



BISHOP
GROSSETESTE
UNIVERSITY

Programme Area: Education, Health and Lifelong Learning (EdHall)

Arts, Humanities & Social Sciences

BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) 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 Oct 2023 Amendment due to academic integrity review
2	Next Scheduled Review Date: [Month/Year]	March 2028 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) SENDI and Theology, Philosophy and Ethics: 01 September 2023
4	Version Number	1.1

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) Special Educational Needs, Disability and Inclusion (SENDI) and Theology, Philosophy and Ethics	
1a	Programme Code
BASETP01F22	
2	Brief Summary (for Marketing Purposes)
<p>The BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) 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 Special Educational Needs, Disability and Inclusion (SENDI) joint programme equips graduating students with a critical understanding of sociological, psychological and philosophical values that shape Special Educational Needs, Disability and Inclusion (SENDI). The programme explores policy and practice, in different educational, cultural and social settings, promoting appreciation for the need for inclusive, relevant and ever-changing teaching strategies to meet diverse learning needs. The programme challenges how we see, interpret and respond to needs in practice, seeking solutions and opportunities to become advocates for change. Students develop knowledge and understanding of different Labels and acronyms: categories of need and acquire skills in meeting needs through examining theory and engaging in research-based placements. The SENDI programme is structured to develop student's subject specific confidence and graduate attributes through study of broad themes initially to more specialised SENDI topics.</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>	

and engaging in research-based enquiry. This theology programme is structured to develop student’s subject specific confidence and graduate attributes through study of broad themes initially to more specialised theology, philosophy and ethics topics. In addition, students will be provided with a range of opportunities throughout the programme to learn about and practise the teaching of Religious Education.				
3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	Full-Time 3 years	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		
5	HECoS/UTT/UCAS code(s)	HECoS/CAH2 100459 CAH22-01-01 (SENDI) 100794 CAH20-02-02 Theology	ITT	UCAS code XV3Q
6	Framework for HE Qualifications position of final award(s)	Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	Undergraduate		
8	Compliance with University Assessment Regulations	Regulations for Undergraduate Awards		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	BA (Hons) SENDI & Theology, Philosophy and Ethics
10a	Exit or Fall back Award title(s)	Certificate of Higher Education in SENDI & Theology, Philosophy and Ethics Diploma of Higher Education in SENDI & Theology, Philosophy and Ethics

		Ordinary Degree in Education Studies and Theology, Philosophy and Ethics
10b	Pathway	
11	(i) Combined Honours Awards available e.g.: <ul style="list-style-type: none"> BSc/BA (Hons) XX BSc/BA (Hons) XX and YY 	BA (Hons) Education Studies and Theology, Philosophy and Ethics BA (Hons) SENDI & Theology, Philosophy and Ethics BA (Hons) History & Theology, Philosophy and Ethics BA (Hons) Education Studies and SENDI;

Arrangements with Partners

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

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	https://www.hesa.ac.uk/collection/c16061/accreditation_list/ 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)
	<p>The QAA Benchmark statements that are applicable to both joint honours subjects are outlined as:</p> <p>There are no subject specific benchmark statements for Special Educational Needs degrees. As such this programme has been written to correspond closely with the QAA Quality Code (2018) and with specific reference to benchmark statements for Education Studies (2019), Sociology (2019), Social Policy (2019) and Health Studies (2019).</p> <p>SEEC level descriptors have also been used in designing module and programme outcomes (SEEC, 2021) credit level descriptors for Higher Education available at SEEC (uall.ac.uk).</p> <p>The programme outcomes of the Theology element of this joint programme 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, Theology and Religious Studies (2019) as well as Philosophy (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: The Theology and Religious Studies benchmarks set the skills that are developed in undergraduate programmes in this subject area. The programme aims to promote 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>
18	Programme Aim
	<p>The aims of the BA (Hons) SENDI and Theology, Philosophy & Ethics are listed to:</p> <p>The SENDI programme provides graduating students with qualities and transferable skills necessary for specific employment or further training in a range of related fields of special education, social or health care settings for example PGCE, policy administration or support work. This will be characterised by students who have not only attained the subject and module outcomes at the appropriate levels but have also begun to understand the diversity of human needs and the importance of challenging existing values, attitudes and prejudices in the wider community. Graduates will be able to contribute to society through advocacy for both them and the needs of others, using informed knowledge and understanding in judgements and actions.</p> <p>Education and Lifelong Learning (EDaLL) have developed common programme outcomes relating to intellectual and transferable skills for students studying all subjects within the modular framework which are integrated into the SENDI programme modules.</p> <p>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</p>

careers and lifelong learning. These generic outcomes will be demonstrated in any given subject where a student studies a combined or single honours programme. Outcomes relating to knowledge and understanding and practical and/or professional skills are subject-specific. The generic skills indicate a minimum for all Education and Lifelong Learning graduates

The BA (Hons) in SENDI & 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.

