



Programme Specification

Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BA (Hons)
1.5 FHEQ Level:	4, 5 and 6
1.6 Programme Title:	Education Studies and Psychology
1.7 Mode and Duration of Study:	Full Time – 3 years- Part Time – 6 years
1.8 School:	Education
1.9 HECoS Code:	100459
1.10 Collaborative Provision Arrangement:	None
1.11 UCAS Code(s):	CRPS
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB	N/A
1.14 QAA Subject Benchmarking Group(s):	BA Education Studies 2015 BSc Psychology 2007
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
1.16 Language of Study (for learning, teaching and assessment):	English

1.17 Work-Based Learning Arrangements:	Placements in all three years
1.18 Foundation Degree Progression Routes:	FdA Learning Support
1.19 Arrangements for Distance Learning:	None
1.20 Original Date of Production:	January 2018
1.21 Date of Commencement:	September 2018
1.22 Review Date:	By August 2024

2. Programme Outline

The BA Education and Psychology programme engages students in a challenging and high quality education and psychology experience. Throughout the study period students apply and develop their academic knowledge and understanding to their work practice with children and young people, families and communities within and outside the UK. They develop wider professional networks. Students develop the knowledge, understanding and skills required to practise effectively and engage others in formal and informal education and psychology within the UK and globally.

The programme enables students to engage in a process of personal practice development which informs and shapes their personal identity and equips them to practise in complex and challenging global Education and Psychology environments as recognised by Burden et al (2016). Students analyse their own personal beliefs and values and negotiate their development as active and engaged practitioners in an educational and psychological context. Students are expected to embrace complexity and challenge ideas of traditional western pedagogy to develop future learning solutions in a digitised world. To this end, students are assessed using a variety of digital platforms as well as the more traditional modes of assessment.

In line with the University Strategy and Vision, the programme enables students to develop a range of skills, knowledge and understanding empowering them individually and as part of professional/social networks to contribute towards achieving socially just and sustainable communities and environments. The work-based elements of the programme provide opportunities for students to develop relevant experience in working with children and young people, their families and communities of practice as part of the University's overall contribution to wider sustainable development locally, regionally and beyond.

2.1 Integrating Sustainability into the Curriculum

The concept of sustainability focuses on achieving human well-being and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources.

(https://www.heacademy.ac.uk/sites/default/files/esd_artwork_050412_1324.pdf - Accessed 02/09/2015). Issues of sustainability are therefore integral to the study of education. The programme enables students to participate in activities for a sustainable future , in-line with the pedagogy of the programme and to critique and develop this knowledge further. For example, we aim to reduce our impact on the environment, through the use of e-learning, e-submission and e-books. We promote student wellbeing and develop resilience, in the self and others. Additionally, there is an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which enables them to clarify their own values as well as promote a sustainable future.

3. Distinctive Features

This programme develops the academic study of education and psychology alongside experiential, practical placements in UK schools, global education and psychological practitioners/settings (if chosen). Academic staff lead students in innovative practice in settings. The experiences gained allow students to complete the school experience requirements of PGCE and School Direct entry. Students can also progress onto further psychology programmes at advanced level.

Furthermore; the placements have the potential to allow students, school based staff and academics to engage in joint research and practice development in the employment setting.

The addition of the new faculty seminar series and the enrichment programme intertwines with the new education or psychology research module and allows students to engage with current global and national research and critique methodology whilst at the same time developing their own research practice.

