University of Plymouth

Faculty of Arts, Humanities and Business
Plymouth Institute of Education

Programme Specification

BA (Hons) Education

Updated by Minor Change: 1/1/2019
Change of Award Title Approved: 4/4/2019

Amended by Minor Change: 4/12/19, 27/4/20, 15/6/21 & 30/11/21

1. **Final Award title**

   BA (Hons) Education

Award titles		
Final award title	Level 6	Bachelor of Arts Education
Intermediate award title	Level 5	Diploma of Higher Education (DipHE) (Unnamed)
Intermediate award title	Level 4	Certificate of Higher Education (CertHE) (Unnamed)

   Level 5 intermediate award title(s)

   Diploma of Higher Education

   NB this will be an unnamed DipHE unless the requirements for a named award are specified in this document

   Level 4 intermediate award title(s)

   Certificate of Higher Education

   NB this will be an unnamed CertHE unless the requirements for a named award are specified in this document

   UCAS code (s): X308
   HECoS code: 100459 / education studies

2. **Awarding Institution:** University of Plymouth
   Teaching institution: University of Plymouth

3. **Accrediting body(ies):** N/A

4. **Distinctive Features of the Programme and the Student Experience**

   4.1 The BA (Hons) degree in Education is a three-year programme of study which aims to develop students' knowledge and understanding of Education in its broadest sense. The course draws on a number of disciplines, fields, including psychology, sociology, history, politics, education, social policy, philosophy and interdisciplinary studies. The ethos of the programme is one of cooperative, collaborative and active learning; students engaging as researchers and co-researchers. Attendance and commitment to group processes are therefore fundamental. A wide range of assessment techniques are used, including essays, presentations, folios and research reports, so that an understanding of assessment in education is gained experientially. Through careful, sensitive and critical study of the meaning and

application of education in a wide variety of contexts, students will be prepared to seek employment in diverse educational settings. Graduates will be active, self-reflective and critical learners, with a sound understanding of the relationship between theoretical frameworks and empirical methods of inquiry.

4.2 The programme is taught by a team of tutors from different professional backgrounds and with different research interests, allowing us to model the multidisciplinary and multi-professional nature of Education and enabling tutors to develop individual areas of expertise which informs the professional development of the whole team as well as the taught experiences of our students. This multidisciplinary approach is extremely important as the education field is multi-professional and requires detailed knowledge and understanding of a varied number of disciplines, concepts and theories.

4.3 Members of the BA Education team are highly active in their own academic research and scholarly endeavours which further inform and enhance the student experience. For example, all permanent members of the team have doctorates in a wide variety of disciplines and subjects and our associate lecturers either have doctorates or are working towards them. All members of the team are research active looking at aspects of their own special interest. The teaching team includes leaders in the field.

4.4 Members of the team are also looking at their own research and scholarly practices and the student experience. Much of the team's work engages directly with students either including their involvement as participants in research projects and/or enabling them to take part in conference presentations- supporting and giving input into team members research dissemination

4.5 The degree has a final year student award for the most distinctive dissertation. Students are also encouraged to enter national writing competitions and consider getting their work published in suitable journals and online publications. The degree also holds annual events where alumni visit and talk about current employment, links to their undergraduate studies and advise students accordingly re CV and work experience plans.

4.6 The programme is firmly grounded in mutual respect which informs all aspects of tutors' relationships with students and our expectations about how students treat each other and the people with whom they may work.

4.7 We believe that developing the practice of mutual respect is an essential part of students' professional development. We also believe that this extends into the development of students' personal understanding of what they care about – a combination of theoretical and ethical understandings of complex issues

4.8 The programme is explicitly multi-professional and multidisciplinary. As explained above, the first is modelled through the backgrounds and interests of the teaching team. The second is also actively demonstrated by the team as well as being a core component of all modules. We have designed the first year programme of study as an excellent opportunity to begin an exploration of the different disciplines and, most importantly, how they interact and combine to create different understandings and a holistic vision of education. The programme begins with an intensive four-week module in which students are introduced to the variety of research interests and approaches represented among members of the BA Education team. There is also a

module focussed on putting their critical, theoretical work into action and encouraging a commitment to civic engagement in their wider communities.

