Programme Specification

Programme Title and Name of Award	BA (Hons) Education Studies (Top Up)		
Academic Level	6	**Total Credits**	120
Professional Body Accreditation / Qualification	Not applicable		
Date of Professional Body Accreditation	Not applicable	**Accreditation Period**	Not applicable
UCAS Code	X305		
HECoS Code	100459		
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/education-studies-top-up/ The following additional requirements apply for entry to this programme: Students need to have access to an educational setting. Disclosure and Barring Service (DBS) clearance and Occupational Health (OH) clearance for UK based students is essential. International students must follow their local country requirements.		
Teaching Institution	University of Cumbria (UoC)		
Owning Institute	Education		
Programme delivered in conjunction with	Not applicable		
Principal Mode of Delivery	Distance Learning		
Pattern of Delivery	Total weeks of study:	24	
	Delivery pattern:	Full Time	

	Standard semester dates:	Yes
	This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader. In such cases, you will study modules alongside the full-time cohort(s) that are running at the time.	
Delivery Site(s)	Distance Learning	
Programme Length	Standard registration period (fulltime): 1 year Maximum Registration Period: 4 years	
Exit Awards	You may be awarded the following Exit Award if you fail to achieve the requirements of the full programme. BA Education Studies (60 credits at Level 6)	
Period of Approval	August 2022	

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:
https://www.cumbria.ac.uk/study/courses/undergraduate/education-studies/

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

The BA (Hons) Education Studies (Top Up) programme addresses and interrogates the nature, scope and purpose of education in formal and informal systems, nationally and globally, from birth to higher education, vocational and non-vocational education and training, and supports the concept of lifelong learning. It is written and designed by an experienced tutor team including staff who have researched and written widely in appropriate educational fields. As Education Studies is a multi-disciplinary subject, you will develop the knowledge, understanding and skills drawn from a range of subjects; principally sociology, psychology, philosophy and policy. Elements of these subjects' form strands that run through the programme in a cumulative and progressive way.

The programme also offers opportunities to gain placement experience in a range of settings through work-based learning. You will combine your theoretical knowledge with practice by undertaking practical placements throughout the year providing you with hands-on experience enhancing your academic knowledge and boosting your employability. The flexibility of our placements enable you to gain experience in areas that are of interest to you and network with relevant stakeholders in those fields. You will be allocated two days of the week to carry out your placement which can be voluntary or paid, giving you the flexibility to work whilst you study. Alongside your placements you will continue to attend taught sessions three days a week. Other practical aspects of the programme include directed visits to a range of educational settings and completing certified Child Exploitation and Online Protection (CEOP) training.

The programme has placements as a key component which allows for experiential learning opportunities. These are self-sourced within the local area to the student.

This programme is suitable for you if you are interested in Education as a subject in its own right and have an academic interest concerning education in society. You might already have gained experience in a range of educational settings and now want to add to that a higher-level academic qualification. Others may want to study education but as yet you are unclear about specific career plans. The programme may also appeal to you if you are interested in working in a diverse range of educational settings or already work in educational settings and are keen to develop your expertise, knowledge and understanding. This programme offers the opportunity to study the subjects associated with education in society, provides a national and international perspective of education whilst considering elements such as social justice, policy and current issues in education. The distance learning feature of this programme makes it flexible and attractive to a wide national and international audience.

Modules will be delivered by Distance Learning, mainly asynchronous so that you can access materials at a time to support your needs. There will be a small requirement for attendance at live lectures, usually at the beginning and end of a module with some access to tutorials mid-module. Independent directed activities will be part of the independent distance learning with supplementary reading and electronically based activities. The University's Virtual Learning Environment (VLE) is used by the programme team to support students; module information and resources can be accessed, assignments can be submitted as well as various other activities. Electronic discussion boards are used to encourage communication between students from different year groups and different campuses. This will be the main form of communication with both options. The VLE will be the main platform for any live sessions and tutorials.

