

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features

Distinctive features of course	<p>This course is ideal for those already employed in an appropriate educational setting and wish to study whilst working. BA Education Studies (work-based) is a one day a week course for people who are currently in employment and prefer to 'earn while they learn'. As well as the day at LSBU, students are expected to reflect on their academic studies by relating them to their day to day experiences in the workplace. This work-based route allows students to develop transferable work-based analytical and research skills, gain academic recognition for existing skills and improve professional effectiveness.</p> <p>This programme offers a commitment to studying education in its widest sense, both nationally and globally. The course explores not only educational norms, but also a range of issues which can form barriers to learning e.g. inequalities in educational experiences and outcomes; learners with special needs and disabilities; and cultural & linguistic diversity in education. This course also promotes equality, inclusion and citizenship, and analyses how society seeks to meet the needs of diverse communities.</p>
Course Aims	<p>The Education Studies (work-based) course aims to:</p> <ul style="list-style-type: none"> • support students in developing their practice and professional approach in their workplace • give students opportunities to link theory and practice, to critically analyse different approaches and to develop the necessary skills to be a reflective and innovative practitioner. <p>Also, in relation to the student's workplace, the course aims to:</p> <ul style="list-style-type: none"> • examine the foundations of education in contemporary society, including the economic, social, historical, philosophical, psychological and cultural underpinnings of education • explore education's relationship to social justice, including questions of equality and inequality • understand the processes of human learning and barriers to learning across different age ranges and learning communities • broaden understanding of education in a range of different settings, through relevant practical and professional knowledge and experience • gain knowledge of the education systems in the United Kingdom, including the nature of educational provision at different educational stages, and core elements of different curricula • understand global issues in education around the world and the importance of international development

	<ul style="list-style-type: none"> • assess the possibilities, opportunities and challenges for the future of education • develop a range of qualities in students including intellectual independence and critical engagement with evidence.
<p>Course Learning Outcomes</p>	<p>The course outcomes through the modules are split into five strands. Not all modules include all strands. Learning outcomes reflect the nature of the different modules</p> <p>The learning outcomes fit into the University Teaching and Learning Strategy, but are further divided or focused into sub-categories to reflect the applied nature of a degree in Education Studies.</p> <p>Section A Knowledge and Understanding</p> <p>Section B Intellectual Skills Sub-divided into Critical Thinking and Applying Theory to Practice</p> <p>Section C Transferable Skills These are focused on Communication</p> <p>Section D Practical Skills</p> <p style="text-align: center;">A Students will have knowledge and understanding of:</p> <p>A1 The meaning and nature of education</p> <p>A2 The historical and contemporary contexts of education, both nationally and globally, including alternative approaches to education</p> <p>A3 The societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process in relation to the workplace</p> <p>A4 The economic, social, historical, philosophical, psychological and cultural underpinnings of educational practice</p> <p>A5 The relationship between education and the concepts of equality, inclusion, citizenship and social justice in relation to the workplace</p> <p>A6 The complex and multi-faceted nature of the field of education</p> <p>A7 Appropriate research methods, drawn from education, psychology and social science.</p> <p style="text-align: center;">B Students will develop their intellectual skills through:</p> <p>Critical Thinking</p> <p>B1 Demonstrate the ability to gather, describe, synthesise and analyse facts, information, theories, paradigms, principles and concepts.</p> <p>B2 Critically assess, interpret and evaluate text and data, using quantitative and qualitative research methods, as well as explore new and emerging practices using a variety of skills and resources</p>

- B3 Develop a critical understanding of key theoretical approaches and debates relating to the academic study of education and psychology
- B4 Construct a reasoned argument based on sound theory and be able to substantiate independent points of view

Applying Theory to Practice

- B5 Understand the interplay between theory and practice within the field of education
- B6 Be able to demonstrate how the knowledge and understanding they have gained from theoretical modules applies in practice.
- B7 Discuss the role of key theories and research in relation to education and classroom practices.
- B8 Apply knowledge to the solution of familiar and unfamiliar problems, including their own practice
- B9 Develop an awareness of how personal understandings of the concepts studied impact on personal practice in educational settings.
- B10 Plan and execute an in-depth research project related to their workplace

C Students will acquire and develop practical skills such that they are able to:

- C1 Develop relationships with a variety of professionals working in wider educational contexts.
- C2 Develop teaching and mentoring skills in different educational settings.
- C3 Produce relevant materials and resources to support learners.
- C4 Plan effectively and creatively to address the needs of different learners.
- C5 Set up and manage a range of accurate records, plans and other professional documentation; adhere to workplace policies, meet deadlines and maintain a high level of personal organisation.
- C6 Use digital media and ICT to present ideas and thinking developed on the programme
- C7 Apply research skills such as observation and interviewing in the workplace

