Education Studies

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

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

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

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

Subject-Specific and Professional Skills [SPSb] SENDI

- SPS1b Apply academic, critical and reflective approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies;

- SPS2b Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;

- SPS3b Review, consolidate, extend and apply thorough knowledge and understanding of SENDI to a wide range of contexts evidenced through confident presentations in a range of different formats;

- SPS4b Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

Intellectual Skills [ISb] Education Studies

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

- IS2b: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline);

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

Intellectual Skills [ISb] SENDI

- IS1b Articulate critical arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position;

- IS2b Abstract, synthesise and analyse secondary and primary sources, demonstrating confidence in the search, and manipulation of different data;

- IS3b Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.

Transferable skills [TSb] Education Studies

- TS1b: Develop a range of employability skills appropriate to the subject area;

- TS2b: Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;

- TS3b: Be able to use and present a wide range of data using a range of communications technology and other learning and communications resources;

- TS4b: Plan and manage their own learning effectively in order to achieve objectives and meet deadlines, either independently or as part of a team in which teaching, and learning take place.

Transferable skills [TSb] SENDI

- TS1b Develop a range of employability skills appropriate to the subject area;

- TS2b Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;

- TS3b Be able to apply a wide range of information and communications technology and other learning and communications resources;

- TS4b Plan and manage their own time effectively in order to achieve objectives, meet deadlines, and construct research, either independently or as part of a team.

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

SECTION C – STRUCTURE

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

Level 4 – 120 credits

Level 4	Semester 1	EDU40122 Perspectives on Learning 30c	SND40122 From Excluded to Included: A Century of Change 30c
	Semester 2	EDU40222 Understanding Education Inequality 30c	SND40222 The Whole Child: Holistic Approaches to Meeting Needs 30c

Level 5 – 120 credits

Level 5	Semester 1	EDU50122 Social Justice: Diversity and Inclusion 30c		SND50122 Meeting Different Needs 30c	SND50922 Global Approaches to Inclusion 15c
	Semester 2	EDU50422 Interpreting Education Research 15c	EDU50622 Becoming a Professional OR Graduate Enhancement 15c		SND50422 Rhetoric to Reality? OR Graduate Enhancement 15c

Level 6 – 120 credits

Capstone in Education Studies

Level 6	Semester 1	EDU60222 Global Perspectives on Education 30c	EDU60322 Dissertation 45c	SND60322 Spectrums and Kaleidoscopes15c OR SND60222 Leading for Learning 15c	SND60122 Hidden Inequalities 30c
	Semester 2				

Capstone in SENDI

Level 6	Semester 1	SND60122 Hidden Inequalities 30c	SND60522 (SENDI) Capstone Project Proposal 15c	EDU60122 Curriculum Debates and Future(s) OR EDU326 Contexts for Learning 15c	EDU60222 Global Perspectives on Education 30c

	Semester 2		SND60622 (SENDI) Capstone Project 30c	

21b	Module Structure

Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EDU40122	Mandatory Placement	Perspectives on Learning	1	30
EDU40222	Mandatory Placement	Understanding Education Inequality	2	30
SND40122	Mandatory	From Excluded to Included: A century of Change	1	30
SND40222	Mandatory Placement	The Whole Child: Holistic Approaches to Meeting Needs	2	30

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EDU50122	Mandatory	Social Justice: Diversity and Inclusion	1	30
EDU50422	Mandatory	Interpreting Education Research	2	15
SND50122	Mandatory Placement (Semester 2)	Meeting Different Needs	1/2	30
SND50922	Mandatory	Global Approaches to Inclusion	1	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
EDU50622	Subject Enhancement Placement	Becoming a Professional	2	15
SND50422	Subject Enhancement	Rhetoric or Reality?	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EDU60222	Mandatory	Global Perspectives on Education	1 and 2	30
EDU60122	Mandatory or *Subject Enhancement Placement (*if Capstone in SENDI)	Curriculum Debates and Future(s)	1	15
SND60122	Mandatory	Hidden Inequalities	1/2	30
SND60522	Mandatory or *Subject Enhancement Placement (*if Capstone in Education Studies)	Capstone Project Proposal	1	15
SND60622	Mandatory or *Subject Enhancement Placement (*if Capstone in Education Studies	Capstone Project	2	30
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
EDU60522	Subject Enhancement	Contexts for Learning	1	15
EDU60322	Subject Enhancement Placement	Dissertation	1 and 2	45
SND60322	Subject Enhancement	Spectrums and Kaleidoscopes	1	15
SND60222	Subject Enhancement	Leading the Learning Environment	1	15

