University of the West of England, BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	University of the West of England
Faculty responsible for programme	Arts, Creative Industries and Education
Department responsible for programme	Education
Modular Scheme Title	n/a
Professional Statutory or Regulatory Body Links *Name of PSRB* *Type of approval* **Dates**	
Highest Award Title	BA(Hons) Education, Learning & Development
Default Award Title	
Interim Award Titles	BA Education, Learning and Development DipHE Education, Learning and Development CertHE Education, Learning and Development
UWE Progression Route	PGCE Primary Initial Teacher Education or PGCE Post-compulsory Education and Training MA Education
Mode(s) of Delivery	FT PT
Codes	**UCAS: XL43** **JACS:** **ISIS2: XL43** **HESA:**
Relevant QAA Subject Benchmark Statements	Education Studies
CAP Approval Date	2nd May 2012
Valid from Date	September 2012
Valid until Date	September 2018
Version	1

Part 2: Educational Aims of the Programme

Education, Learning and Development explores education policy and practice together with learning in a range of formal and informal settings. Through a range of enquiries students will be able to explore the power of education, learning and development experiences to transform the lives of children, young people, adults and communities in the UK and around the world. Students will learn about the role of learning across different social and cultural contexts, the responsibilities of different individuals professions within the education and lifelong learning sectors, and have opportunities for work-related learning with learners of all ages, including teaching but not exclusively focusing on schools as learning environments.

Programme Aims:

1. To provide opportunities for students to critically engage with contemporary issues in policy and practice relating to education, learning and development
2. To support students in developing a systematic understanding of the knowledge base for education, learning and development and its interrelationship with other fields of study
3. To provide opportunities for students to develop their understanding of professional roles and responsibilities relating to those working with children and adults in a range of social and cultural contexts
4. To provide opportunities to develop understanding through a range of learning experiences including reflection on work-related learning, self-directed empirical and library-based research studies
5. To support student's technology enhanced learning, digital literacy and use of social media to connect peers and professionals and develop a critical understanding of children, young people, adults and community use of technology;
6. To locate study and reflection on work-related learning within an understanding of the significance of educational values, ethics and a commitment to social justice.
7. To enable participants to gain a wide range of skills and knowledge necessary to enhance postgraduate and career opportunities in education, learning and development including the potential to progress to postgraduate study leading to PGCE Primary Initial Teacher Education or PGCE Post-compulsory Education and Training or Masters study in other related fields.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	

Part 3: Learning Outcomes of the Programme

A Knowledge and understanding of
1. How people develop and learn from birth, through childhood, adolescence and adulthood.
2. Ways of theorising education, learning and development within a range of contexts, nationally and internationally
3. Relevant concepts and theories related to education, learning and development drawn from the fields of education, psychology, social and educational policy, sociology, philosophy, history, neuroscience and economics including reference to relevant research based studies.
4. Human diversity in and within contexts in which education, learning and development takes place to cover Equalities Act (2010) protected characteristics including class,
5. The nature of formal and informal learning and the impacts upon educational processes and perspectives
6. The equalities issues embedded within educational opportunities and processes as experienced by learners
7. Technology enhanced learning approaches
8. Ethical issues relating to studies of education, learning and development
9. Values explicit and implicit in studies of education, learning and development

Teaching/learning methods and strategies:
The programme engages students in a variety of teaching and learning strategies with a view to enabling students to develop a metacognitive understanding of learning processes. Learning is organised into group and individual sessions in various modes including face to face and virtual learning environments including use of online communication; use of multimedia sources, case-studies, role-play, games and simulations; project work; group work and individual activity. Strategies also include lectures, seminars, tutorials, peer assisted learning, student-directed learning within the Graduate Development Programme, directed study tasks and work-related learning.