4. Programme Aims

The programme aims to provide an academically challenging and intellectually rigorous course of learning that develops the skills and competencies relevant to the increasing opportunities for employment in education and psychology and other professional contexts in the UK and beyond. Specifically, the programmes aim to engage students with concepts of individual and social development through education and psychology, the nature of knowledge, and critical engagement with ways of knowing. Drawing on the 'Defining Principle of Education and Psychology Studies', outlined by the QAA (2015), the programmes aims to:

- Provide a learning experience that draws on a range of intellectual resources, theoretical perspectives and academic disciplines (particularly psychology) to illuminate understanding of education and psychology in the global contexts in which it takes place.
- Provide students with a broad and balanced knowledge and critical understanding of the principal features of education and psychology and development in a wide range of contexts.
- Encourage students to engage in fundamental questions concerning the aims and values of development and education and psychology, and its relationship to individuals, society and sustainability.
- Provide opportunities for students to appreciate the problematic nature of Education and Psychological theory, policy and practice.
- Encourage the interrogation of education and psychological processes in a wide variety of contexts.
- Develop students' ability to construct and sustain a reasoned argument about education and psychological issues in a clear, lucid and coherent manner.
- Develop student competence in knowledge-base and understanding, criticality, reflection, analysis, expression and independent/interdependent learning ability to a level commensurate with an Honours degree level award.
- Provide opportunities for practice based learning in Development Projects and education and psychology both within and outside the UK.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. Knowledge of education and psychological processes, and the cultural, political and historical contexts within which they are embedded and to engage in critical reflection and debate.
2. Knowledge of the aims and values, means and ends, and the validity of the education and psychology issues in question.

Students will develop a critical understanding of

3. The processes of learning, including some of the key paradigms and their impact on education and psychological practices.
4. The effects of cultural, societal, political, historical, technological and economic contexts on learning, including education and psychology policies, moral, religious and philosophical underpinnings, and issues of social justice.
5. Formal and informal contexts for learning. Education and psychological contexts will include some understanding of their own education and psychology system and other education and psychology systems, and the values underpinning organisations.
6. A range of research perspectives and methodologies as applied to education and psychology.
7. The complex interactions between education and psychology and its contexts, and relationships with other subjects and professions.
8. The fundamentals of a range of psychological perspectives and apply these across a range of topics and disciplines.
9. Contemporary knowledge and practices in psychology and apply these across a range of topics and disciplines

Intellectual skills:

By the end of this programme students should be able to demonstrate:

10. Independence of thought and an appreciation of individual difference.
11. Adoption of multiple perspectives when understanding behaviour and experiences.
12. Utilisation of numerical, statistical and other forms of data.
13. Analysis of education and psychological policy and issues systematically and critically.
14. Accommodation of new principles and new knowledge and application of key principles across education and psychological systems.
15. The ability to analyse complex situations concerning human learning and development.
16. The ability to safeguard and promote the welfare of children and young people, and provide a safe learning environment.
17. The ability to accommodate new ideas and to provide well-argued conclusions.

Practical skills:

By the end of this programme students should be able to demonstrate:

18. The ability to reflect on their own value systems, development and practices and question concepts and theories encountered in their studies.
19. The ability to interrogate the assumptions underpinning theory and research.
20. Effective project management skills.
21. A critical appraisal of ethical scientific responsibility associated with psychological enquiry and apply these to their own work and research.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

22. The ability to construct and communicate oral and written arguments.
23. Effective use of technology.
24. Effective teamwork, taking different roles.
25. Improvement in their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning.
26. The ability to identify, synthesise, evaluate, and analyse problems and solutions.

6. Learning and Teaching Methods

Method	Description
Case Study	Students using case studies as a site of analysis and to develop their thinking in an area that has already been introduced on the course – involves reading, review or observation of resources including discussion and feedback.
Directed Study & Reading	Time set aside by the teacher for learners to study a particular subject.
Blended Learning / E-learning	Utilisation of electronic media, normally via the University's virtual learning environment to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions, for notices and updates.
Experiential Learning	Students utilising their direct lived and practice-based experiences to make meaning and inform their own theories of practice.
Flipped Classroom	Reversal of traditional teaching and reading activities, in which students prepare for the session from guidance, by watching a lecture online, completing a specified reading etc. and the face to face session is devoted to exercises, projects or discussion.
Group critique	The presentation of work in progress to peers and/or staff/professionals in order to gain constructive criticism to enable development.

