

BA (hons) Applied Education Studies specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Applied Education Studies
Teaching Institution	Nottingham College
Awarding Institution	The Open University (OU)
Date of first OU validation	
Date of latest OU (re)validation	N/A
Next revalidation	
Credit points for the award	360
UCAS Code	
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA (Quality Assurance Agency) subject benchmark(s)	Education Studies 2019, Early Childhood Studies 2014
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Education Training Foundation: Professional Standards for Teachers and Trainers in Education and Training Department for Education: Teachers' Standards. QAA frameworks for HE qualifications
Professional/statutory recognition	
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full time, face to face
Duration of the programme for each mode of study	100%
Dual accreditation (if applicable)	

Date of production/revision of this specification	
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Please note: This specification provides a concise summary of the key features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he 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 each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The BA (hons) Applied Education Studies is a 3-year full time programme of study.

It aims to develop your knowledge, understanding and critical reflection of the education landscape through the lens of Early Years, Compulsory Education and Vocational/Post Compulsory education. The wide and varied scope will enable you to make judgments about your future career progression based on knowledge and interest in different areas within the education sector.

You will become adept at writing academically, producing a range of different academic outputs to highlight your knowledge and understanding. You will develop detailed knowledge of key legislation, theories that underpin distinct phases of education and become experienced at conducting relevant research and using this to critically appraise the work of others.

In year one you will study Methods of Enquiry to enable you to begin to understand the importance of research in education and begin to develop your skills in this area. This will underpin the other modules in year 1. In Education in Context, you will examine wide ranging issues in education and explore their impact on the current system. Alongside this you will develop a critical understanding of the Theories of Learning, here you will explore seminal and current theories of how we learn. Understanding how we learn is integral to the development of your knowledge of Education for All. Here you will examine the effects of discrimination and other current and critical impacts on experiences of education with a key focus on groups who are deemed to 'underperform.' In Safeguarding you will develop your understanding of the role of professionals in keeping children and vulnerable groups safe in education, including examining when the systems, process or individuals do not work effectively.

Year two focuses on deeper understanding of various aspects of education.

You will acquire detailed knowledge of neurodiverse conditions which impact on an individual's ability to learn and legislation which underpins the strategies in use to support individuals with neurodiversity. Year two allows you to follow your developing interests with the choice of one optional module from:

Early Years Education: you will develop your understanding of relevant theories and the differing impacts of curricula on how young children learn.

Post-Compulsory Education and Training: you will develop a deeper understanding of the diverse function of the Post Compulsory sector.

Teaching Learning and Assessment: you will explore teaching as a craft and experience different learning theories in action. This module allows you to develop knowledge, understanding and skills required in teaching.

Finally, in Research in Education you will be introduced to completing a primary research study based on your area of interest.

Year three contains 2 modules which build on your previous learning and interests. In Contemporary Issues in Education, you will focus your research and academic writing skills on issues which affect a specific area in education. Your Primary Research Project in year 3 is a culmination of skills, knowledge and understanding developed over the previous 2 years. You will identify an area of interest in which to construct your study after identifying a key question to explore.

Programme Learning Outcomes

Knowledge and Understanding

Students who have successfully completed the course should be able to;

A1: Demonstrate a detailed understanding of the effects of cultural, societal, political, historical, technological, and economic contexts on learning, including education policies, current and future and the current political landscape.

A2: Interpret and analyse a range of educational issues and associated research, including carrying out primary and secondary research within BERA guidelines.

A3: Demonstrate a critical understanding of relevant literature and the ability to select and critically appraise sources, legislation, frameworks, and other theoretical research-based evidence to inform a justified stance.

A4: Demonstrate a well-developed understanding of the complex interactions between education and its contexts and relationships with other subjects and professions.

A5: Show detailed knowledge of appropriate regulatory and legislative framework outcomes and the learning theories which underpin them.

A6: Present a good working knowledge of the diversity of learners and the complexities of the education process.

Cognitive Skills

B1 Analyse educational concepts, theories, and issues of policy in a systematic way.

B2: Apply key principles across educational systems.

B3: Interrogate the assumptions underpinning theory and research.

B4: Interpret and present relevant numerical information

B5: Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding

B6: Understand of the significance and limitations of theory and research.

