



**BISHOP
GROSSESTE
UNIVERSITY**

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

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

Programme Specification

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

Versioning of Programme Specification

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

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

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

Modifications to Programme Specification

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

Cross Referencing of Programme/Module Specifications

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



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 Theology, Philosophy and Ethics	
1a	Programme Code
BAEDTP01F22	
2	Brief Summary (for Marketing Purposes)
<p>The BA (Hons) Education Studies and Theology, Philosophy and Ethics joint programme provides students the opportunity to engage in study that offers a balanced range of modules from both disciplines. In undertaking a joint programme, students can develop in-depth knowledge and understanding which reflects your passion and interests in the chosen subjects. The joint honours degree may expand career options and lead to a broader range of transferable skills.</p> <p>The Education Studies degree enables students to develop a critical understanding of Education, in its widest sense. The programme combines the study of policy, pedagogy and practice to provide students with a flexible set of transferable skills appropriate to careers in teaching, training, social work and education in alternative settings such as museums and outdoor learning centres. The programme enables students to explore international, contemporary and historical thinking about education, its purpose, organisation and delivery. Students develop independent research skills and research-informed perspectives on learning and teaching in a wide range of contexts. Opportunities for placement in a range of education related settings are available across all three years of the degree. The Education Studies and Theology, Philosophy and Ethics degree can be further personalised through optional modules in Years Two and Three of the programme.</p> <p>The Theology element of this joint programme equips graduating students with a critical understanding of theological, ethical and philosophical values that shape Theology, Philosophy and Religious Studies. The programme explores the subject area in different religious, cultural and social settings, promoting appreciation of the religious, theological and ethical issues that are attached to the subject in its contemporary setting.</p> <p>The programme challenges the student to question how we see, interpret and respond to contemporary religious and ethical issues to become advocates for change. Students develop knowledge and understanding of a broad range of topics whilst acquiring skills in meeting needs through examining theory</p>	

<p>and engaging in research-based enquiry. This theology programme is structured to develop student's subject specific confidence and graduate attributes through study of broad themes initially to more specialised theology, philosophy and ethics topics. In addition, students will be provided with a range of opportunities throughout the programme to learn about and practise the teaching of Religious Education</p>				
3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	Full-Time 3	Part-Time N/A	
3b	Mode(s) of Study	Full-time		
4	Home Academic Programme Portfolio	Education, Health and Lifelong learning (EDHaLL) Arts, Humanities & Social Sciences (AHaSS)		
5	HECoS/UTT/UCAS code(s)	HECoS/CAH2 100461 CAH22-01-01 (Education) 100794 CAH20-02-02 (Theology)	ITT N/A	UCAS code XV3P
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	<i>Regulations for Undergraduate Awards</i>		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	BA (Hons) Education Studies and Theology, Philosophy and Ethics
10a	Exit or Fall back Award title(s)	Certificate of Higher Education in Education & Theology, Philosophy and Ethics Diploma of Higher Education in Education & Theology, Philosophy and Ethics Ordinary Degree in Education Studies and Theology, Philosophy and Ethics
10b	Pathway	N/A
11	(i) Combined Honours Awards available e.g.:	BA (Hons) Education Studies and English; BA (Hons) Education Studies and History; BA (Hons) Education Studies and Psychology; *

