

**1. Basic Information**

<b>1.1</b>	<b>Awarding Institution:</b>	University of St Mark and St John
<b>1.2</b>	<b>Teaching Institution:</b>	University of St Mark and St John
<b>1.3</b>	<b>Locus of Delivery:</b>	University of St Mark and St John
<b>1.4</b>	<b>Final Award Title:</b>	BA (Hons)
<b>1.5</b>	<b>FHEQ Level:</b>	Levels 4, 5 and 6
<b>1.6</b>	<b>Programme Title:</b>	Primary Education
<b>1.7</b>	<b>Mode and Duration of Study:</b>	Full time- 3 years
<b>1.8</b>	<b>UCAS Code(s):</b>	X321
<b>1.9</b>	<b>Admission Criteria:</b>	Normal University entrance criteria apply (please refer to the website for further details).
<b>1.10</b>	<b>Accrediting Professional Body/ PSRB:</b>	N/A
<b>1.11</b>	<b>QAA Subject Benchmarking Group(s):</b>	<a href="#">Education Studies 2015</a>
<b>1.12</b>	<b>Other External Points of Reference:</b>	QTS Standards
<b>1.13</b>	<b>Language of Study (<i>for learning, teaching and assessment</i>):</b>	English
<b>1.14</b>	<b>Work-Based Learning Arrangements:</b>	PRUC02 – Engaging with Practice PRUD03 – Experiential Placement PRUH02 – Experiential Placement
<b>1.15</b>	<b>Foundation Degree Progression Routes:</b>	FdA Learning Support
<b>1.16</b>	<b>Arrangements for Distance Learning:</b>	None
<b>1.17</b>	<b>Original Date of Production:</b>	January 2016
<b>1.18</b>	<b>Date of Commencement:</b>	September 2017

<b>1.19</b>	<b>Review Date:</b>	September 2023
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## **2. Programme Outline**

The BA (Hons) Primary Education engages students in a challenging and high quality educational experience. Throughout the study period students are able to apply and develop their academic knowledge and understanding to their work practice with children and young people, families, communities and as part of wider professional networks. Students will through this programme develop knowledge, understanding and skills required to practise effectively and engage others.

The programme enables students to engage in a process of personal practice development that informs and shapes their personal identity and equips them to practise in complex and changing primary education environments.

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 element of the programme provides 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. Issues of sustainability are therefore integral to the study of the social sciences, but will be particularly addressed within the modules PRUD03 and PRUH01. The programme team aims to enable students to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further. For example, we will aim to reduce our impact on the environment, through the use of e-learning, e-submission and e-books. We will promote student wellbeing and develop resilience, in the self and others. Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which will enable them

to clarify their own values as well as promote a sustainable future.

### **3. Distinctive Features**

This programme combines the academic study of education alongside experiential practical placements run as projects arranged by negotiation with employers. Academic staff leading students in innovative practice in settings. The experiences gained allow students to complete the school experience requirements of PGCE and School Direct entry. Furthermore they have the potential to allow students, school based staff and academics to engage in joint research and practice development in the employment setting.

The faculty seminar series 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 Education Studies Single Honours 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 educational and other professional contexts in the UK and beyond. Specifically, the Programme aims to engage students with concepts of individual and social development through education, the nature of knowledge, and critical engagement with ways of knowing. Drawing on the 'Defining Principle of Education Studies', outlined by the QAA (2015), the Programme aims to:

- Provide a learning experience that draws on a range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of primary education and the contexts in which it takes place;
- Provide students with a broad and balanced knowledge and critical understanding of the principal features of primary education in a wide range of contexts;
- Encourage students to engage in fundamental questions concerning the aims and values of primary education, and its relationship to individuals, society and sustainability;
- Provide opportunities for students to appreciate the problematic nature of

educational theory, policy and practice;

- Encourage the interrogation of educational processes in a wide variety of contexts;
- Develop student's ability to construct and sustain a reasoned argument about primary educational 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 Primary Schools

## **5. Programme Learning**

### **Outcomes Knowledge & understanding:**

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

1. An understanding of educational processes, and the cultural, political and historical contexts within which they are embedded
2. Critical reflection and the ability to debate primary education.
3. An understanding of different educational perspectives and to be able to evaluate aims and values, means and ends, and the validity of the education issues in question.