B7: Develop a sound ability to reflect critically on key ideas, research, and own findings

Practical and Professional Skills

C1: Accommodate new principles and new knowledge

C2: Reflect critically on key ideas
 C3: Apply relevant frameworks and legislation and research to area of study while understanding the significance and limitations within.
 C4: The ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject
 C5: Interpret a wide range of reading and data to support a research study.
 C6: Use technology effectively to enhance critical and reflective study and present information.
 C7: reflect on their own value systems, development, and practices

Transferable Skills

D1: Question concepts and theories encountered in their studies
 D2: Construct and communicate oral and written arguments
 D3: Articulate opinions and evidence in speech and writing in a range of relevant contexts.
 D4: Work effectively with others as part of a team, taking different roles
 D4: Improve their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning.
 D5: Synthesise, evaluate, and analyse problems and solutions
 D6: Convey information accurately and appropriately to the subject, purpose, and audience.
 D7: Use technology to communicate information, clearly and concisely.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

N/A

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Level 4 Certificate in Applied Education Studies: 120 credits level 4

Level 5 Diploma in Education Studies: 240 credits including 120 at level 4 and 120 at level 5)

L6 Ordinary Degree in Applied Education Studies: 300 credits (comprised from the above) and 60 credits at level 6

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
EP401 Methods of Enquiry	30			No	A
EP402 Education in Context	20			No	A
EP403 Theories of Learning	20			No	A and B
EP404 Education for All	20			No	B
EP405 Safeguarding in Education	30			No	B

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Interpret a range of educational research and understand their importance in education.</p> <p>A2: Relate current research to their chosen sector Understand the importance of ethical research.</p> <p>A3: Analyse and evaluate alternative approaches to learning, using research, history, international perspectives, and policy.</p> <p>A4: Explain appropriate curriculum/sector endorsed/relevant framework outcomes and the learning theories which underpin them.</p> <p>A5: Explain historical and social barriers including relevant regulatory and legislative requirements that impact upon educational practice.</p> <p>A6: Discuss the impact of inequality on the education of different groups.</p> <p>A7: Identify and evaluate key research findings around aspects of student vulnerability, risk, and safeguarding practice.</p> <p>A8: Examine and discuss the regulatory and legislative requirements and the role of the Educator in relation to safeguarding and welfare.</p> <p>:</p>	<p>Through lectures, students will be supported to consider a range of current educational research, and how it impacts current education experiences.</p> <p>Through seminars, students will be encouraged to relate current research to their chosen sector and its importance.</p> <p>Through Tutorials, students will be supported to understand the importance of ethical research and begin to gain an understanding of the ethical guidelines set by the British Educational research Association.</p> <p>Through lectures, seminars, discussion, presentations, tutorial group and individual research students will develop knowledge of alternative approaches, history, and current policy.</p> <p>Through lectures students will be supported to consider appropriate frameworks.</p> <p>Through seminars they will be encouraged to critique learning theories.</p> <p>Through discussion they will be supported to link theories to policy and practice and judge theories considering appropriate secondary research.</p> <p>Tutorials will support students to develop their academic writing skills. Students will learn about historical and social barriers, equalities and legislation and the extent to which they have impacted on education performance of diverse groups. And will be supported to understand key aspects of safeguarding practice.</p> <p>Through individual research students will select relevant information to support the writing of their report</p>

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Develop a logical argument, backed by evidence.</p> <p>B2 : Examine sources outside of the set readings to support their arguments.</p> <p>B3: Explore the impact of social, political, and cultural contexts on education.</p> <p>B4: Communicate effectively and academically by presenting information in a coherent format.</p> <p>B5: Reflect on learning strategies, theories of learning and current recognised practice.</p> <p>B6: Synthesise key aspects which influence learning.</p> <p>Research and analyse studies focussed on performance in education by gender, race, or social class.</p> <p>B7: Evaluate the use of safeguarding legislation and procedures in documented cases of abuse.</p>	<p>Through lectures, students will be supported to develop an understanding of a variety of standpoints on current research.</p> <p>Through seminars, students will be supported to develop logical arguments and begin to use evidence to back these arguments up.</p> <p>Through Tutorials, students will be supported to use a range of search engines and books to discover sources outside of their set reading.</p> <p>The teaching and learning strategy will include tutor led impact, activities, and reflections on ways of learning in the UK (United Kingdom) with comparisons made towards international and historical approaches.</p> <p>Information will be presented to demonstrate effective communication skills and articulate opinion and arguments coherently and concisely.</p> <p>Tutorials will provide regular feedback on writing to support reflection.</p> <p>The teaching and learning strategy will include tutor led input, activities, and reflections of current practice, which identifies the ways in which learning occurs.</p> <p>Through research and report writing, students will synthesise how learning theories have contributed to current practice in education, whilst recognising the limitations and evolving nature of the theories.</p>