	<ul style="list-style-type: none"> • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY 	<p>BA (Hons) Education Studies and SENDI; BA (Hons) Education Studies and Sociology; BA (Hons) Education Studies and Sport; BA (Hons) Education Studies and Theology, Philosophy and Ethics; BSc (Hons) Education Studies and Maths. (* indicates that this pathway will become BA (Hons) Psychology and Education Studies for BPS PSRB)</p> <p>BA (Hons) History and Theology, Philosophy and Ethics BA (Hons) SENDI and Theology Philosophy and Ethics</p>
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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:	
<p>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.</p> <p>This Education Studies degree programme also provides the knowledge, understanding and critical analysis to inform current and future professionals. One significant way by which this is achieved is through students learning in the workplace. Work based placement in schools and other education related settings is an integral component of specific modules within the course. This enables students to extend and develop their knowledge and understanding of professional values and practice and to understand the range of roles and responsibilities of participants in the teaching and learning process.</p> <p>The programme outcomes for Theology, Philosophy and Ethics are aligned with the QAA benchmark descriptors for Level 4-6 undergraduate degrees (QAA, 2019) and Philosophy (QAA 2019). QAA Characteristics Statements for Undergraduate Degrees (QAA, 2015).</p> <p>Theology, Philosophy and Ethics programme is an amalgamation of two different disciplines; that of Theology and Philosophy. The Benchmarks from both disciplines have been consulted, <i>Theology and Religious Studies</i> (2019) as well as <i>Philosophy</i> (2019).</p> <p>The design and delivery is mindful of these statements, and draws upon specific aspects of them, where relevant, as terms of reference in designing taught content and assignment tasks, for example:</p> <p>The Theology and Religious Studies benchmarks set the skills that are developed in undergraduate programmes in this subject area. The programme aims to promote understanding by stimulating: curiosity and fascination about the variety of religious cultures as provided by (THP40522) The World's Religions; in depth study of sacred text and practices as in (THP60322) Asian Beliefs; consideration of the political characteristics of religion encountered in (THP50322) Green Theology; awareness of plurality within societies, an empathetic engagement with different beliefs; intelligent use of a variety of theories and arguments as well as a critical involvement with changes in the subject such as liberationist or feminist approaches.</p> <p>In the Philosophy benchmarks are expectations of the three key contexts that provide the foundation on which philosophy degree programmes are based: General Philosophy, comprising of enquiry into ideas such as existence, truth, time, causality, free will, God, Knowledge, logic, duty and gender as in (THP50122) Religion, Race and Sexuality and (THP60122) Cogito ergo Sum-Questions and Learning; secondly the study of particular areas of human practice and enquiry such as politics, the arts, education and religion as in (THP60422) Media and Message; and thirdly, the study of Philosophy's conceptual relationship with modern science, as in (THP50622) God and Science. The delivery and assessment of the relevant modules adhere to the scope set out by these contexts.</p>	
18	Programme Aim
The aims of the BA (Hons) Education Studies and Theology, Philosophy & Ethics are listed to:	

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

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

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

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

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

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

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

19 Programme Specific Outcomes

(a) Final Award Learning Outcomes

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

Knowledge and Understanding [K&U] Education Studies

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

Knowledge and Understanding [K&U] Theology:

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

Subject-Specific and Professional Skills [SPS] Education Studies

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

Subject-Specific and Professional Skills [SPS] Theology

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

Intellectual Skills [IS] Education Studies

- IS 1: Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), on specialist and complex subject matter, reflecting upon this diversity to adopt and defend an evidence-based personal position;
- IS 2: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline);

- IS 3: Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects with the incorporation of an appropriate ethical dimension;
- IS 4: Comprehend the contested and pluralistic nature of their specialist areas of study.

Intellectual Skills [IS] Theology

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

Transferable skills [TS] Education Studies

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

Transferable skills [TS] Theology

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

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

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

Knowledge and Understanding [K&Ua] Education Studies

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

Knowledge and Understanding [K&U] Theology

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

Subject-Specific and Professional Skills [SPSa] Education Studies

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

Subject-Specific and Professional Skills [SPSa] Theology

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

Intellectual Skills [ISa] Education Studies

- IS 1a: Present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the subject(s) of study;
- IS 2a: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Intellectual Skills [ISa] Theology

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

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

Transferable skills [TSa] Education Studies

- TS 1a: Demonstrate a range of sound oral, written and presentation skills for a number of audiences;
- TS 2a: Be able to present data using a range of communications technology and other learning and communications resources;
- TS 3a: Plan and manage their own learning in order to achieve objectives and meet deadlines, either independently or as part of a team.

Transferable skills [TSa] Theology

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

Learning outcomes for Dip.HE (Level 5):

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

Knowledge and Understanding [K&Ub] Education Studies

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

Knowledge and Understanding [K&Ub] Theology

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

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

Subject-Specific and Professional Skills [SPSb] Education Studies

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

Subject-Specific and Professional Skills [SPSb] Theology

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

Intellectual Skills [ISb] Education Studies

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

Intellectual Skills [ISb] Theology

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

Transferable skills [TSb] Education Studies

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

Transferable skills [TSb] Theology

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

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

- The student must meet the requirements as laid down in *Regulations for Undergraduate Awards*.

