



## UNDERGRADUATE PROGRAMME SPECIFICATION

<b>Programme Title:</b>	<b>BA (Hons) Education (Part-time Top Up)</b>	
<b>Awarding University</b>	<b>Body:</b>	<b>Staffordshire</b>
<b>Teaching University</b>	<b>Institution:</b>	<b>Staffordshire</b> <b>Ashton-under-Lyne Sixth Form College</b> <b>Burton and South Derbyshire College</b> <b>Shrewsbury College</b>
<b>Final Education</b>	<b>Awards:</b>	<b>BA (Hons)</b>
<b>Intermediate</b>	<b>Awards:</b>	<b>n/a</b>
<b>Mode of Fast-Track</b>	<b>Study:</b>	<b>Part-time</b>
<b>UCAS</b>	<b>Codes:</b>	<b>n/a</b>
<b>QAA Subject</b>	<b>Benchmarks:</b>	<b>Education Studies 2015</b>
<b>JACS Code:</b>		<b>X300</b>
<b>Professional/Statutory Body:</b>	<b>n/a</b>	
<b>Entry</b>	<b>Year:</b>	<b>September 2017</b>

**If you require this document in a larger text or a different media please contact us.**

## **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. The award is a progression route for applicants with a Foundation Degree (or similar) in Education.

The course has been designed to meet the needs of anyone currently working 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 primary teaching through PGCE, Schools Direct, Schools Direct (salaried), Assessment only 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

At the end of your Level 6 studies, you will have developed the following areas of your practice:

**Knowledge & Understanding** *QAA subject benchmarks: 7.4.1, 7.4.2, 7.4.3, 7.4.4*

Your knowledge and understanding of key principles and theories of education and learner development will grow. Each module includes content to be delivered by the providers. As well as this, you will be given the opportunity to research specific information, policies and practice relating to your own sector. This enables you to be an expert in your workplace, with deep understanding of your sector – a key advantage for enhancing your career prospects.

**Learning** *QAA subject benchmarks: 7.11, 7.12*

The study skills element of the course is developed throughout each of the modules. The focus in Changes and Developments in Education and Doing Education Differently is on formal academic literature review writing as well as the ability to consider findings in relation to one's own professional practice. In the Reflective Practitioner task one and the Individual Research Project, the focus understanding education based research methods. Task two of the reflective practitioner focuses on developing your critical reflective writing ability.

**Enquiry** *QAA subject benchmarks: 7.5.2, 7.5.3, 7.6.3*

Explicit use of enquiry is found in the Reflective Practitioner (task 1) which is your research proposal as well as the Individual Research Project.

**Analysis** *QAA subject benchmarks: 7.5.1, 7.12*

This is a work-based course, and analysis of one's own practice in relation to theory is engaged in every module. In particular, the Individual Research Project requires you to critically analyse your own research findings.

**Problem Solving** *QAA subject benchmarks: 7.12*

As a work-based course, you will evaluate complex education issues throughout. This will help you to make informed judgements to develop your

personal and wider professional practice. The Individual Research Project in particular may focus on solving an identified work-based issue.

**Communication** *QAA subject benchmarks: 7.7, 7.8, 7.10*

Effective communication is promoted throughout the course. As well as with the learners that you provide support for, you will need to develop effective communication with your colleagues. In Doing Education Differently you will collaborate with colleagues either from this country or abroad. To enrol and continue on the course, you are required to be employed in the education sector and have ongoing approval from your manager. Your Individual Research Project requires specific ethical approval of your employer prior to commencement as well as throughout the research process.

**Application** *QAA subject benchmarks: 7.5.1, 7.5.2, 7.5.3, 7.5.4, 7.5.5*

As a work-based course, direct application of learning is implicit throughout. Each module assessment features reflection on the application of educational theories, principles and policies into your personal and professional practice. The Individual Research Project is applied research and the Reflective Practitioner task two enables evaluation of your achievements and developments throughout the course.

**Reflection** *QAA subject benchmarks: 7.6.1, 7.6.2, 7.6.3*

As a work-based professional development course, you will be required to engage in informed critical reflections of their own practice.

## PROGRAMME STRUCTURE, MODULES AND CREDITS

Programme Title: BA (Hons) Education

Part Time (Level 6 Top-Up)

	Semester 1	Semester 2	Semester 3
Level 6	<i>The Reflective Practitioner</i> 30 credits		
	<i>Changes and Developments in Education</i> 30 credits	<i>Doing Education Differently</i> 30 credits	<i>Individual Research Project</i> 30 credits

## 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 your employment in the education sector. 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, problem based learning, 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 need to be employed (either paid or voluntarily) in an appropriate education role throughout the programme, and be expected to maintain and use a professional development portfolio which will include work-based activities. You are required to have permission and support from your employer throughout the course. Your portfolio will focus upon you as an educator 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.

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.