By the end of the course, you will have had the opportunity to complete up to 50 days of placements gaining insight into a range of educational processes and contexts thus, enhancing your employability and professional development as a reflective practitioner.

Upon completion of the programme, you will have acquired graduate skills and experience useful for employment in a range of educational settings and roles. Please see the Graduate Prospects section for further details.

Programme Learning Outcomes

By the end of this Programme learners will be able to:

1. Demonstrate a critical understanding of education including historical, international and social developments both past and present, and the philosophical, psychological and sociological theories on which modern education has been established.
2. Consider a range of educational systems and settings, selected from local, national and international examples, with scope for pursuing your own particular professional interests.
3. Develop a critical understanding of educational environments and approaches in relation to social justice, social policy and educational diversity.
4. Develop and deepen an understanding of the practices of teaching and learning in a range of educational settings both UK based and internationally.
5. Recognise and evaluate the process of human learning and the impact learning and education have not only within schools and other formal educational institutions but also within the wider social context, as learners progress and change from childhood and adolescence to adult life.
6. Cultivate a critical perspective on contemporary education and consider the possible directions of its future development.
7. Critically reflect on personal values in relation to education and make connections to the assumptions made within educational contexts both UK based and internationally
8. Complete research enquiries on educational issues and in educational settings, demonstrating critical thinking and skills to effectively design, complete and report on educational research, including the collection and analysis of numerical or narrative data that reaches balanced conclusions positioned within the existing literature.
9. Develop a well-informed, enquiring, analytical and critical disposition towards educational policy and practice both in the UK and internationally.
10. Make links between theory and practice and reflect critically on real-life experiences.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.

- Critically evaluate concepts and evidence from a range of resources.

- Transfer and apply subject-specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.

- Communicate solutions, arguments and ideas clearly and in a variety of forms.

- Exercise considerable judgement in a range of situations.

- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and workplace experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (BA) you will be able to demonstrate:

K1. An appreciation of complexity, uncertainty and ambiguity of equality, diversity and inclusion on educational settings and practice.

K2. An ability to critically review and evaluate leadership and management in education and the impact of the change process.

K3. A systematic and conceptual understanding of how current issues can impact on educational settings.

After 120 credits of study (BA Hons) you will be able to demonstrate:

K4. The ability to critically reflect and analyse the importance of educational research.

K5. The ability to analytically examine assumptions about education and learning.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (BA) you will be able to demonstrate:

S1. The ability to manage your own learning, organise effective work patterns, and work to deadlines.

S2. The ability to reflect on your own values system, using your knowledge, evidence and critical understanding, to locate and justify personal position in relation to the subject.

After 120 credits of study (BA Hons) you will be able to demonstrate:

S3. The ability to process and synthesise data to present and justify a chosen position.

S4. The capacity to analyse critically relevant concepts, theories and issues in a systematic way, identifying and reflecting on your potential application in educational policies and contexts, and suggesting potential changes in practice.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

External

- [QAA Subject Benchmarks Education Studies (2019)](#)
- [QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland.](#)

Internal

- UoC Level Descriptors
- Education Studies AER 2018, 2019, 2020
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- UoC Institutional Business Plans
- [UoC Academic Regulations and Academic Procedures and Processes](#)

Graduate Prospects

Upon completion of the programme, you will have acquired graduate skills and experience useful for employment in a range of settings and roles including supportive roles in schools, FE colleges, training environments, and museum/galleries/history/heritage focused educational settings and tourist sites. You may also go on to work within settings such as youth clubs, social services, administration, outdoor education, prison education, or learning mentor roles.

There are also several postgraduate opportunities available including top-up programmes, Masters level study and postgraduate Primary QTS programmes. Traditionally, large numbers of our students are employed or in further education just 15 months after graduating.