SECTION 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
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Level 4 – 120 credits

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

Level 5 – 120 credits

Level 5	Semester 1	EDU50122 Social Justice: Diversity and Inclusion 30c	THP50722 Religion at the Fringes: Part 1- New Religions and Cults 15c	THP50322 Green Theology 15c
	Semester 2	EDU50422 Interpreting Education Research 15c	EDU50622 Becoming a Professional	THP50922 Women and Faiths: Part 1 - The West 15c
			OR GA Enhancement Module 15c	OR GA Enhancement Module 15c

Level 6 – 120 credits

Level 6	Semester 1	EDU60222 Global Perspectives on Education 30c	EDU60322 Dissertation 45c	THP60122 Cogito Ergo Sum 15c	THP60422 Media and Message 15c
	Semester 2				THP60522 Religion, War and Terrorism 15c

Final year project in Theology, Philosophy & Ethics

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

21b Module Structure**Level 4**

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

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EDU50122	Mandatory	Social Justice: Diversity and Inclusion	1	30
EDU50422	Mandatory	Interpreting Education Research	2	15
THP50722	Mandatory	Religion at the Fringes: Part 1 - New Religions and Cults	1	15

THP50922	Mandatory	Code: Women and Faiths: part 1- The West	2	15
THP50322	Mandatory	Green Theology	1	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
EDU50622	Subject Enhancement Placement	Becoming a Professional	2	15
THP51022	Subject Enhancement	Women and Faiths: Part 2- The East	1	15

Level 6

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

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
<p>The BA (Hons) Education Studies and Theology, Philosophy and Ethics will be completed in three years of full-time study in order to address the programme aims and learning outcomes. This section outlines the curriculum design for each half discipline which are embedded in subject specific requirements and provide the student with a breadth of transferrable and opportunities for cross disciplinary knowledge and application.</p> <p>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.</p> <p>This course design allows for a personalised learning journey with optionality at levels 5 and 6. Students begin by focusing on critically analysing different perspectives on familiar areas of learning and gradually considering new approaches, and contexts for education.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

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

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

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

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

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

23	Learning and Teaching Strategies
Teaching will be delivered through interactive lectures, workshops, tutorials and seminars to promote engagement and independent learning with opportunities for cross-disciplinary learning aligned with the student's particular interests and aspirations. In this section the specific learning and teaching strategies aligned with the half subject are detailed.	
<p>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.</p>	
<p>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:</p> <ul style="list-style-type: none"> • 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. 	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	

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

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

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

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

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

- lectures, some of which will be interactive, using audio and video for contextualisation of topics and problem-based learning exercises, to encourage student engagement; and
- guest/visiting tutors from across the university, from other HEIs (international) and from local and national statutory, private, and voluntary organisations,

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

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

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

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

Ethics:

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

Subject specific skills:

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

Intellectual Skills:

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

Transferable Skills:

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

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

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

Within Education Studies, the assessment of modules at level 4 will comprise two distinct and discrete components, whilst modules at levels 5 and 6 will be assessed through a mix of two component and one component assessment. Over the course of the programme, the balance of assessment types within and between modules has been carefully considered to allow students a range of assessment types in each year of

study. A 'spiral' acquisition of academic literacies is embedded in taught activities and supported by targeted input from CELT. The necessary skills for each type of assessment are built up as part of module teaching and then revisited and extended in future modules and year groups.

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

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

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

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

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

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
EDU40122	Perspectives on Learning	30	1	-		100
EDU40222	Understanding Education Inequality	30	1	-	50	50
THP40522	The World's Religions (The West)	15	1			100% Mixed Media assignment)

THP40622	The World's Religions (The East)	15	1			100% Written Coursework
THP40722	Christianity, Christ to the Middle Ages	15	1	100% Written Exam		
THP40822	Christianity, Reformation to Now.	15	1		100% (Oral Presentation)	
EDU50122	Social Justice: Diversity and Inclusion	30	2	-	-	100
EDU50622	Becoming a Professional	15	2	-	-	100
EDU50422	Interpreting Education Research	15	2	-	-	100
THP50922	Women and Faiths 1- The West	15	2		100% (Oral presentation)	
THP51022	Women and Faiths: Part 2- The East	15	2			100% (Written assignment)
THP50722	Religion at the Fringes 1- new religions and Cults	15	2			100% (Written assignment)
THP50322	Green Theology	15	2		100% (Oral presentation)	
EDU60122	Curriculum Debates and Future(s)	15	3	-	-	100
EDU60222	Global Perspectives on Education	30	3	-	50	50
EDU60522	Contexts for Learning	15	3			100
EDU60322	Dissertation	45	3	-	30	70
THP60122	Cogito ergo Sum:	15	3			100% (Written assignment)
THP60222	Individual Study	15	3			100% Written Assignment
THP60522	Religion, War and Terrorism	15	3		100% (Oral assignment)	
THP60422	Media and Message	15	3		100% (Oral assignment)	

THP60622	Dissertation	45	3			100% Written Assignment
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Indicative Assessment Strategy

