Plymouth University

Faculty of Arts and Humanities

Plymouth Institute of Education

Programme Specification

BA (Honours) Education Studies

Approved by Minor Change 12/11/14
1. BA (Honours) Education Studies

Final award title:

BA (Hons) Education Studies

Level 5 Intermediate award title(s): Diploma of Higher Education

Level 4 Intermediate award title(s): Certificate of Higher Education

UCAS code 1985

JACS code X300

2. Awarding Institution: University of Plymouth

Teaching institution(s): Plymouth University

3. Accrediting body(ies) NA

Summary of specific conditions/regulations NA

Date of re-accreditation NA

4. Distinctive Features of the Programme and the Student Experience

4.1. The BA (Hons) degree in Education Studies is a three year programme of study which aims to develop students’ knowledge and understanding of Education in its broadest sense. Through careful and
sensitive 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. 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 pathway is one of co-operative, 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.

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 studies 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 EDST team are highly active in their own academic 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. Members of the team are also looking at their own practice and the student experience. Much of the teams work engages
directly with our own 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.

4.4.

The degree has a final year student award for the most distinctive dissertation. As part of this award winners attend and present their research at BESA, a national education conference. The degree also holds an annual final year Education Futures event where alumni visit and talk about current employment, links to their undergraduate studies and advise students accordingly re CV and work experience plans.

4.5. 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. 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.

4.6. The programme is explicitly multi-professional and multi-disciplinary. 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 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. From 2015 the programme will begin with an intensive four week module in which
students are introduced to the variety of research interests and approaches represented among members of the EDST team.

4.7. 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.

4.8. Furthermore, we believe that the experience of Education Studies 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.

4.9. 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, 502, 514, 615, 607. All other modules have an implicit social political narrative running through them. We consider that Education Studies 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.

4.10. 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.

4.11. 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).

4.12. For progressing students for whom travel to campus is difficult, due to geography or caring/working responsibilities, it is usually possible to choose options which will mean that attendance is only required on two days per week.

4.13. Professional practice is an essential component of the degree although this is not a practice degree. Throughout all three years students are required and expected to engage in work experience opportunities across the provision available.

4.14. A wide range of option modules at each stage allows 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 (in person and through online podcasts) and by the University careers advisory service.

4.15. 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 Technology Information Services. This input covers the following: referencing, plagiarism, using available
information services; Library, VLE and Internet, EndNote Web, PDP, CV, interview prep and Education careers fairs.

4.16. Option modules are shared with a number of other programmes such as BA Early Childhood Studies and BSc Psychology 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. From 2015-16 students will also be able to take Plymouth Plus option modules alongside students from other programmes. A high priority is placed upon widening opportunities for learning through on-going conversations with colleagues across the Faculty of Arts and Humanities and with other Faculties such as the Faculty of Health and Human Sciences and the Business School.

4.17. 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.

4.18. Practical experience forms a key component of the degree with work experience in each year of study, linked closely with the Plymouth Award and Learning through Volunteering. 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.

4.19. Members of the EDST team have a number of significant links with settings, professionals and academics in many other countries and use these links to the maximum benefit of EDST students. It is planned that further trip opportunities will become available as the team develops these international links.
4.20.

The degree has a history of excellent reviews/feedback from external examiner reports

(2012): This is an outstanding programme that challenges and engages students fully. Particular strengths include:
1. Maintenance of a conscientious, reciprocal high expectations culture.
2. Assignments consistently demonstrate serious engagement in the subject matter, high levels of reflection and critical analysis and the capacity to relate theory to practice.
3. The range and breadth of module options at levels 5 and 6.
4. Innovative and engagement assessment activities – that encourage students to develop their own tasks and take ownership of their work. The originality of much of the work student work.
5. A programme that is strongly underpinned by critical and philosophical theory, as evidenced in the core modules.
6. Engagement with/in the community – range of trips and other extra-curricular activities.
7. The committed and collegiate programme team.

(2013): The team is highly committed and enthusiastic. All members offer tremendous academic and pastoral support to students….. The course develops critical literacies and self-reflection (within the contexts of inequity, globalisation, employment, social justice, the environment, new media). It encourages students to think about their own engagement with, and impact on, people and settings around them.
As stated in previous reports, students and lecturers have high expectations for one another.
Students are encouraged to participate in wider networks (including academic communities - where they present and publish their work). Support and funding are provided – to encourage students to see themselves as active researchers, capable of contributing to the generation of new knowledge.