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 (THP50122) Religion, Race and Sexuality and 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 Science, as in (THP50622) God and Science. The delivery and assessment of the relevant modules adhere to the scope set out by these contexts.

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, 2015). 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. The generic skills indicate a minimum for all graduates.

The aims of the BA (Hons) in SENDI & Theology, Philosophy and Ethics for learners on the programme to:

- Demonstrate a detailed and systematic breadth and depth of knowledge and understanding of contemporary issues, professional and academic challenges, international perspectives and ethical issues in relation to subject areas of theology, philosophy and ethics.
- Develop a systematic and critical understanding of national and international issues and the implications for religious understanding and relational development, in the context of contestable concepts of success and improvement within culturally diverse settings.
- To engage in self-exploration asking searching personal questions relating to their own ethics, philosophy and belief systems.
- Evaluate and apply a critique of a range of methodologies for research, evaluation and evidence-based improvement in professional and academic practice, demonstrating an ability to argue for alternative perspectives and approaches.
- Become autonomous and independent in scholarship, demonstrating ability to deploy a range of learning resources for research and self-critical writing. Take responsibility for personal professional development and communication in academic/ professional practice and discourse.

19	Programme Specific Outcomes
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(a) Final Award Learning Outcomes

On successful completion of BA SENDI & Theology, Philosophy and Ethics, students will be able to:

Knowledge and Understanding [K&U] Theology

- K&U1 Demonstrate a wide ranging and detailed knowledge and understanding of theology, philosophy and ethics in the context of contemporary society;
- K&U2 Demonstrate an extensive knowledge and understanding of the theory and methodologies related to the disciplines of theology, philosophy and ethics;
- K&U3 Demonstrate a perceptive, critical and confident understanding of theological, philosophical and ethical debates in relation to local, national and global issues.

- K&U4 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.

Knowledge and Understanding [K&U] SENDI

- K&U1 Effectively communicate a comprehensive knowledge and understanding of principal features and key paradigms of SENDI, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;
- K&U2 Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive practice at local, national and global levels;
- K&U3 Have a critical understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape special education and inclusive provision;
- K&U4 Demonstrate a thorough and critical understanding of how a wide range of policy & practice can impact upon both group and individual experience with specific reference to Labels and acronyms: categories of need.

Subject-Specific and Professional skills: 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.

Subject-Specific and Professional Skills [SPS] SENDI

- SPS1 Apply academic, critical and reflective approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies;
- SPS2 Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;
- SPS3 Review, consolidate, extend and apply thorough knowledge and understanding of SENDI to a wide range of contexts evidenced through confident presentations in a range of different formats;
- SPS4 Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

Intellectual skills [IS]: 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.

Intellectual Skills [IS] SENDI

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

Transferable Skills [TS] 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;
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- 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.

Transferable skills [TS] SENDI

- TS1 Develop a range of employability skills appropriate to the subject area;
- TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;
- TS3 Be able to apply a wide range of information and communications technology and other learning and communications resources;

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

20	Exit Award Learning Outcomes
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On successful completion of a **Certificate of Higher Education in SENDI & Theology, Philosophy and Ethics**, students will be able to:

Knowledge and understanding Theology

- K&U1a Demonstrate a range of knowledge and understanding of theology, philosophy and ethics in the context of contemporary society;
- K&U2a Demonstrate a sound knowledge and understanding of the theory and methodologies related to the disciplines of theology, philosophy and ethics;
- K&U3a Demonstrate critical understanding of theological, philosophical and ethical debates in relation to local, national and global issues.

Knowledge and Understanding [K&Ua] SENDI

- K&U1a Effectively communicate a comprehensive knowledge and understanding of principal features and key paradigms of SENDI, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;
- K&U2a Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive practice at local, national and global levels;
- K&U3a have a critical understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape special education and inclusive provision.