Assessment:
The programme engages students in a variety of assessment strategies with a view to enabling students to develop a metacognitive understanding of assessment processes. Assessment serves diagnostic, formative and summative purposes and takes the following forms: tutor-assessed pre-seen examinations, tutor-assessed group and individual oral and written assignments, self-assessment and peer-assessment. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process. (see Appendix 1)

B Intellectual Skills

B Intellectual Skills
1. Work with ideas at a level of abstraction, arguing from competing perspectives of education, learning and development
2. Identify the possibility of new concepts within existing knowledge frameworks and approaches to learning
3. Demonstrate confidence and flexibility in identifying and defining complex problems
4. Identify, select and use research strategies and techniques to undertake critical enquiry and analysis, evaluating the outcomes of study
5. Apply knowledge in unfamiliar contexts, synthesising ideas or information to generate novel solutions
6. Achieve a body of work or practice that is coherent and demonstrates connectivity across theory and practice
7. Analyse new, novel and/or abstract data using an appropriate range of established techniques
8. Judge the reliability, validity and significance of evidence to support conclusions

Teaching/learning methods and strategies:
Intellectual skills are developed in a range of ways using the diversity of teaching and learning approaches already described. In particular, the programme aims to support students to develop their intellectual skills in a progressive way across the three levels.

Assessment:
The programme engages students in a variety of teaching and learning strategies with a view to enabling students to develop a metacognitive understanding of learning processes. Learning is organised into group and individual sessions in various modes including face to face and virtual. Strategies include lectures, seminars, tutorials, peer assisted learning, student-directed learning within the Graduate Development Programme, directed study tasks and work-related learning.

Part 3: Learning Outcomes of the Programme

C Subject, Professional and Practical Skills

C Subject, Professional and Practical Skills	Teaching/learning methods and strategies:
1. Locate own role within flexible contexts requiring a level of autonomy 2. Seek and apply new techniques and processes to own performance and identify how these might be evaluated 3. Work effectively in a team, support or be proactive in leadership, negotiate in a professional context and manage conflict 4. Show awareness of personal responsibility and professional codes of conduct and incorporate this into their learning and practice 5. Operate in complex and unpredictable contexts, requiring selection and application from a range of largely standard techniques and information sources 6. Act within minimal supervision or direction, within agreed guidelines taking responsibility for accessing support and accept accountability for determining and achieving personal and / or group outcomes 7. Critically evaluate a range of work-related learning experiences relating to education, learning and development; 8. Develop and demonstrate a critical, ethical, reflective and effective orientation to their educational practices or the practices of others.	Subject/professional/practical skills are developed in a range of ways using the diversity of approaches already described. In particular research and enquiry tasks are used across all three levels in order to develop research skills. An active approach to developing information literacy skills is deployed to ensure students learn how to access and utilise sources effectively. Work-related learning encourages skills of observation and critical reflection on educational experiences and practices. Assessment: The programme engages students in a variety of assessment strategies with a view to enabling students to develop a metacognitive understanding of assessment processes. Assessment serves diagnostic, formative and summative purposes and takes the following forms: tutor-assessed pre-seen examinations, tutor-assessed group and individual oral and written assignments, self-assessment and peer-assessment. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process (See Appendix 1).

D Transferable Skills and other attributes

D Transferable Skills and other attributes	Teaching/learning methods and strategies:
1. Take responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraise alternatives and plans and implement action 2. Set criteria for and is effective in professional and interpersonal communication in a wide range of situations 3. Identify relevant theoretical, professional and/or research based sources and use these appropriately in their studies; 4. Plan and conduct research or enquiry in a systematic way using primary and/ or secondary sources; 5. Make context-appropriate use of technologies to search for, analyse and present information 6. Collect and apply numerical data as appropriate to study purposes 7. Present ideas orally and in writing with confidence and coherence	The programme engages students in a variety of teaching and learning strategies with a view to enabling students to develop a metacognitive understanding of learning processes. Attention is given to skills required for successful learning within a module and also those skills which will be of value to students across their programme and in their study and work on graduation. Learning is organised into group and individual sessions in various modes including face to face and virtual learning environments. Approaches seek to enhance digital literacy through including online communication; use of multimedia sources, case-studies, and individual activity. Strategies also include lectures, seminars, tutorials, peer assisted learning, student-directed learning within the Graduate Development Programme, role-play, games and simulations; project work; directed study tasks and work-related learning.