Group Discussion	A focus group (normally between 8-10 people) who work together to discuss opinions and gauge responses to specific stimuli.
Group work	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group. It can include exercises, activities, debates, and discussion.
Guest Speaker	A guest speaker explains or shows some content to a learning audience; similar to a lecture.
Independent study	Activities where an individual learner conducts research, or carries out a learning activity, on their own. This will often include internet resources, sound and video files on LS, book and hand out based exercises.
Lecture	Subject introduced and delivered by the lecturer in a specific time which transmits information.
Master Class	Learning delivered by a highly regarded practitioner sometimes in the form of a lecture demonstration and sometimes using students as subjects.
Seminar	A follow up discussion usually following a lecture to discuss themes that have arisen in a small group context
Student Presentation	Typically involves individuals or small groups of students researching, preparing and presenting information to their peers
Tutorials & Supervision	Tutorials offer guidance, supervision and support and can be conducted via telephone, e mail or skype
Work Based Learning	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a live working environment, while being monitored and supported by a tutor.
Workshop	Learning which is normally delivered via a practical activity in which a group of students undertake tasks under guidance related to a common theme and in the process acquire skills, techniques and conceptual understanding.

6.1 Learning Enhancement

A range of learning and teaching approaches is utilised on this programme to enable flexible, student-centred learning. Considerable emphasis is placed on critical enquiry and dialogue in

relation to learning and development through practice and for advanced scholarship. The programme seeks a balance between teaching and learning methods that include working in small seminar groups; lecture inputs; workshops; independent study and individual supervision. As the programme develops there will be increasing emphasis on blended learning via the University Virtual Learning Environment.

The learning and teaching approaches employed through the programme contribute directly to the development of key and transferable skills and professional practice skills. Students are encouraged to develop confidence in using their practice as a site of analysis and to enable discussion and enhance their own and others' learning. Practice-based learning is central to the programme and this is integrated into the programme with opportunities locally and globally.

Tutors are central to students' learning and professional development in their role as placement supervisors where they assist the students' task of relating and integrating theory and practice. In addition to the module leader students are assigned a Personal Development Tutor who will provide tutorial support. The University Tutor role contributes to ensuring a holistic approach to professional development supported by module specific support and learning resources. Throughout the programme students are encouraged to identify and engage in independent reading to supplement and consolidate teaching and learning and to broaden individual knowledge and understanding of their subject area/s. University tutors play a significant role in supporting this dimension of the learning experience.

In line with the University Learning and Teaching Strategy the teaching team is committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the Virtual Learning Environment (VLE), the use of open learning resources and audio capture of lectures where appropriate.

The programme has been designed to support progression and development within five key themes namely:

- Research
- Practice
- Subject Discipline
- Application
- Employability

A distinctive feature of the programme is an emphasis on the student as producer (rather than reproducer) of knowledge (Neary, 2012). This approach involves the students 'doing' community development and education, involving a considerable amount of project/placement work; and will necessitate a strong understanding of both disciplines.

Learning is further enhanced through the use of the VLE as well as through enrichment and research opportunities.

6.2 e-Learning

E-learning and digital literacy development are a central component of the programme. However, the relationship with e-learning and digital literacy differs depending on the pedagogy of the module.

All modules at the very least provide information and links to literature and other resources on the University's virtual learning environment. Most of the modules will utilise a blended learning approach via the VLE in which e-learning activities support the face to face interaction and

learning environment as well as providing the students with opportunities to further enhance and apply their knowledge and practice.

Modules are also supported by Twitter and Instagram feeds that complement module handbooks by providing up to date content as it comes to the attention of tutors. Specific module feeds are created each year which students are encouraged to contribute to.

Some module utilise blogs and Pinterest boards as an assessment tool.

7. Modes of Assessment

The purpose of assessment is to demonstrate to staff and students the achievement of individuals in specific areas of work. Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. Moderation by an External Examiner enables a wider reference point of the standards attained.