Module Code	Module Description	Credits	Year	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
EDU40122	Perspectives on Learning	30	1	<i>A1: Portfolio - 50% A2: Essay – 50%</i>	2,000 words 2,000 words	October December
EDU40222	Understanding Education Inequality	30	1	<i>A1: Essay – 50% A2: Group oral presentation – 50%</i>	2,000 words 15 minutes	March May
THP40522	The World's Religions (The West)	15	1	100% Mixed Media assignment	2,000 words	Dec Semester 1
THP40622	The World's Religions (The East)	15	1	100% Written Assignment	2,000 words	Jan Semester 1
THP40722	Christianity, Christ to the Middle Ages	15	1	100% Exam	2,000 words	April Semester 2
THP40822	Christianity, Reformation to Now.	15	1	100% Oral presentation	15 minutes	May Semester 2
EDU50122	Social Justice: Diversity and Inclusion	30	2	<i>A1: Essay – 50% A2: Booklet – 50%</i>	2,500 words 2,500 words	November January
EDU50622	Becoming a Professional	15	2	<i>Portfolio – 100%</i>	2,500 words	May
EDU50422	Interpreting Education Research	15	2	<i>Portfolio – 100%</i>	2,500 words	May
THP50922	Women and Faiths-Part 1- The west	15	2	100% Oral presentation	20 minutes	March Semester 2

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

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

25 Inclusive Practice and Personal Development Planning

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

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

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

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

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

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

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

To support personal and professional development each student is assigned a personal tutor (PT). The PT offers guidance through tutorial time above the support given within each module. The tutorial sessions are timetabled each semester, to which students sign up. An important element of these tutorials is the opportunity to reflect on progress and record targets.

26 Technology Enhanced Learning

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

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

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

Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules. Students will be encouraged to apply skills that they already possess and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, BGU's Virtual Learning Environment (VLE), as part of the blended learning pedagogical approach for the programme. The BA (Hons) in Education Studies Theology, Philosophy and Ethics

learning materials will all be accessed through the module and weekly session areas on Blackboard. Focussed reading as part of module content will be uploaded for students to access.

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

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

27 Work-related Learning and/or Placement

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

Joint honours graduates develop a range of skills transferable to graduate careers. These include:

- communication – oral, visual and written;
- understanding and using data;
- decision making;
- organisational skills;
- information technology;
- handling of data/statistics;
- problem-solving, and
- the ability to work in teams

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

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

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

Reflection on placement experiences, and analysis of these, linked to taught module outcomes, is part of the assessments for the above modules. The purpose of placement within the course is to add value to relevant

modules by contextualising taught sessions. It aims to deepen knowledge, understanding and application of key theories and principles through first-hand, real-world and practical experiences; and to support students in the development of appropriate professional and transferable skills through their work in educational and education related settings, including schools. This will directly enhance students' potential employability and selection of possible exit routes.

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

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

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

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

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

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

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

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

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

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

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

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

Global Citizenship	<u>EDU40222 Understanding Education Inequality.</u> Students consider the differences in attainment by ethnicity, gender and social economic status. They investigate ways to address these 'gaps' and possible reasons for them.	<u>EDU50122 Social Justice; Diversity and Inclusion.</u> Study inclusive practice and legislation for equality. Apply to individual needs in the classroom.	<u>EDU60222 Global Perspectives on Education.</u> Students research the impact of globalisation and controversial issues on outcomes for children and communities around the globe	
Information Literacy	<u>EDU40222 Understanding Education Inequality.</u> Students investigate and analyse a range of published sources of data on educational attainment and so learn to interpret and explain data presented in different ways.		<u>EDU60122 Curriculum Debates and Future(s)</u> Students engage with current and historic policy and theory on curriculum development. This involves scrutiny of government documents and extensive analysis and synthesis of different perspectives	
Digital Fluency	<u>EDU40222 Understanding Education Students</u> Students create oral presentations using different digital media.	<u>EDU50122 Social Justice: Diversity and Inclusion</u> Students create multimedia presentations, a multimedia information 'booklet', academic blog, digital portfolio and evaluations of digital media resources.	<u>EDU60322 Dissertation.</u> Students learn about and apply online research methods such as questionnaires. <u>EDU60222 Global Perspectives on Education.</u> Students analyse digital representations of global education and with support from CELT workshops create short films or multimedia presentations to showcase their independent research	
Employability	<u>EDU40122 Perspectives on Learning / EDU40222 Understanding Education Inequality.</u> School placements enable students to develop key transferable skills of communication, organisation, planning	<u>EDU50622 Becoming a Professional.</u> 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	<u>In EDU60122 Curriculum Debates and Future(s)</u> Students focus on current curriculum initiatives and alternative approaches which prepare them with knowledge of the national curriculum, innovative curriculum approaches and specific practices for literacy teaching. These	

