



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body	n/a
Final award	BA (Hons)
Title of programme	Education Studies
Subsidiary award(s)	CertHE, DipHE
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and mode of study	3 years full-time
Start date	September 2013
Periodic review next due	AY 2013/14
UCAS course code & code name	X301 BA/EDSTUD
Delivery venue	Leeds Trinity University

2. Aims of the programme

Rationale and general aims

The Education Studies programme welcomes students whose previous educational experiences and whose graduate intentions reflect some diversity. The programme is designed to be relevant, interesting and useful to those intending to enter a career in education, to those with interests in graduate employment outside education and to those whose motivation for study is not centred upon employment. All prospective students will have experienced some form of education prior to applying to this degree programme, which offers the opportunity to understand, analyse and critique those experiences. Indeed, Education Studies may hold a particularly strong appeal for some prospective students whose previous educational experience has left them with a sense of disappointment or dissatisfaction.

Many prospective students will bring to the programme an interest in the impact of education upon future family lives. Education has a high political profile, with changes to teacher training, assessment and curriculum at national policy level. Education is also prominent in the popular consciousness, as evidenced by the popularity of the recent entry of schools and teachers into reality television series such as 'Educating Yorkshire' and 'Mr Drew's School for Boys'. These contribute to an emerging discourse about the role of school teachers and parents and their relationship with other welfare services. Education Studies will enable students to understand the relationship between education, politics and society, to understand the views of others and to establish a personal view that will inform the choices they make as parents and voters. The appeal of this programme is illustrated by students' interest in the rationale for higher education tuition fees and the alternatives to it.

Education Studies is designed to be especially attractive to students who envisage a career in education. Graduates will be well prepared to compete with confidence for places in Primary initial teacher training or to progress toward careers in learning support, student support or home-school liaison. The programme educates rather than trains students in preparation for these careers. It develops a critical understanding of the development and organisation of educational institutions and the range of professional roles and practices which make up education. The programme develops key employability skills relevant to education and beyond. Students will develop the ability to analyse critically and evaluate educational policies and practices. The programme will enable students to design, implement and critically evaluate curriculum content, pedagogy and assessment and to be able to support the learning needs of diverse groups of students. It provides real work experience through professional placements that enables students to understand the complexity of the relationship between policies and practices.

The vocational utility of Education Studies extends beyond education. In drawing upon the range of academic disciplines which study people as individuals and as groups with focus upon the micro-societal structures of educational institutions, Education Studies produces graduates with knowledge, understanding and criticality that are transferable to other organisations and institutions within wider society. Programme outcomes include an understanding of meritocracy, power, authority, equality and diversity, thus illustrating the programme's wider currency.

The programme's design reflects a determination to motivate students and enable them to succeed. Recognising that motivation has a significant relationship with achievement and that all Level 4 students have both prior experiences and views, the programme encourages analytical reflection upon previous educational experiences by linking these to literature and research. The programme emphasises a pedagogical approach that values students' views. In terms of academic content, the programme draws upon the disciplines of philosophy, psychology, sociology, politics and history. Education Studies provides an intellectually rigorous challenge. To enable students to thrive, the programme emphasises coherence across levels. Level 4 introduces students to recognisable and discipline based platforms that are then built upon at Levels 5 and 6. This structured approach is designed to strengthen academic attainment, essential to both employability and to wider confidence. In this way, Education Studies graduates will benefit from a course that has both diversity and depth. Upon strong Level 4 and 5 foundations, the programme is able to offer Level 6 students some choice of focus and some control over the design of their 'research project'. Academic study and substantive professional placement experience will inform students' planning for a study rooted in literature, empirical research and/or projects negotiated in consultation with employers.

Education Studies offers a programme designed to develop confident, articulate and critical graduates. This will enhance their work in a wide range of graduate roles, within education or elsewhere. Equally importantly, it will empower graduates to prosper outside work in civil society and in their personal lives.