### **Intellectual Skills:**

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

4. An understanding of the processes of learning, including some of the key paradigms and their impact on educational practices in the primary school.
5. An understanding of the effects of cultural, societal, political, historical, technological and economic contexts on learning, including education policies, moral, religious and philosophical underpinnings, and issues of social justice.
6. An understanding of formal and informal contexts for learning. Educational contexts will include some understanding of their own education system and other primary education systems across the world, and the ideology and values underpinning their organisation.
7. An understanding of a range of research perspectives and methodologies applied to education

8. An understanding of the complex interactions between education and its contexts, and relationships with other subjects and professions
9. The ability to analyse educational issues systematically
10. The ability to evaluate education policy in an informed and systematic way.
11. The ability to apply new principles and new knowledge across educational systems studied.

### **Practical Skills**

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

12. The ability to analyse complex situations concerning human learning and development
13. An understanding of particular contexts for learning, including their own learning.
14. The ability to be able to cite examples of how policy has impacted on practice.
15. The ability to accommodate new ideas such as globalisation arguments and apply these to practice.
16. The ability to consider in practice the international and intercultural dimensions of education, the effect of new technologies, and the impact of increased worldwide mobility.
17. The ability to reflect on their own value systems, development and practices in relation to primary education.
18. The ability to question concepts and theories encountered in their studies.
19. The ability to interrogate the assumptions underpinning theory and research.

### **Key/Transferable skills**

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

20. The construction and communication of oral and written arguments
21. The effective use of information technology
22. The ability to interpret and present relevant statistical information
23. The ability to work effectively with others as part of a team, taking on different roles as required.
24. The ability to improve their own learning and performance, through the development of study and research skills including planning, development and dissemination.

25. The ability to identify, synthesise, evaluate, and analyse problems.
26. The ability to respond positively and constructively to changing circumstances.
27. The ability to identify and evaluate safeguarding policies and protocols.

## **6. Learning and Teaching Methods**

A range of learning and teaching approaches is utilized 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 new programme develops there will be increasing emphasis on blended learning via the University Virtual Learning Environment (Learning Space).

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. Tutors are central to students' learning and professional development in their role as practice 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 Personal Development Tutor role contributes to ensuring an 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. Personal Development 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 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 four key themes namely;

The distinctive themes (research, academic discipline of education studies, application of theory to practice, placement learning and employability of the programme are colour coded to the modules)

The **blue** modules indicate a research thread.

The **yellow** modules indicate a discipline based underpinning of ideas within all other modules. They give the students a core understanding of psychology, philosophy and sociology and allow them to follow that through by choices in Year 2 and 3.

The **green** modules represent applied theory; that is ideas that have their routes in the disciplines, but have been applied to practice.

The orange/buff modules represent modules that support employability by giving the students practical experience in a range of settings. Within these modules students work alongside tutors in the primary classroom on projects that combine practical teaching experience with development and research.

	<b>BA Primary Education- for 2018 Entry</b>					
<b>Year 1</b>	<b>PRUC03 Learning@Marjon</b>					
	<b>PRUC04 Creative and Inclusive Practice</b>					
	<b>PRUC01 Introduction to Education Studies</b>		<b>CPRC02 Child Development</b>	<b>PRUC02 Placement Project-primary/EY tutor led project</b>		<b>PAEC02 Children's Literature and Drama in Education</b>
<b>Year 2</b>	<b>PRUD06 Global Childhoods</b>	<b>PRUD07 Pedagogical Paradigms</b>	<b>PRUD04 Critical Perspectives on Numeracy or PRUD08 Creativity in the Outdoors</b>	<b>PRUD03 Experiential Placement</b>	<b>PRUD02 Learning and Teaching</b>	<b>PRUD05 Educational Research</b>
<b>Year 3</b>	<b>PRUH02 Experiential Learning</b>		<b>PRUH01 Developing a Personal Philosophy of Education (this is an employment preparation module) aimed at those who</b>		<b>PRUH04 Supporting Children and Young People</b>	<b>PRUH03 Leadership and Quality in Education</b>



		wish to become teachers			
	<b>PRUHP1 -Education Project (40 Credits)</b>				

A variety of teaching and learning processes are used to enable the programme learning outcomes to be achieved. Indicative examples of these include;

