UNDERGRADUATE PROGRAMME SPECIFICATION

Programme Title: **BA (Hons) Education**

Awarding Body: **Staffordshire University**

Teaching Institution: **Staffordshire University**

Final Awards: **BA (Hons) Education**

Intermediate Awards: **Certificate in Education**
                                      Diploma in Education

Mode of Study: **Full-time**

UCAS Codes: **X300**

QAA Subject Benchmarks: Education

JACS Code: **X300**

Professional/Statutory Body: **QAA**

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EDUCATIONAL AIMS OF THE PROGRAMME

The BA (Hons) Education award aims to:-

- Reflect a set of beliefs, values, morals and ethical principles for those seeking a qualification and eventually employment in the education sector that promotes equality, respect for diversity and challenges prejudices and stereotypes.

- Produce reflective practitioners able to take responsibility for their own learning, equipped with a theorised understanding of policy and practice with an ability to use research and reflection to inform practice and articulate a professional rationale.

- Reflect the view that learners are at the heart of the work of an educational practitioner.

- Provide structured and assessed opportunities for work-based learning in a variety of settings.

- Enable students to develop their key and transferable skills and to apply these in an academic context when working with others in a variety of settings.

- Provide an enabling structure that allows students to benefit from their learning and experiences so that they may respond flexibly to the changing expectations and demands of both policy and practice in the work-place.

- Provide a programme of development that inspires and interests trainees to develop a passion for working with others and to continue to seek opportunities for mutually extending and enhancing their learning experiences.

- Develop a critical understanding of appropriate pedagogical approaches to work with children, adolescents and adults.

- Enable all students to understand the development and learning needs of all children, young people and adults in a diverse society without prejudice or discrimination.

What is distinctive about this programme?

This course offers a holistic approach to education and learning, relating appropriate theory to practice; a key feature of the course is a progressive understanding of you as a learner and as a learning practitioner. A significant feature of the programme is the work placement at each level that can take place across a variety of workplace settings. Whereas initial placements are more to do with how you see yourself within a professional working environment, later placements will focus on how you work with others individually and in teams and how you see yourself as contributing to the aims, ethos and culture of the workplace.

The course has been designed to meet the needs of anyone looking to work with people in any professional context that involves learning. This includes anyone considering working in educational settings such as:- schools, colleges, academies, museums and art galleries, youth services, education departments within film, theatre, radio and television, the armed forces etc.

This degree in Education offers access to a wide variety of career and academic options. You may progress to employment within family and children centres, care support, educational administration and management, play work, learning support and many other educational contexts. Alternatively, you may enter teaching through PGCE, Schools Direct, Schools Direct (salaried) and SCITT routes.

The Staffordshire Graduate

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

The philosophy of the award sits behind the qualities of the Staffordshire Graduate. Each element of the Staffordshire Graduate can be seen within the modules on this award, from reflective learning to a global perspective on education. Learning areas within the award are linked to the education industry at a local, national and international level (schools, colleges, authorities, government departments).

In essence, this award expects its graduates to be at the forefront of their workplaces, supporting transformation and initiative.

Graduates from the award will have knowledge and understanding of both the concepts and curriculum covered in the award. In addition the award strives to provide graduates with a professional awareness of sector wide concepts in order for them to engage with the education and learning professions once graduated.

Graduates will be able apply the wide range of communication skills they have gained across the award, including those of working and disseminating in groups, presentation of complex ideas and defending their philosophy whilst being open minded and inclusive of others ideologies.

Reflective practice is encouraged throughout the programme, which holds a strong tradition in professionally related awards.