(2014):

I remain convinced that students on this degree programme enjoy an innovative, challenging, rich and stimulating course. Above all, they are strongly encouraged to be active participants and to be
researchers. Pastoral and academic support is outstanding. This is one of the most interesting and original programmes that I have come across.

4.21. The degree has been noted in formal periodic review (2011/12) and external examining (2011/12) processes as having:

An ethos of continuous review and development, driven by the clear enthusiasm and passion of staff.
A well established ‘core of care’, evidenced in a strongly student-centred approach and good pastoral care

Evidence of the synergy of research and teaching in the design and delivery of the programme

Furthermore being a: forward-looking programme which highlights:

an international approach e.g. modules in Global and comparative education, alternatives in education and international study partnerships, the value of placements and work-based learning;
a strong capacity to respond to a fast changing external environment.

And:

A constant dialogue exists with local and national employers
The provision embraces positively the opportunities arising from the merger with the Faculty of Health
A diversity of provision based around both academic and professional strands.
5. Relevant QAA Subject Benchmark Group(s)

Education Studies

6. Programme Structure
As from September 2015 the following changes will be added to the above:
Core modules at level 4 - CEP semester 1 (20 credits) and Plymouth Plus semester 2 (20 credits) will be added. EDST 404 and EDST 405 will become option and PSYC101 will be removed as an option.

<table>
<thead>
<tr>
<th>EDUCATION STUDIES</th>
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<tbody>
<tr>
<td>Programme structure and pathways</td>
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</tbody>
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<table>
<thead>
<tr>
<th>FIRST YEAR – 120 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All modules = 20 credits. The FOUR **Core modules, as below, are mandatory; you then select <strong>TWO option modules</strong> to complete your Year 1 credits (we suggest one Option Module per term to run alongside the 2 core modules per term). Sample of Option modules below is indicative of those available in the academic year 2013/14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester one Year 1 (Level 4)</th>
<th>Semester two Year 1 (Level 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C O R E</td>
<td>M O D U L E S</td>
</tr>
<tr>
<td>**CORE MODULE: ** EDST 401: An Introduction to Critical Questions in Education</td>
<td></td>
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<tr>
<td>**CORE MODULE: ** EDST 402:</td>
<td></td>
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<tr>
<td>**CORE MODULE: ** EDST 403: Introduction to Values in Education</td>
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| **Introduction to Equality and Education** | **Core 1 x Plymouth Plus module**  
Either EDU400PP or  
EDU402PP or  
EDU403PP or  
EDU404PP |
|-------------------------------------------------|-------------------------------------------------|
| **Semester one**  
**OPTION MODULES**  
**EDST 406:** Early Adventures  
**EDST 404:** An Introduction to Perspectives on Disability and Inclusive Education  
**EDST 407:** The Experience of Disability: an Ethnographic Study  
**EDST 405:** Introduction to Global Education  
**PSYC104:** Current Topics in Social and Developmental Psychology |
SECOND YEAR – 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 (we suggest two Option Module per term to run alongside each of the core modules). Sample of Option modules below is indicative of those available in the academic year 2013/14

