



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Education

Final Award: **Bachelor of Arts with Honours (BA (Hons))**

With Exit Awards at:

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Bachelor of Arts with Honours (BA (Hons))

To be delivered from: 1 Sep 2018

Level	Date
Level 1 or Certificate of Higher Education (CertHE)	2020-21
Level 2 or Diploma of Higher Education (DipHE)	2021-22
Level 3 or Bachelor of Arts with Honours (BA (Hons))	2022-23

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Bachelor of Arts with Honours (BA (Hons))
Programme Title:	Education
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Arts with Honours (BA (Hons))
Subject(s)	Education
Mode(s) of delivery	Full Time Part Time
Is there a Placement or Exchange?	No
UCAS code	X300
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	School of Education
Programme Leader	Helen Childerhouse (HChilderhouse)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2020-21

3. Programme Description

3.1 Overview

The degree offers a broad and balanced range of core and optional subjects throughout the three years of study which provide knowledge and understanding of education through the perspectives of the four pillars: history, sociology, psychology and philosophy. Students are encouraged to reflect on contemporary issues, global education, special educational needs and alternative approaches to teaching and learning, and to develop their own values, beliefs, opinions, ideas and interpretations of education across the age ranges.

Educational research is an important element of the BA (Honours) Education and students are encouraged and supported to develop their research skills throughout the three-year course.

Optionality is built into the programme in years two and three enabling students to tailor the degree to their interests.

3.2 Aims and Objectives

The BA (Honours) Education programme aims to:

- Deepen students' knowledge and understanding of current and past structures, cultures and practices in education from the perspective of the four pillars (history, sociology, philosophy and psychology);
- Enable students to acquire skills of critical analysis of educational theory, perspectives and practice;
- Enhance and encourage educational research skills;
- Develop in students a range of personal and transferable skills relevant to employability and lifelong learning.

The programme will deliver a broad introduction into education and fundamental underpinning ideas, exploring essential background to key concepts in education and facilitating students in developing an understanding of how the foundations of education influence practice, and sometimes policies, in education. The programme will also address important and contemporary policies related to a range of aspects of education (including curriculum and special educational needs and disability). This programme is written around key research skills which will be core modules during all three years of study. This is important as the programme will also aim to promote the significance and relevance of educational research and will support students in developing essential research skills that will support their later development as professionals.

In order to support students' choices, the programme will provide optional modules that will facilitate students in tailoring their degree to their desired career aims and aspirations. It is anticipated that this programme will support students who want to progress into careers related to teaching in early years and primary schools as well as alternative educational environments (e.g. museum education, libraries), however, it is important to note that it will not offer the graduating students QTS. It is proposed that the comprehensive background in educational theory will support graduating students who wish to progress to teacher training programmes such as the PGCE School Centred Initial Teacher Training (SCITT) courses which are offered at the University of Lincoln.

QAA SUBJECT BENCHMARK STATEMENT(S)

The BA (Hons) Education programme responds to the United Kingdom QAA benchmark statement(s) for the subject of education. Benchmarking Analysis provides a detailed specification of the

relationship between this programme's curriculum and the relevant QAA benchmark.

3.3 Variations to Standard Regulations and Guidance

None

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 the historical, sociological, psychological and philosophical structure, cultures ethical considerations and practices of education
- 2 current and past debates within the study of education
- 3 comparative perspectives and approaches in relation to a range of education of different countries, societies and cultures
- 4 complex theoretical and practice based texts relating to education
- 5 aspects of change and development in education
- 6 research and enquiry based learning within the study of education

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 7 critically interpret a range of primary sources
- 8 synthesise complex bodies of information
- 9 explain and evaluate the relationship between primary and secondary source material
- 10 demonstrate an understanding of different education approaches and methods
- 11 develop cogent, creative and reflexive arguments in relation to educational issues and debates, and support such arguments

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 12 present work in an appropriate register and employ relevant scholarly apparatus, deploying appropriate bibliographic, technological, digital and presentational skills
- 13 identify and evaluate sources of information
- 14 make informed contributions to discussions about contemporary issues
- 15 identify and make use of a range of theoretical, ethical and methodological tools (including qualitative and quantitative approaches to data collection and analysis) relating to educational issues in critical perspective
- 16 demonstrate a critical understanding of the implications of inclusive education and how this can influence ideas, perceptions and practice