3B. Cognitive skills	
B8: Synthesise information from a variety of relevant sources.	Through tutor led input, activities, and personal research. students will analyse practice in different education settings.. They will be supported to show how to articulate opinion and arguments and understand the significance and limitations of theory and research. Through teacher led activities and group work students will be able unpick relevant information and its impact on or following pivotal cases.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Identifying appropriate, reliable, and valid sources.</p> <p>C2 : Identifying seminal research in education.</p> <p>C3 : Use a range of ways of finding source.</p> <p>Examine current ideas around educational practice.</p> <p>C4: Reflect on the use of Learning Theories.</p> <p>C5: Gather, Interpret, and critique information from a range of sources.</p> <p>C6: Demonstrate the ability to apply relevant legislation and frameworks to area of study.</p>	<p>Through lectures, students will be supported to gain an understanding of seminal research in education and how these link to their chosen sectors.</p> <p>Through seminars, students will be supported to identify appropriate, reliable, and valid sources, and how to spot sources which are not academically reliable.</p> <p>Through Tutorials students will be supported to develop a range of ways to research knowledge and published works in education, including a range of online search engines and books.</p> <p>Through tutorials following individual research students will be able to apply relevant legislation.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 : Clearly and concisely communicate ideas in writing.</p> <p>D2 : Reflect on feedback and apply learning in new piece of writing.</p> <p>D3 : To use technology effectively to communicate information coherently and concisely.</p> <p>D4: To take responsibility for own learning and development using reflection.</p> <p>D5: To reflect on and improve own performance following reflection.</p> <p>D6: Understand the purpose and structure of writing academic reports.</p> <p>D7: Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.</p> <p>D8: To present and justify a chosen position having drawn on relevant theoretical perspectives.</p> <p>D9 : Communicate ideas effectively.</p> <p>D10: Organise ideas and formulate arguments with reference to relevant legislation.</p>	<p>Through seminars, students will be supported to develop writing skills, which will allow them to clearly communicate their ideas in writing.</p> <p>Through Tutorials, students will be provided with regular feedback on their writing to support them in becoming reflective.</p> <p>Through group discussion and tutorials students will be supported to plan and reflect to improve their knowledge and understanding.</p> <p>Through lectures, seminars and tutorial support, students will be able to present well structured academic writing.</p>

Level 4 Certificate in Applied Education Studies

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
EP505 Dismantling Barriers to Education EP504 Research in Education	60 30	EPOP 501 Early Years Education EPOP 502 Post-Compulsory Education Training EPOP 503 Teaching, Learning and Assessment	30 30 30	No No No	A B B

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1: Develop detailed knowledge and understanding of how learning occurs in young children according to key theories.	Through tutorial, lectures and seminars students will be given the opportunity to explore core theories of learning that underpin and effect current practice in the sector.