<table>
<thead>
<tr>
<th>Semester one</th>
<th>Year 2 (Level 5)</th>
<th>Semester two</th>
<th>Year 2 (Level 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE MODULE:</strong></td>
<td><strong>EDST 502:</strong> Learning Matters</td>
<td><strong>CORE MODULE:</strong></td>
<td><strong>EDST 503:</strong> Introduction to Work-based Learning</td>
</tr>
<tr>
<td><strong>OPTION MODULE:</strong></td>
<td>EDST 504: Independent Study Module</td>
<td><strong>OPTION MODULE:</strong></td>
<td>EDST 504: Independent Study Module</td>
</tr>
<tr>
<td><strong>OPTION MODULE:</strong></td>
<td>EDST 506: Intersectionality &amp; Disabling Conditions</td>
<td><strong>OPTION MODULE:</strong></td>
<td>EDST 509: Counselling in Educational Roles</td>
</tr>
<tr>
<td><strong>OPTION MODULE:</strong></td>
<td>EDST 508: Learning through Children’s Literature</td>
<td><strong>OPTION MODULE:</strong></td>
<td>EDST 511: Outdoor and Experiential Learning</td>
</tr>
<tr>
<td><strong>OPTION MODULE:</strong></td>
<td>EEC 515: Childhood and Wellbeing in the Developing World</td>
<td><strong>OPTION MODULE:</strong></td>
<td>EDST 513: Sustainability and Environmental Education</td>
</tr>
<tr>
<td>OPTION MODULE: EDST 514: Alternatives in Education</td>
<td>OPTION MODULE: EDST 515: Inclusion and Therapeutic Interventions</td>
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<tr>
<td>OPTION MODULE: EDST 516: Sex and Relationship Education</td>
<td>OPTION MODULE: EEC 512: Working with a Range of Professions: the Impact on Young Children</td>
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<tr>
<td>OPTION MODULE: PSYC204 (Spring)</td>
<td>Applied Topics in Health and Cognition</td>
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</tbody>
</table>
THIRD YEAR – 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 (we suggest two Option Module per term to run alongside the core modules). Sample of Option modules below is indicative of those available in the academic year 2013/14

<table>
<thead>
<tr>
<th>Semester one</th>
<th>Semester two</th>
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</thead>
<tbody>
<tr>
<td><strong>Core modules</strong></td>
<td><strong>Core modules</strong></td>
</tr>
<tr>
<td>Core Module: <strong>EDST 602:</strong> (All Year) Research in Education</td>
<td>Core Module: <strong>EDST 602:</strong> (All year) Research in Education</td>
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</table>

<table>
<thead>
<tr>
<th>Semester one</th>
<th>Option modules</th>
<th>Semester two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option Module:</strong> EDST 603 Independent Study Module</td>
<td><strong>Option Module:</strong> EDST 603: Independent Study Module</td>
<td></td>
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<tr>
<td><strong>Option Module:</strong> EDST 604 Global Education: Teaching and Learning for an Interconnected World</td>
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<tr>
<td><strong>Option Module:</strong> EDST 605: Ecophilosophy</td>
<td><strong>Option Module:</strong> EEC615: Politics, Welfare and Society</td>
<td></td>
</tr>
<tr>
<td><strong>Option Module:</strong> EDST 606 e-Learning</td>
<td><strong>Option Module:</strong> EDST 607: Drawing Upon the Margins for Inclusion in Education &amp; Society</td>
<td></td>
</tr>
<tr>
<td><strong>Option Module:</strong> EDST 608 Interventions in Work-based Learning</td>
<td><strong>Option Module:</strong> EDST 609: Wellbeing and Education</td>
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</table>
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 with many graduates working in the field of social work, counselling, youth work advisers, education management consultants, Local Education Authority advisors, personnel management, welfare and health services, retail, publishing and residential or care home management roles. The focus, then, goes beyond schooling, and explores the contribution of Education to wider society.

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 studies provides an academic basis for practitioners in 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: education administration; community development; health/social care environments; human resources and the voluntary sector.*

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 EDST degree, as cited from official benchmarks and programme committee discussions, aims to (QAA, 2007):

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.

Encourage the interrogation of educational processes in a wide variety of contexts develop in students the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner and promote a range of qualities in students including intellectual independence and critical engagement with evidence.

8. Programme Intended Learning Outcomes

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.
- students will draw upon contemporary research and other relevant educational literature. Students will also require an awareness of relevant concepts and theories from across a range of appropriate disciplines.
- students will be able to demonstrate that they have acquired the ability to understand theoretical knowledge and research evidence about:
• the processes of learning, including some of the key paradigms and their impact
• on educational practices the effects of cultural, societal, political, historical and economic contexts on
• learning, including education policies, moral, religious and philosophical underpinnings, and issues of social justice
• formal and informal contexts for learning. Educational contexts will include some understanding of their own education system and other education systems, and the values underpinning their organisation
• a range of research perspectives and methodologies applied to education
• the complex interactions between education and its contexts, and relationships with other disciplines and professions.

On successful completion graduates should have developed:

- analyse educational issues systematically
- evaluate education policy in an informed and systematic way
- accommodate new principles and new knowledge

apply key principles across educational systems.

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.

