BA Education and Curriculum

Faculty of Education and Society

Department of Social Science

PROGRAMME SPECIFICATION

2018-19

Date of Validation Event:	March 2010
Date Approved by QMSC:	

Version History

Please complete each time a new version is drafted e.g.

Version	Occasion of Change	Change Author	Last Modified
1.0	Version presented for approval	*Arthur Smith (Programme leader)*	*Created 10/02/08*
2.0	Amendments following institutional approval	*Arthur Smith*	*22/04/08*
3.0	Revisions at annual review after first year of operation	*Arthur Smith*	*17/07/09*
4.0	EDE coded modules amended to CHS	*Karen Tait*	*06/11/12*
5.0	Options modules added	*Karen Tait*	*19/07/13*
6.0	Module CHS354 amended	*Michael Elsy*	*16/07/15*
7.0	Admissions information updated	*Michael Elsy*	*03/09/15*
8.0	Version presented for Periodic Review – Transferred onto new programme specification template	*Michael Elsy*	*08/01/16*

AQH-B2-3a Undergraduate Programme Specification 2018-19

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Please note:
- Standard text is in grey highlight;
- *Guidance notes for staff or suggestions for the design and functionality of the database are in italics.* Guidance notes should be deleted in the final version.

SECTION A: CORE INFORMATION

1. Name of programme: Education and Curriculum Studies

2. Award title: BA Honours

3. Programme linkage
   Is this part of group of linked programmes between which students can transfer at agreed points? *(eg a version with / without a placement year, a group of programmes with a common first year etc)*

No

4. Is the programme a top-up only?

Yes

5. Does the programme have a Foundation Year (level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply?

No

6. Level of award

Level 3		Level 4		Level 5		Level 6	X	Level 7	

7. Awarding body: University of Sunderland

8. Which department is it in? Department of Social Science

9. Programme Studies Board? Childhood Studies

10. Programme Leader: Michael Elsy

11. How and where can I study the programme?
Tick all boxes that apply

At Sunderland:	
Full-time on campus	X
Part-time on campus	X
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

At the University of Sunderland London campus:	
Full-time on campus	
Part-time on campus	
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

At a partner college:	
Full-time in the UK	
Part-time in the UK	
Full-time overseas	
Part-time overseas	
By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	
Other (please specify)	

12. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	1 year	3 year
Part-time	2 years	6 years
Distance learning		
Work-based learning		

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University.

SECTION B – FURTHER CORE INFORMATION

Use Outline Programme Proposal Form for ADC (AQH-B2-2), for questions 13 to 25

26. Learning and teaching strategy. A range of teaching and learning strategies relevant to the learning outcomes of the programme will be employed as demonstrated in the tables below. These are organised in order to provide progression in learning from the students previous achievements at level 1 and 2 into level 3. The direct contact strategies used include lectures, workshops and tutorials. There are some formal lectures but lectures are often interactive; short inputs by lecturers are followed by discussion, workshop activities, student input and feedback. Web based resources have provided opportunities for peer tutoring and formative tutor feedback. Learning outside of the classroom is supported through guided self study and directed tasks. The aim is to provide knowledge, understanding and critical appreciation of children, their unique circumstances and how policy influences educational and support provision within the UK; as well as to develop appropriate graduate intellectual, subject skill dispositions and aptitudes throughout the programme. Since such studies are multi-disciplinary, teaching and learning includes the role of multidisciplinary professionals to provide the basis of rationale for integrated provision services; as well as give students insight into a range of professional practice.

Most of the modules will be taught in classrooms with flexible seating arrangements which allow for group work and collaborative learning. ICT and network facilities provide opportunities to access on-line resources to support teaching. In several modules students negotiate a learning focus which they present to the group. Opportunities are given to practise communication skills, both oral and written. Reporting back on experiential learning within workplace visits and placements encourages reflective learning and appreciation of diverse experience.

Within workshops and tutorials students will be provided with formative oral feedback on their response to individual and group tasks. Where appropriate the inclusion of formative written feedback will also be provided to enhance students learning.

27. **Retention strategy**. The Team operates a personal studies support/ tutorial system across the programme for both personal and academic issues that students may identify. Timetabled slots for support are available weekly prior to modular teaching commencing. Email support from the programme leader and studies supervisor is available at all times for students to use. Students are notified of suitable times to ring their programme leader or studies support supervisor should they wish to do so. All tutorial staff are familiar with the support services of the University and if appropriate they recommend that student to refer themselves to key services for example student support or counselling. Likewise, if staff have any concerns over individual students they may seek additional tutorial meetings. The students are encouraged to share the highs and lows, their personal achievement, interests, personal target setting with their named tutors, this is particularly important as it provides the tutor with an illustration of students' academic ability, growth and development.