Subject-Specific and professional skills Theology

- SPS1a Develop a sound level of thinking and methodology in research in a range of theological, philosophical and ethical contexts;
- SPS2a Act with autonomy and independence on theological, philosophical and ethical research, and critically evaluate thought and practice;
- SPS3a Demonstrate a sound understanding and application of a range of theological, philosophical and ethical conventions and skills.

Subject-Specific and Professional Skills [SPSa] SENDI

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

- SPS2a Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;
- SPS4a Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

Intellectual skills Theology

- IS1a Articulate critical arguments on specialist subject matter adopting and defending an evidence-based position;
- IS2a Abstract, synthesise and analyse secondary and primary sources;
- IS3a Apply specialist knowledge to frame and solve problems of a predictable and unpredictable nature.

Intellectual Skills [ISa] SENDI

- IS1a Articulate critical arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position;
- IS2a Abstract, synthesise and analyse secondary and primary sources, demonstrating confidence in the search, and manipulation of different data.

Transferable skills Theology

- TS1a Develop a range of employability skills appropriate to the subject area;
- TS2a Demonstrate a range of effective oral, written and presentation skills for a number of audiences;
- TS4a Plan and manage their own time effectively in order to achieve their objectives and meet deadlines, either independently or as part of a group.

Transferable skills [TSa] SENDI

- TS1a Develop a range of employability skills appropriate to the subject area;
- TS2a Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;
- TS3a Be able to apply a wide range of information and communications technology and other learning and communications resources;
- TS4a Plan and manage their own time effectively in order to achieve objectives, meet deadlines, and construct research, either independently or as part of a team.

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

Knowledge and Understanding [KU] Theology

- K&U1b Demonstrate a broad ranging and detailed knowledge and understanding of theology, philosophy and ethics in the context of contemporary society;
- K&U2b Demonstrate a good knowledge and understanding of the theory and methodologies related to the disciplines of theology, philosophy and ethics;
- K&U3b Demonstrate a perceptive, critical understanding of theological, philosophical and ethical debates in relation to local, national and global issues.

Knowledge and Understanding [K&Ub] SENDI

- K&U1b Effectively communicate a comprehensive knowledge and understanding of principal features and key paradigms of SENDI, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;
 - K&U2b Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive practice at local, national and global levels;
- K&U3b Have a critical understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape special education and inclusive provision

Subject-Specific and professional skills Theology

- SPS1b Develop a good level of thinking and methodology in research in a range of theological, philosophical and ethical contexts;
- SPS2b Act with autonomy and independence on theological/philosophical research, and critically evaluate thought and practice;
- SPS3b Demonstrate an assured understanding and application of a wide range of theological/philosophical conventions and skills.
- SPS4b 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.

Subject-Specific and Professional Skills [SPSb] SENDI

- SPS1b Apply academic, critical and reflective approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies;
- SPS2b Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;
- SPS3b Review, consolidate, extend and apply thorough knowledge and understanding of SENDI to a wide range of contexts evidenced through confident presentations in a range of different formats;

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

Intellectual skills [IS] Theology

- IS1b Articulate critical arguments on specialist subject matter adopting and defending an evidence-based position;
- IS2b Abstract, synthesise and analyse secondary and primary sources;
- IS3b Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.

Intellectual Skills [ISb] SENDI

- IS1b Articulate critical arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position;
- IS2b Abstract, synthesise and analyse secondary and primary sources, demonstrating confidence in the search, and manipulation of different data;
- IS3b Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.

Transferable Skills [TS] Theology

- TS1b Develop a range of employability skills appropriate to the subject area;
- TS2b Demonstrate a good range of effective oral, written and presentation skills for a number of audiences;
- TS3b Be able to use a broad range of information and communications technology and other learning and communications resources;
- TS4b Plan and manage their own time effectively in order to achieve their objectives and meet deadlines, either independently or as part of a group.

Transferable skills [TSb] SENDI

- TS1b Develop a range of employability skills appropriate to the subject area;
- TS2b Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;
- TS3b Be able to apply a wide range of information and communications technology and other learning and communications resources;
- TS4b Plan and manage their own time effectively in order to achieve objectives, meet deadlines, and construct research, either independently or as part of a team.

