

**UNDERGRADUATE**

**PROGRAMME SPECIFICATION**

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| **Programme Title:** | BA (Hons) Education Studies  BA (Hons) Education Studies with SEND |
| **Awarding Body:** | Staffordshire University |
| **Teaching Institution:** | Staffordshire University  Ashton Sixth Form College |
| **Final Awards:** | BA (Hons) Education Studies  BA (Hons) Education Studies with SEND (On campus only) |
| **Intermediate Awards:** | **Certificate in Education Studies (CertHE)**    **Diploma in Education Studies (DipHE)** |
| **Mode of Study:** | Full time |
| **UCAS Codes:** | X300 |
| **QAA Subject Benchmarks:** | Education Studies 2015 |
| **JACS Code:** | X300 |
| **Professional/Statutory Body:** | N/A |
| **Entry Year:** | *Sept 2019* |

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

**EDUCATIONAL AIMS OF THE PROGRAMME**

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| The BA (Hons) Education Studies awards aim 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 students 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. * Provide a suitable basis for eventual progression to programmes such as teacher training.   The BA (Hons) Education Studies with SEND includes the award aims above plus, to:-   * Enable students to develop key specialist knowledge in relation to SEND practice * Develop a critical understanding to appropriate pedagogical approaches for children and young people with SEND   **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 Studies and Education Studies with SEND 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 programme is designed to support the QAA subject quality benchmarks which can be found at appendix one.  **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.  See appendix one for the full list of attributes. |

**PROGRAMME OUTCOMES**

What will the BA (Hons) Education Studies programme teach me to do? At the end of your studies you should be able to:

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| **QAA (2015) Education studies benchmark statements** | **Category** |
| **QAA 7.4, 7.12** | **Knowledge & Understanding**  Demonstrate understanding 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. |
| **QAA 7.5, 7.6** | **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. Be able to apply theories in Education pertaining to learning patterns and what affects an individual’s capacity to learn effectively. |
| **QAA 7.5, 7.9** | **Enquiry**  Use reflective appraisal skills and demonstrate knowledge of the main methods of enquiry and be aware of the significance of evidence informed practice in Education. 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. |
| **QAA 7.7,7.9** | **Analysis**  Apply an analytical approach to study by considering the implications of key theories for the support of learning and engage in rigorous and critical debate across a wide range of educational issues. Make connections between theory and practice and between different learning experiences. |
| **QAA 7.10** | **Problem Solving**  Evaluate critically the appropriateness of different approaches to solving problems, and, by reviewing and comparing appropriate evidence, propose solutions appropriate in Education 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. |
| **QAA 7.7, 7.10** | **Communication**  Communicate information and arguments effectively and in a variety of forms, to professional colleagues, learners and other stakeholders and deploy key techniques in the discipline of Education, 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. |
| **QAA 7.11** | **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. |
| **QAA 7.8,** | **Reflection**  Demonstrate the range of key, generic and transferable skills necessary in order 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 Education professional. |

See appendix two for QAA Education Studies benchmark statements

**PROGRAMME OUTCOMES**

What will the BA (Hons) Education Studies with Special Educational Needs and Disabilities programme teach me to do? At the end of your studies you should be able to:

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| **QAA (2015) Education studies benchmark statements** | **category** |
| **QAA 7.4, 7.12** | **Knowledge & Understanding**  Demonstrate understanding a variety of perspectives about policy and practice in SEND 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. |
| **QAA 7.5, 7.6** | **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. Be able to apply theories in SEND pertaining to learning patterns and what affects an individual’s capacity to learn effectively. |
| **QAA 7.5, 7.9** | **Enquiry**  Use reflective appraisal skills and demonstrate knowledge of the main methods of enquiry and be aware of the significance of evidence informed practice in SEND Education. 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. |
| **QAA 7.7,7.9** | **Analysis**  Apply an analytical approach to study by considering the implications of key theories for the support of learning and engage in rigorous and critical debate across a wide range of SEND issues. Make connections between theory and practice and between different learning experiences. |
| **QAA 7.10** | **Problem Solving**  Evaluate critically the appropriateness of different approaches to solving problems, and, by reviewing and comparing appropriate evidence, propose solutions appropriate to SEND 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. |
| **QAA 7.7, 7.10** | **Communication**  Communicate information and arguments effectively and in a variety of forms, to professional colleagues, learners and other stakeholders and deploy key techniques in the discipline of SEND, 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. |
| **QAA 7.11** | **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 SEND 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. |
| **QAA 7.8,** | **Reflection**  Demonstrate the range of key, generic and transferable skills necessary in order 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 SEND professional. |