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
<p>A2: Compare and contrast a range of views and curriculum models regarding Early Years Education.</p> <p>A3: Analyse the impact of strategies, policy, and legislation on the Post-Compulsory sector</p> <p>A4: Discuss the differing needs of various PCE students and the extent to which policy and legislation has supported the lifelong learner.</p> <p>A5: Explain different methods and types of teaching, assessment and feedback that can be used in a learning environment.</p> <p>A6: Clearly articulate how learning theories can influence the planning and delivery of learning within a learning environment.</p> <p>A7: Examine relevant educational research and the role it plays in their chosen sector</p> <p>A8: Critically appraise sources and the meaning they hold in relation to the chosen sector</p> <p>A9: Critically analyse arguments and debates around neurodiversity in education</p> <p>A10: Reflect and explain the influence on learning that neurodiversity can have on an individual.</p> <p>A11: Critically discuss the efficacy of interventions which could support neurodiverse individuals to access education</p>	<p>Through discussions and research students will be encouraged to compare and contrast different models of Early Years Education.</p> <p>Through lectures, teacher led activities, seminars and tutorials students will be supported to understand the diverse nature of learning in FE</p> <p>Through a range of teacher led activities, peer assessment and self-evaluation activities students will develop their understanding of the craft of teaching..</p> <p>Through tutorials and seminars they will be able to demonstrate detailed understanding of recognised learning theories and use academic skills to critically analyse the theories.</p> <p>Through lectures, students will be supported to engage critically with current educational research, and how it links to their chosen sector. Students will also be introduced to a range of educational research methods and action research.</p> <p>Through seminars, students will be supported to appraise sources and find the meaning they hold for their chosen sectors.</p> <p>Through Tutorials, students will be supported to plan and use a established research methods in a small scale research project.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: B1. Demonstrate evidence-based writing, practice, and reflection, leading to evaluation of alternative approaches to education</p> <p>B2: Evaluate and challenge ideas and approaches to Early Years Education</p> <p>B3: Analyse the impact of current issues within post-compulsory education and training.</p> <p>B4: Synthesise information to produce evidence-based writing, practice, and reflection.</p> <p>B5: Critically evaluate sources related to their chosen sector</p> <p>B6: Examine an appropriate research methodology with a degree of autonomy</p> <p>B7: Use appropriate theoretical models to provide understanding of the current educational neurodiverse context.</p> <p>B8: Review research to establish ways to minimise impact on learning.</p> <p>B9: Demonstrate the ability to manage resources to support learning</p>	<p>Through teacher led activities students will be supported to evaluate evidence and make judgments regarding approaches to Early Years Education</p> <p>Through group activities, seminars and teacher led activities students will produce arguments and analyse critical issues. Tutorials will support the development of these skills.</p> <p>Students will be supported to develop teaching strategies, resources and reflective practice through tutorials, independent study, seminar, and lectures.</p> <p>Through lectures, students will be introduced to a range of research methods and supported to understand how to select an appropriate method to their research interest.</p> <p>Through seminars, students will be supported to critically choose sources and to find sources which are related to their chosen sector.</p> <p>Through Tutorials, students will be encouraged to look at research with creativity and to understand the importance of creativity in presentations. Lectures, seminars, group work and teacher led activity will support students to develop a detailed knowledge and understanding of Neurodiversity.</p>

3B. Cognitive skills	
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Reflect on current practice in Early Years.</p> <p>C2: Apply knowledge and demonstrate understanding of research skills.</p> <p>C3: Analyse types of curricula in the sector.</p> <p>Gather, interpret, and critique information from a range of sources.</p> <p>C4: Reflect on and evaluate the effectiveness of use of creative and innovative approaches in own area of specialism during a taught session.</p> <p>C5: Present research findings thoroughly and accurately.</p> <p>C6 : Effectively apply research methods knowledge to a project.</p> <p>C7 : Interpret a wide range of reading to identify a research interest.</p> <p>C8: Examine relevant legislation and debate and how it links to conditions which impact on learning.</p>	<p>Through teacher led and peer assessment activities students will be supported to demonstrate reflection on current practice leading to recommendations where appropriate.</p> <p>Students will be supported to analyse and reflect using cycles of reflection through group sessions, lectures, teacher led activities and seminars.</p> <p>Through tutor led activities, tutorials and seminars students will consider a range of learning, assessment, and inclusive strategies for use in their own micro teach presentation.</p> <p>The use of reflective and planning cycles in lectures and seminars will support the analysis of the crucial aspects of learning.</p> <p>Through lectures, students will be supported to interpret a wide range of reading to identify a research interest. Students will also be supported to formulate research questions linked to their research interests.</p> <p>Through seminars, students will be supported to effectively apply research methods.</p> <p>Through Tutorials, students will be supported to present research findings in a variety of ways.</p>

3C. Practical and professional skills	
<p>C9: Develop a sound understanding of the significance and limitations of theory and research.</p> <p>C10: Identify appropriate, reliable, and valid sources of information.</p>	<p>Through lectures, class work and peer support students will consider legislation and debate and become able to critically appraise their findings.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D2: Communicate information, arguments, and ideas effectively, using the styles and language appropriate to the subject of interest, purpose and intended audience.</p> <p>D2: Analyse key aspects of technical, vocational, academic and apprenticeship routes to qualifications</p> <p>Communicate teaching, learning and assessment approaches.</p> <p>D3: Communicate ideas effectively and clearly through writing and speaking</p> <p>D4: Systematically manage their learning with increasing autonomy</p> <p>D15: Express ideas and evidence clearly in accordance with academic standards and guidelines.</p> <p>D6: Articulate opinions and evidence in speech and writing in a range of relevant contexts.</p>	<p>Through tutorials and teacher led activities students will learn to structure an academic essay.</p> <p>Students will be supported to access pertinent information through tutorials and teacher led activities.</p> <p>Tutorials, peer collaboration and tutor led activities will support the development of detailed knowledge of teaching, learning and assessment approaches and the evaluation of each approach.</p> <p>Through seminars, students will be supported to manage their own learning and to practice sharing their ideas through speaking and writing.</p> <p>Through Tutorials, students will be supported develop public speaking and academic presentation skills.</p> <p>Through seminars and tutorials students will be guided to develop their writing style to develop their own academic voice.</p>