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The BA (Hons) Education Studies and Special Educational Needs, Disability and Inclusion (SENDI) will be completed in three years of full-time study in order to address the programme aims and learning outcomes. This section outlines the curriculum design for each half discipline which are embedded in subject specific requirements and provide the student with a breadth of transferrable and opportunities for cross disciplinary knowledge and application.

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

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

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

For those students opting to complete a Dissertation (capstone project) in Education Studies research skills are built up progressively through modules and year groups, both in named research modules such as EDU50422: 'Interpreting Education Research', which focuses on quantitative, qualitative and mixed methods, and as part of assessment and professional skills in other modules. For example, In EDU40122 students are supported to find research literature, draw out and compare key findings. In EDU40222 students consider how data has been gathered in previous studies and contrast different theoretical explanations for statistical data about educational achievement.

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

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

Special Educational Needs, Disability and Inclusion, and its possible awards, are not designed to meet the requirements of professional or another accreditation. Whilst there are no specific benchmark statements for SENDI, the subject (in all its award combinations) uses the QAA benchmark statements for Education Studies (ES), Sociology (S) and Health Studies (HS). Consideration has also been given to the Social Policy and Administration (SPA) statements and sees the principles of;

• rigorous linking of theoretical analysis with empirical enquiry;
• the identification and understanding of different value positions;
• a willingness to engage with a range of intellectual traditions and social science disciplines;
• the belief that students should acquire the skills and qualities which enable them
to become active and informed citizens as being intrinsic to content and delivery of this programme.

The defining principles of the SENDI programme are reflected in the aims and outcomes and are articulated through content, teaching, learning, and assessment. The subject draws together a wide range of academic and contemporary source materials, provides broad and balanced knowledge, understanding and skills, acknowledges the dynamic nature of knowledge and theory, encourages questioning, sets study in a wide range of contexts, develops the ability to argue, promotes intellectual independence and develops critical engagement. In particular, the programme aims to enable students to be confident in subject knowledge and articulate as advocates of change towards a more equitable society.

The programme is designed to equip graduating students with a critical understanding of philosophical and ideological values and principles in relation to special educational needs, disability and inclusion. Graduates will have a good understanding of the impact of varied educational, cultural, sociological and societal contexts, and appreciate the need for inclusive, relevant and ever-changing teaching and learning strategies to meet the needs of a diverse range of learners.

Students will have knowledge of and ability to apply contemporary theoretical and research evidence to various elements of practice as evident in national educational policy. They will develop abilities in constructing and articulating reasoned judgments based on sound research and scholarship.

Varied assessments will evidence students' competency in interrogating and de-constructing complexities of competing social and educational ideologies that determine, and shape SEND provision. Students will be confident in demonstrating an understanding of how theory, policy and practice impact upon group and individual experiences, acquiring skills and qualities which enable them to become active and informed citizens.

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

of education professionals contribute to module content and provide examples of current practice linked to module outcomes.

23	Learning and Teaching Strategies

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

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

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

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

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

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

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

The SENDI programme is predominantly taught using active teaching and learning strategies. Increasingly, subject material is delivered using a wide range of genres, including traditional lectures, interactive seminars, peer led discussion, cooperative group work, tutorials, fieldwork, work in classrooms and other educational environments (subject to safe access), independent work and self-study; including VLE (Virtual Learning Environment), on-line materials. For example, independent learning in several modules makes specific use of carefully integrated e-study units utilising a wide range of resources, including podcasts, video, YouTube, e-texts, articles and directed tasks. The SENDI team has engaged with Centre for the Enhancement of Learning and Teaching (CELT) on integrating technology in both teaching and assessments. Students are expected to develop IT competence and demonstrate this in different assessments.