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students' Union or from Academic Services. Full details of all these services can be found on the University's web-site. Where appropriate, academic or support staff in the Faculty will sign-post students to these specialist services.

28. **Any other information**. Prior to the programme commencing two induction days are offered to assist students with their transition from Foundation Degree to the top up degree. The days introduce students to support services, the library service, Students' Union, as well as covering academic and study skills required at degree level.

SECTION C - TEACHING AND LEARNING

29. What is the programme about? The programme aims to:
    - provide knowledge, understanding and critical appreciation of children in a school context;
    - enable students to understand the development, needs and experience of children without prejudice or discrimination;
    - develop in students the capacities to use ideas and information in context;
    - develop the ability to plan and manage their own learning;
    - develop students' abilities to criticise ideas and evidence;
    - facilitate the professional development of students and assist them in developing their own contextual and professional ethic;
    - meet University goals in widening access to higher education.

30. What will I know or be able to do at each Stage of the programme? As this is a top-up programme only stage 3 learning outcomes apply, as students will have needed to complete a Foundation Degree through one of the University's partner colleges covering stages 1 and 2, or equivalent qualifications through an Application of Prior Learning and Experience

Learning Outcomes Stage 3 – Skills
By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- **S1** to analyse how the family, social, economic, political and cultural factors influence the educational achievement
- **S2** to critically consider the rights and needs of children and the role and responsibilities of their carers
- **S3** to present and analyse legislation relating to children and their education;
- **S4** to develop transferable graduate skills
- **S5** to engage in investigation and research (for BA with Honours)

Learning Outcomes Stage 3 – Knowledge
By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- **K1** to indicate major differences in children and critically consider responses to special needs
- **K2** to identify the development of the learning and thinking skills of children within the context of curriculum issues
- **K3** to detail the relationship between educational policy and classroom practice

Learning Outcomes – Ordinary degree
If you are awarded an Ordinary degree you will have achieved the majority of the learning outcomes for the programme studied. However you will have gained fewer credits at Stage 3 than students awarded an Honours degree, your knowledge will typically be less broad and you will typically be less proficient in higher-level skills such as independent learning.

31. What will the programme consist of?
Each undergraduate programme consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (ie compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. The programme structure including a detailed list of modules can be found in the programme regulations.

Stage 3
It is the intention of the programme team to extend students' knowledge and understanding of the content and context of education for children. The range of modules builds upon the existing knowledge and understanding students bring to the programme, having successfully completed for example a Foundation Degree Programme, and enables students to apply specific concepts inherent in the module content to their employment setting.

Common to all modules is the broad view taken of education, including government initiatives, local policies and practice exercised within PVIs, Local Authority and at school level. For example, the content of the Special Needs module moves beyond the consideration of individual children and asks students to consider the impact educational policy and legislation has on the provision of children identified as having special needs. Similarly, Schooling and Society considers the

relationship between the needs of society and the structure of the school system and how this influences the provision for children's learning.

It is expected that students will continue with their employment and the curriculum recognises this by provoking students to reflect and consider how a broad curriculum meets the needs of children. Through Creative Teaching and Thinking students will develop their understanding of how children learn within their workplace context for example at key stage 1 or 2, whilst the Foundation Stage module expands current debate within and across this area for children 0-5 years.

In addition, to enable students to develop their academic interests they are required to engage in an extended piece of work (CHS301 Work based research project) which will enable students to demonstrate their ability to analyse and critically consider in-depth an aspect of education.

Students will bring a considerable amount of understanding of the education or early year's provision to this programme and the intention of the curriculum is to extend that understanding through a range modules. For those students who join the programme without employment, they will be required to give an assurance that they have a work placement which they use a basis for particular module requirements, e.g. Schooling and Society.

32. How will I be taught?

Scheduled teaching activities	The direct contact strategies used include lectures, workshops and tutorials. There are some formal lectures but lectures are often interactive; short inputs by lecturers are followed by discussion, workshop activities, student input and feedback.
Independent study	Web based resources provide opportunities for peer tutoring and formative tutor feedback. Learning outside of the classroom is supported through guided self study and directed tasks.
Placement	Students on the programme need to be employed or have voluntary placement organised consisting of a minimum of 18 hours per week in a sector relevant to the programme of study

A list of the modules in each Stage of the programme can be found in the Programme Regulations.

