Leeds Trinity University

Programme Specification

With effect from **September 2021**

A programme specification is the definitive record of your programme of study at the University. It sets out the aims, learning outcomes, and indicative content of the programme. You should read this programme specification alongside the relevant module descriptors and the University's Taught Programme Academic Regulations.

This specification only applies to the delivery of the programme indicated below. The details in this specification are subject to change through the modifications or periodic review processes.

1   Programme name and award

This programme specification relates to the following award(s)
BA (Hons) Education Studies

2   Aims of the programme

Rationale and general aims, including what is special about this programme
This multi-disciplinary course aims to deepen and extend your knowledge of concepts and theoretical frameworks central to understanding education. The course considers educational theories, policies and practices both UK based and international. It provides opportunities for you to develop your individual interests in education that may align to your future career intentions. Many students use the course as a pathway to a future career in education, either as a qualified teacher or in support roles. The Education Studies degree is designed to give you a solid foundation in the history, sociology, psychology and philosophy of education, as well as an understanding of education in modern society, and the current debates and issues surrounding the subject. Education Studies is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. The broad scope of this course allows you the opportunity to proceed into a wide range of careers. After a broad-based first year, introducing you to key higher education skills, educational theories and ideas, you will be able to focus on particular themes within the course, such as special educational needs, technology and/or preparation for a primary teaching career. The course can provide you with the foundation knowledge to be fully prepared for working in a diverse range of professions with children and young people and allow your individual interests to be explored. It has

a strong strand in employability running through it and you are encouraged to gain voluntary experience and to reflect upon your school or other work experiences in your academic work. In your final year you will undertake a research project and work-placement / study to consolidate your learning in practice.

3   Level Learning Outcomes and Employability Outcomes

Learning outcomes are expressed in terms of:

- Knowledge and understanding (K)
- Intellectual / cognitive / 'thinking' skills (I)
- Practical skills specific to the subject (P)
- Employability skills (E)

We design assessment tasks to enable you to demonstrate the Level Learning Outcomes and relevant Employability Outcomes for your level of study. To a greater or lesser extent, all Level Learning Outcomes at each level of your study are embedded in the assessment task(s) at that level. This means we can take a more integrated view of your overall performance at a level.

To progress to the next level, or to receive an award, you will need to satisfy the Level Learning Outcomes below and relevant Employability Outcomes and achieve credit as per the Taught Programme Academic Regulations.

Level Learning Outcomes	
Level 4	
K1	Demonstrate understanding on how legislation has shaped contemporary education;
K2	Demonstrate knowledge and understanding of how social differences, e.g. class, ethnicity and gender affect educational life chances;
K3	Demonstrate knowledge of psychological issues relating to educational assessment, motivation and behaviour;
K4	Develop relevant academic skills necessary to apply theory and learning into practice
K5	Demonstrate knowledge and awareness of the rationale for education at all stages
I1	Identify key changes and continuities within education history and evaluate their contemporary relevance;
I2	Recognise alternative perspectives within the UK and internationally.
I3	Identify basic sociological perspectives on education and how sociological concepts relate to the analysis of education.
I4	Outline key developments in social policy in relation to educational practice
I5	Identify the main theoretical perspectives on learning and cognitive development;
I6	Relate psychological issues to educational processes and individual learner differences;
I7	Reflect upon practice, personal skills and professional development

I8	Identify and explain their own emerging standpoints on educational issues while showing an awareness of the dilemmas inherent in decision-making and practice in education	
Level 5		
K6	Develop understanding on competing theories of social justice and educational inequalities	
K7	Develop understanding on political ideologies and their relationship to the curriculum, educational policy and practice'	
K8	'Demonstrate an understanding of the roles and responsibilities of education professionals when responding to concerns and needs,	
K9	Identify and understand competing theories and perspectives relating to childhood and to education;	
K10	Understand relevant research evidence and research methods used in the field of education.	
I9	Critically explain competing theories of social justice;	
I10	Integrate learned theories to educational settings, drawing on local and international examples	
I11	Relate legislation, policy and guidance to education within the context of political, cultural and economic trends in wider society;	
I12	Create a personal and defensible perspective regarding education policy, taking account of ethical considerations.	
I13	Reflect upon practice.	
I14	Synthesise theoretical and methodological approaches in educational research	
I15	Propose the undertaking of a project or research study	
I16	Work effectively within an organisation and critically reflect upon professional practice and personal development	
Level 6		
K11	Critically evaluate contemporary education systems	
K12	Contextualise and evaluate knowledge and understanding of the relationship between education and society.	
K13	Critically explain the varieties of alternative education in theory and practice, drawing on international approaches	
K14	Interpret competing theories and perspectives relating to childhood and to education	
K15	Critically evaluate the contribution of cognitive neuroscience in the explanation of learning;	
K16	Critically evaluate UK contemporary policy and practices regarding SEN and disability within a historical and international context;	
K17	Critically develop knowledge through research of the relationship between education and society.	
I17	Critique changes to educators' identities and different models of professionalism and pedagogy.	