After graduating, some of our students have gone on to do the following:

- Masters and PhD study
- Train as Educational Psychologists
- Teach in primary and secondary schools
- Work in education administration roles
- Work as family liaison officers in educational settings
- Set up charities
- Work in museums, hospitals and Non-Governmental Organisations (NGOs)
- Manage nurseries

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment via distance learning. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning through online platforms. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The teaching, learning and assessment strategy of the BA (Hons) Education Studies (Top Up) programme is designed to be student-centred and flexible whilst being challenging and stimulating, and has been designed in line with the University's Learning, Teaching and Assessment Strategy:

- Excellence in Learning and Teaching
  Staff on the programme have a wide range of experiences and backgrounds, including primary, secondary and further education. Where possible guest speakers, with expertise in more specific areas, are invited to enhance the student learning experience. Many of the staff hold Qualified Teacher Status, are Fellows of the HEA and hold a range of academic qualifications.

- Responsive Learner Support
  Student learning is planned carefully to ensure modules are relevant to the programme and provide students with appropriate experiences. You will experience a personalised learning journey through a Personal Development Portfolio; identifying and developing a range of employability skills and transferable academic skills. A range of delivery/teaching methods are utilised to provide flexibility for learners. You will also be provided with access to high quality academic resources through digital libraries and will be supported to develop skills that enable you to be critical, reflective, discerning and independent learners and researchers.

- Employability and Graduateness
  The programme provides you with opportunities to learn in placement settings through experiential, non-qualificatory placements. Learning in placement settings is vital to the programme as it allows you to gain real life experience of educational settings, make links between theory and practice, become reflective practitioners, and develop a wide range of graduate and employability skills. You will be encouraged to gain experience in a range of settings in order to develop your interests. As part of your ongoing professional development, you will develop an ongoing portfolio with a Personal Development Plan (PDP) to assist you in forming future career plans.

- Developing Digital Capabilities of Students and Staff
  A range of distance learning approaches are utilised on the programme with an emphasis on digital literacy. Approaches include online assessment, electronic Personal Development Portfolio and on-line discussion boards. All staff have development opportunities both within and, where appropriate, beyond the institute. Staff are expected to ensure their knowledge and understanding is up-to-date and are encouraged to attend conferences/training that is relevant to their areas of expertise.

The programme is principally designed with six core themes which run through the programme in a cumulative and progressive way. These are; psychology, policy, sociology, philosophy, research and practice. Each module has been drawn from these themes and woven together meaningfully throughout each level of the programme. To ensure a coherent curriculum that will remain relevant and beneficial to you after graduation and in your future work-settings, the programme has been designed in line with the UoC Curriculum Design Framework.

The programme includes the study and exploration of international perspectives of education. You will acquire a range of employability and transferable skills through the placement module. You will also develop your research and inquiry skills by designing, undertaking and communicating findings of a reliable and valid small scale research project into an appropriate aspect of education.

Throughout the programme, you will be encouraged to find, evaluate, organise, use, and communicate information in various formats as part of your independent study and assessments. You will also be encouraged to develop your academic and digital literacy skills throughout the

programme by engaging with the services offered by MyCumbria such as Skills@Cumbria, HeadStart and Digital Capabilities Pathways.

Learning and Teaching

Modules will be delivered via distance learning through a combination of pre-recorded lectures, with some delivered live, seminars, tutorials, guided discussions, reflection and directed visits; these may be supplemented with independent directed activities, supplementary reading or electronically based activities.

A variety of teaching and learning methods and strategies are used on the programme to ensure development and acquisition of key knowledge and understanding. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independent learning and critical thinking skills.

The University's Virtual Learning Environment (VLE) is used as a learning technology to promote student learning and achievement. In addition to providing access to programme and module information and learning materials and resources, you will be expected to use the VLE for submission of suitable coursework as well as online discussions either as a student community or as a learning activity. Teaching and learning materials and resources are regularly uploaded and updated on to the VLE making them easily accessible to you. The university's digital library is constantly expanding providing you with easier access to textbooks and journals online.