Each SENDI module specification describes the pedagogic strategies employed within that module and gives a qualitative account of the texture of those learning hours. In practical, measurable terms, whole-class, face-to-face sessions are offered in typical 15 or 30 credit modules.

One of the characteristics of a SENDI graduate is that they will have the ability to undertake in-depth or extended study, which develops and demonstrates key programme outcomes with a high degree of independence and autonomy. To achieve this outcome, the course has been designed within the following framework:

Distinctive features of this programme's teaching and learning strategy includes the integral use of placement (where possible) within modules throughout each year of the subject. These placements enable students to contextualise and develop understanding of taught module content as well as provide structured and planned opportunities to develop transferable and professional skills. Students examine and reflect upon challenges to practice of policy implementation. They are expected to demonstrate capacity to engage with conference presentations, production of papers and articulation of concepts skills and knowledge, gained as part of their study. Any changes to placement offer are subject to risk assessments. Where placements are not advised, additional/ comparative hours of teaching/ online or face 2 face will be offered. Students will be supported and encouraged to consider alternative access/ dates to placements/ SEND practice with lower related risks.

Learning and Teaching of the programme will be through a combination of approaches designed to promote engagement and independent learning. Approaches used to promote;

Knowledge and understanding will include;

Lectures, some of which will be interactive, using audio and video for contextualisation of topics and problem-based learning exercises, to encourage student engagement. Guest/ visiting tutors from across the University, from other HEIs (Higher Educational Institutions) (international) and from local and national statutory, private and voluntary organisations will add to the learning experience.

Seminars, some of which will be tutor-led and some of which will be student-led, will be designed around enquiry-based learning, to encourage active participation. Students will be given the opportunity to discuss their experiences, findings and ideas with their peers or to take part in-group presentations. Through active participation, students are encouraged to challenge ideas and test their own knowledge and understanding.

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

Tutorials: students will be offered the opportunity within each module to discuss ideas and demonstrate progress and engagement with the learning outcomes.

Subject specific skills:

Delivery of the programme will facilitate opportunities for students to analyse knowledge and understanding of different SEND contexts and to encourage assessment of different social, cultural and community values whilst being aware of their prejudices and biases. Students will be encouraged to explore different approaches to meeting SEND following demonstration and discussion of possible strategies and interventions. The aim will be to promote reflective practice leading to confidence in creating positive change in provision when students graduate.

Intellectual Skills:

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

Transferable Skills:

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

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

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

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

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

24	Assessment Strategies

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

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

In line with educational research and philosophy in Education Studies and in tune with the wide range of starting points of the student body assessment approaches do not include exams. Instead, assessments

comprise practical and course work for instance oral presentation, digital portfolio, research report, essay, annotated bibliography, education resource creation and evaluation.

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

The SENDI programme's pedagogic approach is to develop student's knowledge and skills progressively across the levels, building on a foundation of core concepts and theoretical models and frameworks relating to SENDI introduced at level 4. The assessments enable tutors to determine how effectively students apply learning in an increasingly independent and critical way for their chosen field, sector or profession.

Level 4 assessments include; reports, essays and oral presentations (group and individual). These varied assessments enable tutors to assess student's conceptual understanding of foundational theories and frameworks, as well their ability to apply learning to practical situations and scenarios.

Level 5 assessments include; poster presentations, essays and portfolio development providing a flexible and effective way for the students to demonstrate knowledge and skills. Students are expected to build upon previous foundational knowledge and understanding to develop their specialised in-depth subject knowledge of SENDI.

Level 6 assessments include; Capstone project (dissertations), group discussion, posters, report writing and timed assessments. Students focus upon developing research projects, reflecting their area of interest.

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

Another principle that underpins our assessment strategy is that students need to learn and develop skills to succeed. As such the medium of assessment should not be a barrier to demonstrating achievement of learning outcomes. Therefore, each type of assessment is rehearsed at a lower level, before being repeated at a higher level.