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

33. How will I be assessed and given feedback?

Coursework	The assessment of work undertaken in the modules offered within the programme will involve a range of tasks, reflecting the range of teaching and learning styles. These will include: - formal written tasks - collaborative group presentations - report on research and enquiry

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	**YES**	
This programme uses the Subject Specific Assessment Criteria		**NO**

The University regulations can be found [here](#).

Assessment is used formatively, diagnostically and in a summative manner to assess students' key skills, subject specific knowledge, understanding and skills, and intellectual skills. Students are assessed throughout their assignments and reports and preparing these assessments helps students to develop their skills in writing and structuring an argument and their ability to integrate and synthesise data.   Additionally practical forms of assessment give students the opportunity to develop skills in self management, communication, oral presentation and the use of ICT to support presentation. A mixture of individual and group work allows students to develop and be assessed in working independently and collaboratively. Students are encouraged to be self motivated and to have a positive attitude to their personal learning

Observation and assessment can lead to the identification of students who appear to have additional learning needs or students who require some additional support. As such assessment proves to be a tool which is proactive in terms of moving forward student's learning.

Engagement with students and the provision of a high level of interaction during the contact teaching hours with students provides important formative and summative feedback opportunities about the quality of their work.   The level of communication and sharing of ideas and resources is considered by the programme team to be a critical component of giving formative feedback as it can influence and enhance student motivation and stimulate the development, tenacity and progress of individuals and the wider cohort. The assessment techniques employed are varied to

ensure range and balance within and between modules. The overall assessment scheme aims to achieve a balanced and varied distribution across the academic year.

The assessment of work undertaken in the modules offered within the programme will involve a range of tasks, reflecting the range of teaching and learning styles. These will include:
- formal written tasks
- collaborative group presentations
- report on research and enquiry

34. Teaching, learning and assessment matrix

35. How does research influence the programme? Members of the programme team are actively engaged in research and consultancy activities that relate to the programme. These include:

- Child development and provision
- Consultancy with local authorities
- Collaboration and research with other universities in early childhood issues
- The development of provision and qualification in new vocational structures

SECTION D EMPLOYABILITY

36. How will the programme prepare me for employment?

The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills which this programme is designed to develop are listed below.

- This programme allows students to incorporate their own vocational and professional experiences into their studies in order to explore the relationship between theory and practice
- Students are required to have had a minimum of two year work or voluntary experience in relevant setting prior to the programme which needs to be endorsed by their employer or placement provider and need to be continuing in their employment/placement throughout the programme in order to apply theory within their practice
- *The skills gained will help students when applying for graduate higher level jobs with the early year, education and care sectors. For example, Higher Level Teaching Assistant and Key Workers*
- *Postgraduate studies in teaching and social work is a progression route for some students as a further career development route*

There are also opportunities for on-campus students outside your programme of study.

For information about other opportunities available to our students who study on campus, click here.

37. Particular features of the qualification (optional)

Graduates of this programme have the opportunity to engage in professional development linked to their employment in education and care sectors without having to take a break in service. As a result graduate will benefit from a richness of their practice and the explore the theoretical concepts that underpin their work.

38. Professional statutory or regulatory body (PSRB) accreditation.

PSRB accreditation is not relevant to this programme	x
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

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SECTION E PROGRAMME STRUCTURE AND REGULATIONS

Use [Programme Regulations Form](#), for questions 39 and 40

SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

41. What are the admissions requirements?

Students wishing to register for the programme must have successfully completed a Foundation Degree in a relevant subject (such as Education and Care) or 240 HE Credits (120 HE level 1 and 120 HE level 2 credits) or equivalent of a recognised UK undergraduate award in a relevant subject. We will consider applications from applicants who do not hold one of the qualifications listed above but who have relevant experience or alternative qualifications. Applicants will also require:

- At least two years experience of working or volunteering in the early years or education sectors
- Letter of endorsement from their employer of provider of voluntary work
- DBS Enhanced Disclosure
- We also require three passes at GCSE grade C or above, which must include Mathematics and English Language, or a minimum of Level 2 Key Skills in Communication and Application of Number.

Admission to the programme for students studying in other countries will be governed by University regulations governing equivalence.

Students will be admitted through the standard University procedures. Although interviews are not a requirement for admission the programme team will consider the need to interview where it appears to be appropriate for the applicant and/or the programme. All students require an Enhanced Criminal Records Bureau clearance to be registered on this programme and confirmation from an employer or setting manager that the student does have access to work with children for the duration of the programme of study for a minimum of 2 days/ 4 sessions

The University's standard admissions requirements can be found in the [university regulations](). Programme-specific requirements which are in addition to those regulations are given below.