Assessment:
These skills are formally assessed in students’ assignments. Students’ contributions to discussions and their active role in their own learning are also explored in informal and formative group evaluations of how the group functions. In one of the stage 1 core modules students are encouraged to submit weekly written tasks, they are expected to show active engagement with issues in the form of reflections, annotations, commentaries etc. Students are encouraged to take responsibility for negotiating the titles of their assignments as they progress through the course. Formative feedback on assignments addresses the degree to which the published criteria have been met.

Module assessments enable students to demonstrate they have acquired the ability to apply their subject knowledge and understanding through:
- the analysis of complex situations concerning human learning and development in particular contexts, including their own learning
- the use of examples of the implementation of policies in practice
- the accommodation of new ideas and the provision of well argued conclusions relating to issues, such as the impact of globalisation on education systems, social justice, sustainable development, social inclusion and the knowledge economy
- consideration of the international and intercultural dimension of education, the effect of the increasing use of the internet, and the impact of increased worldwide mobility.

8.3. Key and transferable skills
Teaching and Learning:
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:

- construct and communicate oral and written arguments
- use information and communication technology (ICT), including word processing, databases, internet communication, information retrieval and online searches
- interpret and present relevant numerical information
- 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
- 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
- analyse, synthesise, evaluate, and identify problems and solutions.

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:

The opportunity to explore and begin to develop skills as identified by Education Studies benchmarks
9. Admissions Criteria, including APCL, APEL and DAS arrangements

Normal entry requirement is 240 points on the UCAS tariff or equivalent or completion of an Access programme or equivalent International/Overseas Qualifications and completion and satisfactory outcome of enhanced CRB.

Students from appropriate other courses may be eligible to join stage 2 if they have 120 credits at level 4. If, in addition to 120 credits at level 4, they also have 120 credits at level 5, they may be eligible to join stage 3. Progression accords with a number of partner colleges mean that graduates of FdA programmes at these colleges can join level 6 either part-time or full-time. Students where English is not a first language will be required to demonstrate efficiency in English with IELTS cert 6. Copy of this certificate will need to be submitted as part of the application process.

<table>
<thead>
<tr>
<th>DBS</th>
<th>Entry to the programme will be dependent on satisfactory completion of an enhanced DBS check.</th>
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</thead>
<tbody>
<tr>
<td>A-level/AS-level</td>
<td>Normal entry requirement is 240 points on the UCAS tariff or equivalent</td>
</tr>
<tr>
<td>BTEC National Diploma/QCF Extended Diploma</td>
<td>Normal entry requirement is 240 points as reflected in BTEC National Diploma or CACHE Diploma</td>
</tr>
<tr>
<td>Access to Higher Education at level 3</td>
<td>Pass an Access to HE Diploma</td>
</tr>
<tr>
<td>Welsh Baccalaureate</td>
<td>120 UCAS points from other qualifications plus 120 points from WB</td>
</tr>
<tr>
<td>Scottish Qualifications Authority</td>
<td>Normal entry requirement is 240 points on the UCAS tariff or equivalent</td>
</tr>
<tr>
<td>Irish Leaving Certificate</td>
<td>Normal entry requirement is 240 points on the UCAS tariff or equivalent</td>
</tr>
<tr>
<td>International</td>
<td>Normal entry requirement is 240 points on the UCAS tariff or equivalent</td>
</tr>
<tr>
<td>Baccalaureate equivalent. Overseas students not studying English within IB, must have IELTS 6.0 overall with a minimum of 5.5 in all elements.</td>
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<tr>
<td>Proficiency in English 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 stage 1.</td>
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### 10. Progression criteria for Final and Intermediate Awards

There is direct progression with UPC partner colleges onto the final year of the degree and we do consider other FdA student progression to level 6 on the basis of completion of FdA, enhanced CRB and application.

Students, upon graduating, have the option to progress their studies with linked Faculty Postgraduate certificates, Masters and Doctorate studies:
- PGCE primary education, MSc Learning for Sustainability, MSc Social and Educational research, MA Early Childhood Studies and International Masters Programme in Early Childhood, International Masters Programme, EdD Programme and PhD in Education.

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.

Progression accords with a number of partner colleges mean that graduates of FdA programmes at these colleges can join stage 3 either part-time or full-time.

