

University of Plymouth

Faculty of Arts, Humanities and Business

Plymouth Institute of Education

Programme Specification

BA (Hons) Education

This award incorporates an integrated Foundation year.

Definitive Document Approved: 18/1/19

Implementation Date: September 2019

A handwritten signature in black ink, appearing to be 'S. C. Smith', with a horizontal line extending to the right.

Change of Award Title Approved: 4/4/19
Amended by Minor Change: 4/12/19 & 27/4/20

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)

Integrated Foundation Year

The approved content of the Foundation year is described in this Programme Specification. The Foundation year is an integral part of the final award route and is not therefore reflected in the final award title.

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

BA (Hons) Education with Foundation year

UCAS code (s): X307

HECOS code: 100459

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

NB in completing this section, please clearly show how the content of the Foundation year is integrated with the Level 4-6 programme content.

4.1 The BA (Hons) degree in Education is a four year foundation degree 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 The programme is firmly grounded in a 'core of care' 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.

4.4 We believe that while aspects of care can be studied 'from outside', developing the practice of care is also an essential part of students' professional development. We also believe that the core of care extends into the development of students' personal understanding of what they care about – a combination of theoretical and ethical understandings of complex issues

4.5 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 Foundation year 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 subsequent first year 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. From 2019, the first year programme will end with

another intensive four week module focussed on putting their critical, theoretical work into action and encouraging a commitment to their wider communities.

4.6 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

4.7 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, including EDST 402, 403, 506, 514, 607 and 613. All other 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.

4.8 Graduates of Foundation Degrees run by UPC partner colleges can join the programme at stage 4 (level 6) where they can choose to study on campus (FT or PT).

4.9 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 EDST503, Work Based Learning

4.10 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.

4.11 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 Learning Developments, the Careers service and Library and Information Services.

4.12. Members of the BA Education team have a number of significant links with education settings, professionals and academics in many other countries and use these links to the maximum benefit of BA Education 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

NB include structure of Foundation year

EDUCATION Programme structure and pathways				
FOUNDATION YEAR (Level 3) 120 credits LEVEL 3 of BA (Hons) Education with Foundation 4 core modules (no options)				
Semester	Credits	Code	Title	Requirements
S1	30	ED001	Questioning Education	39.5% to pass
S1	30	ED002	Studying Learning and Learning to Study	39.5% to pass
S2	30	ED003	Children and Stories	39.5% to pass
S2	30	ED004	Independent Project	39.5% to pass
EDUCATION Programme structure and pathways				
Requirements to pass 39.5%				
FIRST YEAR (Level 4) 120 CREDITS All modules = 20 credits. The Core modules, as below, are mandatory				
Semester one			Semester two	
C O R E			M O D U L E S	
CORE MODULE: EDST 401: <i>An Introduction to Critical Questions in Education</i>			CORE MODULE: EDST 409: <i>Debating Values in Education</i>	
CORE MODULE: EDST 408: <i>Equality and Justice in education</i>			CORE MODULE: EDST 405: <i>Introduction to Global Education</i>	
CORE MODULE: EDST 404: <i>An Introduction to Perspectives on Disability and Inclusive Education</i>			CORE MODULE: EDST 410: <i>Praxis for Change</i>	

SECOND YEAR (Level 5) 120 CREDITS

All modules = 20 credits. The TWO Core modules, as below, are mandatory; you then select FOUR option modules to complete your Year 2 credits.

Semester one	Semester two
C O R E	M O D U L E S
CORE MODULES: EDST 502: <i>Learning Matters</i>	CORE MODULE: EDST 503: <i>Introduction to Work-based Learning</i>
Semester one O P T I O N	M O D U L E S Semester two
OPTION MODULE: EDST 515: <i>Inclusion and Therapeutic Interventions</i> Shared with ECS	OPTION MODULE: EDST 511: <i>Outdoor and Experiential Learning</i> Shared with ECS
OPTION EDST 514 <i>Alternatives in Education</i>	OPTION MODULE: EDST 504: <i>Independent Study module</i>
OPTION MODULE: EEC 535: <i>Childhood and Wellbeing in the Majority World</i>	OPTION MODULE: EEC 522: Working with a range of professionals

THIRD YEAR (level 6) 120 CREDITS

All Option modules = 20 credits. The **Core module is mandatory and your final research project, it = 40 credits and runs over both terms. Further to this, you select FOUR option modules to complete your Year 3 credits.