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

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

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

BA (Hons) Education Studies and Special Educational Needs, Disability, and Inclusion (SENDI)

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
SND40122	From Excluded to Included: A Century of Change	30	1		50%	50%
SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	1			100%
EDU50122	Social Justice: Diversity and Inclusion	30	2	-	-	100
EDU50622	Becoming a Professional	15	2	-	-	100
EDU50422	Interpreting Education Research	15	2	-	-	100
SND50122	Meeting Different Needs	30	2		30% Sem 1	70% Sem 2
SND50922	Global Approaches to Inclusion	15	2		100%	
SND50422	Rhetoric or Reality?	15	2			100%
EDU60122	Curriculum Debates and Future(s)	15	3	-	-	100
EDU60222	Global Perspectives on Education	30	3	-	50	50
EDU60522	Contexts for Learning	15	3			100
EDU60322	Dissertation	45	3	-	30	70
SND60122	Hidden Inequalities	30	3		Sem 1 40%	Sem 2 60%

Module Code	Module Title	Credits	Level			
SND60222	Leading for Learning	15	3	100%		
SND60322	Spectrums and Kaleidoscopes	15	3			100%
SND60522	Capstone Project Proposal	15	3			100%
SND60622	Capstone Project	30	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
SND40122	From Excluded to Included: A Century of Change	30	A1: Narrated PPT 50% A2: Report 50%	15 minutes 1,000 words	December January
SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	Portfolio 100%	4,000 words	May
EDU50122	Social Justice: Diversity and Inclusion	30	A1: Essay – 50% A2: Booklet – 50%	2,500 words 2,500 words	November January
EDU50622	Becoming a Professional	15	Portfolio – 100%	2,500 words	May
EDU50422	Interpreting Education Research	15	Portfolio – 100%	2,500 words	May
SND50122	Meeting Different Needs	30	A1: Literature Review 30% A2: Essay 70%	1,500 words 3,500 words	Jan May
SND50922	Global Approaches to Inclusion	15	Oral presentation	10 minutes	May
SND50422	Rhetoric or Reality?	15	Report	2500 words	May
EDU60122	Curriculum Debates and Future(s)	15	Essay – 100%	3,000 words	December
EDU60222	Global Perspectives on Education	30	A1: Essay – 50% A2: Video submission – 50%	3,000 words 3,000 word equivalent	November May

EDU60522	Contexts for Learning	15	Portfolio – 100%	3,000 words	January
EDU60322	Dissertation	45	A1: Individual presentation – 30% A2: Dissertation – 70%	20 minutes 6,000 words	November May
SND60122	Hidden Inequalities	30	A1: Group Discussion 40% A2: Report 60%	15 minutes 3000 words	Jan May
SND60322	Spectrums and Kaleidoscopes	15	Case Study	3000 words	Jan
SND60222	Leading for Learning	15	Timed paper	n/a	Jan
SND60522	Capstone Project Proposal	15	Written Proposal	3000 words	Jan
SND60622	Capstone Project	30	Dissertation or multi-media	6000 words Or equivalent	May

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

25	Inclusive Practice and Personal Development Planning

BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

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

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

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

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

In addition, students joining the programme from non-traditional routes are encouraged to engage in the same processes however, tutors recognise that the needs of such students (e.g., mature students, single parents) vary and adjustments to programme delivery to accommodate differing needs are made when possible.

At all levels of the SENDI programme there are opportunities for students to consider career directions into teaching, or to broaden their employment choices within special needs and disability and inclusion. To support personal and professional development each student is assigned a personal tutor (PT). The PT offers guidance through tutorial time above the support given within each module. The tutorial sessions are timetabled each semester, which students sign up for. An important element of these tutorials is the opportunity to reflect on progress and record targets. A Development and Career Plan (DCP), evidence this. Personal development planning is integral to the programme.

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

26	Technology Enhanced Learning

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

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

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

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

27	Work-related Learning and/or Placement

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

Joint honours graduates develop a range of skills transferable to graduate careers. These include:
• communication – oral, visual and written;
• understanding and using data;
• decision making;
• organisational skills;

- information technology;
- handling of data/statistics;
- problem-solving, and
- the ability to work in teams

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

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

Placements in Year 1 / Level 4 are usually based in the primary age phase with students attending the setting one day a week over several weeks. In Years 2 and 3 / Levels 5 and 6 students express a preference for age phase and setting and placement is organised into block weeks (a block week comprises four days on placement in a setting and one day at university). A placement handbook including placement tasks for the relevant modules will support all placements (except EDU60322). All students will be strongly encouraged to gain additional voluntary experience in their own time in order to develop a strong portfolio of experiences to support anticipated exit routes. In exceptional circumstances, students who are unable to attend placement engage with tasks from the placement booklet supported by further independent research augmented by VLE materials.