For students beginning the programme in or after September 2014 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. Exceptions to Regulations
There are no exceptions to the university regulations

12. Transitional Arrangements

There are no transitional arrangements

13. Mapping and Appendices:

13.1 and 13.3 Mapping ILOs and skills against modules

BA (Hons) Education Studies
Mapping L4 modules to Programme Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Programme Intended Learning Outcomes Map</th>
<th>Certificate Level</th>
</tr>
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<tbody>
<tr>
<td>1 Graduate Attributes and Skills</td>
<td>2</td>
</tr>
<tr>
<td>Core Programme Intended Learning Outcomes</td>
<td>Aims</td>
</tr>
</tbody>
</table>
Knowledge and Understanding

- understand the conceptual underpinnings of ECS as a subject area, its historical origins, development and limitations
  - 1,2,3  
  - demonstrate systematic knowledge and understanding of children and childhood, nationally and globally, from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives
  - 2,3,4  
  - demonstrate systematic knowledge and critical understanding of the areas of interest contributing to ECS across the core subject-specific skills areas, and how they interrelate.
  - 1,2  
  - 1,5  
  - 2,4,6  

This includes:

- a systematic knowledge and critical understanding of all aspects of significant policy and provision for children and families
  - 2,4  
  - 7.7.3, 7.12.3, 402, 403, 404, 405

- a working knowledge of the importance of, but also the challenges and constraints of, multiprofessional, interprofessional, multi-agency and inter-agency working in order to meet the needs of children and families
  - 1, 2,4  
  - 7.7.4, 7.12.4, 402, 403, 404, 405

- 3, 6  
  - 7.7.5, 7.12.5, 7.12.6, 402, 403, 404, 405
## Cognitive / Intellectual Skills

On completion graduates should have developed the skills of:

- **Critical analysis**
  - 3, 2
  - 7.8.4, 7.8.12, 7.8.13
  - 402, 403, 404, 405

- **Synthesis**
  - 1, 4, 3
  - 7.8.1, 7.9.2
  - 402, 403, 404, 405

- **Reflection**
  - 2, 3, 6
  - 7.8.2
  - 402, 403, 404, 405

- **Evaluation**
  - 3, 5
  - 7.8.3, 7.8.6
  - 402, 403, 404, 405

- **Critical argument**
  - 2, 3
  - 7.8.12
  - 402, 403, 404, 405

- **Application**
  - 2, 4
  - 7.8.7
  - 402, 403, 404, 405
Key / Transferable Skills On completion graduates should have developed:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Requirement</th>
<th>Related Numbers</th>
<th>Notes</th>
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<tr>
<td>Communication skills (not just linguistic)</td>
<td>2, 4</td>
<td>7.10.1, 7.10.4, 7.10.6, 7.10.8</td>
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<tr>
<td>Group work skills</td>
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<td>7.8.11, 7.10.9, 7.10.10</td>
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<td>Critical analysis skills</td>
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<tr>
<td>Writing a critical argument</td>
<td>1, 3</td>
<td>7.8.12, 7.10.11</td>
<td>402, 403, 404, 405</td>
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<tr>
<td>Interpretation and application of policies and practice guidelines</td>
<td>1, 2, 4</td>
<td>7.8.6</td>
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<tr>
<td>Problem solving</td>
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<td>Research skills</td>
<td>2, 3</td>
<td>7.8.14, 7.10.5</td>
<td>402, 403, 404, 405</td>
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<td>3,6</td>
<td>7.8.14-17, 7.10.13</td>
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</table>
**Practical Skills** *(subject specific)*

The opportunity to explore and begin to develop practice based skills as identified by Common Core and Education Studies benchmarks

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<tbody>
<tr>
<td>2, 3</td>
<td>7.8.8 - 7.8.11</td>
<td>402, 403, 404, 405</td>
</tr>
</tbody>
</table>

**Employment-related skills**

On completion graduates should have developed:

- Skills in developing self and others
  - 2, 4, 5
  - 7.10.6, 7.10.8, 7.10.9, 7.10.10
  - 402, 403, 404, 405

- Ability to work with children and families
  - 2, 4, 6
  - 7.8.9
  - 402, 403, 404, 405