The aims of the programme are:

- To enable students with diverse previous educational experiences and graduate ambitions to engage and to succeed;
- To develop a critical understanding of the role of education in society;
- To develop knowledge and understanding of the development of educational institutions and of professional roles and practices in education;
- To develop the ability to analyse critically and evaluate policies and practices in education in the UK and abroad;
- To provide varied practical experience of work within educational organisations and of designing and evaluating pedagogy;
- To produce graduates with the potential to become reflective practitioners;
- To produce graduates who understand the complex relationships between individuals, organisations and society;

- To produce graduates who can communicate confidently and effectively.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **physical skills specific to the subject (P)**
- **employability skills (E)**

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme students will have demonstrated:

- K 1 An ability to contextualise and evaluate contemporary education systems;
- K 2 Knowledge and understanding of the relationship between education and society;
- K 3 Understanding of the societal, institutional and individual factors that influence participation and performance in education;
- K 4 An ability to identify and understand competing theories and perspectives relating to childhood and to education;
- I 1 An ability to analyse, interpret and use data to form conclusions/recommendations;
- I 2 An ability to design and conduct research;
- I 3 An ability to critically evaluate policy and practice;
- I 4 An ability to work effectively within a variety of organisations;
- I 5 An ability to reflect upon practice;
- I 6 An ability to synthesise a number of theoretical models or approaches;
- I 7 An ability to make informed choices in areas of ethical behaviour and social responsibility;

Employability skills

- 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 **Teamworking** – 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 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;

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.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

Statement of congruence with the relevant published subject benchmark statements
(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)

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 students' understanding of education across a range of contexts. It utilises methodology of its contributory disciplines: sociology, psychology, philosophy, history 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.

Education Studies embraces QAA guidance to ask fundamental questions concerning the aims and values of education. The capacity to interrogate educational processes is a characteristic of modules across the programme. Explicit questioning of past and contemporary approaches lies at the heart of modules examining issues such as philosophy of education, sociology of education, inequality and alternative educational perspectives.

Education Studies seeks to develop students' intellectual independence and confidence. This is regarded as useful within employment and beyond. Graduates' capacity to recognise and justify different positions and to sustain a reasoned argument represents the learning acquired in Education Studies that goes beyond subject content.

4. Learning outcomes for subsidiary awards

Guidance	Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p>	<p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context;

<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p>	<p>iii) use of a range of disciplinary techniques;</p> <p>iv) proficient communication of the results of their work;</p> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline, including successful completion of at least one professional placement or school based training component.</p> <p>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <p>i) an ability to make flexible use of disciplinary concepts and techniques;</p> <p>ii) critical evaluation of approaches to solving problems in a disciplinary context;</p> <p>iii) an ability to work autonomously within a structured learning experience;</p> <p>iv) effective communication of the results of their work in a variety of forms;</p> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline, including successful completion of two professional placements or school-based training placements.</p>
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5. Content

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p>
<p>The contributory disciplines are reflected in themes that run through Levels 4, 5 and 6:</p> <p><u>History</u> CYP 4002 <i>History of Education</i>/CYP 5002 <i>Education Policy</i>/CYP 6132 <i>From Martinet to Mentor?</i> 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/society backdrop against which students examine changing pedagogy and teacher-pupil/student relations at Level 6. The authority and charisma of 'Mr Chips' juxtaposed with the work of classroom teaching teams today illustrate difference. 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.</p> <p><u>Psychology</u> CYP 4182 <i>Introduction to the Psychology of Education</i> introduces individual differences and learning theories. CYP 5132 <i>Language and Thinking in the School Years</i> examines cognitive development at greater depth, considering whether it is staged or continuous. Kohlberg's theory of moral development is introduced. CYP 6192 <i>Selected Themes in the Psychology of Education</i> 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 and knowledge regarding key aspects of the psychology of education.</p> <p><u>Sociology</u> CYP 4012 <i>Introduction to the Sociology of Education</i> introduces students to basic sociological approaches to education through encouraging their reflection upon their own education. CYP 5192 <i>Education, Inequality and Social Justice</i> focuses more narrowly on inequality with reference to gender, class, ethnicity and disability. CYP 6402 <i>Inclusion, SEN and Disability</i> draws upon the platform established here to examine disability in depth by drawing, in part, upon sociology's contribution to models of disability. CYP 6182 <i>Over-schooled and Undereducated</i> utilises sociology's problematisation of education at Levels 4 and 5 as a basis for considering alternative approaches.</p>