<b>Case Studies</b>	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.
<b>Directed Study &amp; Reading</b>	Time set aside by the teacher for learners to study a particular subject.
<b>E- learning</b>	Utilisation of electronic media, normally via the University's virtual learning environment (Learning Space) 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.
<b>Experiential Learning</b>	Students utilising their direct lived and practice-based experiences to make meaning and inform their own theories of practice.
<b>Group critique</b>	The presentation of work in progress to peers and/or staff/professionals in order to gain constructive criticism to enable development.
<b>Group Discussions</b>	A focus group (normally between 8-10 people) who work together to discuss opinions and gauge responses to specific stimuli.
<b>Group work</b>	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.

<b>Guest Speakers</b>	A guest speaker explains or shows some content to a learning audience; similar to a lecture.
<b>Independent study</b>	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.
<b>Lecture</b>	Subject introduced and delivered by the lecturer in a specific time which transmits information.
<b>Master Class</b>	Learning delivered by a highly regarded practitioner sometimes in the form of a lecture demonstration and sometimes using students as subjects.
<b>Student presentations</b>	Typically involves individuals or small groups of students researching, preparing and presenting information to their peers
<b>Tutorials &amp; Supervision</b>	Tutorials offer guidance, supervision and support and can be conducted via telephone, e mail or skype
<b>Work Based Learning</b>	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.
<b>Workshop</b>	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 distinctive feature of the programme will be an emphasis on the student as producers (rather than reproducers) of knowledge (Neary, 2012). This approach involves the students 'doing' performance art and education, involving a considerable amount of project/placement work; and will necessitate a strong understanding of both disciplines.

## **6.2 e-Learning**

E-learning and digital literacy development will be a central component of the programme. However, the relationship with e-learning and digital literacy will differ depending on the pedagogy of the module. All modules will at least provide information and links to literature and other resources on the University's learning space. 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

## **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 and 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,

BA (Hons) Primary Education (v2.4)

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.

## **Assessment Glossary**

A range of assessment modes are used, including:

**Blog:** On line critical commentary related to a series of posted material allowing students to interact and learn from one another.

**Creative/Practical Project:** A piece of creative/practical work which might include the production of a teaching environment or resource.

**Debate:** a discussion, of a question in an assembled group, involving opposing viewpoints

**Essay:** A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.

**Exam:** A piece of work completed in at a set time and place. The exam questions may or may not be known in advance.

**Literature 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.

**Online Assessment:** Undertaking a task or series of tasks using a computer which may be time-constrained and may employ adaptive technologies.

**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.

**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.

**Research case study:** An individual case-study, collecting data within a specific theme.

**Research proposal:** A detailed proposal to design a small-scale primary research study.

**Research study/project:** This will be an empirically based study which should indicate 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.

**Teaching Resource:** A resource made to use in the classroom as part of a lesson.

**Vlog:** a blog in which the postings are primarily in video form

## 8. Exemptions to University Regulations

N/A

## 9. Work-Based Learning / Placement Learning

There is an element of work-based learning in each year of the course. The total assessment value linked to work-based learning is 60 credits. This work gives students the minimum equivalent of 15 days education based work experience with children and young people.

<b>Level</b>	<b>Module Code</b>	<b>Credits</b>	<b>Placement days</b>	<b>Total days</b>
4	PRUC02	20	5 days	5
5	PRUD03	20	5 days	5
6	PRUH02	20	5 days	5
Total:		60		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 and occasionally nationally.

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 practices.