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 17 be critically and self reflective and give and receive constructive criticism
- 18 collaborate and communicate effectively and appropriately in oral and written contexts, including the use of appropriate technology
- 19 work independently and as part of a team in pursuit of objectives under their own direction and motivation
- 20 demonstrate continuing development of self awareness through effective problem solving, time management, sensitivity to diversity and the ability to continue learning
- 21 develop their own underlying values and beliefs in relation to debates, identifying their own issues and questions

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

The learning and teaching strategy adopted within the BA (Hons) Education programme is designed to achieve the programme aims outlined under 'Aims and Objectives'.

Students are expected to acquire high levels of education research skills as independent learners. Education modules encourage and support them to achieve this by using flexible and varied means of teaching, learning and assessment. Students are expected to learn to work in groups and individually, to produce reports, essays, case studies and portfolios, to assess themselves and their peers and to give presentations. They are expected to learn to identify, use and evaluate a wide variety of source materials including articles, newspapers, on-line sources, novels, films and government documents.

The degree reflects the University's objective to link 'research and teaching in a culture of creativity and innovation' [Strategic Plan, 2016-2020]. Modules are research-informed, and staff research is embedded at every level of study. There is a focus throughout the programme on positioning the students as active participants in the research process. In year 1 an emphasis is placed on acquiring techniques for educational research, while in years 2 and 3 students share in the research process and are expected to develop into active educational researchers, culminating in the production of work such as the independent research study in year 3.

Student progression is ensured through a developing set of learning outcomes at each level.

In year 1 students are expected to:

- identify and locate appropriate source materials within the university;
- start to evaluate primary source materials;
- show an awareness of theories and concepts of education;
- identify arguments in secondary material;
- identify appropriate forms of analysis and enquiry;
- begin to manage their own research.

In addition, they make progress in developing their skills in e-learning, group work, presentations, and in producing written work such as essays and bibliographic reviews.

In year 2 students are expected to:

- gather, assimilate and interpret appropriate material from a wider variety of sources;
- deepen their critical analysis of primary sources, and use them more extensively;
- recognise and appraise a range of theoretical perspectives;
- design and manage more complex research projects;
- demonstrate an increased capacity for independent learning and reflection;
- demonstrate enhanced skills in group work, presentation, e-learning and written work.

In year 3 students are expected to:

- engage in independent research using a wide variety of primary and secondary sources;
- manage large amounts of information;
- appreciate and critically evaluate current and past debates within the study of education;
- develop a cogent argument of their own in relation to issues and debates, and to support this argument thoroughly;
- show a high level of critical reflection on their own work;

- evaluate and apply theoretical frameworks themselves;
- show high levels of communication skills in writing and presentations;
- work as a highly effective group member.

The learning outcomes for individual modules encompass these points, as well as specific outcomes relating to education subject knowledge.

PERSONAL TUTORING

Alongside the taught aspects of the programme (e.g. lectures, seminars, workshops etc.) there will also be a robust, broad and balanced tutorial programme during all three years of study. The BA (Hons) Education will run concurrently with the University of Lincoln's existing tutoring system. The tutorial programme will provide the opportunity for students to work in small groups and develop important academic and transferable skills that will support their study at undergraduate level. It is anticipated that during year 1 the tutorials will be structured around the modules and will be used as a platform to offer formative assessment opportunities for students, this is anticipated to include practice essays, presentations, note taking and critical reading skills. In year 2 the tutorials will begin to prepare the students for developing career aspirations and progression and support the development of interview skills and job applications. In the final year, it is anticipated that the tutorials will support students in their dissertation work as well as providing transferable skills that will support career development and important graduate attributes. This programme is designed to ensure that students are supported fully throughout their educational journey on the programme rather than removing support in year 2 when students can be at their most vulnerable.

STUDENTS AS PRODUCERS OF EDUCATION RESEARCH

From the beginning of their degree students are engaged in activities that develop their research skills and provide them with opportunities to work as educationalists. They are given considerable support in this process so that by the culmination of their studies students are producing educational research of their own, in the form of their dissertation. Throughout the degree, weekly seminars in most modules provide student-centred spaces where students are able to analyse arguments and critically reflect on their experience, with lecturers taking on a facilitative role in developing students' education research skills and knowledge.