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

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

SECTION C – STRUCTURE

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

Level 4	Semester 1	SND40122 From Excluded to Included: A Century of Change 30	THP40522 The World's Religions (The West) 15c	THP40622 The World's Religions (The East) 15c
	Semester 2	SND40222 The Whole Child: Holistic Approaches to Meeting Needs 30	THP40722 Christianity, Christ to the Middle-Ages 15c	THP40822 Christianity, Reformation to Now 15c

Level 5 – 120 credits

Level 5	Semester 1	SND50122 Meeting Different Needs 30c	SND50922 Global Approaches to Inclusion 15c	THP50722 Religion at the Fringes: Part 1- New Religions and Cults 15c	THP50322 Green Theology 15c
	Semester 2		SND50422 Rhetoric to Reality? Or GA Enhancement module 15c	THP50922 Women and Faiths: Part 1- The West 15c	THP51022 Women and Faiths: Part 2- The East Or GA Enhancement Module 15c

Level 6 – 120 credits

Final year project in SENDI

Level 6	Semester 1	SND60122 Hidden Inequalities 30	SND60522 (SENDI) Capstone Project Proposal 15c	THP60122 Cogito ergo Sum 15c	THP60422 Media and Message 15c
	Semester 2		SND60622 (SENDI) Capstone Project 30c		THP60522 Religion, War and Terrorism

				15c
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Final year project in Theology, Philosophy & Ethics

Level 6	Semester 1	THP60122 Cogito ergo Sum 15	THP60622 (Theology, Philosophy & Ethics)	SND60322 Spectrums and Kaleidoscopes Or SND60222 Leading the Learning Environment 15c	SND60122 Hidden Inequalities 30c
	Semester 2	THP60522 Religion, War and Terrorism 15	Dissertation 45		

21b Module Structure

Level 4

Core Modules				
Period Codes – 1 (Autumn) – 2 (Spring) – 3 (Summer –MA ONLY) – 4 – Full Year				
Code	Status	Module Title	Period (number)	No of credits
SND40122	M	From Excluded to Included: A century of Change	1	30
SND40222	M + Placement	The Whole Child: Holistic Approaches to Meeting Needs	2	30
THP40522	M	The World's Religions (The West)	1	15
THP40622	M	The World's Religions (The East)	1	15
THP40722	M	Christianity, Christ to the Middle Ages	2	15
THP40822	M	Christianity, the Reformation to Now	2	15

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SND50122	M + Placement	Meeting Different Needs	1 & 2	30
SND50922	M	Global Approaches to Inclusion	1	15
THP50722	M	Religion at the Fringes: New religions and Cults (Part 1)	1	15
THP50922	M	Women and Faiths Part 1 –The West	2	15
THP50322	M	Green Theology	1	15
Option Modules				

Code	Type	Module Title	Period (number)	No of credits
SND50422	Subject Enhancement	Rhetoric or Reality?	2	15
THP51022	Subject Enhancement	Women and Faiths: Part 2- The East	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SND60122	M	Hidden Inequalities	1 & 2	30
THP60122	M	Cogito ergo Sum	1	15
THP60522	M	Religion, War and Terrorism	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
SND60322		Spectrums and Kaleidoscopes	1	15
SND60222		Leading the Learning Environment	1	15
SND60522		Capstone Project Proposal	1	15
SND60622		Capstone Project	2	30
THP60422		Media and Message	1	15
THP60622	Capstone	Dissertation	1 & 2	45
THP60222		Individual Study	2	15

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
	<p>The Theology curriculum content comprises of fifteen taught modules as well as a supervised dissertation available for single honours students. During the last validation process two new modules were being made available to students. THP50922 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 THP50822. The Theology team have decided to introduce this module because of the growing appeal and popularity of non-traditional religions. This will address the need to understanding the nature and appeal of new religions in the twenty-first century. This is entirely in keeping with the focus of the whole programme on religion, ethics and contemporary issues. The decision to include these modules in the revalidated programme was based on topics and issues that have a recurring popularity in recent years among students when choosing topics for research. It was felt by the theology team that these additional modules will add considerably to the appeal of the programme with regard to recruitment. The focus of THP60122 Cogito ergo Sum will include other metaphysical questions such as the existence of God, life after death, the existence of evil and the nature of belief.</p> <p>The taught sessions will typically take place over nine weeks per module, with the exception of the Dissertation which will take place over two semesters at Level 6. 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 final Dissertation module comprises generic taught sessions addressing research skills, supervisory support and tutorials to support the Dissertation.</p> <p>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 in line with their research interests, experiences and theological/philosophical perspectives.</p> <p>Special Educational Needs, Disability and Inclusion, and its possible awards, are not designed to meet the requirements of professional or another accreditation. Whilst there are no specific benchmark statements for SENDI, the subject (in all its award combinations) uses the QAA benchmark statements for Education Studies (ES), Sociology (S) and Health Studies (HS). Consideration has also been given to the Social Policy and Administration (SPA) statements and sees the principles of;</p> <ul style="list-style-type: none"> • rigorous linking of theoretical analysis with empirical enquiry; • the identification and understanding of different value positions; • a willingness to engage with a range of intellectual traditions and social science disciplines; • the belief that students should acquire the skills and qualities which enable them