Part 3: Learning Outcomes of the Programme	
	Assessment: The programme engages students in a variety of assessment strategies with a view to enabling students to develop a metacognitive understanding of assessment processes. Transferable skills specific to each module are incorporated into the assessment process and are explicitly assessed in some cases. Assessment serves diagnostic, formative and summative purposes and takes the following forms: tutor-assessed pre-seen examinations, tutor-assessed group and individual oral and written assignments, self-assessment and peer-assessment. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process. (see Appendix 1)

Part 4: Programme Structure			

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including:
level and credit requirements
interim award requirements
module diet, including compulsory and optional modules

ENTRY			
	Year 1	*Compulsory Modules* Critical Perspectives on Education Policy and Practice (UTTGPX-30-1) Thinking and Learning (UTTGPY-30-1) Child & Adolescent Development and the Life Course (UTTGQ4-30-1) Education for Sustainable Development and Global Citizenship (UTTGQ3-30-1)	*Optional Modules* Guided Study (UTTGRW-30-1) ** ** Not normally available to students - only in exceptional circumstances to substitute for one of the compulsory level 1 modules	*Interim Awards* 120 credits CertHE
	Year 2	*Compulsory Modules* Professional collaborations for ELD (UTTGQ9-30-2)	*Optional Modules* 90 credits from: Equalities, Social Justice and Education (UTTGQA-30-2) Technology Enhanced Learning (UTTGQB-30-2) Disability SEN and inclusion (UTTGQ5-30-2) *Guided Study (UTTGRX-30-2) *Learning from Intercultural Dialogue (UTTGSB-30-2)	*Interim Awards* 240 credits DipHE

Semester exchange: Students have the option of spending one semester in year 2 in a European country under the Erasmus scheme. Students gain credit by studying modules taught in English in a partner institution but usually studying UWE modules while away.
*Normally only available for students taking part in ERASMUS Exchanges or in exceptional circumstances

| | Year 3 | *Compulsory Modules*

Researching ELD (UTTGQL-15-3)
Dissertation (UTTGQM-45-3) | *Optional Modules*

60 credits from:
Languages, Literacies & Learning (UTTGQP-30-3)
Creativity, Arts, Community and Education (UTTGQN-30-3)
**Guided Studies UTTGRY-30-3
** Guided Studies UTTGS4-45-3
** Guided Studies UTTGS3-15-3 | *Interim Awards*

300 credits BA ELD |

GRADUATION

** Not normally available to students only in exceptional circumstances, UTTGS3-15-3 and UTTGS4-45-3 when a student is for professional reasons unable to follow the dissertation route

| **Part 5: Entry Requirements** |

The University's Standard Entry Requirements apply with the following additions:

A successful extended CRB check confirmed by the University is a requirement of this programme.

Note 1: Those considering the degree as a route onto a PGCE Primary Initial Teacher Education are advised to have, prior to application to a PGCE, an A-level in a National Curriculum Subject to Grade B together with a standard equivalent to a grade C or above in the GCSE examination in English Language, Mathematics and science.

There are no essential prerequisite subjects but childhood studies, psychology and sociology are particularly relevant.

Accessible routes into this programme include the achievement of the Access to HE Diploma; achievement of level two credits in Maths and English language.

| **Part 6: Assessment** |

A: Approved to University Regulations and Procedures

| **Assessment Map** |

The programme encompasses a range of **assessment methods** including; coursework essays, timed essays, posters, presentations, written examinations. These are detailed in the following assessment map:

Part 6: Assessment

Assessment Map for B.A(Honours) Education, Learning & Development

		Open Book Timed Test	Poster Presentation	Collaborative group / pair presentation	Individual Oral Presentation	Written Assignment	Report / Project	Verified learning log	Review of refereed article	Dissertation	Portfolio
Compulsory Modules Level 1	**UTTGPX-30-1 Critical perspectives**	A (25)				B (75)					
	UTTGPY-30-1 Thinking & Learning				A (25)	B (75)					
	UTTGQ4-30-1 Child & Adolescent				A (25)	B (75)					
	UTTGQ3-30-1 Education for Sustainable Development and Global Citizenship			A (25)			B (75)				
Optional Modules Level 1	**UTTGRW-30-1 Guided Studies**						A (100)				
Compulsory Modules Level 2	**UTTGQ9-30-2 Professional collaborations**							A (25)			B (75)
Compulsory Modules Level 3	**UTTGQM-45-3 Dissertation**									A (100)	
	UTTGQL-15-3 Researching ELD				A (100)						
Optional Modules Level 2	**UTTGQ5-30-2 Disability and inclusion**				A (25)		B (75)				
	UTTGQA-30-2 Equalities, social justice	A (25)				B (75)					
	UTTGQB-30-2 Technology Enhanced Learning			A (25)			B (75)				
	UTTGRX-30-2 Guided Study					B (50)			A (50)		
	UTTGSB-30-2 Learning from Intercultural Dialogue		A (25)				B (75)				