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

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

In SENDI students will be encouraged to undertake a broad range of placements to increase their knowledge and understanding of inclusive practice in a range of settings. Placements embrace educational, health, social care and other settings, selected through discussion with module leaders. Students are encouraged to determine placements which align with their individual areas of research and progression pathway.

Any changes to placement offer are subject to risk assessments. Where placements are not advised, additional/ comparative hours of teaching/ online or face 2 face will be offered. Students will be supported and encouraged to consider alternative access/ dates to placements/ SEND practice with lower related risks.

The Programme Leader works with the BGU Placement Services Office to determine dates and preferred settings. Students are required to complete a preparatory placement form which helps the Placement Services Office to identify and co-ordinate access to schools or alternative placements.

Placements can be completed in organisations other than those, which are local to BGU. Placements offered might include special education settings, alternative education settings, colleges, and outreach or community provision. The purpose of the placements is to contextualize the university-based theoretical learning. This is seen as central to the course due to the nature of much of the subject content.

Level 4 placements are intended to allow students to develop understanding of the world of formal education, in both mainstream and special school settings. These experiences are used to allow students to become familiar with the application of theoretical principles to school environments and to begin to examine those environments in a critical manner.

At level 5, students undertake placements or projects, which are broadly relevant to a career for which their degree prepares them. Placements at level 5 allow students to explore expected levels of individual achievement in a range of educational or alternative settings. This enables students to identify barriers to learning across different Labels and acronyms: categories of need, reviewing and evaluating strategies to support needs.

Placements
The following placements (subject to risk assessments) will be offered as part of the course

Level	Module	Semester
Level 4	The Whole Child: Holistic Approaches to Meeting Needs[P]	2
Level 5	Meeting Different Needs[P]	1/2
Level 6	Hidden Inequalities[P]	1/2

28	**Employability**

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

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

modules include contributions from children's services, outdoor learning practitioners and leaders of alternative education.

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

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

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

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

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

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

As outlined in section 27 placement modules at each level provide the opportunity to develop transferable professional skills that may enhance students' employability. In addition, the optional EDU50422 module 'Professional Contexts' provides a block of placement experience for students to develop and reflect on practice prior to application and interviews in their final year. It includes opportunities to develop skills for application writing and guidance from BG futures about next steps for Education Studies students threaded through the module. In addition, the grid below gives examples of the way that the programme structure and assessments align to the development of BGU Graduate attributes:

Graduate Attribute	Level 4	Level 5	Level 6
Academic Literacies	EDU40122 Perspectives on Learning. Referencing, academic writing, reading, paraphrasing, selecting sources embedded in this module alongside content.	EDU50122 Social Justice; Diversity and Inclusion. Seminars include peer collaboration and staff guidance on gathering sources for a literature review and developing an argument.	EDU60322 Dissertation Research skills developed through literature analysis, ethical proposal, methods design, data collection and data presentation and analysis. Skills of research report writing are modelled and supported.
Global Citizenship	EDU40222 Understanding Education Inequality. Students consider the differences in attainment by ethnicity, gender and social economic status. They investigate ways to	EDU50122 Social Justice; Diversity and Inclusion. Study inclusive practice and legislation for equality. Apply to individual needs in the classroom.	EDU60222 Global Perspectives on Education. Students research the impact of globalisation and controversial issues on outcomes for children and communities around the globe