Social Policy & Politics

CYP 4192 *Childhood, Social Policy and 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 CYP 5002 *Education Policy* the state's mixed political, economic and cultural motives that steer education policy are examined in depth. CYP 5122 *Curriculum and Assessment* considers the state's entry into the hitherto 'secret garden' of the curriculum from the 1970s and examines its motives and its use of legislation and market forces. CYP 6402 *Inclusion, SEN and Disability* examines changing patterns of legislative and cultural approaches regarding disability/SEN policy, guidance and practice.

Philosophy

CYP 4112 *Introduction to the Philosophy of Education* 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 then re-surface in CYP 5122 *Curriculum and Assessment* where the National Curriculum represents a particular and contestable perspective regarding content, assessment and judgements about education. CYP 6182 *Over-schooled and Undereducated* and CYP 6402 *Inclusion, SEN and Disability* offer further opportunities for students to analyse the influence of values upon education and to refine their own perspectives.

6. Structure 2014/15

BA (Hons) Education Studies

Duration: 3 years full-time

Total credit rating: 360

Level 4 – with effect from September 2014

Core: Candidates are required to take:

CYP 4012	Introduction to the Sociology of Education	Sem 2	20 credits
CYP 4182	Introduction to the Psychology of Education	Sem 1	20 credits
CYP 4112	Introduction to the Philosophy of Education	Sem 2	20 credits
CYP 4192	Childhood, Social Policy and Education	Sem 2	20 credits
CYP 4002	History of Education	Sem 1	20 credits
CYP 4052	Professional Development and Placement 1*	Sem 1 & 2	20 credits

Level 5 – with effect from September 2014

Core: Candidates are required to take:

CYP 5002	Education Policy	Sem 1	20 credits
CYP 5192	Education, Inequality and Social Justice	Sem 1	20 credits
CYP 5132	Language and Thinking in the School Years	Sem 2	20 credits
CYP 5042	Research Methods and Evidence-based Practice*	Sem 2	20 credits
CYP 5052	Professional Development and Placement 2 *	Sem 1 & 2	20 credits

Option: Candidates take one of:

CYP 5122	Curriculum and Assessment	Sem 1 & 2	20 credits
CYP 5162	Pedagogy, Practice, Assessment and Frameworks	Sem 1 & 2	20 credits

Level 6 – with effect from September 2015

Core: Candidates are required to take:

CYP 6132	From Martinet to Mentor? Change and Continuity in the Roles of Educators	Sem 1	20 credits
CYP 6182	Over-schooled and Undereducated? Alternative Educational Perspectives	Sem 2	20 credits
CYP 6192	Selected Themes in the Psychology of Education	Sem 1	20 credits
CYP 6402	Inclusion, SEN and Disability	Sem 2	20 credits
CYP 6034	Research Project	Sem 1 & 2	40 credits

* Marginal failure on this module will not be condoned – see section 9.

Structure 2015/16 onwards

BA (Hons) Education Studies

Duration: 3 years full-time

Total credit rating: 360

Level 4 – with effect from September 2015

In AY 15/16 CYP4992 was introduced as a pilot module and replaced CYP4112

Core: Candidates are required to take:

CYP 4000	Programme Level Assessment	Sem 2	N/A
CYP 4012	Introduction to the Sociology of Education	Sem 2	20 credits
CYP 4182	Introduction to the Psychology of Education	Sem 1	20 credits
CYP 4112	Introduction to the Philosophy of Education	Sem 2	20 credits
CYP 4192	Childhood, Social Policy and Education	Sem 2	20 credits
CYP 4002	History of Education	Sem 1	20 credits
CYP 4052	Professional Development and Placement 1 *	Sem 1 & 2	20 credits
CYP 4992	Critical Thinking Skills	Sem 1	20 credits

