PROGRAMME SPECIFICATION

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| 1. | Awarding Institution | University of Huddersfield |
| 2. | Teaching Institution | University of Huddersfield |
| 3. | School and Department | School of Education and Professional Development |
| 4. | Course accredited by | Department of Community and International Studies |
| 5. | Mode of delivery | Full time |
| 6. | Final award | BA (Hons)  |
| 7. | Course title | Education with Psychology |
| 8. | UCAS code |  |
| 9. | Subject benchmark statement | Education Studies (2019) |
| 10 | Date of Course Specification Approval | November 2019  |

# EDUCATIONAL AIMS OF COURSE

* Ensure students have essential knowledge of a range of educational and psychological theory, philosophy, policy and practice, providing essential underpinning for those who are intending to join related professions
* Develop students’ understanding of the significance of legislation and policy within a range of educational contexts
* Develop students’ understanding of the impact of how psychological theory can be applied to support learners in educational contexts
* Develop lifelong learning skills which will enable students to be responsive to change in a variety of educational contexts
* Develop in students the ability to construct and sustain a reasoned argument about educational issues in a clear and lucid coherent manner
* Enable students to develop the necessary critical awareness and intellectual independence to challenge theoretical perspectives, personal views, assumptions and beliefs and apply their knowledge and skills for analysing and solving problems related to education within specific cultural and international contexts
* Develop students’ ability to use different enquiry methods drawing on a wide range of intellectual resources, theoretical perspectives and academic disciplines to confirm understanding of the study of education

The course values equality and diversity and fully complies with the statutory requirements of the Equality Act (2010).

# COURSE LEARNING OUTCOMES

***Knowledge and Understanding***

1. Understand key concepts and theories associated with a range of educational contexts, including moral, sociological, psychological and philosophical underpinnings and use this knowledge to analyse different educational contexts and practice
2. Understand key principles in the organisation and management safeguarding and child protection issues, procedures and legislation
3. Understand key approaches, strategies and methodologies for conducting research, in line with ethical practice
4. Understand the complex interactions between education and its contexts and relationships with psychological theory and learner support roles
5. Understand the importance of ethical practices, including awareness of issues in relation to rights, diversity, equity and inclusion in a range of educational contexts
6. Knows and understands essential stages in child development. Use this knowledge to analyse the needs of learners in a range of educational contexts.
7. Demonstrate a critical understanding of theory and research from psychology relevant to a variety of phenomena in contemporary society
8. Apply psychology to human behaviour

***Professional/practical skills***

1. Analyse complex issues related to political, economic, social, cultural and intercultural educational contexts
2. Systematically analyse and synthesise relevant theories and their application to practice in different educational contexts
3. Accommodate new ideas and the provision of well-argued conclusions that integrate educational and psychological theory relating to educational practice and learner support
4. Critically analyse primary and secondary data relevant to own research
5. Justify the choice of research methods and their application to a specific research problem, including reliability, validity and ethical considerations
6. Formulate recommendations for overcoming a specific problem investigated by empirical research, including desk based research
7. Develop critical arguments for analysing practice and policy in educational contexts and learner support practices
8. Apply critical understanding of theory and policy to safeguarding and learner support practice
9. Initiate, design, conduct and report on a research project under appropriate supervision

***Transferable/Key Skills***

1. Develop autonomous learning skills
2. Apply knowledge and understanding of theory to problem solving
3. Work effectively as an individual and as part of a team, develop inter-personal and team work skills
4. Make relevant and coherent responses, both verbally and written, and communicate effectively with a variety of audiences using speech, writing and technology
5. Apply investigative and research skills to plan and carry out independent project work
6. Interpret and present relevant numerical information as part of data analysis
7. Understand and accurately use appropriate referencing systems and construct an accurate bibliography

All learning outcomes will be delivered using the university’s Virtual Learning Environment (VLE) and through lead lectures, directed reading, group discussions, independent research, seminars, focused questioning and critical discussion, debate, reviews of published papers, evaluation of subject specific case studies, group work and independent research.

All learning outcomes will be assessed though a range of assignments including essays, reports, professional discussion, oral presentations using digital technologies, critical reflection, group work and independent empirical research, including desk based research

# COURSE STRUCTURE AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARD

This award comprises 360 credits in total, with 120 credits studied at Foundation, Intermediate and Honours levels of study, using 30 credit modules from the School of Education and Professional Development (SEPD) and 20 credit modules from the School of Human and Health Sciences (HHS). The Honours level of study includes a 40 credit SEPD independent research module, Major Study, and a 20-credit SEPD module, Research Methodologies to support students in their understanding of conducting ethical and meaningful research. The Honours year goes on to offer students a choice of two routes for the completion of their remaining 60 credits, specialising in either educationally or psychologically focused modules. Students will make this final choice based on their intended career progression and academic interests.