Assessment takes place for each stage (module) of the programme in line with level descriptors for the programme (see Appendix 2 for level descriptors). The pass mark is 40% and assessment borderlines are expressed as per the University Student Handbook.

To exit with a Certificate of Higher Education, students need to achieve 120 credits at 'C' level. To exit with a Diploma of Higher Education, students need to achieve 240 credits with 120 of those being at 'D' level. In order to achieve an Honours degree students need 360 credits with 120 of those being at 'H' level and 120 at 'D' level.

In line with the University Assessment Policy, formative assessment is offered via the assigned University tutor. Assessment is mainly by coursework. A wide range of assessment methods are used on the programme in recognition of the impact assessment has on student learning, approaches to learning and how this informs professional development. The assessment strategy recognises and values the variety of learning styles within any given cohort and takes account of students' academic and learning needs. Consideration is given to the development of particular key skills which may be developed through assessment. Examples include presentation skills and self-assessment. An overview of assessment details with dates is provided in the Programme Handbooks. Module Outlines or their equivalent provide the details of individual assessment tasks.

All student work is assessed in accordance with the University's Degree Regulations.

Method	Description
Artefact	A resource to support practical work. Student produces a creative artefact, online tool or object in response to a question or problem posed by the lecturer.
Article review	A critical review of scholarly articles, books and other sources (e.g. dissertations, conference papers) relevant to a particular issue, area of research, providing a description, summary, and critical evaluation of each work. The purpose is to offer an overview of significant literature published on a topic.
Contribution to debate	Taking an active part in debating an issue

Coursework	Work to be completed that links to the Module Learning Outcomes and accrues credit.
Essay:	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.
Examination	Time constrained and under test conditions. May be essay type answer, short answer, data analysis and interpretation or multiple-choice questions. Can be written or verbal communication
Honours Project	An in-depth independent study of 10000 words. This study may be the result of carrying out a primary research project.
Paper	An academic piece of writing suitable for publication and dissemination to a wider audience, in this case as part of a journal written by and for the group.
Placement File	A set of reflective observations kept whilst undertaking a placement. The file will demonstrate the contribution of the student to the workplace and will often require the employer (placement provider) to contribute
Presentation:	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis.
Project	A response that includes planning, reflection and analysis often presented as a scrapbook or folder. It might include resources developed as part of the project.
Reflective Practice / Reflective Journal	A piece or pieces of writing that uses reflective practice tools and techniques that enable the writer to develop and position themselves within practice, debates, literature and theory.
Report	A specific style of writing to inform others of a given event or opinion on something
Research proposal	A detailed proposal to design a small-scale primary research study
Research study	This is an empirically based study within a placement module which indicates the capacity to synthesise a range of elements on the programme and undertake independent research
Structured assignment	A tutor specified format usually related to an extended piece of research and/or own reflective practice .Typically structured assignments involve a number of different tasks to be completed

Structured portfolio	A tutor specified format usually consisting of a range of short entries (typically 500 words) relating to a series of topics, concepts or theories overall.
Vlog:	On line critical commentary on video related to a series of posted material allowing students to interact and learn from one another

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

There is an element of work-based learning available in the course. The total assessment value linked to work-based learning is up to 40 credits depending on choice of programme and module. This work can give students the potential to acquire an equivalent of 15 days education and psychology based work experience with children and young people.

Level	Module Code	Credits	Placement days	Total days
5	PRUD03	20	5 days	5
6	PRUH02	20	10 days	10
Total:		40		15

The focus of each level of placement is intrinsically linked to the associated taught modules in that stage to support students to apply their academic learning to their practice.

Placements are managed in accordance with the University's Placement Learning Policy and are supported by the Placement Co-ordinator. Placement learning takes place in a range of settings, in the statutory and voluntary sectors, locally, regionally, nationally and internationally.