	and teaching under the guidance of the class teacher.	with BG futures and ES staff to create CVs, career action plans, application letters and reflections on their professional practice. <u>In EDU50122 Social Justice: Diversity and Inclusion.</u> students develop planning and justify pedagogy and support strategies for groups and individual pupils needs which can support their future careers.	support students in their interviews and applications for PGCE and other education related careers.	
Being Enterprising	<u>EDU40122 Perspectives on Learning / EDU40222 Understanding Education Inequality.</u> Students develop resilience and adaptability to change through school placements. Students collaborate to develop group presentations.	<u>EDU50622 Becoming a Professional.</u> Students take responsibility for their own career development through action planning and reflecting on practice.	<u>EDU60322 Dissertation.</u> Carrying out independent research projects and dissertations to completion involves long-term planning and organisation, working to deadlines, overcoming setbacks and adapting the task to the needs of the setting where data is collected. Students have to negotiate and gain permissions for their work in professional settings. Each is required to justify why their project is original.	

This joint programme and BGU values the partnerships with key stakeholders for academic work-related courses. As such, the programme has been formed to reflect the needs and views of employers.

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

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

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

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

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

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<p>Students joining this course will normally need 96 -112 UCAS tariff points (from a maximum of four Advanced Level qualifications). There are a range of acceptable qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc.</p> <p>Education Studies students joining this course are required to successfully complete an enhanced DBS check in accordance with the University's Code of Practice for DBS Checks.</p> <p>We encourage applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The Admissions Team advise on their equivalence to the standard entry qualifications. Formal reference should also be made to the Code of Practice for the Admission of Students. For entry requirements refer to the current University on-line prospectus at Education Studies and Theology, Philosophy and Ethics.</p> <p>In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining accreditation for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities. If a prospective student has recently completed or studied a particular module as part of a previous qualification they may apply for Recognition for Prior Learning in line with the relevant Code of Practice.</p>	
30	Programme Specific Management Arrangements
<p>The Programme Leader for both subject areas will each lead and manage their specific half programme. The programme will be taught by module leaders and tutors, who are all research-active subject specialists</p>	
31	Staff Responsibilities
<p>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.</p>	
32	Programme Specific Academic Student Support
<p>Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library Services team and Centre for Enhancement in Learning and Teaching (CELT) staff, specifically from Digital Learning and Learning Development, will support academic literacies and work towards assessments. Each student will be allocated a designated research supervisor 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.</p>	
33	Programme Specific Student Evaluation

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

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

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Education Studies JOINT HONOURS

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

Module Name	Programme outcomes for Theology, Philosophy & Ethics <u>Joint Honours LEVEL 4</u> Mapped to 60c														
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3
THP40522 World's Religions (West)	✓	✓	✓		✓		✓		✓		✓		✓		
THP40622 World's Religions (East)		✓	✓				✓		✓				✓		
THP40722 Christianity: Christ to the Middle-Ages	✓	✓	✓		✓		✓		✓	✓	✓		✓		✓

THP40822 Christianity - Reformation to Now	✓	✓	✓		✓				✓	✓				✓		✓
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Education Studies JOINT HONOURS

Module Name	Programme outcomes for Education Studies <u>Joint Honours LEVEL 5</u>														
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
EDU50122 Social Justice: Diversity and Inclusion (30c)	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
EDU50422 Interpreting Education Research (15c)		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
EDU50622 Becoming a Professional (15c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

Module Name	Programme outcomes for Theology, Philosophy & Ethics <u>Joint Honours LEVEL 5</u>														
	Mapped to 60c														
K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
THP50922 Women and Faiths 1 –The West	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	
THP51022 Women and Faiths 2- The East	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	

THP50322 Green Theology	✓	✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
THP50722 Religion at the Fringes 1	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓

Education Studies JOINT HONOURS

Module Name	Programme outcomes for Education Studies Joint Honours LEVEL 6														
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
EDU60222 Global Perspectives on Education (30c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EDU60122 Curriculum Debates and Future(s) (15c)	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
EDU60522 Contexts for Learning (15c)	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
EDU60322 Dissertation (45c)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

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

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

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

Being Enterprising			✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
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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.bishopsg.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.

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