Outside of class, e-learning in education at Lincoln is provided and which is designed to support students in their independent learning. Blackboard, the virtual learning environment which is used on all modules as a repository for lecture and other learning materials and Turnitin/ Grademark, an online assessment tool which is used to support marking of student work, and to provide feedback on almost every module on the programme.

RESOURCES FOR EDUCATION

The subject librarian is regarded as a key member of the education team and offers workshops at every level of the programme on the research tools available to students, as well as offering individual support where required. Teaching staff work closely with the subject librarian to maximise the learning materials available through the library and online databases, resource banks and repositories on the Internet, including:

- library databases: online databases accessed via the Library website enable students to develop their skills in findings and making use of primary and secondary sources for their work.
- open-access resources: staff members also direct students to resource banks and repositories on the Internet.

SPACES

Spatiality is considered to be an important element underpinning the programme. At the level of individual modules students regularly move into smaller groups in seminars to facilitate interaction and discussion or to different rooms for activities such as film screenings. Space is used in such a way as to position students as partners in the learning process rather than as recipients of tutors' knowledge. Tutorials can take place in staff offices or in more relaxed surroundings such as the Atrium. Students are encouraged to make full use of the University facilities such as the Library for individual and group research projects.

Virtual space is also an important aspect of the teaching process. Blackboard, the virtual learning environment is used on all modules as a repository for lecture and other learning materials. This facilitates access to information, Internet resources and to tutors, increasing accessibility for all learners. The majority of modules make use of the library's online reading list software, TALIS Aspire, which links directly to module Blackboard sites and provides students with ready access to readings.

ACTIVE LEARNERS IN A COMMUNITY OF PRACTICE

Education modules incorporate a wide range of teaching, learning and assessment methods, reflecting the broad nature of the learning outcomes for the subject. Lectures with follow-up seminars are the norm, although there are workshops for more practical, primary-source driven work and a greatly diminished dependence on lectures in year 3.

The seminar is the core teaching and learning activity, as it is seen as the most effective way of encouraging active enquiry and debate rather than the passive acquisition of information. Student independence is encouraged, and student choice is one of the ways in which this is achieved. There is a choice of subject matter within modules, and, in years 2 and 3, a wide range of module options.

The Dissertation in year 3 is taught through lectures, seminars, and most importantly - tutorials - which makes the student the primary producer of the research undertaken with supervision from an expert member of staff. At this stage, students are expected to be able to manage the process of setting up a research topic, and negotiating the management and completion of the project with tutorial support.

SCHOLARSHIP OF TEACHING AND LEARNING

The commitment to pedagogical research is high and academic staff have been successful in bids for funding for educational and pedagogical research projects and a number of members of the team have published pedagogic and education research.

THE STUDENT VOICE: DIVERSITY, DIFFERENCE AND DISSONANCE

The programme is committed to amplifying the student voice, both through building on the relationship with student representatives and by encouraging critical and wide-ranging debate in seminars. Students are encouraged to form reading and study groups utilising social media to enable peer-assisted learning.

Feedback from students comes in the form of the NSS and regular evaluations of modules by students, student representation on the Subject Committee, meetings between student representatives and tutors, and more informal contact in the seminar environment where students may have the opportunity to opt for particular subjects or give feedback on activities that they have undertaken.

EMPLOYABILITY, PERSONAL DEVELOPMENT PLANNING, ENTERPRISE AND POSTGRADUATE STUDY

From the beginning of year 1 students are encouraged to reflect on their skills, both in terms of study and future employability and to plan for the acquisition of new and improved skills. The education team work closely with our Careers and Employability Advisor, and relevant opportunities and events are published via Blackboard and emailed to students individually. Students may also make one-to-one appointments to receive careers advice, which is also emphasised through the personal tutoring system. Students who perform well with their independent studies are encouraged to consider going on to further Masters-level study and to discuss their options with tutors.

The team aims to underline and encourage not just achievement but also a recognition of skills gained through study on the programme. The education programme aims to produce research-engaged learners who have high levels of creativity and reflexivity, and have acquired the problem-solving skills that will enable them to engage with a rapidly changing labour market.