	address these 'gaps and possible reasons for them.		
Information Literacy	EDU40222 Understanding Education Inequality. Students investigate and analyse a range of published sources of data on educational attainment and so learn to interpret and explain data presented in different ways.		EDU60122 Curriculum Debates and Future(s) Students engage with current and historic policy and theory on curriculum development. This involves scrutiny of government documents and extensive analysis and synthesis of different perspectives
Digital Fluency	EDU40222 Understanding Education Students create oral presentations using different digital media.	EDU50122 Social Justice: Diversity and Inclusion Students create multimedia presentations, a multimedia information 'booklet', academic blog, digital portfolio and evaluations of digital media resources.	EDU60322 Dissertation. Students learn about and apply online research methods such as questionnaires. EDU60222 Global Perspectives on Education. Students analyse digital representations of global education and with support from CELT workshops create short films or multimedia presentations to showcase their independent research
Employability	EDU40122 Perspectives on Learning / EDU40222 Understanding Education Inequality. School placements enable students to develop key transferable skills of communication, organisation, planning and teaching under the guidance of the class teacher.	EDU50622 Becoming a Professional. Students develop transferable skills for careers in education related careers through block placement. They are able to plan, teach and gain feedback in school settings, or carry out other professional tasks and discuss their effectiveness with their mentor. They work with BG futures and ES staff to create CVs, career action plans, application letters and reflections on their professional practice. In EDU50122 Social Justice: Diversity and Inclusion. students develop planning and justify pedagogy and support strategies for groups and	In EDU60122 Curriculum Debates and Future(s) Students focus on current curriculum initiatives and alternative approaches which prepare them with knowledge of the national curriculum, innovative curriculum approaches and specific practices for literacy teaching. These support students in their interviews and applications for PGCE and other education related careers.

		individual pupils needs which can support their future careers.	
Being Enterprising	EDU40122 Perspectives on Learning / EDU40222 Understanding Education Inequality. Students develop resilience and adaptability to change through school placements. Students collaborate to develop group presentations.	EDU50622 Becoming a Professional. Students take responsibility for their own career development through action planning and reflecting on practice.	EDU60322 Dissertation. Carrying out independent research projects and dissertations to completion involves long-term planning and organisation, working to deadlines, overcoming setbacks and adapting the task to the needs of the setting where data is collected. Students have to negotiate and gain permissions for their work in professional settings. Each is required to justify why their project is original.

The SENDI programme has been written in consultation with advisory teachers, head teachers and teachers. Wider consultation has taken place with sector representatives including speech and language therapists, ADHD (Attention Deficit Hyperactive Disorder) support teams and other therapists. The programme also reflects observations, as governors and researchers in SEND, of developments in practice and changing employment patterns within the sector.

EDHaLL students already enjoy very high levels of employability and a range of well-defined career pathways from its various degrees. Typically, BGU performs very well in the official HESA performance indicators for graduates being in employment or further study within 6 months of gaining their qualification.

Many existing students pursue further qualifications to enable them to work in education and it is expected that this trend will continue. All students on courses within the modular framework will be well placed when they apply for a career in primary teaching, educational support or early year's education whether they are studying a single or combined honours degree.

Opportunities to gain experience in schools and other SEN (Special Education Needs) related settings will be provided as part of this course. In this and other education-related courses, this is seen to improve employability of graduates.

Graduating cohorts of the SENDI programmes have gone on to initial Teacher Training (both Schools Direct and PGCE), teaching assistant roles, and continued in higher education. In addition to careers in education and ultimately special educational needs, graduates in this subject are also well-placed to work in the following areas:
research-based settings;
- local authority provision;
- private sector educational providers;
- social care settings;
- voluntary sector.

SECTION E – JOINT PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

Students joining this course will normally need 96 -112 UCAS tariff points (from a maximum of four Advanced Level qualifications). There are a range of acceptable qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc. 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.

Experiences, which have given prospective students an insight into the realities of Special Educational Needs and /or Disabilities, are recommended.

We encourage applications from mature students and recognise that their experience or qualifications are likely to be different.

Candidates with other entry qualifications and experience are welcome. The Admissions Team advise on their equivalence to the standard entry qualifications.

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

30	Programme Specific Management Arrangements

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

Both programmes are managed within Education, Health and Lifelong Learning, led by the respective Programme Leaders. The programmes are overseen by the Academic Enhancement Committee and institutionally reports to Senate.

Yearly reviews of delivery are conducted (AMRs (Annual Monitoring Reports)) informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching strategy. Targets for year on development are set and effected to enhance programme delivery.