As well as the use of the VLE, you will attend live lectures, seminars and tutorials to promote active learning. Group discussions via online discussion boards, debates, presentations and paired work will provide a wealth of social learning opportunities on the programme. Professional Directed Activities (PDA) and tutorials are used to promote and support effective independent learning, address specific needs as well as manage the demands of studying via distance learning by providing you with additional flexibility to complete your work.

Experiential and emergent learning plays a key role on the programme. This will be developed primarily through the placement module through which you will meet employers, practitioners, policy makers and other students and learn from their ideas and experiences. You will be required to source a placement experience in an educational setting that is local to you.

Summative and Formative Assessment

Throughout the programme you will be required to complete assessments to demonstrate your learning of subject knowledge and transferable key skills. You will experience a range of assessments during the programme which will develop skills in key areas such as literacy, numeracy, technology, communication, presentation, critical thinking, problem solving, and solutions. Modes of assessment will be closely aligned with the content and learning outcomes of the modules and will encourage the development of a breadth and depth of intellectual and practical skills. Modes of assessment include:

- essays
- patchwork texts
- case studies
- individual, paired and group presentations
- portfolios
- reports
- fieldwork reports
- research papers

You will also be required to undertake a Special Study which includes planning and researching an educational area that is of interest to you. Assessments will take place for both formative and summative purposes. Formative assessments will be used as a method of assessment 'for' learning,

providing you with opportunities to receive and act on feedback and develop as an independent and autonomous thinker. Formative assessments are used as a precedent of summative assessments and have been carefully designed to feed into summative assessments which will primarily be used for assessment 'of' learning. Throughout the programme you will be supported by industry-experienced tutors who will provide you with a solid academic grounding to complement your practical experience.

In some cases, assessment briefs have been purposely designed to encourage and support you to make choices to individualise context, knowledge and skills which you need to develop. Assessment methods are introduced in semester one and are built on in semester two to allow you to progressively and cumulatively develop these competencies. Assessments have been designed to provide you with opportunities to demonstrate your learning, creativity and critical perspectives in a meaningful manner. Submission deadlines have, as far as possible, been spread throughout the year to avoid "bunching" of submission deadlines. Your journey through assessments will be facilitated, monitored and appraised by your personal tutor.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

The innovative aspect of the programme is that it can be delivered by Distance Learning. This is supported by a range of social media tools accessed through our VLE. You will have access to programme information and pre-course tasks, prior to starting the programme, via the VLE. The pedagogy of this programme is centred on providing you with a fulfilling distance learning experience through which your potential can be maximised. The tutor team will be adopting key principles in the delivery of the programme and these are summarised in a social constructivist approach. This approach aims to promote your independence and collaboration as a learner. You will be introduced to the Programme Leader and you will also be allocated a Personal Tutor. You will have full have access to a bespoke VLE for the duration of your course. This will allow you to access appropriate module content such as videos, images, podcasts and the opportunity to engage in webinars and discussion forums. The experienced tutor team will encourage you to become an active member of the distance learning community. The bespoke VLE will be easy to access and navigate. You will be introduced to a range of features which will include an arrivals forum with clearly visible navigation, weekly menu items, minimal clicks and a recognisable and familiar programme style from the beginning. The content of the VLE will be expertly managed by your programme team. You will be expected to study online for at least 2 days per week but this will be in the main for you to manage. There will be an expectation that you will engage positively with all of the distance learning activities. There will be carefully designed key questions, key readings and key tasks which we hope will encourage you to think more critically and also provide the opportunity for you to reflect on your progress.

Induction

You will engage with a structured induction process through a Welcome Week Programme. This will operate as an introduction to Higher Education, the programme and to the University. Its focus is very much about the University systems and resources available to make studying more enjoyable and more successful for you. The sessions are informative and cover a range of topics including getting to know each other, using the digital library, expectations and introduction to the Personal Tutor system.