5.2. Assessment Strategy

ASSESSMENT

The programme's assessment strategy is designed to allow students to demonstrate their achievement of the programme learning outcomes, and therefore incorporates a variety of methods. A range of different skills are required for and developed through a variety of assessment methods.

Alongside essays, the programme includes a range of other types of coursework and timed examinations. Each level of the programme incorporates a range of assessment methods, which may include, but are not limited to:

- Essays (of varying length and type, including essay plans, reports, primary and secondary source analyses)
- A final year dissertation (long, independent project under the supervision of a member of staff)
- Presentations
- Case studies
- Continuous assessments.

Assessments are developmental, building student skills at each level of study. In year 1 assessments are generally shorter and more directive, moving to those that encourage engagement in research-based independent learning by year 3. In years 2 and 3, rigour is increased by setting gradually lengthier assignments that test students' ability to master more complex issues and bodies of material. Assessment briefs are often more 'open' at higher levels of study, challenging students to build on their existing skills as educationalists – for instance, students have the opportunity to design their own research topics.

FEEDBACK

Students receive feedback on a regular basis, and feedback is fully integrated into assessment processes and practices within the programme. The aim is to provide students with specific, measurable and actionable points for improvement rather than simply telling them what they did wrong. Feedback thus aims to be prognostic not diagnostic of learning. Feedback is provided to support and drive student learning rather than simply to offer comment on learning. Formative and summative assessment is envisaged as a means of providing students with an indication of how they might improve their work for future and thus serves a formative function for work on other modules

and in the future.

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of Bachelor of Arts with Honours (BA (Hons)) is 360.

Level 1

Title	Credit Rating	Core / Optional
Introduction to Learning 2020-21	30	Core
Introduction to Teaching 2020-21	30	Core
Introduction to Education 2020-21	30	Core
Introduction to Educational Research 2020-21	30	Core

Level 2

Title	Credit Rating	Core / Optional
Psychology of Education 2021-22	15	Optional
Intermediate Education 2021-22	15	Optional
Diversity, Inclusion and Alternative Education 2021-22	30	Core
Research Methods in Education 2021-22	30	Core
Perspectives in Education 2021-22	30	Core
Studies of Childhood 2021-22	15	Optional
Curriculum: Principles and purposes 2021-22	15	Optional

Level 3

Title	Credit Rating	Core / Optional
Learning Through Reflection 2022-23	15	Optional
Philosophy of Education 2022-23	15	Optional
Contemporary Issues in Education 2022-23	30	Core
Advanced Psychology of Education 2022-23	15	Optional
Sociology of Education 2022-23	15	Optional
History of Education 2022-23	15	Optional
Advanced SEND 2022-23	15	Optional
Dissertation 2022-23	30	Core

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Introduction to Education 2020-21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Introduction to Educational Research 2020-21				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Introduction to Learning 2020-21	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Introduction to Teaching 2020-21	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21
Introduction to Education 2020-21		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Introduction to Educational Research 2020-21			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Introduction to Learning 2020-21		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Introduction to Teaching 2020-21		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Curriculum: Principles and purposes 2021-22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Diversity, Inclusion and Alternative Education 2021-22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Intermediate Education 2021-22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Perspectives in Education 2021-22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Psychology of Education 2021-22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Research Methods in Education 2021-22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Studies of Childhood 2021-22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21
Curriculum: Principles and purposes 2021-22		✓				✓	✓	✓	✓
Diversity, Inclusion and Alternative Education 2021-22		✓	✓	✓		✓	✓	✓	✓
Intermediate Education 2021-22	✓	✓	✓	✓		✓	✓	✓	✓
Perspectives in Education 2021-22	✓		✓			✓	✓	✓	✓
Psychology of Education 2021-22		✓				✓	✓	✓	✓
Research Methods in Education 2021-22	✓		✓		✓	✓	✓	✓	✓
Studies of Childhood 2021-22		✓				✓	✓	✓	✓