**Distinctive Features**

The course is aimed at students wanting to work in formal and informal educational contexts, in learner support, counselling or mentoring roles, educational psychology, and therapeutic roles, or teaching in the lifelong learning, early years and primary sectors. It offers students insight into relationship between learning and personal and psychological development, supporting a critical understanding of how social development and emotional well-being underpins educational progress and achievement. It offers insight into the educational context of children and young people’s lives, including current policy and practice, for those working in support and therapeutic roles. Graduates from the course are expected to progress into further professional qualifications to support counselling, mentoring or teaching, or employment in formal and informal educational settings in personal support and mentoring roles.

The course will share modules with other courses within SEPD and HHS, creating opportunities for students to share knowledge and experiences with students from different disciplines, with different perspectives on the application of their studies. Students will be given a distinct course identity through course specific seminar groups where appropriate, and timetabled group and individual tutorial sessions will help to ensure a cohesive group identity. Students would be, and identify with, School of Education and Professional Development as the proposed course is Education *with* Psychology.

It was explained that a positive student experience would be ensured through Personal Academic Tutor (PAT) system across both Schools involved in the programme delivery. The School of Human and Health Sciences now have a dedicated pastoral support, and language support, for international students and Education and Professional Development have also recently appointed to this role. Academic tutors across both Schools will ensure a positive classroom experience via the integration of home and international students and ensure any struggling students are identified and supported fully.

Students will be offered the opportunity to undertake voluntary work experience to contextualise their studies but as the course does not currently have an assessed placement module, such placement will be non credit-bearing. Students will be given guidance by their PAT and named Psychology tutor regarding appropriate work environments to consider. Students will be advised of this opportunity through marketing materials and on entry to the course. The possible need for them to obtain a DBS clearance to undertake work experience will be made clear in course and marketing materials, and they will also be advised of the current cost of this process at the point of application. Both Schools have placement support processes and teams to ensure students are placed in appropriate and safe settings, which will help them to understand how their academic studies can be applied to the workplace and support them in developing essential graduate attributes for employability. Work experience opportunities will be undertaken in the summer term of Year 1 or 2.

The modules listed below provide flexibility for students to develop a coherent programme of study that supports their academic interests and career aspirations. The course is designed specifically to support students in preparation for relevant future employment. The core and option modules in years 2 and 3 enrich the curriculum and facilitate sharing of learning experiences with students on other courses within the SEPD and HHS, whilst Year 1 gives all students a broad and fundamental understanding of both disciplines.

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| **Year** | Module code and title | Creditvalue | Option, Core and Compulsory | Award and Progression |
| **1** | DFM1030 Theories and Strategies for Learning | 30 | Core | 120 Foundation level credits are normally required for progression to the Intermediate year.Exceptionally, and in the light of a good overall performance in other modules, by approval of the CAB and in discussion with the Course Leader a student may be allowed to trail one module, and hence progress with a minimum of 90 Foundation credits.The assessment is based upon 100% coursework.A student, who has passed 120 credits at Foundation level, may elect to leave the course at the end of the first year and be awarded Cert HE in Education with Psychology. |
|  | DFM5230 Issues in Contemporary Education | 30 | Core |
|  | HFB2019 Child Development | 20 | Core |
|  | HFB2014 Introduction to Social Psychology and Personality | 20 | Core |
|  | HFK2006 Introduction to Counselling Theory | 20 | Core |

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| **2** |  |  |  | 120 Intermediate level credits are normally required for progression to the Honours year.Exceptionally, and in the light of a good overall performance in other modules, by approval of the CAB and in discussion with the Course Leader, a student may be allowed to trail one module, and to progress with a minimum of 90 Intermediate credits.Assessment is based upon 100% coursework.A student who has passed 120 Foundation level credits and 120 Intermediate level credits, may elect to leave the course at the end of the second year and be awarded the DipHE in Education with Psychology. |
|  | DIM1130 Safeguarding Children and Young People | 30 | Compulsory |
|  | DIA2730 Philosophical Approaches to Education | 30 | Core |
|  | HIB2007 Social Psychology and Personality | 20 | Core |
|  | HIB2011 Developmental Psychology | 20 | Core |
|  | HIY2001 Psychology and the World of Work | 20 | Option (1 of 4) |
|  | HIB3002 The Psychology of Victimisation and Survivorship | 20 | Option (1 of 4) |
|  | HIK2007 Advancing Counselling Theory | 20 | Option (1 of 4) |
|  | HIB2024 Contemporary Debates in Gender and Sexuality | 20 | Option (1 of 4) |