Can students enter with advanced standing?		**No**

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found [here]() but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

42. What kind of support and help will there be?

a. This is a key part of our retention strategy which is covered in section 27 on page 6.

b. in the university as a whole:

The University provides a range of professional support services including [health and well-being](), [counselling](), [disability support](), and a [Chaplaincy](). Click on the links for further information.

c. *in a partner college*:

Please see the relevant college prospectus or website for details of student support if you are planning to study in one of our partner colleges.

43. What resources will I have access to?

On campus	x	In a partner college		By distance learning	

On campus
Tick all that apply

General Teaching and Learning Space	x
IT	x
Library	x
VLE	x
Laboratory	
Studio	
Performance space	
Other specialist	
Technical resources	

Rooms appropriate to the size of the group and the purpose of the session will be available for lectures and seminar will be provided. IT facilities are provided within the library and in IT suites across the campus. The library offers a 24 hour service during term time, with access to both physical and online resources including which is regularly updated. A name subject librarian is also available to support students in accessing the library services and additional study support. Students have access the Virtual Learning Environment (VLE) known as 'My Sunderland' which provides access to online resources, library services, email, and all module information for all modules that are being studied.

Information about the University's facilities can be found [here.]()

Please see the relevant college prospectus or website for details of college learning resources if you are planning to study in one of our partner colleges.

44. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	x
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

45. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Academic Experience Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

Undergraduate programmes only: Final-year students are also invited to complete a National Student Survey (NSS) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty Academic Experience Committee to identify good practice which can be shared and problems which need to be addressed. We rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

For students on this programme the programme leader and module leaders work beyond standard office hours to deliver the programme and to offer support to students through tutorials in the evenings. Staff will endeavour to accommodate the students' support needs through a flexible approach.

SECTION G QUALITY MANAGEMENT

46. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found here.

Are there any benchmark statements for this programme?		**NO**

There are no benchmarks for this programme.

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found here.

47. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Development Committee (ADC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found here.

Further information about our quality processes can be found here.

Please also complete the SITS form.

PART B - PROGRAMME REGULATION/S

Name of programme: Education and Curriculum Studies
Title of final award: BA with Honours
Interim awards[1]: Ordinary degree
Accreditation: *None*

University Regulation: Undergraduate

Regulations apply to students commencing their studies from (please state the date / intake that these regulations will apply to students for each Stage)**:**

Stage 3

Core modules

Code	Title	Credits
CHS 346	Equality and Diversity	*20*
CHS 354	Special Educational Needs	*20*
CHS 355	Schooling and Society	*20*
CHS 301	Work based Research Project	*40*

Optional modules
Choose modules to the value of 20 credits from the following list:

Code	Title	Credits
CHS 329	Foundation Stage of learning: issues and provision	*20*
CHS 356	Creative Teaching and Thinking	*20*
CHS303 **and** CHS304	Dyslexia Support Practice (1) **and** CHS304 Dyslexia Support Practice (2)	*20*

Elective modules
There is no provision for an elective module at Stage 3.

Progression Regulations
Modules cannot be compensated so you must achieve an overall pass of 40% in each module[2].

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[1] Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements
[2] This limits compensation within AND between modules

Appendix 2
Matrix of modes of teaching, learning and assessment

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO S1	LO K1	LO S2	LO K2	LO S3	LO K3	LO S4	LO K4	LO S5
Equality and Diversity	CHS 346	C	Lectures, private study, seminars Group work Visits e-learning	Written report 100%									
Special Educational Needs	CHS 354	C	Lectures, private study, seminars Group work e-learning	Essay 100%									
Schooling and Society	CHS 355	C	Lectures, private study, seminars Group work e learning	Report 50%, Poster 50%									
Work based Research Project	CHS 301	C	Lectures, private study, seminars e learning	Assessment 1 has 3 components each of which must be passed: Proposal (pass/fail), Peer review (pass/fail), Progress log (pass/fail) Assessment 2: Written project (100%)									
Foundation Stage of learning: issues and provision	CHS 329	O	Lectures, private study, seminars Group work Visits e-learning	Timeline commentary (20%) Individual essay (80%)									
Creative Teaching and Thinking	CHS 356	O	Lectures, private study, seminars Visits e-learning	Group presentation (20%) Individual essay (80%)									

Dyslexia Support Practice (1) **and** CHS304 Dyslexia Support Practice (2)	CHS303 **and** CHS304	O	Lectures, private study, seminars e-learning	Report 100% / Project 100%									