- Ability to synthesise and present information in a variety of formats to a varied and diverse audience
  - 1, 3
  - 7.10.1, 7.10.2, 7.10.3, 7.10.4, 7.10.6, 7.10.11
  - 402, 403, 404, 405
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<tr>
<th>Programme Intended Learning Outcomes Map</th>
<th>Diploma Level</th>
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</thead>
<tbody>
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<td>2</td>
</tr>
<tr>
<td>Core Programme Intended Learning Outcomes</td>
<td>Aims</td>
</tr>
</tbody>
</table>

### Knowledge and Understanding

- **understand the conceptual underpinnings of ECS as a subject area, its historical origins, development and limitations**
  - 1, 2, 3
  - 7.6.1, 7.11.1, 7.16.1
  - 502, 503

- **demonstrate systematic knowledge and understanding of children and childhood, nationally and globally, from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives**
  - 2, 3, 4
  - 7.6.2, 7.11.2, 7.16.2
  - 502, 503

- **demonstrate systematic knowledge and critical understanding of the areas of interest contributing to ECS across the core subject-specific skills areas, and how they interrelate.**
  - 1, 6
  - 7.7.1, 7.12.1, 7.17.1
  - 502, 503

  - 2, 4, 6
  - 7.7.2, 7.12.2, 7.17.2
  - 502, 503

This includes:

- **a systematic knowledge and critical understanding of all aspects of significant policy and provision for children and families**
  - 2, 3, 4
  - 7.7.3, 7.12.3, 7.17.3
  - 502, 503

- **a working knowledge of the importance of, but also the challenges and constraints of, multiprofessional, interprofessional, multi-agency and inter-agency working in order to meet the needs of children and families**
  - 2, 4
  - 7.7.4, 7.12.4, 7.17.4
  - 502, 503

  - 3, 6
  - 7.7.5, 7.12.5, 7.12.6, 7.17.5
  - 502, 503
### Cognitive / Intellectual Skills

On completion graduates should have developed the skills of:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Numbers</th>
<th>Relevant Codes</th>
<th>Reference</th>
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</thead>
<tbody>
<tr>
<td>Synthesis</td>
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<td>7.13.3, 7.13.6, 7.13.9, 7.13.10</td>
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</tr>
<tr>
<td>Reflection</td>
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<td>7.13.3</td>
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<tr>
<td>Evaluation</td>
<td>3,5</td>
<td>7.13.4, 7.13.7</td>
<td>502,503</td>
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<tr>
<td>Critical argument</td>
<td>2, 3</td>
<td>7.13.13</td>
<td>502,503</td>
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<tr>
<td>Application</td>
<td>2, 4</td>
<td>7.13.9 -7.13.12</td>
<td>502,503</td>
</tr>
</tbody>
</table>
**Key / Transferable Skills**

On completion graduates should have developed:

- Communication skills (not just linguistic)
  - 2, 4
  - 7.15.1, 7.15.4, 7.15.6, 7.15.8
  - 502,503

- Group work skills
  - 2, 4
  - 7.13.11, 7.15.9, 7.15.10
  - 502,503

- IT skills

- Literature searching
  - 3, 6
  - 7.15.12
  - 502,503

- Critical analysis skills
  - 3
  - 7.15.7, 7.15.13
  - 502,503

- Writing a critical argument
  - 3, 6
  - 7.13.1
  - 502,503

- Interpretation and application of policies and practice guidelines
  - 1, 3
  - 7.13.12, 7.15.11
  - 502,503

- Time management and personal planning
  - 3, 6
  - 7.15.13, 7.15.14
  - 502,503

- Problem solving
  - 2, 3
  - 7.13.14, 7.15.5
  - 502,503

- Research skills
  - 3
  - 7.13.15-18, 7.15.13
  - 502,503
### Practical Skills (subject specific)

The opportunity to explore and begin to develop practice based skills as identified by Common Core and Education Studies benchmarks

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<tr>
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<th>2, 3</th>
<th>7.14.1-3, 7.19.1-3</th>
<th>502,503</th>
</tr>
</thead>
</table>

### Employment-related skills

On completion graduates should have developed:

- Skills in developing self and others
  - 2, 4
  - 7.15.6, 7.15.8, 7.15.9, 7.15.10