Part 6: Assessment

Optional Modules Level 3	**UTTGQP-30-3 Languages, literacies**			A (25)		B (75)				
	UTTGQN-30-3 Creativity, arts and community				A (25)	B (75)				
	UTTGRY-30-3 Guided Study					B (50)		A (50)		
	UTTGS4-45-3 Guided Study					B (50)		A (50)		

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the B.A. (Honours) Education, Learning and Development programme teaching is a mix of scheduled, independent and placement learning. These are defined as follows:

Scheduled learning includes lectures, seminars, tutorials, project supervision, workshops; fieldwork; external visits; work based learning.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Independent work-related learning: students engage in extended work-related learning during specific modules throughout the programme which will involve them in engaging with education, learning and development in a variety of contexts – formal and informal where such processes might take place. Such Work related learning will involve negotiated experience which contributes to the student's learning and assessment on identified University located modules. Arrangements between the setting and the student take the form of a simple agreement that outlines expectations and entitlement of students and the roles and responsibilities of tutors and the identified supervisor within the setting. Such agreements will be open documents shared between student, university and work related learning contexts. (see Advisory Group document for further information)

Part 7: Student Learning

Description of Distinctive Features and Support
The programme makes use of student-led sessions on areas such as study skills within the Graduate Development Programme across all three years. The peer assisted learning (PAL) programme is also available to students so that support from students in higher year groups offer informal support to their peers.

WORK RELATED LEARNING

Work related learning contributes directly to the UWE Employability Strategy in that it creates opportunities for high quality experience for students by drawing on a range of work contexts for education related practitioners in the locality.

Work related learning can be distinguished from work-based learning in that it may not always involve paid employment within the identified organisation/setting and does not involve professional training as such. The aim is not to assess professional competence of the student but to extend the learning opportunities in order that the relevance of their studies for future employment is more fully comprehended.

This programme seeks to support students in gaining work related opportunities that complement the learning taking place within the university setting. The aim of such opportunities is to enable students to work in the company of practitioners and professionals who are experienced in the field of education, learning and development. These opportunities will be located within identified modules of study. Examples of work related learning appropriate to this programme include all kinds of schools, children's centres, old people's care contexts, work with adults with learning difficulties, community organizations, Transition Towns locally, sustainable organizations locally, hospital contexts, voluntary organizations, and any other appropriate education, learning and/or development contexts across the life course

Work related learning involves a negotiated experience which contributes to the student's learning and assessment on identified University located modules.   Arrangements between the setting and the student take the form of a simple agreement that outlines expectations and entitlement of students and the roles and responsibilities of tutors and the identified supervisor within the setting.   Such agreements will be open documents shared between student, university and work related learning contexts.

In this way work related learning has the potential to contribute to programme development as well as programme enhancement. Students will be supported and encouraged through work related learning towards independent study, personal development and future employability.

Students will be encouraged to seek such work related learning opportunities while in key cases the University will have negotiated these on behalf of the student in advance of the start of the module.

Part 8: Reference Points and Benchmarks

description of *how* the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements
The Education Studies subject benchmarks (2007) have been the main source of guidance for the programme and module specifications in terms of programme aims, programme and module areas of knowledge and understanding, programme and module intellectual skills, programme and module practical and subject knowledge and programme and module transferable skills. In addition areas of knowledge and understanding derived from the benchmarks for Youth and Community Studies have been drawn upon in relation to the modules which address learning and development in contexts outside formal schooling.

SEEC Credit Level Descriptors 2010: This has informed the level of work expected at each stage of the programme.

