

Programme Title and Name of Award	Diploma of Higher Education: Education Studies		
Professional Qualifications / Accreditation	None		
Academic Level	Level 4 and 5	Total Credits	240
UCAS Code	X302	JACS Code	X370
Criteria for Admission to the Programme	<p>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.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/undergraduate/education-studies/</p> <p>The following additional requirements apply for entry to this programme: DBS clearance</p>		
Teaching Institution	University of Cumbria (UoC)		
Owning Department	Institute of Education		
Programme delivered in conjunction with	N/A		
Principal Mode of Delivery	Face to Face		
Pattern of Delivery	Full Time		
Delivery Site(s)	All University of Cumbria campuses, gateway sites and approved partner locations.		
Programme Length	2 years		
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).		
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.		

Programme Features

Students will experience a programme that 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. As Education Studies is a multi-disciplinary subject, students will develop the knowledge, understanding and skills drawn from a range of subjects, principally policy, philosophy, history and sociology. Elements of these subjects' form strands that run through the programme in a cumulative and progressive way.

Modules will usually be delivered through a combination of lectures, seminars and tutorials; these may be supplemented with independent directed activities, supplementary reading or electronically based activities. 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. Methods will include: essays; group presentation supplemented by individually-produced supporting papers; individual presentations; and, portfolios. Blackboard is used by the programme team to support students; module information and resources can be accessed, assignments can be submitted and various other activities. Electronic discussion boards are used to encourage communication between students from different year groups and different campuses.

The programme allows for opportunities for students to learn in placement settings at levels 4 and 5, through experiential, non-qualificatory placements. Learning in placement settings is vital to the programme as it allows students to gain real experience of educational settings, make links between theory and practice, become reflective practitioners, and develop a wider range of graduate skills. Students are encouraged to gain experience in a range of settings in order to develop their interests and assist in forming future career plans.

Upon completion of the programme, students may go on to work within setting such as museum/gallery/history focused educational settings, outdoor education, prison education, or learning mentor role. There are also a number of under graduate and post graduate opportunities available including top-up programmes, Masters level study and post graduate Primary QTS programmes.

The programme has been written and designed by an experienced tutor team including staff who have researched and written widely in appropriate educational fields. The programme is suitable for a wide range of students who are interested in working in a wide range of educational settings and those who already work in educational settings and are keen to develop their expertise, knowledge and understanding.

Aims of the Programme

The overall aims of the Programme are:

1. Explore the underpinning fundamentals of education including historical 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 developing students 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
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. Begin to develop 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.
8. Make links between theory and practice; 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 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place 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 120 credits of study (CertHE) you will be able to demonstrate:

- K1.** An understanding of the process and values of Safeguarding issues
- K2.** Knowledge of societal and organisational structures and purposes of educational systems
- K3.** Knowledge of current issues in education and how they link to policy and legislation

After 240 credits of study (DipHE) you will be able to demonstrate:

- K4.** Knowledge and critical understanding of the range of interactions and relationships that exist within the complexities of the education process
- K5.** Knowledge and critical understanding of the importance of the influence of psychology on education systems and theories
- K6.** The ability to evaluate the impact of global and ethical issues on education.

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

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

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

- S1.** The ability to collaborate and plan effectively, as part of a team
- S2.** The capability to articulate and communicate coherently in speech and writing, using appropriate specialist vocabulary
- S3.** Being a competent, confident, independent user of ICT
- S4.** Being able to identify targets for personal development

After 240 credits of study (DipHE) you will be able to demonstrate:

- S5.** The ability to effectively select material from a range of relevant primary and secondary sources, including theoretical and research-based evidence.
- S6.** The ability to identify the nature of problems, and to propose and evaluate possible solutions
- S7.** The ability to reflect on personal experiences

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:

QAA Subject Benchmarks Education Studies

UoC level descriptors

Education Studies AER 2015, 2016

FHEQ

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

UoC Learning, Teaching and Assessment Strategy 2014-2017:

1. To place student learning at the heart of what we do

Student learning is planned carefully to ensure modules are relevant to the programme and provide students with appropriate experiences. Students 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.