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Advanced Psychology of Education 2022-23	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
Advanced SEND 2022-23	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Contemporary Issues in Education 2022-23	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Dissertation 2022-23	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓
History of Education 2022-23	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓
Learning Through Reflection 2022-23	✓	✓		✓	✓		✓				✓	✓
Philosophy of Education 2022-23	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Sociology of Education 2022-23	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21
Advanced Psychology of Education 2022-23	✓	✓	✓	✓		✓	✓	✓	✓
Advanced SEND 2022-23	✓	✓	✓	✓		✓	✓	✓	✓
Contemporary Issues in Education 2022-23	✓	✓	✓	✓		✓	✓	✓	✓
Dissertation 2022-23	✓	✓	✓		✓	✓	✓	✓	✓
History of Education 2022-23	✓	✓	✓			✓	✓	✓	✓
Learning Through Reflection 2022-23	✓				✓	✓	✓	✓	✓
Philosophy of Education 2022-23	✓	✓	✓			✓	✓	✓	✓
Sociology of Education 2022-23	✓	✓	✓	✓		✓	✓	✓	✓

											16)	33, 34, 35)
Introduction to Education 2020-21												
Introduction to Educational Research 2020-21												
Introduction to Learning 2020-21												
Introduction to Teaching 2020-21												

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Curriculum: Principles and purposes 2021-22												
Diversity, Inclusion and Alternative Education 2021-22										25		
Intermediate Education 2021-22												
Perspectives in Education 2021-22												
Psychology of Education 2021-22												
Research Methods in Education 2021-22												
Studies of Childhood 2021-22												

	13	14	15	16	17	18	19	20	21	22	23	24
Curriculum: Principles and purposes 2021-22												
Diversity, Inclusion and Alternative Education 2021-22					75							
Intermediate Education 2021-22												
Perspectives in Education 2021-22												
Psychology of Education 2021-22												
Research Methods in Education 2021-22						25						
Studies of Childhood 2021-22												

	25	26	27	28	29	30	31	32	33	34	35	36

Curriculum: Principles and purposes 2021-22											100		
Diversity, Inclusion and Alternative Education 2021-22													
Intermediate Education 2021-22											100		
Perspectives in Education 2021-22			50							50			
Psychology of Education 2021-22											100		
Research Methods in Education 2021-22												75	
Studies of Childhood 2021-22											100		

	37	38	39	40	41	42	43	44	45	46	47	48
Curriculum: Principles and purposes 2021-22												
Diversity, Inclusion and Alternative Education 2021-22												
Intermediate Education 2021-22												
Perspectives in Education 2021-22												
Psychology of Education 2021-22												
Research Methods in Education 2021-22												
Studies of Childhood 2021-22												

								49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Curriculum: Principles and purposes 2021-22													
Diversity, Inclusion and Alternative Education 2021-22													
Intermediate Education 2021-22													
Perspectives in Education 2021-22													
Psychology of Education 2021-22													
Research Methods in Education 2021-22													
Studies of Childhood 2021-22													

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Advanced Psychology of Education 2022-23												
Advanced SEND 2022-23												
Contemporary Issues in Education 2022-23												50
Dissertation 2022-23												
History of Education 2022-23												
Learning Through Reflection 2022-23												
Philosophy of Education 2022-23												
Sociology of Education 2022-23												

	13	14	15	16	17	18	19	20	21	22	23	24
Advanced Psychology of Education 2022-23												
Advanced SEND 2022-23												
Contemporary Issues in Education 2022-23												
Dissertation 2022-23												
History of Education 2022-23												
Learning Through Reflection 2022-23												
Philosophy of Education 2022-23												
Sociology of Education 2022-23												

	25	26	27	28	29	30	31	32	33	34	35	36
Advanced Psychology of Education 2022-23												
Advanced SEND 2022-23									100			
Contemporary Issues in Education 2022-23										50		
Dissertation 2022-23												
History of Education 2022-23												
Learning Through Reflection 2022-23												
Philosophy of Education 2022-23									100			
Sociology of Education 2022-23									100			

	37	38	39	40	41	42	43	44	45	46	47	48
Advanced Psychology of Education 2022-23	100											
Advanced SEND 2022-23												
Contemporary Issues in Education 2022-23												
Dissertation 2022-23	100											
History of Education 2022-23	100											
Learning Through Reflection 2022-23	100											
Philosophy of Education 2022-23												
Sociology of Education 2022-23												
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Advanced Psychology of Education 2022-23												
Advanced SEND 2022-23												
Contemporary Issues in Education 2022-23												
Dissertation 2022-23												
History of Education 2022-23												
Learning Through Reflection 2022-23												
Philosophy of Education 2022-23												
Sociology of Education 2022-23												