Level 5 – with effect from September 2015

Core: Candidates are required to take:

CYP 5002	Education Policy	Sem 2	20 credits
CYP 5192	Education, Inequality and Social Justice	Sem 2	20 credits
CYP 5132	Language and Thinking in the School Years	Sem 1	20 credits
CYP 5042	Research Methods and Evidence-based Practice*	Sem 2	20 credits
CYP 5052	Professional Development and Placement 2*	Sem 1 & 2	20 credits

Option: Candidates take one of:

CYP 5122	Curriculum and Assessment	Sem 1	20 credits
CYP 5162	Pedagogy, Practice, Assessment and Frameworks	Sem 1 & 2	20 credits

Level 6 – with effect from September 2016

Core: Candidates are required to take:

CYP 6132	From Martinet to Mentor? Change and Continuity in the Roles of Educators	Sem 2	20 credits
CYP 6182	Over-schooled and Undereducated? Alternative Educational Perspectives	Sem 2	20 credits
CYP 6192	Selected Themes in the Psychology of Education	Sem 1	20 credits
CYP 6402	Inclusion, SEN and Disability	Sem 1	20 credits
CYP 6034	Research Project*	Sem 1 & 2	40 credits

*Marginal failure on this module will not be condoned – see section 9.

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

Education Studies draws enthusiastically upon the Leeds Trinity Learning, Teaching and Assessment Strategy. This emphasises the value of student-centred approaches and active learning. In particular, Level 4 of this programme exploits the potential of students' diverse experiences within education and perspectives upon it. This reflects QAA guidance and offers an accessible route for students to engage with the programme and its literature. The initial phase of Level 4 is where students have the opportunity to build and refine skills for learning that apply both in the University and on placements.

Class sizes are projected at below 50, as experience has shown a notable falling away in participation by less confident students in larger classes. Student feedback on other courses has emphasised the importance of group work and interaction, where appropriate. Therefore workshops are used to investigate and analyse topics and themes. They are typically characterised by a lecturer introducing a theme, students working in groups on set tasks and then feeding back individually or in groups.

The programme is designed to allow students to make connections across levels and across contributing disciplines. Illustrative of connections across levels is the Level 6 module *From Martinet to Mentor? Change and Continuity in the Roles of Educators*, which uses films as historical texts to build upon learning from the CYP 4002 *History of Education*, CYP 5002 *Education Policy* and CYP 5122 *Curriculum and Assessment* modules. This is one effective method of making connections between modules so these are experienced as more than the sum of their parts. The psychology strand holds key issues such as motivation, assessment and behaviour in view as analyses take place at increasing depth.

Connections between disciplines are illustrated through the balance between state control and individual freedom being raised within CYP 4192 *Childhood, Social Policy and Education* and re-surfacing in the CYP 5122 *Curriculum and Assessment's* consideration of the political ideology that underpinned the Education Reform Act. CYP 4112 *Introduction to the Philosophy of Education*, CYP 4002 *History of Education*, CYP 4012 *Introduction to the Sociology of Education*, CYP 5002 *Education Policy* and CYP 5192 *Education, Inequality and Social Justice* combine to ensure that sociology, history, politics, philosophy and social policy inform students' examination of SEN and disability in CYP 6402 *Inclusion, SEN and Disability*.