PROGRAMME OUTCOMES

What will this programme teach me to do? At the end of your studies you should be able to:

Knowledge & Understanding Understand a variety of perspectives about policy and practice in education, and demonstrate knowledge and critical understanding of the major concepts and principles underpinning approaches to the key educational theories. Develop an understanding of 'self' in terms of self-awareness, self-concept and self-efficacy as critical employability attributes.
Learning Evaluate critically in the light of reading and experience and understand the limits of your knowledge and how this influences analysis and interpretations based on that knowledge. Develop an understanding and ability to apply theories pertaining to learning patterns and what affects an individual's capacity to learn effectively.
Enquiry Use reflective appraisal skills and demonstrate knowledge of the main methods of enquiry and be aware of the significance of evidence informed practice. Learn by doing, by taking well-considered risks, making well-informed decisions and accepting that making mistakes is an important aspect of personal and professional learning.
Analysis Apply an analytical approach to study by considering the implications of key theories for the support of learning and engaging in rigorous and critical debate across a wide range of educational issues. Make connections between theory and practice and between different learning experiences.
Problem Solving Evaluate critically the appropriateness of different approaches to solving problems, and, by reviewing and comparing appropriate evidence, propose solutions appropriate in specific workplace situations. Work collaboratively with others in order to solve problems. Share learning with others as a learning practitioner in order to apply mentoring, coaching and co-coaching skills and attributes to problem solving situations.
Communication Communicate information and arguments effectively and in a variety of forms, to professional colleagues, learners and other stakeholders and deploy key techniques of the discipline effectively. In relation to work, communicate effectively with learners in order to provide effective learning support and guidance. Take part in and contribute to 'learning conversations' with others across a wide range of learning experiences.
Application Apply underlying concepts, principles and theoretical issues to practice in education and identify and critically examine the assumptions values, policies and practices present in education settings. Apply all of the above to a range of circumstances and to see how learning gained in one context could be applied to another.
Reflection Demonstrate the range of key, generic and transferable skills necessary in order for the participant to exercise personal responsibility and decision-making and to assume significant responsibility and autonomy in their role in the workplace or further training. Be a reflective practitioner as a fundamental element of becoming a confident and competent professional.

A mapping exercise of these eight learning outcomes against each module in the award can be found in Appendix 3

PROGRAMME STRUCTURE, MODULES AND CREDITS

Programme Title: BA (Hons) Education

L E V E L 4	Teaching Block 1 Teaching Block 2	Personal, Professional and Academic Development BELEDU10480-4 30 Credits	An Introduction to Young Children's Development BELEDU10485-4 30 Credits .	The Community and Informal Education BELEDU10486-4 30 Credits	***Enrichment module:*** Theory & Practice of Mentoring AM25469-4 15 credits
					Behaviour for learning in the inclusive environment BELEDU10487-4 15 Credits

(To progress to Level 5 at least 90 credits must be passed with at least 90 L4 award specific credits) Personal, Professional and Academic Development must be successfully achieved before progression to level 5 or award of Certificate in HE. This module is cannot be compensated.

L E V E L 5	Teaching Block 1 Teaching Block 2	Professionalism and Educational Strategies 30 credits	Understanding Young People, Adolescence and the Adult Learner 30 Credits	Supporting Learning and Inclusion 30 Credits	***Enrichment module:*** Volunteering 15 credits
					Safeguarding Children and Vulnerable Adults 15 Credits

(To progress to Level 6 at least 90 credits must be passed including 90 L5 award specific credits) Professional and Educational Strategies must be successfully achieved before progression to level 6 or award of Diploma in HE. This module cannot be compensated.

L E V E L 6	Teaching Block 1 Teaching Block 2	Becoming a Confident and Competent Educational Professional 30 credits .	Doing Education Differently 30 Credits .	Research Methods (Education) (Blended Learning) BSB10380-6 15 Credits	Independent Research Project 45 Credits

(Becoming a Confident and Competent Educational Professional must be successfully completed before any final award (ordinary degree/ honours degree) can be conferred. This module cannot be compensated.

HOW WILL I BE TAUGHT AND ASSESSED?