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| **3** |  |  |  |  |
|  | DHM1020 Research Methodologies | 20 | Core | Students must select **either** Specialist Block A **or** B |
|  | DHF2490 Major Study | 40 | Core |
|  | **Specialist Block A:**DHM2030 Critical Education**Plus one of:**DHM2330 Supporting Learning in Young ChildrenDHM2230 Health and Well-beingDHM5530 Promoting Positive BehaviourDHM1230 Critical Approaches to Inclusive Education | 3030303030 | CoreOptionOptionOptionOption |
|  | **Specialist Block B:**HHB1052 Psychology of Education**Plus two of:**HHB1021 Behaviourism and Positive Behaviour ChangeHHB1071 Psychology of Health and Well-beingHHB3004 Personal RelationshipsHHB2006 States of Consciousness | 2020202020 | CoreOptionOptionOptionOption |

# TEACHING, LEARNING AND ASSESSMENT

Students on the BA (Hons) Education with Psychology are taught alongside other undergraduates on alternative programmes in SEPD and HHS. This shared learning experience is intentionally designed to integrate international and home students in both disciplines and enrich the teaching and learning experiences of both. The structure enhances the student learning experience by enabling a wide range of module choice and by integrating students in both disciplines, offering them a broader perspective on their studies, and opportunity for them to contextualise their knowledge and understanding in both subject areas. This will strengthen the potential for meaningful discussion and sharing of cultural understandings, ideas and experiences in the course of their studies, and support their future employability on graduation.

Students will be taught by research-active staff who draw on their own publications and professional experience to contextualise their teaching. Assessments are designed to develop the transferrable skills required of graduates in the workplace, and to encourage increasing levels of critical thinking and application of theory and policy to issues of practice. Students will be encouraged to undertake work experience as a further context for their learning, as support for their personal development planning, and to support them in acquiring the graduate attributes that underpin successful progression and employability.

Details of how the teaching and learning strategies and assessment strategies for the courses are aligned to the course learning outcomes are detailed in Section 12 of the Programme Specification. In addition to this, students are encouraged to use the VLE and the University’s electronic resources, services that are convenient for students and environmentally sustainable. The VLE is used for the submission of assignments.

**Ethics**

All assignments/ research projects undertaken by students of the SEPD which involve primary research with people are subject to rigorous checks regarding the possible ethical dimensions of the work. A checklist is available which requires students to carefully consider how their planned work addresses key ethical issues. Following completion of the checklist, students are then required, as part of the formative element of their work, to complete a standard proforma which briefly outlines the proposed focus and methods of research. This records ethical considerations at the planning stage and explains how these are to be addressed. It is important to note that this proforma is discussed and agreed before any research takes place and students are clear that research which differs in any way from the agreed plan is unacceptable and will result in failure of the module. The form is signed by the module tutor and agreed with another tutor from SEPD. There is a mechanism for further consideration, by a virtual ethics panel, of any proposal which two tutors still have concerns over. When agreement is reached regarding the proposed piece the student must record on information and consent forms that the process has been approved by SEPD, University of Huddersfield. All printed information given to respondents will display appropriate tutor contact details.

Teaching, learning and assessment strategies are underpinned by the aim of providing a student experience which enhances employability through the embedding of skills that will equip students with the necessary attributes to succeed in graduate positions. It will enable students at all levels to make the most of their study, while preparing for future employment. It will include learning opportunities to incorporate skills development and reflect the University’s policy ‘The Integration of Learning Development into the Student Experience’.

# SUPPORT FOR STUDENTS AND THEIR LEARNING

The course complies with disability legislation arising from the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice 2015

The principal features of the support for students are as follows:

* The course will begin with a week-long focused induction programme, followed by the extended induction support to gradually acclimatise students to the independent learning and self-management requirements of undergraduate study. This will include across both Schools: an overview of the course; an introduction to study skills; an introduction to academic writing skills and expectations regarding academic conduct; an introduction to the University’s VLE and a guide to Computing and Library services; and an introduction to the student services gateway. Students will be made aware of services and support offered in both SEPD and HHS, to ensure they feel supported across both disciplines of their studies. It will also include an explanation of the Personal Development Planning process. Personal Development Plans (PDPs) have been used in the School of Education and Professional Development since 2005 and provide students with a means of measuring their personal and professional development during their period of study. During their studies, students will meet with their allocated Personal Academic Tutor on a regular basis and focus on tasks of direct relevance to personal and professional development.
* At the beginning of the programme, students will be allocated a Personal Academic Tutor who will maintain an overview of academic progress and refer the student to other university support mechanisms as appropriate. International students will be given support to assist their adjustment to living in a new environment, including support from the international office. Students will have access to the provision of the Directorate of Student Services, which includes the Careers and Employability Service and Well Being and Disability Services. In addition, there is a Faith Centre.
* Students will be provided with a Student Handbook which contains information on university facilities, course organisation, assessment regulations, and advice on the presentation of assignments.
* Throughout the programme, students will have access to email and tutorial support from Module Tutors and their Personal Academic Tutor.
* The Academic Skills Tutor within both Schools will be available to provide academic support in a range of contexts including: support for dyslexic students; support for mature students who are returning to study; support for international students adjusting to UK academic requirements; tutorials for all students covering generic academic skills; and academic writing skills workshops.
* Throughout the programme students will be able to access advice from a range support available on correct forms of referencing using the University agreed system of referencing.
* All modules incorporate formative assessment enabling students to receive interim feedback on the quality of their work prior to formal submission.
* Module tutors provide academic advice and support to students on issues relating to the modules which they teach.
* Attention will be paid to any specific academic needs of international students in order to assist their transition to UK academic assessment methods and requirements. This support and guidance will be provided by module tutors and the Academic Skills Tutors in both Schools in order to assist students to develop any new study skills that may be needed.
* International students will start their time at the university with a ‘Welcome Week’ organised by the International Office <https://www.hud.ac.uk/international/>. Students will be introduced to the town of Huddersfield, the university campus and facilities, and have opportunities to meet other students and share sports, leisure and social events.
* The University of Huddersfield International Office provides year round support and guidance for students from over 130 countries, covering a wide range of issues, including immigration, enrolment, and finance and generally supporting transitions to life in the UK and University. The international office also supports a wide number of student societies and overseas events and festivals accessible to all students <https://www.hud.ac.uk/international/>
* International students will be further supported by the School’s International Student Barometer Action Plan, which provides a comprehensive overview of the support available to international students within the School.
* The School also has targeted international Academic Skills Tutor support available to provide academic support to international students.

# CRITERIA FOR ADMISSION

All applicants must provide evidence that they have passed the appropriate qualifications to undertake the course. The basic criterion will be a person's ability to benefit from the programme, so consideration will be given to holders of alternative recognised degrees or diplomas.

Full time home applicants should meet the entry requirements stipulated by the University, and School.

**Year one entry requirements or international equivalent**

 112 UCAS tariff points taken from:

* A levels (BBC)
* A Scottish Certificate of Education with:
* Passes in five subjects, three at Higher Grade or
* Passes in four subjects, all at Higher Grade
* A National Certificate or Diploma (BTEC) (DMM)
* A European Baccalaureate
* An International Baccalaureate
* An Access to HE Diploma with at least 45 Level 3 credits achieved at Merit
* The Irish Leaving Certificate with Grade H6 or above in four subjects at Higher Level

You must also:

* Have GCSE English Language at Grade 4/C or higher
* Be able to demonstrate appropriate personal qualities and attitudes for working with children and families
* Undertake DBS and health checks as required
* Attend interview as required

Consideration will be given to students in possession of up to 240 appropriate CATS points for Accreditation of Prior Learning.

Candidates who are 21 or over may be considered for entry without meeting the University's general admissions requirements and must demonstrate during interview that they have sufficient general academic skills to be able to undertake the course, together with relevant experience.

**International students**

English language competence is required. General entry criteria for this course are International English Language Test System (IELTS) 6.00 with no element lower than 5.5, or Test of English as a Foreign Language (TOEFL) 87. The University’s normal entry criteria apply to all international students. Details of country-specific entry requirements are available on the home country page of the university’s website.

<http://www.hud.ac.uk/international/enquirer/whereareyoufrom/> ………. (Applicant’s home country)

Students who do not meet that requirement can enrol on a pre-sessional English programme of between 4-48 weeks, depending on their level of English. Guidance is available on:

<http://www.hud.ac.uk/international/enquirer/pre-sessionalenglishprogramme/>

# METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

**Mechanisms for review and evaluation:**

* Module evaluation by students
* Course evaluation by students
* Module Leader’s reports
* Moderation events (for Consortium courses only the following needs to be included: at the University centre attended by all Network Tutors involved in the assessment process)
* Annual course evaluation prepared by the Course Leader, considered by the Course Committee, and then by the Annual Evaluation Committee.
* School Board
* Annual staff appraisals
* Peer observation of teaching
* External Examiners’ reports
* External Examiners’ report and responses from the course team are reported in the Course Annual Evaluation Report.
* School Teaching and Learning Committee.
* School Accreditation and Validation Panel approves amendments to the course, structure and module specifications
* Subject review/revalidation

**Committees with responsibility for monitoring and evaluating quality and standards:**

* Student Panel
* Course Committee
* School Board
* School Teaching and learning Committee
* University Teaching and Learning Committee
* Course Assessment Board
* School Accreditation and Validation Panel
* Annual Evaluation Committee

**Mechanisms for gaining student feedback on the quality of teaching and their learning experience:**

Feedback is obtained from students through course evaluation at the end of each academic year. Student Panels provide another opportunity for student feedback. They are held twice during the academic year, and report to the Course Committee.

**Staff Development:**

Annual Staff Appraisals

Peer observation of teaching

Staff required to attain appropriate higher degrees

Updating professional and IT computing developments

All staff required to attain HE Academy membership

Research and scholarly activity

# REGULATION OF ASSESSMENT

Regulations are outlined in the University Regulations for Awards and Student Handbook of Regulations

<http://www2.hud.ac.uk/registry/awards_regulations.php>

<http://www2.hud.ac.uk/registry/students_handbook.php>

**Role of External Examiners**

External Examiners are appointed by School Boards and approved by University Teaching and Learning Committee.

Monitor and comment on:

* the quality of student work
* the appropriateness of approaches to teaching, learning and assessment as indicated by student performance
* the relevance and currency of the curriculum and the adequacy of learning resources
* the strengths and weaknesses of cohorts of students
* the quality of assessment procedures
* the conduct of examination boards

# INDICATORS OF QUALITY AND STANDARDS

**Please note**:  This specification provides a concise summary of the main features of the Programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.  More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook.  The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**STAFFING AND MANAGEMENT**

The BA (Hons) Education with Psychology will have the following management roles with a course leader already recruited. Detailed functions of these are outlined in University regulations.

* Admissions Tutor
* Examinations Tutor
* Module Leader
* Module Tutors
* Personal Academic Tutors

Each module has a module leader identified on the module specification. Staff will be employed to teach modules that reflect their academic expertise and qualifications.

Each student on the course will be allocated a Personal Academic Tutor from the SEPD, with a named tutor within HHS in addition to offer subject specific advice and guidance for the Psychology modules. The Personal Academic Tutor will offer pastoral support and guidance in line with the University’s guidance for such a role.

The principal committees involved in the management of the course will be the Course Committee, the Course Assessment Board and the Student Panel. The functions and mode of operation of these committees is as indicated in the University Regulations.

The Student Panel will meet twice per academic year. There will be a rolling record of student comments that is available online through the VLE. A report of issues raised and actions taken will be given at the subsequent Course Committee.

**Equality and Diversity**

The School of Education and Professional Development operates within, and has a commitment to, the University’s Disability Discrimination and Equal Opportunities policies. This is borne out by ensuring that teaching and learning is inclusive for all students by making appropriate adjustments to teaching delivery and liaising closely with Disability Services as required.

**Environmental Sustainability**

The Course operates within, and has a commitment to, the School ethos for sustainability. This is borne out by mindful use of resources, full utilisation of the University’s VLE and communicating sustainability agendas as appropriate in the context of teaching delivery.

## Appendix 1 Course Learning Outcomes mapped onto Modules

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| --- | --- | --- | --- |
|  | Foundation Level Modules(*Cert HE in Education with Psychology*) | Intermediate Level Modules(DipHE in Education with Psychology) | Honours Level ModulesBA (Hons) (Specialist Block A) |
|  | DFM1030Theories and Strategies for Learning  | DFM5230 Issues inContemporary Education | HFB2019 Child Development | HFB2014 Intro to Social Psychology | HFK2006 Introducing Counselling Theory | DIM1130Safeguarding Children and Young People | DIA2730 Philosophical Approaches to Education | HIB2007 Social Psychology and Personality | HIB2011 Developmental Psychology |  HIY2001 Psychology and theWorld of Work | HIB3002 OPT Psychology of Victimisation and Survivorship | HIK2007 Advancing Counselling Theory | HIB2024 OPTContemporary Debates in Gender and Sexuality | DHM1020Research Methodologies | DHF2940Major Study | DHM2030 Critical Education | DHM2230 OPTSupporting Learning in Young Children | DHM2230OPTHealth and Well-being | DHM5530OPTPromoting Positive Behaviour | DHM1230 OPTCritical Approaches to Inclusive Education |
| **CLO1** | ✓ | ✓ |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO2** |  | ✓ |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ |
| **CLO3** | ✓ | ✓ |  |  |  | ✓ |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  | ✓ |
| **CLO4** |  | ✓ |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO5** | ✓ | ✓ |  |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO6** |  | ✓ |  |  |  | ✓ |  |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| **CLO7** |  |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |
| **CLO8** |  |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |
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| **CLO9** |  | ✓ |  |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO10** | ✓ | ✓ |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO11** | ✓ | ✓ |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO12** | ✓ | ✓ |  |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ |  | ✓ |  | ✓ |
| **CLO13** | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  | ✓ |
| **CLO14** |  |  |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ | ✓ |  | ✓ |  | ✓ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO15** | ✓ | ✓ |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO16** |  | ✓ |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ |  |
| **CLO17** |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  |
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| **CLO18** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO19** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO20** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO21** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| **CLO22** | ✓ | ✓ |  |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ |  |  | ✓ | ✓ | ✓ |
| **CLO23** |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  |
| **CLO24** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |  ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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|  | Specialist Block B |
|  | HHB1052Psychology of Education | HHB1021OPTBehaviourism and Positive Behaviour Change | HHB1071OPTPsychology of Health and Well-being | HHB3004 OPTPersonal Relationships | HHB2006OPTStates of Consciousness |
| **CLO1** | ✓ |  |  |  |  |
| **CLO2** |  |  |  |  |  |
| **CLO3** |  |  |  |  |  |
| **CLO4** | ✓ |  |  |  |  |
| **CLO5** |  |  |  |  |  |
| **CLO6** | ✓ |  |  |  |  |
| **CLO7** | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO8** | ✓ | ✓ | ✓ | ✓ | ✓ |
|  |  |  |  |  |  |
| **CLO9** |  |  |  |  |  |
| **CLO10** | ✓ |  |  |  |  |
| **CLO11** | ✓ |  |  |  |  |
| **CLO12** |  |  |  |  |  |
| **CLO13** |  |  |  |  |  |
| **CLO14** | ✓ |  |  |  |  |
|  |  |  |  |  |  |
| **CLO15** | ✓ |  |  |  |  |
| **CLO16** |  |  |  |  |  |
| **CLO17** |  |  |  |  |  |
|  |  |  |  |  |  |
| **CLO18** | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO19** | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO20** | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO21** | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO22** |  |  |  |  |  |
| **CLO23** |  |  |  |  |  |
| **CLO24** | ✓ | ✓ | ✓ | ✓ | ✓ |

## Appendix 2 QAA Education 2019 Benchmarking with Course Learning Outcomes

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| **QAA Education 2019**  | **Course Learning Outcomes, CLOs** |
| **Knowledge and understanding** |  |
| 7.4 On graduating with an honours degree in education studies, students should demonstrate a critical understanding of:  |  |
| i. the underlying values, theories and concepts relevant to education  | Understand key concepts and theories associated with a range of educational contexts, including moral, sociological, psychological and philosophical underpinnings and use this knowledge to analyse different educational contexts and practice |
| ii. the diversity of learners and the complexities of the education process  |  |
| iii. the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process  | Analyse complex issues related to political, economic, social, cultural and intercultural educational contexts |
| iv. the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.  | Understand the complex interactions between education and its contexts and relationships with psychological theory and learner support rolesSystematically analyse and synthesise relevant theories and their application to practice in different educational contexts  |
|  |  |
| **Application**  |  |
| 7.5 On graduating with an honours degree in education studies, students should be able to demonstrate the ability to:  |  |
| i. analyse educational concepts, theories and issues of policy in a systematic way  | Analyse complex issues related to political, economic, social, cultural and intercultural educational contexts |
| ii. identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts  | Develop critical arguments for analysing practice and policy in educational contexts and learner support practices |
| iii. accommodate new principles and understandings  | Accommodate new ideas and the provision of well-argued conclusions that integrate educational and psychological theory relating to educational practice and learner support |
| iv. select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding  | Critically analyse primary and secondary data relevant to own research |
| v. use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice  | Develop critical arguments for analysing practice and policy in educational contexts and learner support practices |
| vi. apply theories and concepts to a range of real-world educational contexts.  | Apply knowledge and understanding of theory to problem solving |
|  |  |
| **Reflection**  |  |
| 7.6 On graduating with an honours degree in education studies, students should be able to demonstrate:  |  |
| i. the ability to reflect on their own and others' value systems  | Develop critical arguments for analysing practice and policy in educational contexts and learner support practices |
| ii. the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject  | Develop critical arguments for analysing practice and policy in educational contexts and learner support practices |
| iii. an understanding of the significance and limitations of theory and research.  | Apply knowledge and understanding of theory to problem solving |
|  |  |
| **Transferable skills**  |  |
| **Communication and presentation**  |  |
| 7.7 On graduating with an honours degree in education studies, students should be able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.  | Make relevant and coherent responses, both verbally and written, and communicate effectively with a variety of audiences using speech, writing and technology |
|  |  |
| **Technology**  |  |
| 7.8 On graduating with an honours degree in education studies, students should be able to use technology effectively to enhance critical and reflective study.  | Make relevant and coherent responses, both verbally and written, and communicate effectively with a variety of audiences using speech, writing and technology |
|  |  |
| **Application of numerical skills**  |  |
| 7.9 On graduating with an honours degree in education studies, students should be able to:  |  |
| i. collect and apply numerical data, as appropriate ii. present data in a variety of formats, including graphical and tabular iii. analyse and interpret both qualitative and quantitative data.  | Interpret and present relevant numerical information as part of data analysis |
|  |  |
| **Working with others**  |  |
| 7.10 On graduating with an honours degree in education studies, students should have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.  | Work effectively as an individual and as part of a team, develop inter-personal and team work skills |
|  |  |
| **Improving own learning and performance**  |  |
| 7.11 On graduating with an honours degree in education studies, students should be able to articulate their own approaches to learning and organise an effective work pattern, including working to deadlines.  | Develop autonomous learning skills |
|  |  |
| **Analytical and problem-solving skills**  |  |
| 7.12 On graduating with an honours degree in education studies, students should be able to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.  | Apply investigative and research skills to plan and carry out independent project workApply knowledge and understanding of theory to problem solving |