- Ability to work with children and families
  - 2, 4
  - 7.13.9

- Ability to synthesise and present information in a variety of formats to a varied and diverse audience
  - 1, 3, 6
  - 7.15.1-4, 7.15.6, 7.15.11

502,503
### BA (Hons) Education Studies
### Mapping L6 modules to Programme Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Programme Intended Learning Outcomes Map</th>
<th>Honours Degree Level</th>
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<tbody>
<tr>
<td>1  Graduate Attributes and Skills</td>
<td>2</td>
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<td>2</td>
<td>3</td>
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<td>3</td>
<td>4</td>
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<td>Core Programme Intended Learning Outcomes</td>
<td>Aims</td>
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<td></td>
<td>Subject Benchmark</td>
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<td></td>
<td>Related Core Modules</td>
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</tbody>
</table>
**Knowledge and Understanding**

- understand the conceptual underpinnings of ECS as a subject area, its historical origins, development and limitations
  - 1,2,3
  - 7.6.1, 7.11.1, 7.16.1
  - 602

- demonstrate systematic knowledge and understanding of children and childhood, nationally and globally, from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives
  - 2,3,4
  - 7.6.2, 7.11.2, 7.16.2
  - 602

- demonstrate systematic knowledge and critical understanding of the areas of interest contributing to ECS across the core subject-specific skills areas, and how they interrelate.
  - 1,5
  - 7.6.3, 7.11.3, 7.16.3
  - 602

  This includes:

- a systematic knowledge and critical understanding of all aspects of significant policy and provision for children and families
  - 1,6
  - 7.7.1, 7.12.1, 7.17.1

- a working knowledge of the importance of, but also the challenges and constraints of, multiprofessional, interprofessional, multi-agency and inter-agency working in order to meet the needs of children and families
  - 2,4
  - 7.7.2, 7.12.2, 7.17.2
  - 602

- 2,3,4
  - 7.7.3, 7.12.3, 7.17.3
  - 602

- 2,4
  - 7.7.4, 7.12.4, 7.17.4
  - 602

- 3,6
  - 7.7.5, 7.12.5, 7.12.6, 7.17.5, 7.17.6, 7.17.7
  - 602
<table>
<thead>
<tr>
<th>Cognitive / Intellectual Skills</th>
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<tbody>
<tr>
<td>On completion graduates should have developed the skills of:</td>
<td></td>
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<tr>
<td>• Critical analysis</td>
<td>3, 6</td>
<td>7.18.4, 7.18.12, 7.18.13</td>
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<tr>
<td>• Synthesis</td>
<td>1, 3</td>
<td>7.18.2, 7.20.2</td>
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<td>7.18.3</td>
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<tr>
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<td>• Critical argument</td>
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<tr>
<td>• Application</td>
<td>2, 4</td>
<td>7.18.7, 7.18.9 – 7.18.11</td>
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**Key / Transferable Skills**

On completion graduates should have developed:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Level</th>
<th>Course Numbers</th>
<th>Code</th>
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<tbody>
<tr>
<td>Communication skills (not just linguistic)</td>
<td>2, 4</td>
<td>7.20.1, 7.20.4, 7.20.6, 7.20.8</td>
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<td>Group work skills</td>
<td>2, 4</td>
<td>7.20.4, 7.20.9, 7.20.10</td>
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<td>IT skills</td>
<td>3, 5</td>
<td>7.20.12</td>
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<td>Literature searching</td>
<td>3</td>
<td>7.20.7, 7.20.13</td>
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<tr>
<td>Critical analysis skills</td>
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<td>Writing a critical argument</td>
<td>3</td>
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<tr>
<td>Interpretation and application of policies and practice guidelines</td>
<td>1, 3</td>
<td>7.18.12, 7.20.11</td>
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<tr>
<td>Time management and personal planning</td>
<td>1, 2, 4</td>
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### Practical Skills (subject specific)

The opportunity to explore and begin to develop practice based skills as identified by Common Core and Education Studies benchmarks

<p>| | | |</p>
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<td>2, 3</td>
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### Employment-related skills

On completion graduates should have developed:

- Skills in developing self and others
  
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- Ability to work with children and families
  
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<td>2, 4</td>
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- Ability to synthesise and present information in a variety of formats to a varied and diverse audience
  
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### 13.2 Assessment against Modules Mapping

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