Teaching and Learning

The teaching and learning strategies have been carefully designed to maximise the opportunity for you to use and reflect upon the work-based placements. This will provide practical contexts for the analysis of contemporary issues and problems of a practical and theoretical nature. Learning and teaching strategies will include: whole and small group discussion, case studies, individual research, verbal questioning, experiential practical learning for example, facilitated learning observation, one-to-one tutorials, critical reflective practice, tutor modelling of good practice, observation of other professionals, guest speakers.

You will attend work placements in appropriate settings throughout the programme, and be expected to maintain and use a professional development portfolio which will include work-based activities. In the first instance this portfolio will focus upon you as a learner and then upon how you interact and work with others, leading to how you interact with the workplace and see yourself as a developing professional within your chosen area of work. Your final placement may be at a 'specialist' setting as defined by your own interests and future employment plans.

As a full time student you will be expected to attend the timetabled taught elements of the modules (normally lasting two hours each) and tutorials over the two semesters. However, you should allocate additional time in university for independent study and group tasks. We consider it very important to be punctual and attend regularly, and we have high expectations of professional reliability in all aspects of the programme. You should not expect to learn everything you need to be successful on this programme in your lectures and you are expected to study extensively in your own time.

Each module will vary slightly in the teaching and learning styles adopted, however all modules will include traditional learning materials, such as hand-outs, visual and oral presentations. Much of the time will be spent in discussion and reflection, relating theory to practice. You will be briefed on assignments prior to submission, and will be issued with clearly defined assessment criteria.

The VLE 'BlackBoard' will support your study providing access to programme information and module materials on-line to enable you to manage your time more effectively and to support staff/ student communication through bulletin boards. This can promote on-line discussions with staff and peers.

We intend that the learning programme will be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open ended tasks, increasingly sophisticated application of intellectual, conceptual and personal independent study.

Support

You will be allocated a personal tutor during Welcome Week and their role is to support you with aspects of your academic study or pastoral care. They may signpost you to many of the University services available which can provide specific guidance or information where necessary. This tutorial support will form an integral part of the teaching and learning strategy.

Assessment

You will be assessed in every module of the programme. The assessments are designed to test achievement of the module's learning outcomes and you will be given information about what is expected of you at the start of each module. Assessment types, volume and length have been closely considered by the University team to allow students to develop skills and knowledge outlined within module assessment criteria. Some modules have more than one assessment task and will be linked to the teaching and learning methods of the module.

It is understandable that some methods of assessment will suit different students in different ways, therefore a range of assessment methods will be used to assess the learning outcomes including written assignments, individual and group presentations, professional dialogue through learning conversations and the use of media. Reflection, self-evaluation and self-assessment will be an important part of formative assessment processes.

Formative assessment will underpin all teaching and learning, and enable the tutors to identify problems, offer feedback and feed forward to maximise the effectiveness of the learning process. Student's engagement with vocational learning is also formatively assessed through presentations of work related learning, developing practical resources and producing reviews of policy and practice. The majority of formative assessment and self-assessment will be conducted through professional dialogue with tutors and with peers through both face-to-face and structured online learning conversations.

Portfolio of evidence

Evidence of the professional routines supporting effective teaching and learning will be an on-going requirement containing, for example, personal reflections and evaluations on professional learning, assessments, self-evaluations of submitted assignments other relevant evidence. Your portfolio will evidence your professional progress throughout the course. This includes any Personal Learning Plans which you develop during the course and which will evidence your personal engagement with the awards as well as demonstrating your self-evaluation and reflective practice.

ADDITIONAL INFORMATION

Entry Requirements (including IELTS score)

What qualifications would I need to join this programme?

The entry requirements for the award are normally:

Applicants are individually assessed on their qualifications, skills and experience. A typical level 3 offer will be 240 UCAS points. We also welcome applications from students studying the CACHE Extended Diploma in the Children and Young People's Workforce or similar vocational qualification. Please call the Admissions Centre if you would like to discuss entry criteria.

English grade C or above.

IELTS score of 6 or above.

Entry will be subject to a successful interview. The offer of a place is dependent upon a satisfactory DBS check (formally CRB) which confirms that there are no contra-indications to you working with children and vulnerable adults.