2. To promote learning partnerships

Use strong relationships with educational setting and University partnership office to support the sourcing and organisation of appropriate placement experiences for students

3. To embrace innovative approaches to learning, teaching and assessment

A range of alternative approaches are utilised beyond face to face methods, with an emphasis on digital literacy, approaches may include online assessment, electronic Personal Development Portfolio, on-line discussion boards. Use is made of formative assessment as a precedent of summative assessment to support students in their learning and in the development of academic and employability skills.

4. To continue to recruit well qualified, high quality staff

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 experience. Many of the staff hold Qualified Teacher Status, are Fellows of the HEA and hold a range of academic qualifications.

5. To provide staff development opportunities appropriate to a University focused on student learning

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.

6. To ensure quality provision through robust review and enhancement processes

The programme follows university guidelines on module evaluations, staff student forums, National Student Survey and Penultimate Year Survey.

Student Support

You will engage with a structured induction process through a Welcome Week Programme.

Personal Tutor

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our

[help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. 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 great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

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 5 or 6 (2nd and 3rd year undergraduate). 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.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Peer Assisted Study Sessions

[PASS](#) is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact

pass@cumbria.ac.uk

Cumbria Mentor Scheme

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact melanie.bakey@cumbria.ac.uk

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
4	EDST4001	Professional Studies and Work-based Contexts	20	Compulsory	K1-3, S1-4
4	EDST4002	Learning and Development	20	Compulsory	K2, K3, S2, S3
4	EDST4003	Introduction to Safeguarding in Education	20	Compulsory	K1, K3, S2, S3
4	EDST4004	Educational Environments	20	Compulsory	K2, K3, S2, S3
4	EDST4005	An Introduction to the History and Sociology of Education	20	Compulsory	K2, K3, S1, S2, S3
4	EDST4006	Key Issues in Education Today	20	Compulsory	K1, K3, S1-3
5	EDST5001	Professional Studies and Work-based Contexts 2	20	Compulsory	K4, S5-7
5	EDST5002	Psychology of Education	20	Compulsory	K5, S5, S7
5	EDST5003	Educational Policy and Context	20	Compulsory	K4, S5, S6, S7
5	EDST5004	Global Childhoods	20	Compulsory	K4, K6, S5, S6
5	EDST5005	Education, Faith and Philosophy	20	Compulsory	K4, K6, S5, S6
5	EDST5006	Planning an Enquiry	20	Compulsory	K4, S5, S6, S7
Notes					
This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes					
* Key to Module Statuses					

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to carry as a marginal fail (if the award permits)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Delivery Structure: Full Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester		
EDST4001	Professional Studies and Work-based Contexts	Year-long	Portfolio	March
EDST4002	Learning and Development	Autumn	Patchwork	November
EDST4003	Introduction to Safeguarding in Education	Autumn	Case Study	December
EDST4004	Educational Environments	Spring	Presentation and rationale	April
EDST4005	An Introduction to the History and Sociology of Education	Autumn	Poster	January
EDST4006	Key Issues in Education Today	Spring	Written assignment	May
Students exiting at this point with 120 credits would receive a CertHE Education Studies				
EDST5001	Professional Studies and Work-based Contexts 2	Year-long	Portfolio	May
EDST5002	Psychology of Education	Autumn	Written assignment	April
EDST5003	Educational Policy and Context	Spring	Written assignment	January
EDST5004	Global Childhoods	Autumn	Written assignment	November
EDST5005	Education, Faith and Philosophy	Autumn	Presentation	December
EDST5006	Planning an Enquiry	Spring	Written assignment	May
Students exiting at this point with 240 credits would receive a DipHE Education Studies				

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

- Within Module reviews
- Module Evaluation
- Programme validation and revalidation
- Annual Evaluatory Reports
- Peer Review of Teaching
- External Examiner Reports
- Programme Team Meetings

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, Penultimate Year Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners

Date of Programme Specification Production:

October 2016

Date Programme Specification was last updated:

June 2017

For further information about this programme, refer to the programme page on the University website

<http://www.cumbria.ac.uk/study/courses/undergraduate/education-studies/>