I18	Assess alternative education approaches and their implications for current educational policy and practice.
I19	Analyse psychological factors which influence success in the educational process;
I20	Critique several theoretical models or approaches to learning and behaviour management in schools
I21	Articulate a defensible personal perspective regarding inclusive policy and practice.
I22	Design research and critically analyse, interpret and use data to form conclusions/ recommendations.
I23	Relate and make informed choices in areas of ethical behaviour and social responsibility.

Employability Outcomes	
Employability skills are embedded and assessed throughout your programme. Therefore, we use a generic set of employability outcomes at all levels of study.	
E1	**Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
E2	**Team-working** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
E3	**Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
E4	**Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
E5	**Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
E6	**Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
E7	**Application of information technology** – the ability to identify and use the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
E8	**Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;

Level 6 Placement Changes – Central Scrutiny Group approval May 2022.

E9	**Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

4   External Benchmarks

Statement of congruence with the relevant external benchmarks

All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).

The QAA subject benchmark statement for Education Studies defines a range of principles that are central to this programme. The programme draws deliberately upon a breadth of academic disciplines to illuminate your understanding of education across a range of contexts. It utilises methodology of its contributory disciplines: sociology, psychology, philosophy, history of education and social policy. Therefore, Education Studies is able to reflect directly QAA guidance in tackling the 'cultural, societal, political, historical contexts and includes education policies, moral and philosophical underpinnings and issues of social justice'. Though addressing the context of UK schooling directly, the programme is not limited to either the UK or to schooling.

5   Indicative Content

Summary of content by theme

The contributory disciplines are reflected in themes that run through Levels 4,5 and 6:

History
From '**Change and Continuity - A History of Education**' to '**From Instructor to Provider'** in L6 represent an academic thread. The overview at Level 4 becomes a sharper post-1944 focus on policy change and continuity at Level 5. This acts as an education and society backdrop against which students examine changing pedagogy and teacher-pupil/student relations at Level 6. Similarities apply in the importance of discipline/behaviour management and in the enduring social dimension to teaching that overlaps with mentoring. Changes in authority, deference and power are noted.

Psychology
'**Introduction to the Psychology of Education**' introduces individual differences and learning theories and examines cognitive development at greater depth, considering whether it is staged or continuous. Kohlberg's theory of moral development is introduced. At Level 6, '**Selected Themes in the Psychology of Education'** examines brain science in light of recent technological advances. This progression in terms of greater depth is balanced by maintenance of focus upon key educational issues, such as motivation, assessment and behaviour throughout. In this way, students acquire greater depth of understanding through a spiral of knowledge regarding key aspects of the psychology of education.

Sociology

'Childhood, Society and Social Policy in Education' introduces students to basic sociological approaches to education through encouraging their reflection upon their own education. At Level 5, Education, Inequality and Social Justice focuses more narrowly on inequality with reference to gender, class, ethnicity and disability. At Level 6**, 'Inclusion, SEN and Disability'** draws upon the platform established to examine disability in depth by drawing, in part, upon sociology's contribution to models of disability. The Level 6 '**Beyond boundaries**' module utilises sociology's problematisation of education at Levels 4 and 5 as a basis for considering alternative approaches.

Social Policy & Politics
'Childhood, Society and Social Policy in Education' draws upon philosophy, history, sociology and politics in explaining changing societal perspectives towards childhood. Schooling is considered as part of a wider social policy framework that links family to society. The tension between social welfare and social control of children is highlighted in the roles of family, school and state. In the '**Education Policy and the Curriculum'** module, the state's varied political, economic and cultural motives that steer education policy are examined in depth and also touch on the curriculum contestations, legislation and market forces. The level 6 module on '**Inclusion, SEN and Disability**' examines changing patterns of legislative and cultural approaches regarding disability/SEN policy, guidance and practice.

Philosophy
'Introduction to the Philosophy of Education' at Level 4, introduces students to philosophical concepts that have particular relevance to education. Students are encouraged to reflect upon their own experiences and begin to establish their own provisional perspectives. Issues such as knowledge, social justice, culture, control and freedom are examined from a contestable perspective and judgements about education posited. At Level 6, '**Beyond Boundaries'** and '**Inclusion, SEN and Disability'** offer further opportunities for students to analyse the influence of values upon education and to refine their own perspectives.

At the end of the first year, you will undertake an Integrated Assessment that brings together the learning from different modules and will include watching and analysing a documentary on Educational inequalities of achievement. At the end of the second year, you will undertake an Integrated Assessment which brings together the learning from different modules and include appraising the effectiveness of an Educational Policy or practice. In your third year you will undertake a research project and work-placement / study to consolidate your learning in practice.

6   Programme Structure

Programme Structure – BA (Hons) Education Studies (Single Honours)	
Duration	3 years full time
Total credit rating	360 (180 ECS)
Level 4 – With effect from: September 2021	
Core: You are required to take the following modules	

Module Code	Module Title	Semester	Credits
CYP4045	Introduction to the Psychology of Education	Semester 1	15
CYP4055	Introduction to the Philosophy of Education	Semester 2	15
CYP4053*	Childhood, Society and Social Policy in Education	Semester 1 & 2	30
CYP4063*	Change and Continuity – A History of Education	Semester 1 & 2	30
CYP4023	Academic Skills, Personal and Professional Development	Semester 1 & 2	30
	*Integrated Assessment included - documentary		

Level 5 – With effect from: September 2022

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits
CYP5053*	Education Policy and the Curriculum	Semester 1 & 2	30
CYP5063*	Education, Inequality and Social Justice	Semester 1 & 2	30
CYP5073	Research Methods and Evidence-based Practice	Semester 1 & 2	30
CYP5045	Professional Placement	Semester 2	15
CYP5005	Multi-Agency Working	Semester 1	15
	*Integrated Assessment included - appraisal	Semester 2	

Level 6 – With effect from: September 2023

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits
CYP6073	From Instructor to Provider: Change and continuity in the Roles of Educators	Semester 1 & 2	30
CYP6083	Beyond Boundaries; Comparative, Global and Democratic Education	Semester 1 & 2	30
CYP6005	Selected Themes in the Psychology of Education	Semester 1	15

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| CYP6015 | Inclusion, SEN and Disability | Semester 2 | 15 |
| CYP6033 | Research Project | Semester 1 & 2 | 30 |

7 Pre-requisites

Modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award
N/A

8 Learning, Teaching and Assessment

The University's Learning, Teaching and Assessment Strategy informs the design of your programme. You can find more information about learning, teaching and assessment for your programme (including information on Integrated Assessment) within the relevant Assessment Handbooks.

9 Entry requirements

Do the University's standard entry requirements apply?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	N/A

10 Additional support needs

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

Programme-specific requirements / unavoidable restrictions on participation in the programme
N/A

11 Technical Information

Level 6 Placement Changes – Central Scrutiny Group approval May 2022.

Awarding Body / Institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Parent School	Institute of Childhood and Education
Department	Children, Young People and Families
Professional accreditation body	N/A
Final award	BA (Hons)
Title of programme(s)	Education Studies
Subsidiary award(s)	Cert HE Dip HE Ordinary Degree
Honours type	Single
Duration and mode(s) of study	3 Years full-time
Month/year of approval of programme	June 2021
Periodic review due date	TBC
HECoS subject code(s)	100459
UCAS course code(s)	X301 BA/EDSTUD
SITS route codes	EDSTDSH
Delivery venue(s)	Leeds Trinity University

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12 Level Learning Outcomes and Employability Outcomes

The learning outcomes of the programme are assessed by level. The grids below demonstrate where level learning outcomes are assessed at module level and ensure that students are assessed in all level learning outcomes at each level of their study.

Level 4	Assessed level learning outcomes														Skills development								
	K1	K2	K3	K4	K5	K6	I1	I2	I3	I4	I5	I6	I7	I8	E1	E2	E3	E4	E5	E6	E7	E8	E9
															Self-management	Teamworking	Business & sector aw	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship	Social, cultural & civic
CYP4023 Academic Skills, Personal and Professional Development				X									X		X	X	X	X	X	X	X	X	X
CYP4045 Intro to the Psy of Education			X								X	X				X		X					X
CYP4055 Intro to the Phil of Education					X									X		X		X	X				
CYP4063 Change and Continuity	X						X	X								X			X				
CYP4053 Childhood, Society and Social		X							X	X						X		X					X
Integrated Assessment	X	X	X				X	X	X	X	X	X				X		X	X				X

Level 6 Placement Changes – Central Scrutiny Group approval May 2022.

Level 5	Assessed level learning outcomes																	Skills development								
	K6	K7	K8	K9	K10	K11	I9	I10	I11	I12	I13	I14	I15	I16		I23		E1	E2	E3	E4	E5	E6	E7	E8	E9
																		Self-management	Teamworking	Business & sector aw	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship	Social, cultural & civic
CYP5053 Education Policy and the Curriculum		X		X					X	X									X		X	X				X
CYP5015 Professional Placement					X							X		X		X		X	X	X	X	X		X	X	X
CYP5063 Education, Inequality and Social Justice	X						X	X											X			X				X
CYP5005 Multi-Agency Working			X								X							X	X	X	X	X				X
CYP5023 Research Methods and Evidence Based Practice					X							X	X					X		X	X	X	X	X	X	X
Integrated Assessment	X	X	X	X			X	X			X							X	X	X	X	X	X	X	X	X

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Level 6	Assessed level learning outcomes																	Skills development								
	K11	K12	K13	K14	K15	K16	K17	K18	K19	K20	I17	I18	I19	I20	I21	I22	I23	E1 Self-management	E2 Teamworking	E3 Business & sector aw	E4 Problem-solving	E5 Communication	E6 Application of numeracy	E7 Application of IT	E8 Entrepreneurship	E9 Social, cultural & civic
CYP6073 From Instructor to Provider	X	X									X								X							X
CYP6083 Beyond Boundaries			X	X								X							X		X					X
CYP6005 Selected Themes in the Psy of Education					X								X	X					X		X					X
CYP6015 Inclusion, SEN and Disability						X									X				X		X					X
CYP6033 Research Project							X									X	X			X	X	X	X	X		X