to become active and informed citizens as being intrinsic to content and delivery of this programme.

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

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.

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

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

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

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

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

Knowledge and understanding will include;

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

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

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

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

Subject specific skills:

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

Intellectual Skills:

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

Transferable Skills:

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

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

While the course adopts an in person (face to face) learning and teaching approach opportunities to support and deepen student understanding and outcomes through augmented individual (and / or group) activity via the VLE will be used where appropriate. In exceptional circumstances, contingency measures to ensure learning and teaching can continue will be implemented in accordance with BGU policies and procedures.

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.

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

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

A distinct Learning and Teaching strategy and pedagogical approach for the BA (Hons) in Theology, Philosophy and Ethics joint programme 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 students 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) SENDI 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.

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

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

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

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

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

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

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

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

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

Module assessments across the Theology element of study 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
				%	%	%
SND40122	From Excluded to Included: A Century of Change	30	1		50%	50%
SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	1			100%
THP40522	The World's Religions (The West)	15	1			100%
THP40622	The World's Religions (The East)	15	1			100%
THP40722	Christianity, Christ to the Middle Ages	15	1	100%		
THP40822	Christianity, Reformation to Now.	15	1		100%	
SND50122	Meeting Different Needs	30	2		Sem 1 30%	Sem 2 70%
SND50922	Global Approaches to Inclusion	15	2		100%	
SND50422	Rhetoric or Reality?	15	2			100%

THP40522	Women and Faiths: Part 1- The West	15	2		100%	
THP40622	Women and Faiths: Part 2- The East	15	2			100%
THP50722	Religion at the Fringes 1- New religions and Cults	15	2			100%
THP50322	Green Theology	15	2		100%	
SND60122	Hidden Inequalities	30	3		Sem 1 40%	Sem 2 60%
SND60222	Leading the Learning Environment	15	3			100%
SND60322	Spectrums and Kaleidoscopes	15	3			100%
SND60522	Capstone Project Proposal	15	3			100%
SND60622	Capstone Project	30	3			100%
THP60122	Cogito ergo Sum:	15	3			100%
THP60222	Individual Study	15	3			100%
THP60522	Religion, War and Terrorism	15	3		100%	
THP60422	Media and Message	15	3		100%	
THP60622	Dissertation	45	3			100%

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
SND40122	From Excluded to Included: A Century of Change	30	A1: Narrated PPT50% A2: Report 50%	15 minutes 1,000 words	December January
SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	Portfolio 100%	4,000 words	May
THP40522	The World's Religions (The West)	15	100% Mixed Media assignment	2,000 words	Dec Semester 1
THP40622	The World's Religions (The East)	15	100% Written Assignment	2,000 words	Jan Semester 1

THP40722	Christianity, Christ to the Middle Ages	15	100% Exam	2,000 words	April Semester 2
THP40822	Christianity, Reformation to Now.	15	100% Oral presentation	15 minutes	May Semester 2
SND50122	Meeting Different Needs	30	A1: Literature Review 30% A2: Essay 70%	1,500 words 3,500 words	Jan May
SND50922	Global Approaches to Inclusion	15	Oral presentation	10 minutes	May
SND50422	Rhetoric or Reality?	15	Report	2500 words	May
THP50922	Women and Faiths-Part 1- The west	15	100% Oral presentation	20 minutes	March Semester 2
THP51022	Women and Faiths-Part 1- The east	15	100% Written assignment	2,500 word equivalent	May Semester 2
THE50322	Green Theology	15	100% Oral presentation	20 minutes	Jan Semester 1
THP50722	Religion at the Fringes-Part 1	15	100% Written assignment	2,500 word words	Nov Semester 1
SND60122	Hidden Inequalities	30	A1: Group Discussion 40% A2: Report 60%	15 minutes 3000 words	Jan May
SND60322	Spectrums and Kaleidoscopes	15	Case Study	3000 words	Jan
SND60222	Leading the Learning Environment	15	Portfolio	4000 words	Jan
SND60522	Capstone Project Proposal	15	Written Proposal	3000 words	Jan
SND60622	Capstone Project	30	Dissertation or multi-media	6000 words Or equivalent	May
THP60122	Cogito ergo Sum: Questions and Learning	15	100% Written assignment	3,000 words	Dec. Semester1
THP60222	Individual Study	15	100% Written Assignment	3,000 words	June Semester 2
THP60422	Media and Message	15	100% Oral presentation	20 minutes	May Semester 2
THP60522	Religion, War and Terrorism	15	100% Oral presentation	20 minutes	May Semester 2
THP60622	Dissertation	45	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.