Appendix 3

SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS
(Form to be completed electronically by the Faculty and forwarded to the Quality Assurance and Enhancement (QAE) Quality Officer supporting the Approval event, or sent to Management Information and Systems Development (MISD) for faculty devolved processes before sending to QAE)

PROGRAMME/SUBJECT/SHORT COURSE DETAILS	
Exit Award: Title of programme/award	BA Hons Education and Curriculum Studies
If replacement for existing, specify title of old	
Faculty(ies):	Education and Society
Department:	Social Sciences
SITS Programme/Short Course code[3]	BMEDCURS
Programme Studies Board[4]	Childhood PSB
UCAS code[5] (if applicable). If other please state method.	
JACS code[6]	
Qualification Level / Qualification Aim	BA Hons Level 6
Modes of delivery and duration:	(delete yes/no as necessary) Full time yes 1 years Sandwich no Part time yes 2 years Work Based Learning no On-campus yes Off-campus no
CSP Only. Other subject combinations not allowed with this subject:	NA
Programme/Subject/Short Course Leader:	Michael Elsy
Date of Approval /Modification/Review	February 6, 2015
Date of next review (*QAE to complete*)	
Start date of programme/Short Course	September
Number of intakes per annum and likely month(s) intake(s) starts.	Apr 50

FUNDING DETAILS	
Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other[7]	HEFCE

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[3] To be allocated in consultation with MISD team in Planning and Finance

[4] Programme Studies/Assessment Board that will have management responsibilities for the programme.

[5] Please contact Admissions Manager for code

[6] JACS code = e.g. (V1) History, (G5) Computing Science, etc. for information contact relevant Faculty Associate Dean (See QAA Website http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf)

If it is TDA, is it primary/secondary/F.E./Other (please state)	NA
Is the programme Open or Closed[8]:	Open

ACCREDITING BODY	No

PROGRAMME SPECIFIC REGULATIONS	No

COLLABORATIVE: Please complete details	**UK** no **Overseas** no
Institution ……………………………………..	**Collaborative model[9]** **Funding arrangements[10]** ……………………………… ………………………..

INTERIM AWARD SCHEDULE

Interim award title	Credits required	Interim structure Please show mandatory requirements if applicable e.g. core module codes
BA Education and Curriculum Studies	**60**	**CHS 354 C** **CHS 355 C** And one of the following: **CHS 329 or CHS 356 or CHS303 and CHS304 (O)**

DETAILS SUPPLIED BY: ………………………….…………   **DATE: …………………**

Module List

Award, Route (if applicable) and Level	New/ Existing/ Modified Module (N/E/MM)	Module Title	Module Code	Module Credit Value	Whether core or option	Must choose (ie designated option):	Assessment weighting – give % weight for *each assessment item*	Pre-/co-requisites	Module leader	Other comment (if required)	Date of Entry on SITS. N/MM only (After event)	JACS Code
BA Hon	E	The Foundation Stage- issues and provision	CHS329	20	O for both		Timeline commentary (20%) Individual essay (80%)	Successful completion of yr2 Foundation Degree Education and |Care	Jan Grinsted			
BA Hon	N	Dyslexia Theory and Support Practice(1) **And** Dyslexia Theory and Support Practice(2)	CHS303 CHS304	10 10	O for both		Report (100%) Project(100%)	Successful completion of yr2 Foundation Degree Education and |Care	Karen Tait			
BA Hon	E	Creative Teaching and Thinking	CHS356	20	O for both		Group presentation (20%) Individual essay (80%)	Successful completion of yr2 Foundation Degree Education and |Care	J. Kranz			
BA Hon	E	Special Educational Needs	CHS354	20	C for both		Essay 100%	Successful completion of yr2 Foundation Degree	K. Tait			

								Education and |Care			
BA Hon	E	Schooling and Society	CHS355	20	C for both		Personal investigation 50%, Poster Presentation 50%	Successful completion of yr2 Foundation Degree Education and |Care	K. Tait		
BA Hon	E	Equality and Diversity in Contemporary Society	CHS346	20	C for Hons		Written report 100%	Successful completion of yr2 Foundation Degree Education and |Care	B. Marjoribanks		
BA Hon	E	Work based Research Project	CHS 301	40	C for Hons		Assessment 1 has 3 components each of which must be passed: Proposal (pass/fail), Peer review (pass/fail), Progress log (pass/fail) Assessment 2: Written project (100%)	Successful completion of yr2 Foundation Degree Education and Care	K. Tait		