Personal Tutoring

A Personal Tutor will be allocated to you by the Programme Leader at the start of the programme and they will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. It will be their role to monitor your progress, provide support and advice about your studies and also someone for you to celebrate your successes with. You can speak to your Personal Tutor about your academic development, or about any issues hampering your study, and they can direct you to appropriate support through the University's student support services. They will support your learning and development through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. You will be introduced to your Personal Tutor during Welcome Week and will be provided with their contact details.

Personal Development Planning

You will develop a Personal Development Plan (PDP) as part of your ongoing portfolio. You will develop your PDP online via our VLE which you will have access to after you graduate.

Library Services and Academic Skills

The Library home page can be accessed here: https://my.cumbria.ac.uk/Student-Life/Learning.

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's online reading and resource list system.

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/

An Ask a Librarian service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/

The Skills@Cumbria service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site.

The Student Enquiry Point is a simple way to contact Library and Skills@Cumbria Services. Additional skills support for students is offered via:

- Workshops
- Appointments

- Webinars

- Learn Well at Cumbria

- Study from Home Webpage

- Digital Capabilities and LinkedIn Learning Pathways

Head Start Plus: Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level five or six. This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the Head Start webpage.

Student Support Services

The Student Enquiry Point is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- Careers and Employability

- Chaplaincy for faith and spiritual wellbeing

- Mental Health and Wellbeing

- Digital Skills

- Disability and Specific Learning Difficulty (SpLD)

- International Student Support

- Library

- Money Matters

- Safeguarding

- Skills@Cumbria

- Sports and Fitness Facilities

- University Student Accommodation

Further support and guidance, including EDI and Safeguarding:

We are an inclusive community, committed to supporting and learning from each other, find out more about Equality, Diversity and Inclusion (EDI). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: Safeguarding.

Student Voice

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with

academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent IT facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the IT Services website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
Level 6					
6	EDST6007	Professional Studies and Work-based Contexts 3	20	Compulsory	K3, S1, S2
6	EDST6008	Equality, Diversity and Inclusion	20	Compulsory	K3, S1, S2
6	EDST6009	Educational Leadership and Management	20	Compulsory	K2, S1, S2
6	EDST6010	Current Issues in Education and International Perspectives	20	Compulsory	K1-3, S1, S2
6	EDST6011	Education and the Media	20	Compulsory	K3, S1, S2
6	EDST6012	Special Study	20	Compulsory	K4, K5, S3, S4
Notes					
Where a student has not succeeded in their programme, they will not be permitted to re-register on the same programme.					

* **Key to Module Statuses**	
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).

Programme Delivery Structure: Full Time				
Module Code	**Module Title**	**Delivery Pattern** Sept – Dec Jan – May June - Aug	**Method(s) of Assessment**	**Indicative week number of Assessment Deadline**
EDST6007	Professional Studies and Work-based Contexts 3	September - December	Portfolio (100%)	Week 19
EDST6008	Equality, Diversity and Inclusion	September - December	Written Assignment (100%)	Week 16
EDST6009	Educational Leadership and Management	September - December	Written Assignment (100%)	Week 17
Students exiting at this point with 60 credits would receive an Ordinary BA Education Studies				
EDST6010	Current Issues in Education and International Perspectives	January - May	Written Assignment (100%)	Week 37
EDST6011	Education and the Media	January - May	Written Assignment (100%)	Week 38
EDST6012	Special Study	January - May	Written assignment (100%)	Week 39
Students exiting at this point with 120 credits would receive a BA (Hons) Education Studies				

Exceptions to Academic Regulations
This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review • External Examiner Reports • Student Success and Quality Assurance Committee
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	• Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners

Date of Programme Specification Production:	24 March 2022
Date Programme Specification was last updated:	June 2022
For further information about this programme, refer to the programme page on the University website	

The following information has implications for potential international applicants who require a Student Visa to study in the UK	
Is the placement requirement more than 50% of the programme?	No

If yes, what % of the programme is the placement requirement?	Not applicable
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	Not applicable