The programme is to be delivered through modules running intensively in only one semester from AY 2015/16. A decision to deliver modules typically within a semester rather than across two semesters has been taken for three reasons. Firstly, students will focus upon a narrower range of topics with greater intensity over a shorter period and this may facilitate greater depth of study and enhanced satisfaction. Secondly, this pattern allows the programme to become involved in international exchanges to the benefit of students. Thirdly, a consistent pattern of delivery across each Level enables students to become acclimatised to an approach at Level 4 which should be supportive at subsequent levels of study. Exceptions to the single semester or 'short/fat' approach are the Professional Development and Placement modules at Levels 4 and 5 in order to allow scope for tutorial and other practical pre-placement and within placement support to be delivered as part of the module in semester 2. The Level 6 '*Research Project*' module also transcends both semesters to allow calendar space for development of projects or research which often involves external participants and a drafting/writing-up phase. The 'short/fat' model is to be phased in from AY 2014/15, where the system will apply to Level 4, with modules at Level 5 delivered as advertised and as timetabled previously, in line with the March 2013 validation documentation. From AY 2015/16 the 'short/fat' typicality will apply to all Levels.

Classroom time and face to face tutorials are supplemented by electronic tutor-student and student-student dialogue via email and via Moodle, which provide back-up and additional material to taught sessions.

A range of assessment modes is used, including reports, reviews, briefing papers, policy papers and evaluations. The intention here is to facilitate critique of current policies and practices, while simulating some of the dilemmas and pragmatic compromises inherent in education. Assessments are designed to provide academic rigour, simulate professional requirements and promote student engagement.

Assessments at all levels involve formative and summative dimensions. Formative assessment involves students tackling parts of an assessment task or related task and benefiting from peer and tutor review for participants. In this way, the formative assessment provides students with the opportunity to identify areas of strength and weakness and develop their understanding of how to successfully complete the summative assessment. An example of this approach is Level 5 '*Education Policy*', where student groups provide structured input to sessions that is immediately reviewed by being set in the context of tutor input and class discussion. Within Level 5 '*Curriculum and Assessment*' there will be opportunity for students to sequentially consider how each of the topics e.g. 'aims/objectives', 'resources' etc may relate to the assessment of students' performance and/or wider assessment/evaluation of the performance of a course. In this way, students' class discussion and activities facilitate peer and tutor review of aspects that will feature in the summative assessment. Another example would be student presentation and critique of specific case studies, using different social justice frameworks in Level 5 '*Education, Inequality and Social Justice*'. This provides opportunities for collective review and feedback on topics on which students will conduct their assessment. This means that students have the opportunity both to construct their assessment arguments and have them reviewed by the class and tutor in seminars as formative feedback. They can then use this work and the critiques to inform their submission of final assessment.

7b) Module details 2014/15

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
CYP 4002 History of Education	Lectures/seminars/workshops and tutorials	Historical review (poster and rationale)	2,000-word equivalent	45%	Semester 1 – week 6	Paul Coman	
		Briefing paper	2,000 words	45%	Semester 1 – week 11		
CYP 4012 Introduction to the Sociology of Education	Lectures/seminars/workshops and tutorials	Analysis of patterns of achievement	1,500-word equivalent	50%	Semester 1 – week 6	Kevin Brain	
		Essay	2,000-word equivalent	50%	Semester 1 – week 11		
CYP 4052 Professional Development and Placement 1	Workshops, tutorials and placement	Portfolio	2,000-word equivalent	50%	Semester 1 – week 11	Jeff Potter	
		Placement performance	1,000-word equivalent	Pass/Fail	During Semester 2		
		Reflective report	1,000 words	50%	End of module		
CYP 4112 Introduction to the Philosophy of Education	Lectures/seminars/workshops and tutorials	Poster and rationale	2,000-word equivalent	50%	Semester 2 – week 10	Paul Coman	
		Personal perspective paper	2,000 words	50%	Semester 2 – week 10		
CYP 4182 Introduction to the Psychology of Education	Lectures/seminars/workshops and tutorials	Essay	1,500 words	50%	Semester 2 – week 5	Ray Steele	
		Essay	2,000 words	50%	Semester 2 – week 11		
CYP 4192 Childhood, Social Policy and Education	Lectures/seminars/workshops and tutorials	Poster presentation and written rationale of 1,000 words	2,000-word equivalent	50%	Semester 2 – week 12	Paul Coman	
		Essay	2,000 words	50%	Semester 2 – week 12		
CYP4992 Critical Thinking Skills	Lectures/debates/seminars and tutorials	Directed Activities		10%	During Semester 1	Tapo Chimbanga	
		Online plagiarism test (P/F) and essay	1500 words	45%	Semester 1 – week 6		
		Negotiated assessment or Presentation	2000 words 10 minutes	45%	Semester 1 – week 12		
CYP 5002 Education Policy	Lectures/seminars/workshops and tutorials	Policy review & proposal Group poster presentation	3,000 words 1,000-word equivalent	100% Pass/Fail	Semester 1 – week 10 Throughout module	Paul Coman	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
CYP 5042 Research Methods and Evidence-based Practice	Lectures/seminars/workshops and tutorials	Research proposal	4,000-word equivalent	100%	Semester 2 – week 11	Carmen Clayton	
CYP 5052 Professional Development and Placement 2	Workshops, tutorials and placement	Portfolio Placement performance Reflective report	1,000-word equivalent 1,000-word equivalent 2,000 words	30% Pass/Fail 70%	Semester 1 – week 11 During Semester 2 End of module	Jeff Potter	
CYP 5122 Curriculum and Assessment	Lectures/seminars/workshops and tutorials	Essay Assessment strategy	2,000 words 2,000 words	50% 50%	Semester 1 – week 11 Semester 2 – week 12	Paul Coman	
CYP 5132 Language and Thinking in the School Years	Lectures/seminars/workshops and tutorials	Essay	4,000 words	100%	Semester 2 – week 12	Ray Steele	
CYP 5162 Pedagogy, Practice, Assessment and Frameworks	Lectures/seminars/workshops and tutorials	Planning Report	1,000 words 3,000 words	30% 70%	Semester 1 - week 6 Semester 2 – week 12	Marie Potter	
CYP 5192 Education, Inequality and Social Justice	Lectures/seminars/workshops and tutorials	Case study	4,000 words	100%	Semester 1 – week 10	Kevin Brain	
CYP 6034 Research Project	Lectures and tutorial supervision	Research project	8,000 words or equivalent	100%	Semester 2 – week 10	Jeff Potter	
CYP 6132 From Martinet to Mentor? Change and Continuity in the Roles of Educators	Lectures/seminars/workshops and tutorials	Essay	4,000 words	100%	Semester 1 – week 11	Paul Coman	
CYP 6182 Over-schooled and Undereducated? Alternative Educational Perspectives	Lectures/seminars/workshops and tutorials	Project: A proposal to redesign current schooling	4,000 words	100%	Semester 2 – week 11	Kevin Brain	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
CYP 6192 Selected Themes in the Psychology of Education	Lectures/seminars/workshops and tutorials	Essay Essay	2,000 words 2,000 words	50% 50%	Semester 1 – week 6 Semester 1 – week 12	Ray Steele	