Disability Statement
Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at:
http://www.staffs.ac.uk/courses_and_study/disabled_students/index.jsp

AWARD SPECIFIC INFORMATION

To achieve the award you must achieve an overall pass in each of the modules taken or be awarded compensation according to the University policies and procedures. Course work will be assessed in relation to the learning outcomes and the academic writing marking criteria found in your module handbooks. For further details see the school's student information page.

Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, learning outcomes at levels below honours, student support, and academic regulations.

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Appendix 1
QAA Subject Benchmark Standards
Education

The following benchmark standards are defined for students studying a single honours degree in Education.

The following set of benchmark standards is the performance specified for a student successfully completing a programme leading to an honours award. The following standards do not prescribe levels of performance. As benchmark standards, there is an expectation that as a minimum all graduates should be able to demonstrate achievement in all of these areas. Furthermore, a graduate in education may demonstrate achievement of these outcomes at different levels and to a greater or lesser extent.

Knowledge and understanding
On graduating with an honours degree in Education, students should demonstrate a critical understanding of:

1. the underlying values and principles relevant to education studies and a developing personal stance which draws on their knowledge and understanding.

2. the diversity of learners and the complexities of the education process.

3. the complexity of the interaction between learning and contexts, and the range of ways in 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.

Application
On graduating with an honours degree in Education, students should be able to demonstrate the ability to:

5. analyse educational concepts, theories and issues of policy in a systematic way.

6. identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts.

7. accommodate new principles and understandings.

8. select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding.

9. use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.

Reflection

On graduating with an honours degree in Education, students should be able to demonstrate:

10. the ability to reflect on their own and others' value systems.

11. the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject.

12. an understanding of the significance and limitations of theory and research.

Transferable skills
Communication and presentation

On graduating with an honours degree in Education, students should be able to:

13. organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.

ICT

On graduating with an honours degree in Education, students should be able to:

14. use ICT in their study and other appropriate situations.

Application of number

On graduating with an honours degree in Education, students should be able to:

15. collect and apply numerical data, as appropriate.

16. present data in a variety of formats including graphical and tabular.

17. analyse and interpret both qualitative and quantitative data.

Working with others

On graduating with an honours degree in Education, students should have the ability to:

18. 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.

Improving own learning and performance

On graduating with an honours degree in Education, students should be able to:

19. articulate their own approaches to learning and organise an effective work pattern including working to deadlines.

Analytical and problem-solving skills

On graduating with an honours degree in Education, students should be able to:

20. process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.

BA (hons) Education modules mapped against the QAA bench mark statements.

	Personal, Professional and Academic	An Introduction to Young Children's Development	The Community and Informal Education	Behaviour for Learning in the Inclusive	Professionalism and Educational Strategies	Understanding Young People Adolescence	Supporting Learning and	Safeguarding Children and Vulnerable Adults	Becoming a Confident and Competent Educational	Doing Education Differently	Research Methods	Independent Research Project
1	■	■	■	■	■	■	■	■	■	■	■	■
2	■	■	■	■	■	■	■		■		■	
3	■			■	■		■		■		■	
4	■		■	■			■		■	■	■	
5	■	■	■		■	■	■	■	■	■	■	
6	■	■	■		■	■	■	■	■	■	■	
7	■	■	■	■	■	■	■	■	■	■	■	■
8	■	■	■	■	■	■	■	■	■	■	■	■
9	■	■	■	■	■	■	■	■	■	■	■	■
10	■	■	■	■	■	■	■	■	■	■	■	■
11	■	■	■	■	■	■	■	■	■	■	■	■
12	■	■	■	■	■	■	■	■	■	■	■	■
13	■	■	■	■	■	■	■	■	■	■	■	■
14	■	■	■	■	■	■	■	■	■	■	■	■
15	■				■				■		■	■
16	■				■				■		■	■
17	■	■	■	■	■	■	■	■	■	■	■	■
18	■				■				■	■	■	
19	■				■				■		■	
20	■	■	■	■	■	■	■	■	■	■	■	■