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

	EDU01	EDU02	EDU03	EDU04	EDU05	EDU06	EDU07	EDU08	EDU09
PO1	✓	✓	✓	✓		✓			
PO2	✓	✓	✓	✓		✓			
PO3	✓	✓	✓	✓		✓			
PO4	✓	✓	✓	✓		✓			
PO5	✓	✓	✓	✓		✓			✓
PO6	✓		✓		✓	✓		✓	✓

	EDU10	EDU11	EDU12	EDU13	EDU14	EDU15	EDU16	EDU17	EDU18
PO1									
PO2			✓						
PO3	✓								
PO4									
PO5									
PO6			✓		✓	✓	✓	✓	

	EDU19	EDU20
PO1		
PO2		
PO3		
PO4		
PO5		
PO6		

Subject Specific Intellectual Skills

	EDU01	EDU02	EDU03	EDU04	EDU05	EDU06	EDU07	EDU08	EDU09
PO7					✓			✓	
PO8		✓			✓	✓	✓	✓	
PO9								✓	
PO10	✓	✓	✓	✓	✓	✓	✓	✓	
PO11			✓	✓	✓	✓	✓	✓	✓

	EDU10	EDU11	EDU12	EDU13	EDU14	EDU15	EDU16	EDU17	EDU18
PO7				✓	✓	✓	✓	✓	
PO8				✓				✓	
PO9								✓	
PO10									
PO11	✓			✓			✓		

								EDU19	EDU20
PO7									
PO8									
PO9									
PO10									
PO11									✓

Subject Specific Practical Skills

	EDU01	EDU02	EDU03	EDU04	EDU05	EDU06	EDU07	EDU08	EDU09
PO12									
PO13					✓	✓		✓	
PO14		✓		✓			✓		
PO15	✓		✓		✓	✓	✓		
PO16	✓	✓	✓	✓	✓	✓	✓		✓

	EDU10	EDU11	EDU12	EDU13	EDU14	EDU15	EDU16	EDU17	EDU18

PO12				✓	✓		✓		
PO13			✓	✓		✓		✓	
PO14				✓					✓
PO15			✓	✓	✓	✓	✓	✓	
PO16									

								EDU19	EDU20
PO12									
PO13									
PO14									
PO15									
PO16									

Transferable Skills and Attributes

	EDU01	EDU02	EDU03	EDU04	EDU05	EDU06	EDU07	EDU08	EDU09
PO17									
PO18									
PO19									
PO20									
PO21	✓	✓	✓	✓		✓	✓		✓

	EDU10	EDU11	EDU12	EDU13	EDU14	EDU15	EDU16	EDU17	EDU18
PO17	✓								✓
PO18		✓		✓					✓
PO19									
PO20									✓
PO21	✓	✓							

								EDU19	EDU20
PO17									

PO18		
PO19	✓	
PO20	✓	
PO21		✓

Appendix IV: Benchmark Benchmark Statement(s)

EDU01 - *A critical understanding of the underlying values, theories and concepts relevant to education.*

EDU02 - *A critical understanding of the diversity of learners and the complexities of the education process.*

EDU03 - *A critical understanding of 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.*

EDU04 - *A critical understanding of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.*

EDU05 - *The ability to analyse educational concepts, theories and issues of policy in a systematic way.*

EDU06 - *The ability to identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts.*

EDU07 - *The ability to accommodate new principles and understandings.*

EDU08 - *The ability to select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding.*

EDU09 - *The ability to use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.*

EDU10 - *Able to demonstrate the ability to reflect on their own and others' value systems.*

EDU11 - *Able to demonstrate the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject.*

EDU12 - *Able to demonstrate an understanding of the significance and limitations of theory and research.*

EDU13 - *Able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.*

EDU14 - *Be able to use technology effectively to enhance critical and reflective study.*

EDU15 - *Able to collect and apply numerical data, as appropriate.*

EDU16 - *Able to present data in a variety of formats including graphical and tabular.*

EDU17 - *Able to analyse and interpret both qualitative and quantitative data.*

EDU18 - *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.*

EDU19 - *Able to articulate their own approaches to learning and organise an effective work pattern including working to deadlines.*

EDU20 - *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.*