D Students will acquire and develop a range of communication skills which are transferrable to employment and further study:

- D1 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences
- D2 Demonstrate adequate computer literacy to research and present reports including data in a variety of formats

	<p>D3 Research skills necessary to organise and assess evidence including the interpretation of both qualitative and quantitative data</p> <p>D4 Gather and retrieve ideas and information effectively, using a wide range of primary and secondary sources and materials, and sift, synthesise and organise materials independently</p> <p>D5 Develop, organise and deploy ideas and information to formulate arguments coherently and communicate them effectively in writing and orally</p> <p>D6 Plan and work collaboratively in a range of contexts, showing abilities to listen, contribute and lead effectively</p> <p>D7 Successfully manage the complex dynamics of settings, manage own learning strategies and organise effective working patterns, including working to deadlines, and make decisions in unpredictable situations</p> <p>D8 Build and maintain effective professional relationships with learners and educational practitioners</p> <p>D9 Reflect critically and constructively on own performance and adapt practice accordingly.</p>
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C. Teaching and Learning Strategy

Education Studies (work-based) course follows the University Learning and Teaching Strategy. Acquisition of A1 – 7 takes place through a combination of taught modules from the Education departments and through independent study supported through interactive use of the VLE, the library, the Learning Resource Centre and in their workplace.

The intention of the programme is to support the students in their own development as learners and practitioners, and move them from dependence to independence. This is achieved through targeted and directed support in Year 1 to gradually developing the skills to work independently in Year 3 with the completion of an independent research project directly related to their educational work setting (A8). A wide variety of teaching and learning methods are used, including:

- lectures , including invited speakers
- practical experience within the workplace
- discussion groups
- practical workshops
- tutorial/seminar group activities
- self-assessment/auditing and action-planning
- individual and group presentations
- supported self-study and self-directed research
- e-learning and blended learning
- case studies

Additional learning support is provided through the University VLE. Regular personal tutorials and oral and written feedback on performance and assessments support student learning at all levels throughout the programme.

Intellectual skills are modelled within most taught sessions. Participation in structured individual and group tasks support the critical acquisition of knowledge and theories relating to the field of study. The particularities of B5 are interrogated in the L5 module Alternative Educational Setting Placement and in the student's workplace at each level of the course. Written tasks, adhering to set criteria, encourage the development of cognitive skills. By engaging in debates with practitioners,

theoretical perspectives considered during the taught sessions are developed through first-hand experience in their workplace and other educational settings. Students further progress their intellectual skills both within and outside of the workplace context through reading, seminars and small group discussion; group and individual project work; critical thinking; reflective practice through learning logs, essays, reports and presentations.

Practical skills C1 – 5 will be acquired through the teaching and learning strategies outlined previously, but with an emphasis on applying learning to their workplace and exposure to professional practice. C6 is a specific practical skill which is developed through taught modules in general and modules such Study Skills in Education. The particularities of C7 are explored through L6 Project module. Personal tutorials and oral and written feedback on assessments support student learning at all levels of the programme.

Communication skills will be developed through written tasks; structured group work and presentations in taught sessions and workshops; personal organisation to meet assignment requirements; guidance on managing workload and meeting deadlines. Whilst in the workplace, there are opportunities for students to develop skills in the areas of professional cooperation; working in teams; personal and professional organisation; informed decision-making; self-evaluation and reflection. Communication skills are supported through discussions in taught sessions and lectures; seminars and tutorials; guided reading; self-study tasks; structured group tasks; independent inquiry and personal research.

Communication opportunities are afforded through, for example, contributions to taught sessions; e-learning activities; structured group work and presentations; problem-solving; discussions with practitioners; written tasks; group and individual tutorials/seminars.

D. Assessment

The different forms of **knowledge and understanding** gained through the programme are assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: dissertation, essays, reports, portfolios, case studies, reflective journals, unseen exams, and individual and group oral presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements.

Intellectual skills will be assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: dissertation, essays, reports, portfolios, case studies, reflective journals, unseen exams, and individual and group oral presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements.

As students progress through the programme, assessment methods reflect the expectation that students will exhibit greater autonomy in their learning, will refine their intellectual skills and will approach their work in a more critical and analytical way. Students are expected to undertake greater independent study for practical and written projects, culminating in the research project at L6.