4.9 The programme aims to encourage students to recognise how much they do not (yet) know and to help them to develop creative and playful approaches to coping with uncertainty, which is an important aspect of responsible professional practice.

4.10 Furthermore, we believe that the experience of Education should be one of co-creation; that our students work in partnership with us to shape their learning experiences and develop their interests. In this way, we seek to create professionals at all levels of the industry who are active learners, who question the assumptions of others and who are prepared to be creative and challenging. For example; EDST 602 Research in Education asks students what it is that they wish to focus on in terms of carrying out an extensive piece of research and what forms or types of methodology will they apply

4.11 Another central aspect of the programme is the development of students' political understanding and activity. A significant number of modules have an explicit social policy and political basis to them. All modules have an implicit social political narrative running through them. We consider that Education is a political field; that Education Professionals are required to have an awareness of the social policy context of their work and to be prepared to engage actively with political issues on behalf of those they work with. As a consequence, we place a great deal of emphasis on past, current and future political activity – locally, nationally and internationally.

4.12 We aim to facilitate the development of practitioners who are advocates for those they will work with and educate; who are engaged in social justice and at the forefront of action to seek positive social change by being able to challenge; to develop a critical voice and to be confident, empathetic and sensitive individuals.

4.13 Graduates of Foundation Degrees run by UPC partner colleges can join the programme in year 3 (level 6) where they can choose to study on campus (FT).

4.14 Professional practice experience is a component of the degree although this is not a practice degree. Throughout all three years students are expected to engage in work experience opportunities across the provision available. There is a compulsory component in the 2nd year- in Work Based Learning. Students learn work-ready skills through their work placements, volunteering and by engaging in real world problems through class based simulations and civic engagement in their communities. Practical experience forms a key component of the degree with work experience in each year of study, linked closely with schemes such as the Plymouth Compass and Service Learning. Opportunities are made to link theory to practice and to encourage students to develop their skills and aptitudes whilst working in a variety of settings.

4.15 Option modules allow individual students to tailor their degree to the requirements of a variety of career options and/or to their own interests such as teaching, mentoring, coaching and support roles, social work, local government, informal education roles, voluntary and charitable organisations, community and alternative and/or to their own interests. Advice on choice of option modules is provided both by the programme team and by the University careers advisory service.

4.16 Option modules are shared with BA Early Childhood Studies in order that students may have a wide choice of study alongside other students across the faculty. Where appropriate, students may draw on other cognitive areas from across the University. A high priority is placed upon widening opportunities for learning through on-going conversations with colleagues across the Faculty of Arts and Humanities and Business and with other Faculties such as the Faculty of Health and Human Sciences

4.17 The degree has a distinctive addition to its core module curriculum, entitled: Digital Literacy, Personal and Career Development. Through this, students receive regular timetabled input in core modules from Careers Department and Learning Development Services.

4.18 Students are supported by a personal tutor throughout their degree to provide academic and personal support and to assist with career choices and priorities. This personal dialogue is an important aspect of the core of care and is valued by students who feel that their tutors really know them as individuals and are able to assist them with a variety of developmental; academic; personal and practical issues.

4.19 The BA Education is an internationally facing degree: Members of the BA Education team have significant links with settings, professionals and academics in many other countries and use these links to the maximum benefit of their students. There is an option in the second year to do an international study exchange.

5. Relevant QAA Subject Benchmark Group(s) Education

6. Programme Structure

Requirements to pass 39.5%
120 credits to be achieved each year
All modules 20 credits
EDST602 is a double module (40 credits)

Specialism 1 – Inclusion and Diversity
Specialism 2 – Professional Working
Specialism 3 – Sustainable and Civic Education