Part 8: Reference Points and Benchmarks

University strategies and policies

Extensive use of university policies was made in the production of this programme specification including:

A) UWE Charter (in relation to focusing the aims of the programme on a commitment to the 'best student experience')
B) UWE Learning, teaching and assessment strategy
C) Technology enhanced learning policy
D) Work-based learning policy (in relation to learning from experiences in workplaces)
E) Employability Strategy
F) Safe guarding children and vulnerable adults (in relation to content of particular modules and our practices in work-related learning)
G) Health and Safety policy – the UWE Health and Safety Standards were considered in designing the content of this programme and all relevant standards will be considered specifically in relation to risk assessment for work-related learning experiences

Staff research projects

Staff in the UWE Department of Education are engaged in research and knowledge exchange activity in the following areas which have shaped the provision (learning outcomes of modules) and sources (indicative reading) outlined in the modules included this programme specification:

1. Young Children Learning Rights: Observing the Implementation of UNICEF's Rights Respecting Schools Award in 2 Bristol early years settings
2. Human Learning in a Social Context.
3. 'Who do you think you are?' – an investigation into the developing notion of professional identity amongst trainee teachers
4. Evaluation of the ASDAN Certificate of Personal Effectiveness (CoPE):
5. Evaluation of the ASDAN Islam and Citizenship Education Course
6. Curriculum history
7. History of education
8. Citizenship education
9. Primary education - learning and teaching and curriculum development
10. The measurement of participation in higher education
11. The impact of former 'GCSE equivalent' qualifications on GCSE attainment
12. Categorisations of social class in higher education
13. Intercultural interactions in internationalised universities
14. the education of children in care
15. the influence of social class on undergraduate student experience
16. undergraduate student gendered identities
17. School improvement in the context of schools causing concern and academisation
18. The nature of interventions following tracking of looked-after children and recently adopted children
19. Children's multilingualism and learning
20. Research in multilingual settings

Employer interaction and feedback

An extensive process of employer and stakeholder interaction and feedback was engaged in over a period of five months in the development of this programme. Representatives from the following organizations shared ideas about student skills and knowledge needed to gain understandings of specific sectors and gave feedback on the programme in particular regarding work related learning.

1. A member of staff from the Novalis Trust
2. The manager of 'Supportive Parents'
3. Staff from the UWE Community Volunteer Programme
4. Staff from local children's centres
5. Staff from local primary schools
6. Deputy Head of a local special school
7. The coordinator for Supplementary Schools in Bristol
8. A member of Global Initiatives

Part 8: Reference Points and Benchmarks
9. Staff from Avon and Somerset police force 10. A member of the African Initiatives group 11. A member of 'Training for educators' 12. A member of 'Young Bristol 13. A member of Children's play link 14. Widening Participation ACE Faculty

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.

The assessment criteria are listed under eight domains (A-H) of which one, the conceptual domain (Domain A), is core and a requirement for any assessed piece of work. All module outlines given to students indicate clearly for each piece of work which other assessment criteria are to be met.

The criteria are specified in each domain at three levels: threshold (level 1 and level 2) and honours (level 3). **In addition, the expectations are cumulative, i.e. it is to be assumed that in fulfilling the higher level criteria, the lower level criteria will also have been met.**

A: Conceptual Domain (Core)

L1   The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.

L2   The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.

L3   The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.

B: Literature Domain

L1   The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.

L2   The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.

L3   The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

C: Contextual Domain

L1   The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

L2   The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

L3   The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

D: Research Domain

L1   The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded.

L2   The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded and showing that they can discuss the suitability of alternative approaches.

L3   The assignment demonstrates that the student can plan for and execute a small-scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes.

E: Ethical Domain

L1   The assignment demonstrates that the student has an awareness of ethical issues associated with the area of study.

L2   The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study and can discuss how these can be applied.

L3   The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice.

F: Values Domain

L1   The assignment demonstrates that the student can clearly identify and articulate their own value position - and where relevant, the value position of others in relation to the area of study.

L2   The assignment demonstrates that the student can clearly identify and articulate their own value position - and where relevant, compare it with the value position of others in relation to the area of study.

L3   The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study.

G: Action Domain

L1   The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

L2   The assignment demonstrates that the student can articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

L3   The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, appraising professional development needs and/or outcomes.