Communication skills will be assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: dissertation, exams, e- portfolio, poster, media project, case studies, and individual and group oral presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

In order to be considered for entry to the course applicants will be required to have the following qualifications:

- 240 UCAS points
- CCC at A Level or equivalent
- BTEC Level 3 Qualifications or a combination of A Level and Level 3 BTEC qualifications
- All Level 3 qualifications welcome, including the Access to HE Diploma with a minimum of 21 Level 3 credits at Merit
- Plus five GCSEs including mathematics and English
- Applicants must be employed in an educational setting in either a paid or voluntary capacity*.

We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.0, TOEFL - 550 (print-based), TOEFL- 80 (internet-based), Cambridge Proficiency or Advanced Grade C.

While a GCSE in science is not an entry requirement to this degree, candidates must note that a GCSE in science or equivalent is required for application to a PGCE or School Direct Teacher Training programme.

*In the event that a student during the course of the degree is no longer employed or working voluntarily in an educational setting and is unable to find suitable opportunities for a further work placement there is the provision for that student to transfer to the non-work based degree.

Accreditation of Prior (Experience) Learning (APEL)

LSBU will consider applications from those who have gained relevant skills through a wide range of vocational qualifications or professional experience. For applicants who do not meet the standard entry requirements prior relevant professional experience can be taken into account. In this case applicants will be invited for interview. The interview will include a written English assessment to ensure that the applicant has sufficient academic skills in order that they will be able to successfully study on the programme.

In the event of non-standard entry the applicant must satisfy the conditions of the interview including successfully demonstrating a level of academic writing that it is deemed appropriate for the applicant to be successful on the course.

G. Course structure(s)

Course overview

BA (Hons) Educational Studies (work-based), 3 years full time

Level	Semester 1	CAT	Semester 2	CAT
4	What is Education?	20	Community, Family and Children	20

4	Study Skills for Education	20	Language, Literacy and Learning	20
4	Relationship of Psychology and Education	20	Constructing Childhood	20
5	Developing Mathematical Thinking	20	Alternative Educational Setting Placement	20
5	Introduction to Social and Developmental Cognition	20	Barriers to Learning	20
5	Interpersonal Interactions	20	Equality, Culture and Citizenship	20
6	Project			40
6	The Learning Environment	20	2 options to choose from: Creativity in Education Educational Autobiography	20
6	Contextualising Education Globally	20	Applied Personality, Intelligence and Testing	20

H. Course Modules

Reference Code	Module Title	Assessment	Level	Credit value
EDU_4_EDS	What is Education?	Presentation (50%); essay (50%)	4	20

EDU_4_SSE	Study Skills	Portfolio	4	20
EDU_4_RPE	The Relationship of Psychology and Education	Critical reflection	4	20
EDU_4_CFC	Community, Family and Children	Essay	4	20
EDU_4_LTL	Language, Literacy and Learning	Children's book (60%); assignment (40%)	4	20
EDU_4_CNC	Constructing Childhood	Essay	4	20
EDU_5_DMT	Developing Mathematical Thinking	Resource & evaluation	5	20
EDU_5_ISD	Introduction to Social and Developmental Cognition	Presentation	5	20
EDU_5_ITI	Interpersonal Interactions	Review of literature	5	20
EDU_5_ESP	Alternative Educational Setting Placement	Placement journal	5	20
EDU_5_BTL	Barriers to Learning	Case study	5	20
EDU_5_ECC	Equality, Culture and Citizenship	Portfolio (50%); exam (50%)	5	20
EDU_6_PRJ	Project	proposal (10%); dissertation (90%)	6	40
EDU_6_EAB	Option: Educational Autobiography	Reflective journal	6	20
EDU_6_CRE	Option: Creativity in Education	Portfolio	6	20
EDU_6_PIT	Applied Personality, Intelligence and Testing	Portfolio, evaluation of testing	6	20
EDU_6_TLE	The Learning Environment	Interactive display & essay	6	20
EDU_6_CEG	Contextualising Education Globally	Essay	6	20

I. Timetable information

The course is taught on one day a week. Students are required to attend for a full day per week.