## Appendix 3 Outline Assessment Schedule

**Year 1**

|  |  |  |
| --- | --- | --- |
| **Week** |  | **Summative Assessment** |
| **3** | **Induction** |  |
| **4** | **Teaching 1** |  |
| **5** | **Teaching 2** |  |
| **6** | **Teaching 3** |  |
| **7** | **Teaching 4** |  |
| **8** | **Teaching 5** |  |
| **9** | **Teaching 6** | **Theories and Strategies for Learning – Formative Task 1** |
| **10** | **Teaching 7** |  |
| **11** | **Teaching 8** | **Child Development – Summative Essay** |
| **12** | **Teaching 9** | **Theories and Strategies for Learning – Summative Task 1** |
| **13** | **Teaching 10** | **Counselling Theory – Summative MCQ** |
| **14** | **Teaching 11** | **Theories and Strategies for Learning – Summative Task 2** |
| **15** | **Teaching 12** |  |
| **16** | **Christmas** |  |
| **17** | **Christmas** |  |
| **18** | **Christmas** |  |
| **19** | **Consolidation week** | **Social Psychology and Personality – Summative Online MCQ** |
| **20** | **Teaching 13** |  |
| **21** | **Teaching 14** |  |
| **22** | **Teaching 15** |  |
| **23** | **Teaching 16** | **Contemporary Education – Formative Presentation** |
| **24** | **Teaching 17** |  |
| **25** | **Teaching 18** |  |
| **26** | **Teaching 19** | **Contemporary Education – Summative Presentation** |
| **27** | **Teaching 20** |  |
| **28** | **Teaching 21** | **Child Development – Summative Portfolio** |
| **29** | **Teaching 22** | **Counselling Theory – Summative Essay** |
| **30** | **Teaching 23** | **Contemporary Education - Formative partial draft or plan of annotated bibliography** |
| **31** | **Teaching 24** | **Contemporary Education – Summative annotated bibliography** |
| **32** | **Easter** |  |
| **33** | **Easter** |  |
| **34** | **Easter** |  |
| **35** |  |  |
| **36** |  |  |
| **37** | **Exam Period** | **Social Psychology and Personality – Summative Exam** |
| **38** |  |  |
| **39** |  |  |
| **40** |  |  |
| **41** |  | **CABs** |
| **42** |  |
| **43** |  |

**Year 2**

|  |  |  |
| --- | --- | --- |
| **Week** |  | **Summative Assessment** |
| **3** | **Transition** |  |
| **4** | **Teaching 1** |  |
| **5** | **Teaching 2** |  |
| **6** | **Teaching 3** |  |
| **7** | **Teaching 4** |  |
| **8** | **Teaching 5** |  |
| **9** | **Teaching 6** |  |
| **10** | **Teaching 7** |  |
| **11** | **Teaching 8** |  |
| **12** | **Teaching 9** |  |
| **13** | **Teaching 10** |  |
| **14** | **Teaching 11** | **Health Psychology (opt) – Summative Case Study** |
| **15** | **Teaching 12** | **Counselling Theory (opt) – Summative Case Study** |
| **16** | **Christmas** |  |
| **17** | **Christmas** |  |
| **18** | **Christmas** |  |
| **19** | **Consolidation week** | **Social Psychology and Personality – Summative Essay** |
| **20** | **Teaching 13** |  |
| **21** | **Teaching 14** | **Developmental Psychology – Summative Portfolio** |
| **22** | **Teaching 15** |  |
| **23** | **Teaching 16** |  |
| **24** | **Teaching 17** |  |
| **25** | **Teaching 18** | **Debates in Gender and Sexuality (opt) – Summative Essay****Health Psychology (opt) – Summative Essay** |
| **26** | **Teaching 19** |  |
| **27** | **Teaching 20** | **Safeguarding children and young people Task 1 summative assessment** |
| **28** | **Teaching 21** |  |
| **29** | **Teaching 22** | **Counselling Theory (opt) – Summative Case Formulation** |
| **30** | **Teaching 23** | **Debates in Gender and Sexuality (opt) – Summative Poster** |
| **31** | **Teaching 24** | **Philosophical approaches to education summative assessment****Debates in Gender and Sexuality (opt) – Summative Poster Presentation****Developmental Psychology – Summative Case Study** |
| **32** | **Easter** |  |
| **33** | **Easter** |  |
| **34** | **Easter** |  |
| **35** |  | **Safeguarding children and young people Task 2 summative assessment** |
| **36** |  |  |
| **37** | **Exam Period** | **Social Psychology and Personality – Summative Exam** |
| **38** |  |  |
| **39** |  |  |
| **40** |  |  |
| **41** |  | **CABs** |
| **42** |  |
| **43** |  |