Semester one	Semester two
C O R E	M O D U L E S
CORE MODULE: EDST 602: (All year) <i>Research in Education</i>	CORE MODULE: EDST 602: (All year) <i>Research in Education</i>
Semester one O P T I O N	M O D U L E S Semester two
OPTION MODULE: EDST 603: <i>Independent Study Module</i>	OPTION MODULE: EDST 609: <i>Wellbeing and Education</i>
OPTION MODULE: EDST 610 <i>Gender and Difference</i>	OPTION MODULE: EDST 607

	<i>Drawing Upon the margins for inclusion in education and society</i> Shared with ECS
OPTION MODULE: EDST 604 <i>Global Education: Teaching and Learning for an Interconnected World</i> Shared with ECS	OPTION MODULE: EEC638 <i>Children and risk</i>
OPTION MODULE: EEC 627 <i>Enabling Environments for young children's learning</i>	

7. Programme Aims

NB in completing this section, please clearly show how the aims of the Foundation year are integrated with aims of the Level 4-6 programme.

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, then, 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), 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

NB please give the learning outcomes for the Foundation Year. These do not need to be separated into Knowledge and understanding/Cognitive and intellectual skills/Key and transferable skills/Employment related skills/Practical skills.

8.1

Foundation Year – Level 3

The intended learning outcomes of the Foundation year should be read in conjunction with those of the Level 4-6 award to demonstrate the full scope of the intended study programme.

On successful completion of the Foundation Year, students will:

Knowledge & Understanding

- Have an understanding of defined areas of the knowledge base.
- Demonstrate an awareness of current areas of debate in the field of study

Cognitive Skills

- Relate principles and concepts to underlying theoretical frameworks and approaches.
- Carry out defined investigative strategies and communicates results effectively in a given format.
- Collect information to inform a choice of solutions to standard problems in familiar contexts.
- Analyses a range of information using pre-defined principles, frameworks or criteria.

Practice

- Have an awareness of the ethical issues in the main areas of study.
- Have personal and enabling skills
- Assess own capabilities against given criteria.
- Use interpersonal and communication skills to clarify tasks and communicate outcomes in narrowly defined contexts

8.2

Levels 4-6

NB please give the learning outcomes for the Foundation Year. These MUST be separated into Knowledge and understanding/Cognitive and intellectual skills/Key and transferable skills/Employment related skills/Practical skills as shown below.

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

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

(Example given for standard undergraduate programme incorporating a Foundation Year – amend as necessary)

Applicants are recommended to have GCSE (or equivalent) Maths and English at Grade C/Level C or above (or from 2017 level 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 (Honours) Education with Foundation Year	
DBS	Entry to the programme will be dependent on satisfactory completion of an enhanced DBS check.
A-level/AS-level	For Level 3 entry the Tariff points entry level will normally be 32-48 points from A level or equivalent.
BTEC National Diploma/QCF Extended Diploma/CACHE	All applications to be referred to the Admissions Tutor
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	Refer to Admissions Tutor
Scottish Qualifications Authority	32- 48 points at Advanced Highers – refer to admissions tutor
Irish Leaving Certificate	Irish Highers, H5 in five subjects equivalent to 32-48 points

International Baccalaureate	24 overall – refer to Admissions tutor
Proficiency in English	<p>Students for whom English is an additional language will need to demonstrate ability in spoken and written English equivalent to an IELTS score of 6.0 and/or successfully complete the university's special test before entering the Foundation Year.</p> <p>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</p>

10. Progression criteria

Students are required to pass all modules of Level 3 (Foundation Year) to progress directly onto Level 4 of either BA (Hons) Education or BA (Hons) Early Childhood Studies.

Requests to change programmes at the end of the Foundation Year will be considered only within the normal University regulations. Thereafter:

- a. Students must achieve 120 credits at level 3 to progress to 4. There is no exit award for those leaving after the Foundation Year.
- 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 80 credits) 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

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	
EDST 404	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					
EDST 409	4	20	C	x	x		X		x		x	x	x	x	x			X					

EDST 410	4	20	C	x	x	x		x	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		
EDST 514	5	20	E		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	
EDST 506	5	20	E	x	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		
EDST 515	5	20	E	x		x		x		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			
EDST 604	6	20	E		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 613	6	20	E		x		X		x	x	x	x	x	x	X	X	X		x			