## 10. Programme Structure

	Module Code <sup>1</sup>	Module Title	Credits	Assessment			Semester/ Term <sup>^</sup>	C/O*	Non- condonable#
				%age Course work	%age Written exam	%age Practical exam			
Level 4	<a href="#">PRUC03</a>	Learning@Marjon	20	100	0	0	X	C	
	<a href="#">PRUC04</a>	Creative and Inclusive Practice	20	100		0	X	C	
	<a href="#">PRUC01</a>	Introduction to Education Studies	20	100	0	0	A	C	
	<a href="#">CPRC02</a>	Child Development	20	100	0	0	A	C	
	<a href="#">PAEC02</a>	Children’s Literature and Drama in Education	20	100	0	0	B	C	
	<a href="#">PRUC02</a>	Engaging with Practice	20	100	0	0	B	C	
Level 5	<a href="#">PRUD04</a>	Critical Perspectives on Numeracy	20	100	0	0	A	O	
	<a href="#">PRUD06</a>	Global Childhoods	20	100	0	0	A	C	
	<a href="#">PRUD07</a>	Pedagogical Paradigms	20	100	0	0	A	C	
	<a href="#">PRUD08</a>	Creativity in the Outdoors	20	100	0	0	A	O	
	<a href="#">PRUD02</a>	Learning and Teaching	20	100	0	0	B	C	
	<a href="#">PRUD03</a>	Experiential Placement	20	100	0	0	B	C	
Level	<a href="#">PRUD05</a>	Educational Research	20	100	0	0	B	C	
	<a href="#">PRUHP1</a>	Educational Project	40	100	0	0	X	C	v
	<a href="#">PRUH01</a>	Developing a Personal Philosophy of Education	20	100	0	0	A	C	
	<a href="#">PRUH02</a>	Experiential Placement	20	100	0	0	A	C	
	<a href="#">PRUH04</a>	Supporting Children and	20	100	0	0	B	C	



	Young People							
<a href="#">PRUH03</a>	Leadership and Quality in Education	20	100		0	B	C	

Key: (delete any of the following not used in table)

- ^ For modules delivered by semester:
  - A, B or C = Semester A, B or C (trimester)
  - X = modules delivered across Semesters A and B
- \* C = compulsory; O = optional
- # A √ indicates that the module is non-condonable on this programme.

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<sup>1</sup> 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**

N/A

## **13. Academic Progression Opportunities**

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

## **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 HLTAs. Students seeking an academic career can move onto the MA, MSc or MRes.

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:

- A 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 which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

## **16. Student Feedback Mechanism**

NSS, module evaluations and programme reports have informed this re-validation. The programme has been simplified to give cohort identity and the first year provides more robust discrete underpinning of the disciplines of Education.

## **17. Other Stakeholder Feedback**

N/A

## **18. Quality and Enhancement Mechanisms**

The quality of the student experience and the standards of the award of BA (Hons) Primary Education is managed and quality assured through the normal University regulations and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed

BA (Hons) Primary Education (v2.4)

annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms. The quality of placements is assured through the normal University placement learning regulations and procedures. Feedback is continually sought from students, tutors and placement tutors in regards to the appropriateness of placement agencies, particularly given the ever changing nature and context of Performing Arts Education.

The University is an accredited Investor in People. This Award demonstrates the Universities on-going commitment to good employment practice and to developing the potential of all of its employees. The University also holds the following awards; Disability Two Tick, Mindful Employer and Stonewall which is a demonstration of its commitment as an anti-discriminatory and inclusive employer working with students and staff alike.

Appendix 1 Programme Learning Outcomes Mapping Matrix

Module	Knowledge and Understanding			Intellectual Skills								Practical Skills							Transferable Skills								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
CPRC02														x						x		x	x		x	x	x
PRUC01	x			x	x			x	x						x			x	x	x	x	x	x	x	x	x	x
PAEC02						x					x	x								x		x		x	x	x	x
PRUC04																											
PRUC02		x				x							x			x				x	x		x	x	x	x	x
PRUC03	x			x		x	x					x						x	x	x	x		x	x	x	x	x
PRUD08						x	x					x			x	x	x			x	x		x		x	x	x
PRUD02		x				x														x	x	x	x	x	x	x	x
PRUD03									x					x				x	x	x	x	x	x	x		x	x
PRUD04						x			x		x	x								x	x	x	x	x	x		x
PRUD05	x					x	x							x				x	x	x	x	x	x	x	x	x	x
PRUD06	x			x	x			x	x				x							x	x	x	x	x	x		x
PRUD07								x	x																		

PRUH01	x		x			x	x	x	x			x		x	x	x		x	x	x	x	x	x	x		x		
PRUH02		x				x														x	x	x			x	x	x	
PRUH03			x			x	x		x	x	x			x					x		x	x	x		x	x	x	x
PRUHP1						x		x											x	x	x	x	x	x	x	x	x	
PRUH04			x					x			x									x	x	x	x	x	x	x	x	