Appendix 2

THE STAFFORDSHIRE GRADUATE

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

The table below indicates where, within your award, these characteristics are addressed:

AWARD TITLE:	BA (Hons) Education	
Characteristic		**Method of Assessment**
1. Work-ready and employable	**Modules** Personal, Professional and Academic Development Professionalism and Educational Strategies Becoming a Confident and Competent Educational Professional An Introduction to Young Children's Development Understanding Young People, Adolescence and the Adult Learner Safeguarding Children and Vulnerable Adults Doing Education Differently	Portfolio of personal and professional development will provide a full range of employability skills and attributes.
2. Understanding of enterprise and entrepreneurship	**Modules** Personal, Professional and Academic Development Professionalism and Educational Strategies Becoming a Confident and Competent Educational Professional Independent Research Project	There are elements in most modules which require students to be enterprising in the way in which they apply their skills, knowledge and understanding. These attributes will be captured in the portfolio of professional development

3. **Understanding of global issues and their place in the global economy**	**Modules** Professionalism and Educational Strategies Supporting Learning and Inclusion	Comparative studies of education systems are considered at Level 6
4. **Communication skills**	**All modules**	The whole course is dependent upon students engaging in learning conversations. Some of these will be observed during taught sessions and others will be evident through online discussions and an online forum.
5. **Presentation skills**	**Modules** Independent Research Project Understanding young people Adolescents and the Adult Learner Introduction to Young Children's Development	Students have to present their work to their peers as well as to tutors. There is also a presentation requirement as part of the assessment.
6. **The ability to interact confidently with colleagues**	**All modules**	Acting as learning practitioners who mentor and coach one another is an on-going expectation of the course which itself fosters inter-dependence as well as independent learning.
7. **Independence of thought**	**All modules**	Each written element is based around informed critical reflection, evaluation and development of own practice. Self-assessment is a requirement of the assessment processes associated with drafting assignments and completing the portfolio.
8. **Skills of team working**	Personal, Professional and Academic Development Becoming a Confident and Competent Educational Professional Professional and Educational Strategies	Peer-assessment throughout taught programme. Candidates have to work with peers and mentors to gain informed critical feedback on their practice.

9. Ability to carry out inquiry-based learning and critical analysis	**All modules.** Specific emphasis in Independent Research Project	Small scale practitioner led research form the focus of assessments in Action Research Module. All other modules focus on critically informed reflection and evaluation of own practice.
10. Skills of problem solving and creation of opportunities	**All modules.**	Practitioner led research Curriculum redesign Application of evaluation of learner feedback to improve own practice
11. Technologically, digitally and information literate	**All modules.** Specific emphasis in Independent Research Project	The expectation and requirement that all students will maintain and complete an online e-portfolio carries with it implicit digital literacy skills. In addition students will be required to reflect on their own emerging and developing practice through the use of blogs and wikis.
12. Able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning	**Modules plus** Personal, Professional and Academic Development Becoming a Confident and Competent Educational Professional Professional and Educational Strategies	Candidates practice in diverse contexts to facilitate the differentiated needs of their learners. They also work with and alongside other professionals and practitioners from a wide and varied range of services.

Appendix 3
Mapping module learning outcomes to the 'Staffordshire 8'

	Level 4				Level 5				Level 6			
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Module 9	Module 10	Module 11	Module 12
1. Knowledge and Understanding	■	■	■	■	■	■	■	■	■	■	■	■
2. Learning	■	■	■	■	■	■	■	■	■	■	■	■
3. Enquiry	■				■	■	■		■		■	■
4. Analysis	■				■	■	■	■	■	■	■	■
5. Problem Solving	■			■	■	■			■	■	■	■
6. Communication	■	■	■		■	■		■	■	■	■	■
7. Application	■	■		■	■				■		■	■
8. Reflection	■	■	■	■	■	■	■	■	■	■	■	■