The programme team provide briefings to tutors and instructors who supervise students on placement/work-based learning. The briefing sessions ensure that tutors and instructors have up to date information and support. All placements are preceded with a series of workshops that visit/ re-visit professional attributes as well as making sure that students understand current safeguarding practice

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
<u>PRUC03</u>	Learning@Marjon	20	100% Coursework	Semester X	Compulsory	Condonable
<u>PRUC04</u>	Creative and Inclusive Practice	20	100% Coursework	Semester X	Compulsory	Condonable
<u>PRUC01</u>	Introduction to Education Studies	20	100% Coursework	Semester A	Compulsory	Condonable
<u>PYCC02</u>	Health and Wellbeing	20	100% Coursework	Semester A	Compulsory	Condonable
<u>EDUC51</u>	Global Inequalities	20	100% Coursework	Semester B	Compulsory	Condonable
<u>PYCC03</u>	Psychology in Practice	20	100% Coursework	Semester B	Compulsory	Non-Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
<u>PRUD07</u>	Pedagogical Paradigms	20	100% Coursework	Semester A	Compulsory	Condonable
<u>PYCD02</u>	Thinking and Learning	20	50% Coursework 50% Exam	Semester A	Compulsory	Condonable
<u>PYCD03</u>	Social Psychology 2	20	100% Coursework	Semester A	Compulsory	Non-Condonable
<u>PRUD03</u>	Experiential Placement	20	100% Coursework	Semester B	Compulsory	Condonable
<u>PYCD01</u>	Memory and Language	20	100% Coursework	Semester B	Compulsory	Non-Condonable

OADD07	Educational Research	20	100% Coursework	Semester B	Compulsory	Non-Condonable
--------	----------------------	----	-----------------	------------	------------	----------------

Level 6

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
<u>PRUH01</u>	Developing a Personal Philosophy of Education	20	100% Coursework	Semester A	Compulsory	Condonable
<u>PRUHP1</u> or <u>PYCH03</u>	Education Project or Empirical Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable
<u>PYCH06</u>	Mental health, lifelong conditions and young people	20	100% Coursework	Semester B	Compulsory	Condonable
<u>PYCH05</u>	Understanding and Managing Specific Learning Difficulties	20	100% Coursework	Semester A	Compulsory	Condonable
<u>PRUH04</u>	Supporting Children and Young People	20	100% Coursework	Semester B	Compulsory	Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

This programme is linked to the psychology and SEND Professional Advisory Groups

13. Academic Progression Opportunities

Some students progress onto PGCE, SCITT or School Direct Routes to QTS. Other choose PGDip EYITT or develop a career in FE or HE. Students seeking an academic career can move onto the MA, MSc, MRes.

Students may also choose to develop a career in psychology as this course allows them to move onto a BPS course at 'M' level.

14. Employability and Career Progression Opportunities

Successful completion of a BA (Hons) programme signals to employers advanced professional scholarship and practice experience. These skills are necessary for a wide variety of professional employment.

Most students progress onto PGCE, SCITT or School Direct Routes to QTS. Other choose EYITT and some go straight into employment as TAs or HLTA. Students seeking an academic career can move onto the MA, MSc or MRes. Further study would allow students to become Educational or Child Psychologists.

In the past students have also found employment as Learning Mentors, within University Administration and as FE lecturers. Students are supported to find a career pathway that suits them individually.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources and facilities
- Library and study skills guidance material
- Programme handbooks and module guides
- The Chaplaincy Centre - at the heart of the University and used for social gathering, quiet reflection and prayer
- On-campus nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Students will be invited to participate in the National Student Survey (NSS). In addition feedback at programme level will be achieved through programme and module evaluation surveys.

17. Other Stakeholder Feedback (ie graduates and employers)

Schools including Special Schools value the work that we do with them and are keen to develop projects with us that allow all us to work collaboratively. These collaborative projects give staff development opportunities for all parties and develop the ‘third space’ in terms of University/School working relationships as suggested by Greany and Brown (2015).

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University’s regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University’s annual monitoring and reporting cycle.