J. Costs and financial support

Course related costs

There are no set books requiring purchase associated with the course, although students may choose to purchase books to support preparation for specific modules. No specialist equipment is required. Students should dress in a professional manner for the ESP placement, but not uniform is required.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link-

<https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

- Appendix A: Curriculum Map
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- Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Programme outcomes																
Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
4	What is Education?	EDU_4_EDS	DT A	DT A	DT A	DT A	DT A	DT A	D	DT A	D	D	D	D	D	D			
4	Study Skills for Education	EDU_4_SSE						D	DT		DT								
4	The Relationship of Psychology and Education	EDU_4_RPE	D			DT A	D	DT A	DT A	DT A	D	DT	DT		DT				
4	Community, Family and Children	EDU_4_CFC	DT A	DT	DT A	DT	DT A	DT	D	DT A	DT A	DT A	DT A	D	D	D		D	
4	Language, Literacy and Learning	EDU_4_LTL	DT	DT	DT A	D	DT	D	D		DT	DT		DT		DT			D
4	Constructing Childhood	EDU_4_CNC	DT A	DT A	DT A	DT A	DT A	DT	D		DT	DT A	DT A	D	D	D		D	
5	Developing Mathematical Thinking	EDU_5_DMT	DT	DT	DT A	D	DT	D	DT		DT	DT						DT A	
5	Introduction to Social and Developmental Cognition	EDU_5_ISD	D			DT A	D	D	D	DT A	DT A	DT A	DT A						
5	Interpersonal Interactions	EDU_5_ITI	DT A	DT A	DT A	DT A	DT A	DT	D	DT A	DT A	DT A	DT A		DT A	DT A	DT A	DT A	
5	Alternative Educational Setting Placement	EDU_5_ESP	D	DT A	D	D	D	D	DA					D	DT	DT A	DT A	DT A	
5	Barriers to Learning	EDU_5_BTL	DT A	DT	DT A	DT A	DT A	DT	DT A	DT		DT	DT A	DT	DT	DT A	DT	DT A	

5	Equality, Culture and Citizenship	EDU_5_ECC	DT	DT	DT A	DT	DT A	DT A	DT	DT A		DT A							
6	Project	EDU_6_PRJ	D	D	D	D	D	D	DT A		DT A	DTA							
6	Creativity in Education	EDU_6_CRE	DT	DT	DT A	D	DT	D	DT A	DT	DT								
6	Applied Personality, Intelligence and Testing	EDU_6_PIT	D		D	DT A	DT A	D	D	DT	DT	DT	DT						
6	The Learning Environment	EDU_6_TLE	DT	DT	DT A	DT	DT A	DT	DT A	DT	DT	DT	DT						
6	Contextualising Education Globally	EDU_6_CEG	DT	DT A	DA	DT A	DT A	DT	DT	DT A	DT A	DT A	DT A				DT A	DT A	

Modules			Programme outcomes																
Level	Title	Code	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8	D9	
4	What is Education?	EDU_4_EDS								DT A	DT A	D	DT A	DT A	DT A	D	DA	DT	
4	Study Skills for Education	EDU_4_SSE						DT	D	DT A	DT A	DT A	DT A	D	D	D	D	DT	
4	The Relationship of Psychology and Education	EDU_4_RPE								D	DA	D	DT A	DT A	D	D	D	DT	
4	Community, Family and Children	EDU_4_CFC						D		DT A	DA	DT A	DT A	DT A	D	DA	D	DT	
4	Language, Literacy and Learning	EDU_4_LTL	D	DT A	DT	DT	D		D	D	D	D	D	DT A	DT A	DT A	D	DT	
4	Constructing Childhood	EDU_4_CNC						D		DT A	DA	D	DT A	DT A	DT A	D	DA	DT	
5	Developing Mathematical Thinking	EDU_5_DMT				DT A				D	D	D	D	DT A	DT A	DT A	D	DT	

5	Introduction to Social and Developmental Cognition	EDU_5_ISD								DT A	D	D	DA	DT A	D	D	D	DT
5	Interpersonal Interactions	EDU_5_ITI								DT A	DA	DT A	DT A	DT A	D	DA	D	DT
5	Alternative Educational Setting Placement	EDU_5_ESP	DTA	DT	DT	DT	DT		DT	D		D	D	D	DT A	DT A	DT A	DT A
5	Barriers to Learning	EDU_5_BTL				DT A	DT A			DT A	D	D	DT A	D	D	DA	DA	DT
5	Equality, Culture and Citizenship	EDU_5_ECC								DT A	DA	DT A	DT A	DT A	D	DA	D	DT
6	Project	EDU_6_PRJ						DT A	D	DT A	D	DT A						
6	Creativity in Education	EDU_6_CRE	DT	D	DT A	DT A		DT A		DT A	DA	D	DT A	DA	D	D	D	DT
6	Applied Personality, Intelligence and Testing	EDU_6_PIT	D	D	DT A		DT A			DT A	D	D	DA	DA	D	D	D	DT
6	The Learning Environment	EDU_6_TLE	DT	DT A	DA	DT A	DT A	DT A	D	D	D	DT						
6	Contextualising Education Globally	EDU_6_CEG							DT A	DT A	DA	DT A	DT A	DT A	D	D	D	DT