Module details 2015/16 onwards

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
CYP4000 Programme Level Assessment				Pass/Fail	Semester 2		
CYP 4002 History of Education	Lectures/seminars/workshops and tutorials	Directed Activities Historical review Briefing paper	 2,000-word equivalent 2,000 words	10% 45% 45%	During Semester 1 Semester 1 – week 6 Semester 1 – week 12	Paul Coman	
CYP 4012 Introduction to the Sociology of Education	Lectures/seminars/workshops and tutorials	Directed Activities Analysis of patterns of achievement Essay	 1,500-word equivalent 2,000-word equivalent	10% 45% 45%	During Semester 1 Semester 1 – week 6 Semester 1 – week 11	Kevin Brain	
CYP 4052 Professional Development and Placement 1	Workshops, tutorials and placement	Directed Activities Portfolio 7 week placement block weekly reflections	500-word equivalent 3,000 words 1,000 words	10% 70% 20%	During Sem 1 1 week prior to placement block Semester 2	Jeff Potter	
CYP 4112 Introduction to the Philosophy of Education	Lectures/seminars/workshops and tutorials	Directed Activities Poster and rationale Personal perspective paper	 2,000-word equivalent 2,000 words	10% 45% 45%	During Semester 2 Semester 2 – week 10 Semester 2 – week 10	Paul Coman	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
CYP 4182 Introduction to the Psychology of Education	Lectures/seminars/workshops and tutorials	Directed Activities Essay Essay	1,500 words 2,000 words	10% 45% 45%	During Semester 2 Semester 2 – week 5 Semester 2 – week 11	Ray Steele	
CYP 4192 Childhood, Social Policy and Education	Lectures/seminars/workshops and tutorials	Directed Activities Poster presentation and written rationale of 1,000 words Essay	2,000-word equivalent 2,000 words	10% 45% 45%	During Semester 2 Semester 2 – week 7 Semester 2 – week 12	Paul Coman	
CYP 5002 Education Policy	Lectures/seminars/workshops and tutorials	Policy review & proposal Group poster presentation	3,000 words 1,000-word equivalent	100% Pass/Fail	Semester 2 Throughout module	Paul Coman	
CYP 5042 Research Methods and Evidence-based Practice	Lectures/seminars/workshops and tutorials	Research proposal	4,000-word equivalent	100%	Semester 2 – week 11	Carmen Clayton	
CYP 5052 Professional Development and Placement 2	Workshops,tutorials and placement	Portfolio Placement performance Reflective report	1,000-word equivalent 1,000-word equivalent 2,000 words	30% Pass/Fail 70%	Semester 1 – week 11 During Semester 2 End of placement	Jeff Potter	
CYP 5122 Curriculum and Assessment	Lectures/seminars/workshops and tutorials	Essay Assessment strategy	2,000 words 2,000 words	50% 50%	Semester 1 – week 8 Semester 1 – week 12	Paul Coman	
CYP 5132 Language and Thinking in the School Years	Lectures/seminars/workshops and tutorials	Essay	4,000 words	100%	Semester 1 – week 12	Ray Steele	
CYP 5162 Pedagogy, Practice, Assessment and Frameworks	Lectures/seminars/workshops and tutorials	Planning Report	1,000 words 3,000 words	30% 70%	Semester 1 - week 7 Semester 1 – week 11	Marie Potter	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
CYP 5192 Education, Inequality and Social Justice	Lectures/seminars/workshops and tutorials	Case study	4,000 words	100%	Semester 2 – week 10	Kevin Brain	
CYP 6034 Research Project	Lectures and tutorial supervision	Research project	8,000 words or equivalent	100%	Semester 2 – week 10	Jeff Potter	
CYP 6132 From Martinet to Mentor? Change and Continuity in the Roles of Educators	Lectures/seminars/workshops and tutorials	Essay	4,000 words	100%	Semester 2 – week 11	Paul Coman	
CYP 6182 Over-schooled and Undereducated? Alternative Educational Perspectives	Lectures/seminars/workshops and tutorials	Project: A proposal to redesign current schooling	4,000 words	100%	Semester 2 – week 12	Kevin Brain	
CYP 6192 Selected Themes in the Psychology of Education	Lectures/seminars/workshops and tutorials	Essay Essay	2,000 words 2,000 words	50% 50%	Semester 1 – week 6 Semester 1 – week 12	Ray Steele	
CYP 6402 Inclusion, SEN and Disability	Lectures/seminars/workshops and tutorials	Essay	4,000 words	100%	Semester 1 – week 10	Jeff Potter	

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, of which at least 2 should be GCE or VCE 'A' levels (or equivalent at Level 3) and 1 should be GCSE English Language at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity University's Principles and Guidelines for the Recognition of Prior Learning.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

Condonement will not be available for failure in these modules:

CYP 4052 *Professional Development and Placement 1*
CYP 5052 *Professional Development and Placement 2*
CYP 5042 *Research Methods and Evidence-based Practice*
CYP 6034 *Research Project*

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

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11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)

One programme-specific external examiner is to be appointed.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

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13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)

There are no particular factors that necessitate bespoke arrangements for this programme. The programme team links with institutional services, including an independent Student Support department and the Student Achievement Advisers' team, to support all students appropriately.