See appendix two for QAA Education Studies benchmark statements

**PROGRAMME STRUCTURE, MODULES AND CREDITS**

**Programme Title :** BA (Hons) Education Studies (and with SEND)

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| --- | --- | --- | --- | --- | --- |
| L  E  V  E  L  4 | Semester 1 | [**EDUC40448**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC40448)  Personal, professional and Academic Development  (30 credits) | [**EDUC40505**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC40505)  Policy and Practice: Past and Present  (new) (30 credits) | [**EDUC40233**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC40233)  An Introduction to Young Children’s Development  (30 credits) |  |
| Semester 2 |  | [**EDUC40506**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC40506)  Safeguarding and child protection  (new)  (30 credits) |

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| L  E  V  E  L  5 | Semester 1 | [**EDUC50486**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC50486)  Professionalism and Educational Strategies  (30 credits) | [**EDUC50517**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC50517)  Understanding Equal Opportunities and Inclusion (new)  (30 credits) |  | [**EDUC50515**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC50515)  Contemporary Issues in Education  (new)  (30 credits) |
| Semester 2 |  | [**EDUC50518**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC50518)  Youth and Community Education  (new)(30 credits) |

(standard route – on campus)

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| --- | --- | --- | --- | --- | --- |
| L  E  V  E  L  5 | Semester 1 | [**EDUC50486**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC50486)  Professionalism and Educational Strategies  (30 credits) | [**EDUC50517**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC50517)  Understanding Equal Opportunities and Inclusion (new)  (30 credits) |  | [**EDUC50515**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC50515)  Contemporary Issues in Education  (new)  (30 credits) |
| Semester 2 |  | [**EDUC50519**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC50519)  Pedagogy and Practice in the Outdoors (new) (30 credits) |

(standard route – Ashton)

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| --- | --- | --- | --- | --- | --- |
| L  E  V  E  L  5 | Semester 1 | [**EDUC50486**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC50486)  Professionalism and educational strategies  EDUC50486  (30 credits) | [**EDUC50517**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC50517)  Understanding Equal Opportunities and Inclusion (new)  (30 credits) |  | [**EDUC50515**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC50515)  Contemporary Issues in Education  (new)  (30 credits) |
| Semester 2 |  | [**EDUC50513**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC50513)  Children with complex needs (new)  (30 credits) |

(SEND pathway)

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| L  E  V  E  L  6 | Semester 1 | [**EDUC60614**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC60614)  Supporting Educational Practice (new)  (30 credits) | [**EDUC60613**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC60613)  Comparative Education (new)  (30 credits) | [**EDUC60603**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC60603)  Research methods  (15 credits) |  |
| [**EDUC60604**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC60604)  Independent Research Project  (45 credits) |
| Semester 2 |

(SEND specialist route completes IRP with SEND focus)

Placement

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|  | Semester one | Semester two | Total days |
| Level 4 | No placement | One day a week (inc one block week) | 16 (11 + 5) |
| Level 5 | One day a week over 11 weeks (inc one block week) (16 days) | One day a week over 11 weeks (inc one block week) (16 days) | 32 |
| Level 6 | One day a week (over 8 weeks) | One day a week (over 8 weeks) | 16 |

**HOW WILL I BE TAUGHT AND ASSESSED?**

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| **Teaching and Learning**  The teaching and learning strategies have been carefully designed to maximise the opportunity for you to use and reflect upon work-based placement. 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 from the first year and be expected to use your experiences to enhance your academic development. You will be encouraged to find volunteer work associated with children and young people and where needed, students will have further directed setting-based experience to accompany specific modules.  As a full time student, you will be expected to attend the timetabled taught elements of the modules (normally lasting three 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.  **The following strategies will be adopted to ensure that all students have a supportive learning environment:**  For all awards the VLE ‘Blackboard’ will be used as a support resource by providing flexible learning, with access to materials on-line to enable students to manage their time effectively and to improve staff/student communication through bulletin boards. Blackboard will enable students to have access to course materials, lecture notes, PowerPoint presentations and reading lists, to enable them to manage their time more effectively. Blackboard offers opportunities for students to engage in group work and independent learning by the use of such things as synchronous/asynchronous discussion boards.  **Practical Vocational Learning –** Students will be required to complete work related tasks in all modules. This will provide them with the opportunity to link theoretical perspectives to placement. It will also enable students to reflect on values, practices, assumptions and policies, nationally, and locally.  **Lectures and presentations** – Students will be given formal lectures which will provide theoretical underpinning to key concepts of care and education. Lectures will combine didactic, Socratic and facilitative styles and provide opportunities for students to learn through problem solving, discussion and student instigated activities.  **Seminars** – Students will be given the opportunity to contribute to seminars which discuss in depth issues covered in the lectures and presentations. This encourages discussion, reflection and the exchange of ideas. Students will be engaged by providing critical feedback from peers and tutors on presentations.  **Personal and Academic Tutorials** – Students will be given the opportunity to discuss personal and educational concerns in small groups and individually. Academic and personal tutorials may be either face to face or electronic (e.g. email/skype/telephone). This will support students understanding and promote retention and successful attainment.  Students will be allocated a personal tutor when they arrive on the programme. The personal tutor will build up a relationship with students to provide pastoral support, academic guidance and, where necessary, make referrals to student support services. Once every thirteen week block students will be invited to book individual or group tutorials with their personal tutor.  A range of guided reading and independent study will be provided with resource lists and reading tasks in order to enable students to engage with relevant and appropriate debates. Case study activities will be used to support the above approaches as a means of establishing connections between the placement settings and issues raised by the programme. Simulation, games and role play will enable students to learn skills and confidence to deal with reality in a controlled environment and context.  Each method will be chosen to achieve the acquisition of relevant knowledge and understanding in order to develop an informed appreciation of practice. It must be recognised that much learning will take place in the placement setting. The theoretical perspectives explored will enable students to reflect upon and share their experiences, and relate this to current thinking. Students will be encouraged to develop their observational skills and to question their own practice and that of others, to investigate how this is influential in the development of young children.  The teaching of each module will also provide opportunities for students to:   * work with others * develop interpersonal skills * demonstrate their capacity to plan, share goals and work as a member of a team * communicate and present oral arguments.   Each module will vary slightly in the learning and teaching styles adopted. However, in general all modules will include traditional learning materials such as hand-outs, PowerPoint presentations and occasionally specialist speakers as well as opportunites to interact making use of technology. Throughout the programme students will be encouraged to reflect critically; to listen carefully to the views of others; to question values and opinions; to investigate evidence and draw their own informed conclusions. Students will be encouraged to develop as independent learners and to extend their skills of collaborating and negotiation. The teaching approach will often be activity based and participatory and students will be expected to take a full and responsible part. Prior reading will be specified and will be required for some sessions.  In addition to the above, at appropriate points in the year, students will be briefed on assignments, which include clearly defined assessment criteria.  Upon commencement of the first placement at level four, students should work with their setting to achieve professional skills outlined in the Vocational Evidence Record. |

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| **Assessment**  Students will be assessed in every module of the programme. The assessments are designed to test achievement of the module’s learning outcomes and students 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. Students’ 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**

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| You will be individually assessed on your qualifications, skills and experience. You will normally be expected to demonstrate a commitment to Education Studies by having undertaken some type of placement and/or paid or voluntary work with children or in education.    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:  • An appropriate level 3 qualification; typically you will have gained 3 A’ levels, CACHE DCE, DNN, level 3 Diploma, BTEC National Diploma in Children’s Care Learning and Development or equivalent qualification.    • GCSE qualifications in English and Maths or demonstration of a level 2 competence.    • Candidates who do not meet the standard entry requirements will be considered on a case by case basis.    • A condition of an offer may also be that a you are able to secure your own placements prior to enrolment on the course. However, if circumstances arose which rendered this practical experience unavailable, the University would support you in trying to obtain further relevant placement experience.    You will be required to have a work-base placement supervisor (usually a senior member of staff). Work-based placement supervisors are normally people with whom you are working for the period of the placement and who will have knowledge and experience of the systems and procedures in the setting. Work-based placement supervisors are able to support you in the placement, meeting with you regularly to discuss your strengths and areas for development. Work-based placement supervisors will also be required to assess the your placement development against a prescribed set of criteria supplied by the University.  As a major part of the programme involves “substantial access to children” it will be a condition of your acceptance to obtain satisfactory enhanced police clearance via the completion of a DBS form. This can be processed through the University; you will be required to pay the appropriate fee. |

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| **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/index.jsp> |

**AWARD SPECIFIC INFORMATION**

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| 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’s 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.**

**APPENDIX ONE 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 (please note all modules are 30 credits except the |RM and IRP at level 6 which are 60 combined):**

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| **AWARD TITLE:** |  | |  | | | |  |
| **Characteristic** | | **Award Module(s) including level and number of credits** | | **credits** | **Core or option** | **Method of Assessment** | |
| **Work-ready and employable** | | **4.** Personal, Professional and Academic Development **(PPAD)** | | **30** | **C** | **Reflective account and record of skills** | |
| **5. Professional and Educational Strategies** | | **30** | **C** | **Assignment** | |
| **6. Supporting Educational Practice** | | **30** | **C** | **Reflective accounts** | |
| **4. Introduction to Child Development** | | **30** | **C** | **Exam and poster** | |
| **5. Understanding Equal Opportunities and Inclusion** | | **30** | **C** |
| **5. Children with complex needs** | | **30** | **O** |
| **Understanding of enterprise and entrepreneurship** | | **6. Independent research project** | | **45** | **C** | **Project** | |
| **6. Comparative education** | | **30** | **C** | **Written assignment** | |
| **Understanding of global issues and their place in the global economy** | | **6. Comparative education** | | **30** | **C** | **Written assignment** | |
| **4. Policy and practice: past and present**  **6. Comparative Education** | | **30** | **C** | **Essay**  **Written assignment** | |
| **Communication skills** | | **All modules** | | **Mainly 30** | **MAINLY C** | **As the Education Studies degree involves a great deal of student led cooperative learning there are opportunities for communication in many forms in every module. In additional all placement based modules involve communication in the wider work force as students establish themselves in settings.** | |
| **Presentation skills** | | **6. Independent research project** | | **45** | **C** | **All these modules incorporate a presentation of some form although the use of cooperative learning strategies man students regularly present in an informal fashion** | |
| **5. Youth and Community Education** | | **30** | **O** |
| **4. Introduction to child development** | | **30** | **C** |
| **The ability to interact confidently with colleagues** | | **All modules** | | **Mainly 30** | **MAINLY C** | **Much teaching on the Education Studies course make use of cooperative learning techniques which encourage students to interact with colleagues. In addition placements help students to develop relationships in the work place.** | |
| **Independence of thought** | | **All modules (particularly Independent Research Project)** | | **Mainly 30 (IRP 45)** | **MAINLY C** | **All modules incorporate some form of planning and research where students will need to decide what to use and and where to take their assignment work.. In particular this is expressed in the Independent Research Project.** | |
| **Skills of teamworking** | | **6. Supporting Educational Practice** | | **30** | **C** | **Reflective account** | |
| **5. Professional Educational learning** | | **30** | **C** | **Reflective account** | |
| **4. Personal, Professional and academic development (PPAD)** | | **30** | **C** | **Reflective account** | |
| **5. Youth and Community Education** | | **30** | **O** | **Team presentation** | |
| **Ability to carry out inquiry-based learning and critical analysis** | | **6. Independent research project**  **(as well as all modules)** | | **45** | **C** | **All modules allow for an aspect of critical engagement but the Independent Research Project allows for students to undertake research and evaluate their findings.** | |
| **Skills of problem solving and creation of opportunities** | | **All modules** | | **Mainly 30** | **MAINLY C** | **Many modules allow students to problem solve such as working out who does what for a group presentation, finding suitable placement in all three placement modules and coming to conclusions in the independent research project** | |
| **Technologically, digitally and information literate** | | **All modules** | | **Mainly 30** | **MAINLY C** | **All modules will incorporate aspects of blended learning and teaching sessions are making use of various aspects of technology such as I pads/phones and apps** | |
| **Able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning** | | **4. PPAD** | | **30** | **C** | **Reflective accounts** | |
| **5. Professionalism and Education Strategies (PES)** | | **30** | **C** | **Reflective accounts** | |
| **6. Supporting Educational practice (SEP)** | | **30** | **C** | **Reflective accounts** | |

**Appendix 2**

**QAA Subject Benchmark Standards**

**Education Studies**

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

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.

Source: QAA (2015) Subject Benchmark Statement: Educational Studies <http://www.qaa.ac.uk/en/Publications/Documents/SBS-education-studies-15.pdf>

**ADDENDUM FOR DELIVERY AT A PARTNER INSTITUTION**

This section should record any matters within the programme specification which do not apply to the delivery at the partner. It should also note any differences in delivery, course content, module choice etc.

|  |  |
| --- | --- |
| **Name and location of partner** | Ashton Sixth Form College |
| **Partnership Context** | The awards listed below are part of a franchise arrangement with Staffordshire University. |
| **Awards to be offered at partner** | BA (Hons) Education Studies |
| **Aims / Learning Outcomes** | As outlined in this document |
| **Curricula** | As outlined in the document (and listed below), there is one bespoke Level 5 module particular to Ashton.  [**EDUC50519**](http://www.staffs.ac.uk/current/student/modules/showmodule.php?code=EDUC50519)  Pedagogy and Practice in the Outdoors (new) (30 credits) |
| **Teaching and Learning** | As outlined in this document |
| **Assessment** | As outlined in this document |
| **Admissions Criteria** | As outlined in this document |
| **Specific Regulations** | NA |
| **Date of completion** | NA |

All of the above sections should be completed as appropriate for each partner organisation.