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>Students on this course are working in an educational setting. Much of the course content requires students to carry out activities in their work setting or reflect on their own practice. For example, students create an interactive display in their workplace (EDU_6_TLE) and complete a placement in an alternative educational setting in module (EDU_5_ESP)</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<p>Learning development is taught explicitly. For example, in the study skills module (EDU_4_SSE) students develop skills in writing, presenting ideas and referencing. Learning development is also embedded in modules. For example, in EDU_5_ITI students are taught how to structure a literature review.</p>
High impact pedagogies	<p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through</p>	<p>Students are given opportunities to collaborate in modules. For example, in the study skills</p>

	<p>working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	<p>module (EDU_4_SSE) students collaborate on formative activities; in The Learning Environment (EDU_6_TLE) students work collaboratively to create a class display in preparation for the display they create in their work setting.</p>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	<p>All course materials and resources are provided in an accessible format. Students are encouraged to talk to tutors and raise any concerns about the accessibility of materials and resources.</p>
<p>Assessment for learning</p>	<p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high</p>	<p>Formative feedback is provided within modules. For example, in the study skills module, tutors provide ongoing feedback on students' developing skills. For example, formative feedback on the collaborative display (EDU_6_TLE) supports students' preparation for summative assessment. For example, supervisors provide formative feedback on drafts of sections of the dissertation (EDU_6_PRJ). Summative feedback on assignments includes formative feedback (feed-forward): students are encouraged to engage with this</p>

	expectations and develops a commitment to excellence .	and apply it to subsequent assignments.
High impact pedagogies	<p><u>Research and enquiry experiences</u></p> <p>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	Students complete a small-scale piece of practical research and report on this in the dissertation (EDU_6_PRJ). Opportunities to develop skills to prepare for this include researching for the review of literature for Interpersonal Interactions (EDU_5_ITI).
Curricula informed by employer and industry need / Assessment for learning	<p><u>Authentic learning and assessment tasks</u></p> <p>Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and</p>	Throughout the course, students are expected to draw on their on-going practical experience in their workplaces. Some modules explicitly require students to carry out activity in real workplace contexts, e.g. the display activity in The Learning Environment (EDU_6_TLE).

	enquiry skills and can be linked to assessment if appropriate.	
Inclusive teaching, learning and assessment	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u></p> <p>An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	Models reflecting a broad range of social and cultural views are embedded in the course. Some modules engage explicitly with representations of diversity: for example Equality, Culture and Citizenship (EDU_5_ECC). In The Learning Environment (EDU_6_TLE), students are required to reflect on the diversity of their own student cohort when designing their workplace displays.
Curricula informed by employer and industry need	<p><u>Work-based learning</u></p> <p>Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	Students on this course are employed in an education setting and are required to draw on this experience as they engage in the taught course. The Alternative Educational Setting module (EDU_5_ESP) requires students to undertake a placement in an alternative setting from their workplace in order to broaden and possibly challenge their understanding of the workplace and education.
Embedded learning development	<p><u>Writing in the disciplines: Alternative formats</u></p> <p>The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of</p>	Module assessment utilises a range of formats applicable to those working in education, including book design and evaluation (EDU_4_LTL), project report/ dissertation (EDU_6_PRJ), plan for teaching (EDU_6_CRE), pupil profile

	<p>disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	<p>(EDU_6_TAL), and display evaluation (EDU_6_TLE).</p>
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p>	<p>Students are employed in a range of education sectors, and cohorts can include students working in Early Years, primary and secondary settings. Within sessions, opportunities are provided for students to collaborate with peers working in different educational phases.</p>
<p>Assessment for learning</p>	<p><u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC)</p>	<p>The course employs a range of different approaches to assessment, and these approaches reflect the types of activity with which students engage in the workplace, including planning, pupil profiling, and evaluation.</p>

	<p>an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	
<p>Curricula informed by employer and industry need</p>	<p><u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p>	<p>A developing knowledge of education and the professional understanding associated with it is at the core of this course. Students are expected to build on work-related learning opportunities, for example in designing display resources and evaluating the effectiveness of these resources (EDU_6_TLE).</p>
<p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p>	<p><u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity.</p>	<p>The dissertation (EDU_6_PRJ) draws on skills developed in other modules. For example, referencing skills introduced in EDU_4_SSE and literature searching and summarising skills developed in Interpersonal Interactions (EDU_5_ITI) are brought together in the dissertation module.</p>

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies

feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions