

**Programme Specification**

**Programme Title: B.A. (HONOURS) EDUCATION AND LEARNING**

<b>Awarding Institution:</b>	University of Bolton		
<b>Teaching Institution:</b>	University of Bolton		
<b>Division and/or Faculty/Institute:</b>	Education and Psychology (Education)		
<b>Professional accreditation</b>	Professional body	Professional body URL	Status of graduates
	N/A		
<b>Final award(s):</b>	BA (Hons)		
<b>Interim award(s)</b>	N/A		
<b>Exit or Fallback award(s)</b>	Certificate of Higher Education Diploma of Higher Education BA (Unclassified)		
<b>Programme title(s)</b>	Education and Learning		
<b>UCAS Code</b>	47UTBA/EduLrn		
<b>JACS Code</b>	X300		
<b>University Course Code(s)</b>	EDU0039		
<b>QAA Benchmark Statement(s)</b>	Education Studies		
<b>Other internal and external reference points</b>	QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice  UK Quality Code for Higher Education  University of Bolton awards framework		
<b>Language of study</b>	English		
<b>Mode of study and normal period of study</b>	Full time 2 years		
<b>Admissions criteria</b>	Applicants will normally have: BBC at A level or equivalent, with 5 GCSEs grade C or above, including Mathematics and English language, or  A relevant Access to HE Diploma with 45 level 3 credits at Merit or Distinction, or  International Baccalaureate points: 29  Overseas candidates from a country where the language of instruction is not English must have English Language proficiency at IELTS 6.0 or equivalent, with no element below 5.5, in addition to the entry criteria stated above.		
<b>Additional admissions matters</b>	Applicants will also have to undergo a Disclosure and barring Service (DBS) check due to the nature of the course.		
<b>Fitness to practise declaration</b>			

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Not applicable
<b>Aims of the programme</b>
The principal aims of the programme are to: <ol style="list-style-type: none"> <li>1. develop the skills and abilities necessary for study at undergraduate level.</li> <li>2. develop a reflective and reflexive approach to personal and professional development and research.</li> <li>3. enable students to demonstrate their awareness of current issues and practices within learning and teaching.</li> <li>4. encourage comment on the applicability, relevance and usefulness of a range of theories, concepts, and models applied to educational practice.</li> <li>5. enable students to demonstrate high levels of proficiency in key skills commensurate with their individual development and professional circumstances.</li> <li>6. enable students to take responsibility for the initiation, planning and development of chosen lines of enquiry.</li> <li>7. encourage evaluation of educational policies and analyse the ways that these may affect practice within specific educational environments.</li> <li>8. enable students to monitor their own progress through reviewing, reflecting, action planning and target setting as part of their Personal Development Planning (PDP).</li> </ol>
<b>Distinctive features of the programme</b>
This is a <b>two</b> year (full-time) degree programme which will be hosted at the University of Bolton, with the part-time course being hosted by partner institutions.
The programme is designed to provide students with the opportunity to gain the knowledge and relevant experience for direct entry on to Primary Teacher Training courses (QTS) or employment relevant to education, including teaching assistants.
The programme will enable practitioners to engage in a systematic and reflective study of education, illustrated and informed by the diversity and difference in learning and teaching within different sectors of education.
<b>Programme learning outcomes</b>
<b>K. Knowledge and understanding</b>
On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:
1. the underlying values and principles relevant to Education and Learning
2. the diversity of learners and the complexities of the education process.
3. the complexity of the interaction between learning and contexts and the range of ways in which other participants (including learners and teachers) can influence the learning process
4. societal and organisational structures and purposes of educational systems and the possible implications for learners and the learning process
5. a comprehensive range of relevant primary and secondary sources, including theoretical and research-based evidence to extend their knowledge and understanding
<b>C. Cognitive, intellectual or thinking skills</b>
On completion of the programme successful students will be able to demonstrate the ability to:
1. Accommodate to new principles and understandings
2. Explain the significance and limitations of theory and research
3. Integrate their knowledge and understanding critically into a personal position which shows depth and originality in relation to the subject
4. Analyse educational concepts, theories and issues of policy in a systematic way
5. Identify and critically reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts
<b>P. Practical, professional or subject-specific skills</b>
On completion of the programme successful students will be able to demonstrate the ability to:
1. Competently use ICT in their study and other appropriate situations and be able to judge where the use of ICT is not appropriate
2. Plan for personal and professional development in a systematic way
3. Make coherent and interesting presentations which are appropriate to the audience
<b>T. Transferable, key or personal skills</b>

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- On completion of the programme successful students will be able to demonstrate the ability to:
1. Reflect on their own value systems
  2. Interpret graphical and tabular presentation of data in a critical and constructive way
  3. Collect and present numerical data and to use graphical and tabular information appropriately
  4. Work effectively as part of a team, including working through difficulties and conflicts
  5. Articulate their own preferred approaches to learning and actively manage their development
  6. Process and synthesise empirical and theoretical data, to create new syntheses

### Programme structure

Module Code	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)
<b>HE4</b>				
EDL4001	BA Research and Study Skills	C	20	1
EDL4002	English in schools	C	20	1
EDL4003	Inclusive Education	C	20	1
EDL4004	Theory and Practice of Learning	C	20	1
EDL4005	Science in schools	C	20	1
EDL4006	Maths in schools	C	20	1
<b>HE5</b>				
EDL5001	Placement	C	20	1
EDL5002	Globalisation	C	20	1
EDL5003	Proposal	C	20	1
EDL5004	Learners with additional needs	C	20	1
EDL5005	Educational issues, developments and policies	C	20	1
EDL5006	Classroom cultures	C	20	1
<b>HE6</b>				
EDL6001	Dissertation (x 2)	C	<b>40</b>	<b>2</b>
EDL6002	The Illusion of Inclusion	C	<b>20</b>	<b>1</b>
EDL6003	Psychology of Education	C	<b>20</b>	<b>1</b>
EDL6004	Philosophy of Education	C	<b>20</b>	<b>1</b>
EDL6005	Educational Leadership	C	<b>20</b>	<b>1</b>

#### Learning and teaching strategies

Learning and teaching will be supported through blended learning using a combination of face-to-face sessions, electronic-based resources and electronic communications. The development of research skills will be supported through individual learning and independent research. Lectures, seminars and group work will also be used to support teaching and learning.

#### Learning activities (KIS entry)

	Course Year						
	1	2	3	4	5	6	7
Scheduled learning and teaching activities	30%	27%					
Guided independent study	70%	68%					

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Placement/study abroad

5%

### Assessment strategy

Assessment tasks are linked to the learning outcomes of each module and are completed at selected points within the module (chosen to facilitate student learning via feedback on the tasks). All assignments are based on course work and will vary from academic essays to e-discussions, presentations and seminars. The assessment tasks will involve research exercises, and possibly the use of reflective journals and case studies. Reflective activities, including the use Personal Development Planning (PDP), using relevant theories and reflective tools will help relate theory to practice

Formative assessment feedback on written assignment preparation will be given orally in tutorials and immediately following presentations, with practice presentations encouraged in some modules.

All assessments are assessed on a graduated criteria ranging from:

Grade Bands	Mark %	Overall Grade
<b>Grade Description</b>		
Work of exceptional quality	70+	First
Work of very good quality	60-69	Upper second
Work of good quality	50-59	Lower second
Work of satisfactory quality	40-49	Pass
Borderline fail	35-39	
Fail	Below 35	

### Assessment methods (KIS entry)

	Course Year						
	1	2	3	4	5	6	7
Written exams							
Coursework	100	100					
Practical exams							

### Assessment regulations

- Assessment Regulations for Undergraduate Modular Programmes

### Grade bands and classifications

- In line with the University of Bolton's Undergraduate Modular Programmes

### Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

### Support for student learning

#### At The University of Bolton:

- The programme is managed by a programme leader
- Induction programme introduces the student to the Centre and their programme
- Each student has a personal tutor, responsible for support and guidance
- Personal Development Planning (PDP) integrated into all programmes
- Feedback on formative and summative assessments
- A Social Learning Zone / Library which is accessible in the evenings

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- Student Representative
- Book store for each module
- Education & Psychology and Programme Handbooks which provide information about the programme and University regulations
- A Student Centre providing a one-stop shop for information and advice
- University support services include housing, counselling, financial advice, careers and a disability
- A Chaplaincy
- IT services
- Student Liaison Officers
- The Students' Union advice services
- The opportunity to develop skills for employment
- English language support for International students

#### **Methods for evaluating and enhancing the quality of learning opportunities**

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS),
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports
- High scores by students on the Student Satisfaction Questionnaires
- High scores by students on the Module Evaluation Questionnaires
- Tutor evaluation reports
- Students' assessed work

#### **Other sources of information**

- Student portal - <http://www.bolton.ac.uk/Students/>
- Students Union - <http://www.ubsu.org.uk/>
- University Handbook – (Link to be added)
- Student Entitlement Statement - <https://www.google.com/url?q=http://www.bolton.ac.uk/Students/AdviceAndSupport/StudentAdvisors/Documents/StudentEntitlementStatement.doc>
- Module database - <http://data.bolton.ac.uk/academicaffairs/index.html>
- Moodle (for the programme) (add link)
- External examiners reports - <http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>

#### **Document control**

<b>Author(s)</b>	Gill Waugh / Rowley Hutchinson
<b>Approved by:</b>	
<b>Date approved:</b>	
<b>Effective from:</b>	
<b>Document History:</b>	

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### Learning outcomes map

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	T1	T2	T3	T4	T5	T6
BA Research and Study Skills	EDL4001	C					✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
English in schools	EDL4002	C	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓				✓	
Theory and Practice of Learning	EDL4004	C	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓				✓	
Science in schools	EDL4005	C	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓				
Inclusive Education	EDL4003	C	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓				
Maths in schools	EDL4006	C	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓				
Learners with additional needs	EDL5004	C	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓					
Research proposal	EDL5003	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
Educational issues, developments and policies	EDL5005	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓				

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Globalisation	EDL5002	C	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓		
Classroom cultures	EDL5006	C	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓				
Placement	EDL5001	C	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓			✓		
Educational leadership	EDL6005	C					✓			✓	✓	✓	✓			✓	✓				
Philosophy of Education	EDL6004	C	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓					
Psychology of Education	EDL6003	C	✓	✓	✓		✓	✓		✓		✓	✓		✓	✓			✓		
Illusion of Inclusion	EDL6002	C	✓	✓	✓	✓	✓	✓			✓	✓	✓			✓					
Dissertation	EDL6001	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Module title</b>	<b>Mod Code</b>	<b>Status C/O/E</b>	<b>K1</b>	<b>K2</b>	<b>K3</b>	<b>K4</b>	<b>K5</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>T5</b>	<b>T6</b>

**K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills**

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## Module listing

Module title	Mod Code	New? ✓	Level	Credits	Type	Core/Option/ Elective C/O/E	Pre-requisite module	Assessment 1			Assessment 2			Assessment 3		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
BA Research and Study Skills	EDL4001	✓	4	20	STAN	C		CW	70	Y	CW	30				
English in Schools	EDL4002	✓	4	20	STAN	C		CW	100	Y						
Inclusive Education	EDL4003	✓	4	20	STAN	C		CW	100	Y						
Science in Schools	EDL4005	✓	4	20	STAN	C		CW	100	Y	PD P	0				
Maths in Schools	EDL4006	✓	4	20	STAN	C		CW	100	Y						
Theory and Practice of Learning	EDL4004	✓	4	20	STAN	C		CW	100	Y						
Learners with Additional Needs	EDL5004	✓	5	20	STAN	C		CW	100	Y						
Classroom Cultures	EDL5006	✓	5	20	STAN	C		CW	80	Y	PR A	20				
Placement	EDL5001	✓	5	20	STAN	C		CW	80	Y	PR A	20				
Educational Issues, developments and policies	EDL5005	✓	5	20	STAN	C		CW	80	Y	PR A	20				
Globalisation	EDL5002	✓	5	20	STAN	C		CW	70	Y	PR A	30				
Research proposal	EDL5003	✓	5	20	STA	C		CW	90	Y	PR	10		PDP	0	

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					N						A					
Psychology of education	EDL6003	✓	6	20	STAN	C		CW	80	Y	PR A	20				
The illusion of inclusion	EDL6002	✓	6	20	STAN	C		CW	100	Y						
Philosophy of Education	EDL6004	✓	6	20	STAN	C		CW	80	Y	PR A	20				
Educational Leadership	EDL6005	✓	6	20	STAN	C		CW	100	Y						
Dissertation	EDL6001	✓	6	40	DISS	C		CW	80	Y	PR A	20		PDP	0	

### Bolton Key Core Curriculum requirements

Module Title	Module Code	C/O/E	Employability											Bolton Values		
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact & confidence	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
BA Research and Study Skills	EDL4001	C	T,D	T,D,A	T,D	T,D,A		T,D,A	D	T,D	D	D	D	D	T,D,A	T,D,A
English in Schools	EDL4002	C		T,D,A	D	T,D	D			T,D	D,A				T,D	T,D
Inclusive Education	EDL4003	C		D,A		D,A	D,A		D		T,D,A	D	D			T,D,A
Science in Schools	EDL4005	C	A	D,A	D	D,A		T,D,A	D		D	D	D	T,D,A	T,D,A	T,D,A
Maths in Schools	EDL4006	C		D,A	D	D,A	T,D,A	T,D,A	D		D	D	D	T,D,A	T,D,A	T,D,A

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Theory and Practice of Learning	EDL4004	C		T,D,A	D	T,D,A		T,D			D,A	D			T,D	
Learners with Additional Needs	EDL5004	C		D,A		D,A	T,D,A		D	T,D,A	T,D	D	D			T,D,A
Classroom Cultures	EDL5006	C		D,A		D,A		T,D,A	D		T,D	D	D	T,D,A	D	T,D
Placement	EDL5001	C		D,A	D	D		D	D	D	D	D	D	D	D	D,A
Educational issues, developments and policies	EDL5005	C		D,A	D	D		D	D		D	D	D	D	D	D
Globalisation	EDL5002	C		D,A	D	D, A		D	D		D	D	D	T,D,A	D	D
Research proposal	EDL5003	C	D,A	,D,A	D	D,A	D	T,D	D	D	D	D	D	D	D	D
Psychology of education	EDL6003	C		D,A	D	D,A		D,A	D		D	D	D	T,D	D	D,A
The Illusion of Inclusion	EDL6002	C		D,A		D,A			D		D	D,A	D, A			D,A
Philosophy of Education	EDL6004	C		D,A		D,A		D,A	D		T,D	D	T,D	T,D	T,D	D,A
Educational Leadership	EDL6005	C		T,D,A	D	T,D	D	T,D		D		D			D	
Dissertation	EDL6001	C	D,A	D,A	D	T,D,A	D,A	T,D,A	D	D,A	D	D	D	D,A	T,D	D,A

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

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