Programme specific

A Programme Leader leads each subject within the combined degree framework. Programme Leaders follow the organisational processes for timetabling and programme planning as determined by the Dean of Faculty, Heads of Programme and CELT. Aside from the formal methods of programme management, Programme Leaders discuss student progression on an 'as needed' basis and consider processes that facilitate engagement and opportunities for development as needed.

| **Other** |
| The programme team work closely with BGU Placement Services Office to arrange placement opportunities. |

31	**Staff Responsibilities**

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

Programme Leaders: organisational responsibility and QA monitoring, oversight student progression. Module Leaders: determining and delivering module content and ensuring student engagement and progression.

Staffing expertise across the two programmes enhances module delivery and leadership of different modules aligns with individual skills and expertise. Staff are expected to have or be working towards doctorates. There is a clear relationship between research interests within the team and module content. The department continues to develop the research profile of its staff members. The intention is to ensure that staff recruited to teach across the programmes have skills to teach level 4 to level 7 programmes.

Programme Leaders in consultation with the delivering team review programme delivery and set the timetable and staffing for each year. Module Leaders are responsible for co-ordinating the specific delivery including developing and promoting graduate attributes and VLE resources for each module. When needed, Hourly Paid Lecturers (HPLs) form part of the delivering team. HPLs complete a BGU induction programme and are tutored in teaching, planning, delivery and assessment in line with the modules they are teaching.

32	**Programme Specific Academic Student Support**

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

Students will have opportunity to engage with university, programme and module inductions. They will be informed of differing processes for assessment submissions, extensions and extenuating circumstances if needed. Tutorial support will be offered for continuous development and module progression.

Students have an opportunity through the admissions process to declare support needs and to revisit this as they progress through the programme. Student Support responds to these needs and advises the delivering lecturers on adjustments required.

Programme and Module Leaders ensure students have access to appropriate IT support, pastoral care and academic coaching, as appropriate for their personal or academic needs and the level of their programme. This is supported through CELT.

Students are also encouraged to engage in the Graduate Attributes Award offered at BGU.

33	Programme Specific Student Evaluation
The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative. End of module evaluations are used to inform and improve practice. In addition, the role of student/ course rep provides on-going feedback to make meaningful, timely adjustments to module delivery.	

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Education Studies& SENDI JOINT HONOURS

Module Name	Programme outcomes for Education Studies and Special Educational Needs, Disability and Inclusion (SENDI) Joint Honours **LEVEL 4**															
	K&U1	**K&U2**	**K&U3**	**K&U4**	**SPS1**	**SPS2**	**SPS3**	**SPS4**	**IS1**	**IS2**	**IS3**	**IS4**	**TS1**	**TS2**	**TS3**	**TS4**
EDU40122 Perspectives on Learning (30c)		✔	✔		✔	✔			✔	✔			✔	✔	✔	
EDU40222 Understanding Education Inequality (30c)	✔	✔	✔		✔	✔			✔	✔			✔	✔	✔	
SND40122 From excluded to included: A century of change (30c)	✔				✔							✔		✔		
SND40222 The Whole Child: Holistic Approaches to Meeting Needs (30c)			✔		✔				✔				✔			

Education Studies & SENDI JOINT HONOURS

Module Name	Programme outcomes for Education Studies and Special Educational Needs, Disability and Inclusion (SENDI) Joint Honours **LEVEL 5** Shaded module may be replaced by GA or Subject Enhancement Modules– mapped to 45c and 60c														
	K&U1	**K&U2**	**K&U3**	**K&U4**	**SPS1**	**SPS2**	**SPS3**	**SPS4**	**IS1**	**IS2**	**IS3**	**IS4**	**TS1**	**TS2**	**TS3**	**TS4**
EDU50122 Social Justice: Diversity and Inclusion (30c)	✔	✔	✔		✔	✔		✔	✔	✔	✔		✔	✔	✔	✔
EDU50422 Interpreting Education Research (15c)		✔			✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	
EDU50622 Becoming a Professional (15c)	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔
SND50122 Meeting Different Needs (30c)		✔				✔							✔		✔	
SND50922 Global Approaches to Inclusion (15c)		✔						✔			✔	✔				✔
SND50422 Rhetoric or Reality? (15c)			✔			✔					✔				✔	