EEC modules are run by the BA Early Childhood Studies (ECS) programme

EDST modules are run by the BA Education programme

Semester 1	Semester 2
Level 4	
Core EDST401 Introduction to Critical Questions	Core EDST411 Education Futures
Core EDST408 Equality and Justice	Core EDST409 Debating Values in Education
Core EDST414 Introduction to Critical Dis/ability Studies and Inclusion	Core EDST405 Introduction to Global Education
Level 5	
Core EDST504 Independent Study Project	Core EDST503 Work Based Learning
Elective/Specialism EEC522 Working with a Range of Professionals (shared with ECS) EDST525 Creating Therapeutic Spaces in Education and Communities (shared with ECS) EDST511 Outdoor and Experiential Learning	Core EDST502 Learning Matters
	Common Challenge Elective EDST517 Service learning for sustainable change Challenge Module (shared with ECS) EEC545 Childhood and Well-being in the Developing World Challenge Module (shared with ECS)
Level 6	
Core dissertation (EDST602 40 credits)	
Elective/Specialism EEC627 Enabling Environments (shared with ECS) EDST617 Global, Sustainable and Wild EDST610 Gender and difference	**Elective/Specialism** EDST609 Wellbeing and Education EDST627 Voice and Participation in Education and Society (shared with ECS) EEC638 Children and Risk (shared with ECS)

7.   Programme Aims

Overall Philosophy

The programme takes a wide-ranging perspective on Educational issues. Whilst those ultimately intending to qualify as teachers will benefit from the course, it is aimed at a much wider interest group. The focus goes beyond schooling, and explores the contribution of Education to wider society, with many graduates working in the field social work, counselling, youth work advisers, education management consultants, personnel management and recruitment, welfare and health services, retail, publishing and residential or care home management roles. Also community education officers, adult education lecturers/tutors, Steiner Waldorf schools, pupil referral units (PRUs), environmental education officers, environmental charities and public sector employers, health trainer, museum education officer, special needs teaching assistant, working in therapeutic communities, tutoring, teaching English as a foreign/second language (TEFL/TESL), training and development officers/managers.

Disciplines such as Psychology, Sociology, Philosophy and Politics are utilised to develop critical insights into Education. Research methods are taught and developed in order to help you be able to investigate self-chosen topics, and Practical Human Relationships skills are practised and developed. Students spend time on work placement where experiences are assessed and supported via academic tutors and placement co-ordinators.

Education is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers intellectually rigorous analysis of educational processes, systems and approaches, and their cultural, societal, political, historical and economic contexts. Programmes include the study of broader perspectives such as international education, economic relationships, the effects of globalisation and the role of education in human rights and ecological issues. They all include critique of current policies and practice and challenge assumptions.

Education provides an academic study of formal and informal contexts of education as well as a framework for understanding some aspects of human and social development. These contexts and phases encompass a diverse range of groups within educational settings, such as administration, post-16 learning, children's services, community development, and personal and professional development. QAA, (2015, p.7):

The ethos of the pathway is one of co-operative and active learning; attendance and commitment to group process are therefore fundamental. A wide range of

assessment techniques are used, including essays, presentations, digital submissions, folios and research reports, so that an understanding of assessment in education is gained experientially.

The BA Education degree, as cited from official benchmarks (QAA, 2015) and programme committee discussions, aims to:

1. Develop students' knowledge and understanding of 'Education' in its broadest sense by drawing on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the contexts within which it takes place

2. Provide students with a broad and balanced knowledge and understanding of the principal features of education in a wide range of contexts and provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice

3. Prepare students to work effectively and sensitively with colleagues, children, adults, families and related professionals through the careful study of Education as a discipline, subject and process/es. This is enhanced through critical examination of the roots and ramifications of policy and practice which occurs at all levels of the course and in preparing them to seek employment in diverse educational settings;

4. Encourage students to engage with fundamental questions concerning the aims and values of education and its relationship to society and enable students to develop as active and self-critical learners, with a sound understanding of the relationship between theoretical frameworks and the active, empirical methods of enquiry which inform the development, interpretation and re-evaluation of theory;

5. Develop students' understanding of the ways in which children and adults learn together in communities and to prepare them to act as creative, interpreters of public policies and as confident advocates for the rights and interests of those with whom they come into professional contact with.