H: Negotiated Domain

In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Award Leader.

Appendix 2: Map of assessment criteria used across the programme

	Component	Assessment criteria used							
		A	**B**	**C**	**D**	**E**	**F**	**G**	**H**
UTTGPX-30-1 Critical perspectives	A	☐	☐	☐					
	B	☐	☐	☐					
UTTGQ4-30-1 Child & Adolescent	A	☐			☐				
	B	☐	☐			☐			

Module									
UTTGQC-30-1 Education for Sustainability	A	☐	☐						
	B	☐	☐		☐				
UTTGPY-30-1 Thinking & Learning	A	☐		☐					
	B	☐	☐					☐	
UTTGQ9-30-2 Professional collaborations	A	☐		☐				☐	
	B	☐		☐				☐	
UTTGQB-30-2 Technology Enhanced Learning	A	☐	☐					☐	
	B	☐	☐					☐	
UTTGQ5-30-2 Disability SEN and inclusion	A	☐						☐	
	B	☐			☐			☐	
UTT*-30-2 Learning from Intercultural Dialogue	A	☐		☐					
	B	☐	☐		☐				
UTTGQA-30-2 Equalities, social justice	A	☐		☐					
	B	☐	☐				☐		
UTTGRX-30-2 Guided Study	A	☐							
	B	☐							
UTTGQP-30-3 Languages, literacies	A	☐					☐		
	B	☐	☐	☐					
UTTGRY-30-3 Guided Study	A	☐	☐					☐	
	B	☐	☐					☐	
UTTGS4-45-3 Guided Study		☐							
UTTGQN-30-3 Creativity, arts and community	A	☐		☐					☐
	B	☐		☐	☐				
UTTGQM-45-3 Dissertation	A	☐	☐	☐	☐				
UTTGQL-15-3 Researching ELD	A	☐	☐			☐			

Appendix 3: Mapping of Learning Outcomes for the programme against modules:

	Programme Learning Outcomes: mapped against modules within the programme	Critical perspectives UTTGPX-30-1	Thinking and Learning UTTGPY-30-	Child & Adolescent UTTGQ4-30-1	ESD UTTGQC-30-1	Professional collab UTTGQ9-30-2	Disability and inclusion UTTGQ5-30-	Equalities, social justice UTTGQA-30-2	Technology Enhanced UTTGQB-30-2	Creativity, arts UTTGQN-30-3	Dissertation UTTGQM-45-3	Languages, literacies UTTGQP-30-3	Researching ELD UTTGQL-15-3
	A Knowledge and understanding of												
1	How people develop and learn from birth, through childhood, adolescence and adulthood.		☐	☐			☐			☐		☐	
2	Relevant concepts and theories related to education, learning and development drawn from the fields of education, psychology, social and educational policy, sociology, philosophy, history, neuroscience and economics including reference to relevant research based studies.	☐	☐				☐					☐	☐
3	Human diversity in and within contexts in which education, learning and development takes place,			☐	☐	☐	☐	☐	☐	☐		☐	
4	The nature of formal and informal learning and the impacts upon educational processes and perspectives	☐		☐		☐			☐	☐			
5	The equalities issues embedded within educational opportunities and processes as experienced by learners			☐	☐	☐	☐	☐				☐	
6	Ways of theorising education, learning and development within a range of contexts, nationally and internationally	☐	☐	☐			☐	☐	☐			☐	
7	Technology enhanced learning approaches		☐				☐		☐	☐			☐
8	Ethical issues relating to studies of education, learning and development	☐		☐	☐	☐					☐		☐
9	Values explicit and implicit in studies of education, learning and development		☐	☐	☐	☐	☐	☐	☐		☐		