Education Studies & SENDI JOINT HONOURS

Module Name	Programme outcomes for Education Studies and Special Educational Needs, Disability and Inclusion (SENDI) <u>Joint Honours</u> **LEVEL 6** *= Subject Enhancement Module. Shaded modules may be replaced by SENDI - mapped to 45c** and 90c															
	K&U1	**K&U2**	**K&U3**	**K&U4**	**SPS1**	**SPS2**	**SPS3**	**SPS4**	**IS1**	**IS2**	**IS3**	**IS4**	**TS1**	**TS2**	**TS3**	**TS4**
EDU50922 Global Perspectives on Education (30c)	✔	✔	✔		✔	✔	x	✔	✔	x	✔	✔	✔	✔	✔	✔
EDU60122 Curriculum Debates and Future(s) (15c)	✔	✔	✔		✔	✔		✔	✔		✔	✔	✔	✔	✔	✔
EDU60522 Contexts for Learning (15c)	✔	✔	✔		✔	✔		✔	✔		✔	✔	✔	✔	✔	✔
EDU60322 Dissertation (45c)		✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
SND60122 Hidden Inequalities (30c)			✔					✔					✔			
SND60222 Leading for Learning (15c)	✔			✔				✔		✔		✔		✔		✔
SND60322 Spectrums and Kaleidoscopes (15c)	✔			✔				✔		✔		✔		✔		✔
SND60422 Contemporary Issues in Inclusion (15c)				✔			✔	✔								✔
SND60522 Capstone Project Proposal (15c)	✔					✔					✔					✔

| SND60622 Capstone Project (15c) | ✓ | | | | | | | | ✓ | ✓ | | | | | | ✓ |

(** For students opting to take their Capstone Project in SENDI 45 credits in Education Studies are achieved through EDU324 (30c) and either EDU321 (15c) or EDU326 (15c))
(** For students opting to take their Capstone Project in Education Studies 45 credits in SENDI are achieved through SND601 (30c) and either SND60325 (15c) or SND60225 (15c))

Education Studies and Special Educational Needs, Disability and Inclusion (SENDI) JOINT HONOURS CERTIFICATE OF HIGHER EDUCATION

Module Name	Programme outcomes for Education Studies Certificate of Education **LEVEL 4**															
	K&U1a	**K&U2a**	**K&U3a**	**SPS1a**	**SPS2a**			**IS1a**	**IS2a**			**TS1a**	**TS2a**	**TS3a**	
EDU40122 Perspectives on Learning (30c)		✓	✓	✓	✓			✓	✓			✓	✓	✓	
EDU40222 Understanding Education Inequality (30c)	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓	
SND40122 From excluded to included: A century of change (30c)	✓				✓							✓		✓	
SND40222 The Whole Child: Holistic Approaches to Meeting Needs (30c)			✓		✓				✓				✓		

Education Studies and Special Educational Needs, Disability and Inclusion (SENDI) JOINT HONOURS DIPLOMA OF HIGHER EDUCATION

Module Name	Programme outcomes for Education Studies Diploma of Education **LEVEL 5** Shaded module may be replaced by GA or Subject Enhancement Modules– mapped to 45c and 60c														
	K&U1b	**K&U2b**	**K&U3b**	**SPS1b**	**SPSb2**	**SPS3b**	**SPS4b**	**IS1b**	**IS2b**	**IS3b**		**TS1b**	**TS2b**	**TS3b**	**TS4b**
EDU50122 Social Justice: Diversity and Inclusion (30c)	✔	✔	✔	✔	✔		✔	✔	✔	✔		✔	✔	✔	✔
EDU50422 Interpreting Education Research (15c)		✔		✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	
EDU50622 Becoming a Professional (15c)	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔
SND50122 Meeting Different Needs (30c)		✔				✔							✔		✔
SND506922 Global Approaches to Inclusion (15c)		✔						✔				✔	✔		
SND50422 Rhetoric or Reality? (15c)			✔			✔						✔			✔

SECTION G

MAP 2

Graduate Attribute Mapping

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

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

Attribute	SENDI Joint Programme Learning Outcomes															
	K&U1	K&U2	K&U3	K&U4	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

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

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

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

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

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

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

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

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

SECTION H

MAP 3

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

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

SECTION I

MAP 4

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

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