## **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. Your 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.

## ADDITIONAL INFORMATION

### Entry Requirements (including IELTS score)

For details of UCAS tariff points please see the current online prospectus at: <http://www.staffs.ac.uk/undergraduate/>

### What qualifications would I need to join this programme?

The entry requirements for the award are normally:

- You must be employed (either paid or voluntary) within an education setting for at least four hours per week.
- As a major part of the programme requires regular and intensive access to learners it will be a condition of acceptance that you obtain satisfactory enhanced police clearance via the completion off a DBS form. If you do not already have this through your workplace setting, this can be processed through the University, and you will be required to pay the appropriate fee.
- You must have a pass in an appropriate foundation degree, or equivalent, (must have a significant equivalence of content to the ECS degree such as FD Teaching Assistants or FD Playwork, or equivalent qualification e.g. HND Education).

You may apply for a recognition of prior learning (AP(E)L) in accordance with the policy for AP(E)L issued by Staffordshire University.

If English is not your first language you will be expected to have achieved an IELTS score of 6.0 or above, with no single skill being below 5.5.

This programme will fall under the assessment regulations for the Staffordshire University Undergraduate Modular Framework.

### 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/study/disabled/support/>

## 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 [Department of Education webpage](#)

**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.=====**

# Appendix 1

## QAA Subject Benchmark Standards

### Education

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

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

#### **Knowledge and understanding**

7.4 On graduating with an honours degree in education studies, students should demonstrate a critical understanding of:

- the underlying values, theories and concepts relevant to education
- the diversity of learners and the complexities of the education process
- 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
- the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.

#### **Application**

7.5 On graduating with an honours degree in education studies, students should be able to demonstrate the ability to:

- analyse educational concepts, theories and issues of policy in a systematic way
- identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts
- 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
- use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.

#### **Reflection**

7.6 On graduating with an honours degree in education studies, students should be able to demonstrate:

- the ability to reflect on their own and others' value systems
- the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject
- an understanding of the significance and limitations of theory and research.

#### **Transferable skills**

#### **Communication and presentation**

7.7 On graduating with an honours degree in education studies, students should be able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.

#### **Technology**

7.8 On graduating with an honours degree in education studies, students should be able to use technology effectively to enhance critical and reflective study.

**Application of numerical skills**

7.9 On graduating with an honours degree in education studies, students should be able to:

- collect and apply numerical data, as appropriate
- present data in a variety of formats including graphical and tabular
- analyse and interpret both qualitative and quantitative data.

**Working with others**

7.10 On graduating with an honours degree in education studies, 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.

**Improving own learning and performance**

7.11 On graduating with an honours degree in education studies, students should be able to articulate their own approaches to learning and organise an effective work pattern including working to deadlines.

**Analytical and problem-solving skills**

7.12 On graduating with an honours degree in education studies, students should be able to 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.

## Appendix 2

### THE STAFFORDSHIRE GRADUATE

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21<sup>st</sup> 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. <b>Work-ready and employable</b>	<b>Modules</b> The Reflective Practitioner	Portfolio of personal and professional development will provide a full range of employability skills and attributes.
2. <b>Understanding of enterprise and entrepreneurship</b>	<b>Modules</b> The Reflective Practitioner  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. <b>Understanding of global issues and their place in the global economy</b>	<b>Modules</b> <i>Doing Education Differently</i>	Comparative studies of education systems are considered at Level 6
4. <b>Communication skills</b>	<b>All modules</b> Changes and Developments in Education	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. <b>Presentation skills</b>	<b>Modules</b> Independent Research Project	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. <b>The ability to interact confidently with colleagues</b>	<b>All modules</b>	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. <b>Independence of thought</b>	<b>All modules</b> Changes and developments in Education	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. <b>Skills of team working</b>	The Reflective Practitioner	Peer-assessment throughout taught programme. Candidates have to work with peers and mentors to gain informed critical feedback on their practice.

<p><b>9. Ability to carry out inquiry-based learning and critical analysis</b></p>	<p><b>All modules.</b> Specific emphasis in Independent Research Project</p>	<p>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.</p>
<p><b>10. Skills of problem solving and creation of opportunities</b></p>	<p><b>All modules.</b> Doing Education Differently</p>	<p>Practitioner led research Curriculum redesign Application of evaluation of learner feedback to improve own practice</p>
<p><b>11. Technologically, digitally and information literate</b></p>	<p><b>All modules.</b> Independent Research Project</p>	<p>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.</p>
<p><b>12. Able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning</b></p>	<p><b>Modules plus</b> Individual Research Project</p>	<p>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.</p>

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

	<b>Level 6</b>			
	<b>Module</b> The Reflective Practitioner	<b>Module</b> <i>Changes and Developments in Education</i>	<b>Module</b> <i>Doing Education Differently</i>	<b>Module</b> <i>Independent Research Project</i>
<b>1. Knowledge and Understanding</b>				
<b>2. Learning</b>				
<b>3. Enquiry</b>				
<b>4. Analysis</b>				
<b>5. Problem Solving</b>				
<b>6. Communication</b>				
<b>7. Application</b>				
<b>8. Reflection</b>				