

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 |

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| 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. |

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| 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 | |
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| 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; |

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| 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. |
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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) | |
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| 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 |
| CYP5023 | Research Methods and Evidence-based Practice | Semester 1 & 2 | 30 |
| CYP5015 | 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 must 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

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| 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

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| 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 |

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 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 |
| CYP5015 Professional Placement | | | | | 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 |

| 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 | 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 |
| 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 |