8. Programme Intended Learning Outcomes

Levels 4-6

8.1. Knowledge and understanding
A necessary feature of this degree is an intellectually rigorous study of educational processes, and the cultural, political and historical contexts within which they are embedded. Students have the opportunity to engage with a number of different perspectives and to evaluate aims and values, means and ends, and the validity of the education issues in question. On graduating with an honours degree in Education, students should demonstrate a critical understanding of:

1. the underlying values, theories and concepts relevant to education
2. the diversity of learners and the complexities of the education process

3. the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process
4. the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.

8.2. Cognitive and intellectual skills

Intellectual skills are developed through the teaching and learning programme outlined below. Through study of the cultural and social contexts which inform educational provision, students are encouraged to recognise and challenge the roots of their own values and assumptions. Discussion is used to help students discover and clarify their own ideas. Students are consistently invited to refer to, and to share, their own experiences to illustrate and illuminate relevant topics. A wide range of learning experiences are utilised to stimulate the development of learning styles. On graduating with an honours degree in Education, students should be able to demonstrate the ability to:

1. analyse educational concepts, theories and issues of policy in a systematic way
2. identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts
3. accommodate new principles and understandings, select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding
4. use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.

8.3.   Key and transferable skills

All students are given regular and progressive opportunities to practise communication and presentation skills. They learn to manage time demands involved in coursework submission, particularly in stage 3 when their work becomes increasingly independently. They develop discussion and communication capabilities through pair and group discussion in sessions, participating in group tasks and in planning plus presenting group and individual work. Information, Library and Digital Literacy skills are embedded into core modules through linked input from ILS and Careers.

On successful completion graduates should have developed the ability to:

1. construct and communicate oral and written arguments; analyse, synthesise, evaluate, and identify problems and solutions.
2. interpret and present relevant numerical information
3. work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team

4. improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning

8.4. Employment related skills

On successful completion graduates should have developed:

1. skills in developing self and others

2. ability to work with children, adults and families

3. ability to synthesise and present information in a variety of formats to a varied and diverse audience.

8.5. Practical skills

On successful completion graduates should have experienced
1. students should be able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary, to use technology effectively to enhance critical and reflective study.
2. students should have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.
3. students should be able to articulate their own approaches to learning and organise an effective work pattern including working to deadlines.

Education benchmarks (see QAA 2015) http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-education-studies-15.pdf?sfvrsn=959cf781_8)

9. Admissions Criteria

Applicants are recommended to have GCSE (or equivalent) Maths and English at Grade C/Level C or above (or from 2017 Grade 4 or above). If applicants do not have the equivalent, completing this during this degree will be promoted.

International applicants must also satisfy the University's English language requirements as specified at https://www.plymouth.ac.uk/international/how-to-apply/international-students-entry-requirements

Entry Requirements for BA (Hons) Education	
DBS	Entry to the programme will be dependent on satisfactory completion of an enhanced DBS check.
A-level/AS-level	96 points on the UCAS tariff or equivalent, **including** General Studies
BTEC National Diploma/QCF Extended Diploma	**18 Unit BTEC National Diploma/QCF Extended Diploma**: MMM (Profiles should include at least one of the following subjects: Arts/Drama/Social Sciences/Early Years/English/Humanities/Media)
CACHE	**CACHE Diploma in Child Care & Education**: C – 96 points **CACHE Extended Diploma for the Children and Young People's Workforce:** C – 96 points **CACHE Extended Diploma for Children's Care, Learning, and Development:** C – 96 points **CACHE Diploma in Early Years Education and Care:** A – 96 points **CACHE Level 3 Extended Diploma in Health and Social Care**: C – 96 points
Access to Higher Education at level 3	Pass a named Access to HE Diploma (preference to education/ social science/ health and social care, but all considered) with at least 33 credits at Merit/Dist.
Welsh Baccalaureate	Awards additional A-level equivalent points, depending on grade (A-E)
Scottish Qualifications Authority	96 points to include CC at Advanced Highers, preferably Arts/Drama/Social Sciences/Early Years/English/Humanities/Media
Irish Leaving Certificate	Irish Highers, a minimum of four to six approved subjects at higher level, Grades H3 H4 H4 H4 H4 H4 (96 points) or equivalent
International Baccalaureate	24 overall to include one subject with 4 points at Higher Level (Profiles should include at least one of the following subjects: Arts/ Drama/ Social Sciences/ Early Years/ English/ Humanities/ Media) English & Maths accepted within If overseas and not studying English within IB – MUST have **IELTS**: 6.0 overall with 5.5 in all elements