The joint programme ensures that the methods of delivery and support reflect different starting points into H.E. and students are given guidance and tutorial support throughout the programme in relation to both academic, and as needed, personal guidance. When relevant students are directed to access further support from the services (i.e., Student support, CELT, National Union of Students) offered within BGU. In addition, students joining the programme from non-traditional routes are encouraged to engage in the same processes however, tutors recognise that the needs of such students (e.g., mature students, single

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

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

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 SENI and 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.

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

27 Work-related Learning and/or Placement

Students on BA (Hons) SENDI and Theology, Philosophy and Ethics will have the opportunity to undertake a work-related placement as part of their SENDI programme. This will usually be embedded into the SENDI part of the programme 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

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

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

The Programme Leader works with the BGU Placement Services Office to determine dates and preferred settings. Students are required to complete a preparatory placement form which helps the Placement Services Office to identify and co-ordinate access to schools or alternative placements. Placements can be completed in organisations other than those, which are local to BGU. Placements offered might include special education settings, alternative education settings, colleges, and outreach or community provision. The purpose of the placements is to contextualize the university-based theoretical learning. This is seen as central to the course due to the nature of much of the subject content.

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

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

Placements

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

Level	Module	Semester
Level 4	The Whole Child: Holistic Approaches to Meeting Needs[P]	2

Level 5	Meeting Different Needs[P]	1 1/2
Level 6	Hidden Inequalities[P]	1/2
	Capstone Project [IRS]	2

There are no formal assessed placement modules on the Theology part of the BA, 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.

There are no formal assessed placement modules on the BA, 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

These 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. 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.

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

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

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

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

Graduating cohorts of the SENDI programmes have gone on to initial Teacher Training (both Schools Direct and PGCE), teaching assistant roles, and continued in higher education. In addition to careers in education and ultimately special educational needs, graduates in this subject are also well-placed to work in the following areas:

research-based settings;

- local authority provision;
- private sector educational providers;
- social care settings;
- voluntary sector.

For Theology, 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>Experiences, which have given prospective students an insight into the realities of Special Educational Needs and /or Disabilities, are recommended.</p> <p>Candidates with other entry qualifications and experiences are welcome. The Admissions Team advise on their equivalence to the standard entry qualifications.</p> <p>In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining accreditation for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities, bridging assignments are also available if required. If a prospective student has recently completed or studied modules as part of a previous qualification, they may apply for Accreditation for Prior Learning in line with the relevant Code of Practice. In addition, bridging assignments are available to enable students seeking direct entry into Levels 5 or 6 to meet programme specific Level 4 and 5 module outcomes. NB Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University on-line prospectus https://www.bishopg.ac.uk/courses/edus</p> <p>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.</p>
30	Programme Specific Management Arrangements
	<p>The Programme Leader for both subject areas will each lead and manage their specific half programme. The programme will be taught by module leaders and tutors, who are all research-active subject specialists. The programme is overseen by the Academic Enhancement Committee and institutionally reports to SENATE. Yearly reviews of delivery are conducted (AMRs (Annual Monitoring Reports)) informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching strategy. Targets for year on development are set and effected to enhance programme delivery.</p> <p>Visiting tutors and speakers will be used as a core enhancement to modules for currency and sector specific content. Expertise will be drawn from within the programme team and across BGU for the teaching of particular research methodologies and competencies, alongside research-informed content.</p> <p>Programme specific</p> <p>A Programme Leader leads each subject within the combined degree framework. Programme Leaders follow the organisational processes for timetabling and programme planning as determined by the Dean of</p>

Faculty, Heads of Programme and CELT. Aside from the formal methods of programme management, Programme Leaders discuss student progression on an 'as needed' basis and consider processes that facilitate engagement and opportunities for development as needed.