	Programme Learning Outcomes: mapped against modules within the programme	Critical perspectives UTTGPX-30-1	Thinking and Learning UTTGPY-30-1	Child & Adolescent UTTGQ4-30-1	ESD UTTGQC-30-1	Professional collab UTTGQ9-30-2	Disability and inclusion UTTGQ5-30-2	Equalities, social justice UTTGQA-30-2	Technology Enhanced UTTGQB-30-2	Creativity, arts UTTGQN-30-3	Dissertation UTTGQM-45-3	Languages, literacies UTTGQP-30-3	Researching ELD UTTGQL-15-3
	B Intellectual Skills												
1	Work with ideas at a level of abstraction, arguing from competing perspectives of education, learning and development	☐	☐		☐		☐	☐				☐	
2	Identify the possibility of new concepts within existing knowledge frameworks and approaches to learning		☐		☐		☐			☐		☐	
3	Demonstrate confidence and flexibility in identifying and defining complex problems			☐	☐			☐			☐	☐	☐
4	Identify, select and use research strategies and techniques to undertake critical enquiry and analysis, evaluating the outcomes of study		☐	☐	☐	☐		☐		☐	☐	☐	☐
5	Apply knowledge in unfamiliar contexts, synthesising ideas or information to generate novel solutions		☐			☐		☐	☐	☐		☐	
6	Achieve a body of work or practice that is coherent and demonstrates connectivity across theory and practice			☐	☐	☐			☐	☐	☐	☐	☐
7	Analyse new, novel and/or abstract data using an appropriate range of established techniques				☐		☐	☐	☐	☐			
8	Judge the reliability, validity and significance of evidence to support conclusions	☐		☐	☐			☐	☐	☐			

MODULES

Programme Learning Outcomes: mapped against modules within the programme		Modules											
		Critical perspectives UTTGPX-30-1	Thinking and Learning UTTGPY-30-	Child & Adolescent UTTGQ4-30-1	ESD UTTGQC-30-1	Professional collab UTTGQ9-30-2	Disability and inclusion UTTGQ5-	Equalities, social justice UTTGQA-30-	Technology Enhanced UTTGQB-30-2	Creativity, arts UTTGQN-30-3	Dissertation UTTGQM-45-3	Languages, literacies UTTGQP-30-3	Researching ELD UTTGQL-15-3
C Subject, Professional and Practical Skills													
1	Locate own role within flexible contexts requiring a level of autonomy				☐	☐					☐		
2	Seek and apply new techniques and processes to own performance and identify how these might be evaluated					☐			☐				
3	Work effectively in a team, support or be proactive in leadership, negotiate in a professional context and manage conflict	☐	☐		☐	☐	☐			☐			
4	Show awareness of personal responsibility and professional codes of conduct and incorporate this into their learning and practice				☐	☐				☐			
5	Operate in complex and unpredictable contexts, requiring selection and application from a range of largely standard techniques and information sources				☐				☐				
6	Act within minimal supervision or direction, within agreed guidelines taking responsibility for accessing support and accept accountability for determining and achieving personal and / or group outcomes					☐			☐		☐		☐
7	Critically evaluate a range of work-related learning experiences relating to education, learning and development;	☐			☐	☐			☐	☐			
8	Develop and demonstrate a critical, ethical, reflective and effective orientation to their educational practices or the practices of others.		☐	☐	☐	☐	☐	☐	☐	☐			☐

Programme Learning Outcomes: mapped against modules within the programme	Modules											
	Critical perspectives UTTGPX-30-1	Thinking and Learning UTTGPY-30-1	Child & Adolescent UTTGQ4-30-1	ESD UTTGQC-30-1	Professional collab UTTGQ9-30-2	Disability and inclusion UTTGQ5-30-2	Equalities, social justice UTTGQA-30-2	Technology Enhanced UTTGQB-30-2	Creativity, arts UTTGQN-30-3	Dissertation UTTGQM-45-3	Languages, literacies UTTGQP-30-3	Researching ELD UTTGQL-15-3
D Transferable Skills and other attributes												
1 Take responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraise alternatives and plans and implement action		□	□	□	□	□		□		□		□
2 Set criteria for and is effective in professional and interpersonal communication in a wide range of situations		□						□		□		□
3 Identify relevant theoretical, professional and/or research based sources and use these appropriately in their studies;	□	□						□		□		□
4 Plan and conduct research or enquiry in a systematic way using primary and/ or secondary sources;		□	□	□		□			□	□		
5 Make context-appropriate use of technologies to search for, analyse and present information			□	□		□		□	□	□		□
6 Collect and apply numerical data as appropriate to study purposes		□		□				□	□	□		
7 Present ideas orally and in writing with confidence and coherence		□		□	□	□			□		□	□