**Year 3**

|  |  |  |
| --- | --- | --- |
| **Week** |  | **Summative Assessment** |
| **3** | **Transition** |  |
| **4** | **Teaching 1** |  |
| **5** | **Teaching 2** |  |
| **6** | **Teaching 3** |  |
| **7** | **Teaching 4** |  |
| **8** | **Teaching 5** |  |
| **9** | **Teaching 6** |  |
| **10** | **Teaching 7** |  |
| **11** | **Teaching 8** |  |
| **12** | **Teaching 9** |  |
| **13** | **Teaching 10** |  |
| **14** | **Teaching 11** |  |
| **15** | **Teaching 12** | **Research Methodologies summative assessment** |
| **16** | **Christmas** |  |
| **17** | **Christmas** |  |
| **18** | **Christmas** |  |
| **19** | **Consolidation week** |  |
| **20** | **Teaching 13** | **Health and Well-being (opt) summative assessment** |
| **21** | **Teaching 14** |  |
| **22** | **Teaching 15** | **Behaviourism (opt) – Summative Essay** |
| **23** | **Teaching 16** | **Personal Relationships (opt) – Summative Essay** |
| **24** | **Teaching 17** | **States of Consciousness (opt) – Summative Portfolio** |
| **25** | **Teaching 18** | **Supporting learning in young children (opt) Task 1 summative assessment** |
| **26** | **Teaching 19** | **Psychology of Education – Summative Presentation and Case Study** |
| **27** | **Teaching 20** |  |
| **28** | **Teaching 21** | **Supporting learning in young children (opt) Task 2 summative assessment****Critical approaches to Inclusion (opt) Task 1 summative assessment****Health Psychology (opt) – Summative Essay** |
| **29** | **Teaching 22** | **Behaviourism (opt) – Summative Essay** |
| **30** | **Teaching 23** |  |
| **31** | **Teaching 24** | **Critical approaches to Inclusion (opt) Task 2 summative assessment****Critical Education summative assessment****States of Consciousness (opt) – Summative Essay** |
| **32** | **Easter** |  |
| **33** | **Easter** |  |
| **34** | **Easter** |  |
| **35** |  | **Major Study summative assessment** |
| **36** |  |  |
| **37** |  |  |
| **38** |  |  |
| **39** |  |  |
| **40** |  |  |
| **41** |  | **CABs** |
| **42** |  |
| **43** |  |

## Appendix 4 PERSONAL DEVELOPMENT PLANNING

**Example PDP Programme Overview for BA (Hons) Education with Psychology**

Personal Academic Tutors normally meet with students up to three times each academic year, giving them the opportunity to review their PDP with a tutor within a formal PDP review. (Personal Academic Tutors also support students throughout the year with pastoral and academic concerns and needs, in addition to tutor groups meetings for ongoing personal development planning).

|  |  |  |  |
| --- | --- | --- | --- |
|  | **TERM ONE** | **TERM TWO** | **TERM THREE** |
| **YEAR 1** | **Progress Review 1**Initial needs identification/ assessment (November) | **Progress Review 2**Review of progress and settling into university life? | **Progress Review 3**Action planning for next yearIdentification of strengths and areas for development Identification of academic targets- review of marks over the yearPreparing for Intermediate level study |
| **YEAR 2** | **Progress Review 4**Adjusting to Intermediate level? Check progress towards targets on action plan | **Progress Review 5**Individual guidance on preparation for educational setting experiences. Check progress towards targets on action plan | **Progress Review 6**Action planning for next yearIdentification of strengths and areas for development Review of marks over the year - identification of academic targets for desired degree classification Preparing for honours level study |
| **YEAR 3** | **Progress Review** Adjusting to Honours level? Check progress towards targets on action plan | **Progress Review 8**Individual guidance on applying for postgraduate study or employment (linked to Careers & Employability Advisers) | **Progress Review 9**Action planning for post-university life. |