Other

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

31 Staff Responsibilities

Staffing expertise within the respective subject teams is a close match to the module content which enhances module delivery and leadership of different modules aligns with individual skills and expertise. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Module Leaders are responsible for co-ordinating the specific delivery including developing and promoting VLE resources for each module. When needed, Hourly Paid Lecturers (HPLs) form part of the delivering team. HPLs complete a BGU induction programme and are tutored in teaching, planning, delivery and assessment in line with the modules they are teaching. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.

The respective programme Leader: organisational responsibility and QA monitoring, oversight student progression.

Module Leader: determining and delivering module content and ensuring student engagement and progression.

The Programme Leader in consultation with the subject team reviews programme delivery and sets the timetable and staffing for each year.

32 Programme Specific Academic Student Support

Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library team and the Centre for Enhancement in Learning and Teaching (CELT) specifically from Digital Learning and Learning Development will support academic literacies and work towards assessments. The required reading lists for each module will be made available through Worldcat.

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 proposal for the Dissertation module. From the first-year students will also have an allocated personal tutor as part of the Development and Career Plan process.

Tutorials with personal tutors will be arranged to take place once each semester, though students can also request additional tutorials to meet particular learning needs as required.

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

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

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

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

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

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

SENDI and Theology, Philosophy and Ethics JOINT HONOURS

Level 4

Module Name	K&U1	K&U2	K&U3		SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
SND40122 From excluded to included: A century of change (30c)	✓				✓							✓		✓		
SND40222 The Whole Child: Holistic Approaches to Meeting Needs (30c)			✓		✓				✓				✓			
THP40522 World's Religions (West)	✓	✓	✓		✓		✓		✓		✓			✓		
THP40622 World's Religions (East)		✓	✓		✓		✓		✓					✓		
THP40722 Christianity: Christ to the Middle-Ages	✓	✓	✓		✓		✓		✓	✓	✓			✓		
THP40822 Christianity - Reformation to Now	✓	✓	✓		✓				✓	✓				✓		✓

Level 5

Module Name	K&U1	K&2	K&3	K&4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
SND50122 Meeting Different Needs (30c)		✓				✓							✓		✓	
SND50922 Global Approaches to Inclusion (15c)		✓						✓			✓	✓				✓
SND50422 Rhetoric or Reality? (15c)			✓			✓					✓				✓	
THP50922 Women and Faiths 1 – The West	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
THP1022 Women and Faiths 2- The East	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
THP50322 Green Theology	✓	✓	✓			✓	✓	✓	✓	✓			✓	✓	✓	✓
THP50722 Religion at the Fringes 1	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓

Level 6

Module Name	K&U1	K&U2	K&3	K&4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
SND60122 Hidden Inequalities (30c)			✓				✓					✓				✓
SND60222 Leading the Learning Environment (15c)	✓			✓		✓	✓		✓		✓		✓		✓	
SND60322 Spectrums and Kaleidoscopes (15c)	✓			✓		✓	✓		✓		✓		✓		✓	
SND60522 Capstone Project Proposal (15c)	✓					✓				✓						✓

SND60622 Capstone Project (15c)	✓	✓	✓	✓					✓	✓						✓
THP60122 Cogito ergo sum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
THP60222 Individual Study	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
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.

SENDI and Theology, Philosophy and Ethics Joint Programme Learning Outcomes

Attribute	SENDI Joint Programme Learning Outcomes															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			
Global Citizenship	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Information Literacy	✓	✓				✓	✓	✓		✓			✓	✓	✓	✓
Digital Fluency	✓					✓	✓	✓		✓			✓	✓	✓	✓
Employability														✓	✓	✓
Being Enterprising		✓		✓		✓		✓			✓		✓	✓	✓	✓

Attribute	Theology, Philosophy and Ethics Joint Programme Learning Outcomes															
	K&U 1	K&U 2	K&U 3	K&U 4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4

Academic Literacies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Global Citizenship	✓			✓			✓	✓			✓	✓			✓	
Information Literacy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Digital Fluency	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
Employability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Being Enterprising			✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓

Graduate Attributes

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

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

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

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

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

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

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