10. Progression

Progression criteria for Final and Intermediate Awards

a. Students must achieve 120 credits at level 3 to progress to 4.
b. If students withdraw from the programme after successfully completing Level 4, they are eligible for the award of a Certificate of Higher Education (CertHE).
c. If students withdraw after successful completion of Level 5, they are eligible for the award of Diploma of Higher Education (DipHE)
d. If students fail to achieve 120 credits at Level 6 but gains 80 credits they may be eligible for an Ordinary Degree.

Students must achieve 120 credits at level 4 to progress to level 5 and 240 credits (including 120 at level 5) to progress to level 6.

Students from appropriate other courses may be eligible to join stage 2 if they have 120 level 4 credits from a relevant programme. If, in addition to 120 credits at level 4, they also have 120 level 5 credits from a relevant programme, they may be eligible to join stage 3

The final mark on which degree classification will be based will be calculated on the following basis:

Year 1 – (average mark from best 4 module marks) 10%

Year 2 – (average mark from all 6 modules (120 credits) 30%

Year 3 – (average mark from all 5 modules (120 credits) 60%

11. Non-standard Regulations

There are no exceptions to the university regulations

12. Transitional Arrangements N/A

Appendices

Appendix 1: Programme Specification Mapping (UG): L4 – L6 module contribution to the meeting of Award Learning Outcomes

Module Code	Level	Credits	C - core E - elective	Award Learning Outcomes (for more information see Section 8 of the Programme Specification) Please map where a module does one or more of the following: I – ALO is **introduced** A –ALO is **assessed**																			
				8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills				8.4 Employment related skills				8.5 Practical skills			
				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
EDST 401	4	20	C			x		x	x	x		X		x	x		X	X		X			
EDST 414	4	20	C	X	x			x	x	x	x	x	x	x	x	X		X					
EDST 405	4	20	C	X	x		X	x		x		x		x	x			X				X	
EDST 408	4	20	C	x	x		X	x		x		x	x	x	x	X		X					X
EDST 409	4	20	C	x	x		X		x		x	x	x	x	x			X					X
EDST 411	4	20	C		x	x	X	x		x		x	x	x	x	X		X					
EDST 502	5	20	C		x	x	X	x		x		x		x	x	x	X	X		X			X
EDST 503	5	20	C		x	x	X	x	x	x	x	x	x	x	x	X	X	X		x	X	X	
EDST 504	5	20	C	x	x	x		x		x		x	x	x	x	X		X					X
EDST 511	5	20	E		x	x		x		x		x	x	x	x			X				X	
EDST 517	5	20	E	x	x	x		x	x	x	x	x	x	x	x	x	X	X		x			
EDST 525	5	20	E	x		x		x		x	x	x	x	x	x	x		X			X	X	
EEC 522	5	20	E	X	X	X	X	X			X	X	X	X	X	X	X	X		X	X	X	

EEC 545	5	20	E	X	X	X	X		X		X	X							X		X	
EDST 602	6	40	C	x	x	x		x		x	x	x	x	x	x	X	X	X		X			
EDST 617	6	20	E		x		X	x		x		x	x	x	x	x		X		X			
EDST 609	6	20	E	x	x	x		x		x		x	x	x				X		X			
EDST 610	6	20	E	x	x	x		x		x		x	x	x				X				X	
EDST 627	6	20	E		x		X		x	x	x	x	x	x	x	X	X	X		x			
EEC 627	6	20	E	X	X	X	X		X	X		X		X			X	X			X	X	
EEC 638	6	20	E	X	X	X	X	X			X		X	X	X	X	X	X		X		X	