Level 5 Diploma in Applied Education Studies

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
EP601 Contemporary Issues in Education EP602 Dissertation – Primary Research Project	60 60			No No	A B

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Determine the effect that contemporary issues have on a range of education sectors</p> <p>A2: Summarise and critically articulate a range of views regarding contemporary issues in education</p> <p>A3: Examine relevant educational research and the role it plays in their chosen sector</p> <p>A4: Critically analyse relevant literature, sources, legislation, frameworks, and other theoretical research-based evidence.</p>	<p>Through lectures, students will be supported to explore a range of contemporary issues in education and how these shape the education system in the UK and abroad.</p> <p>Through seminars students will be supported to discuss contemporary issues of education and a range of view points about these issues.</p> <p>Through Tutorials, students will be supported to identify issues particular to their sector.</p> <p>Through lectures, seminars and guest talks, students will be supported to develop a strong understanding of a range of research methods and how they can be applied in educational research.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
<p>A5: Demonstrate a critical understanding of literature in their chosen sector and research topic</p> <p>A6: Reflect on a range of research methods in education and their application in educational research</p> <p>A7: Recognise gaps in current education research related to their sector</p> <p>A8: Explain the importance of following ethical procedures during research</p>	<p>Through lectures and guest talks, the student teachers will explain the importance of following ethical procedures during their own research.</p> <p>Through seminars and tutorials, students will be supported to recognise gaps in current education research related to their chosen sector.</p> <p>Through seminars and independent study, students will be supported to develop a critical understanding of literature in their chosen sector.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Construct a clear and logical argument which considers a range of views concerning contemporary issues in education, evaluate and critically analyse these views.</p> <p>B2 : Critically analyse contemporary issues in Education</p> <p>Provide a critical analysis of the current literature in their chosen sector and research topic.</p> <p>B2: Use research data to construct a critical argument in their chosen research topic.</p>	<p>Through lectures, students will be supported to identify seminal literature illustrating contemporary issues in education.</p> <p>Through seminars, students will be supported to present literature they have found themselves and to summarise the content of this literature in an academic manner.</p> <p>Through Tutorials students will be supported to conduct in-depth literature searches about the contemporary issues in education and how to identify reliable sources. They will also be encouraged to consider this from their own understanding of practice to support the students to begin to show originality of thought in their analysis.</p>

3B. Cognitive skills	
<p>B3: Design a research project which will answer critical questions in their chosen sector and research topic.</p>	<p>Through lectures the students will be supported to develop and understanding on how to find current literature in their topics and sectors. Students will also be supported to develop an understanding of how data can be analysed through lectures.</p> <p>Through seminars, students will be supported analyse their data and construct a critical argument through this analysis.</p> <p>Through Tutorials and 1-1 supervision, students will be supported to design a research project which will answer critical questions in their chosen sector and topic.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Reflect critically on key ideas</p> <p>C2: Examine in detail current legislation and how it relates to contemporary issues in education</p> <p>C3: Interpret and compare in depth wider literature around contemporary issues in education and select approach sources.</p> <p>C1: Carry out an education research project.</p> <p>C2: Conduct a detailed literature review</p> <p>C3: Provide evidence for an ethics review</p>	<p>Through lectures students will be supported to identify current legislation and build an understanding of how this legislation is related to contemporary issues in education</p> <p>Through seminars students will be supported to accurately reference literature in their work</p> <p>Through Tutorials students will be supported to reflect on the impact of contemporary issues in education has on their practice.</p> <p>Through seminars and tutorials, students will be supported to conduct a research project and conduct a literature review in their chosen sector.</p> <p>Through 1-1 supervision, students will be supported to provide evidence for an ethics review.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 : Communicate ideas clearly in writing</p> <p>D2 : Present ideas clearly through the presentation of a poster</p> <p>D3 : Deconstruct current literature in their chosen fields</p> <p>D4: Manage a research project</p>	<p>Through seminars students will be supported to develop a strong voice in their academic writing. Students will also be supported to understand what is included in an academic poster presentation. Students will also be supported to take part in constructive debates about contemporary issues in education.</p> <p>Through Tutorials students will be supported to develop their presentation skills and their digital literacy.</p> <p>Through 1-1 supervision and seminars, students will be supported to manage a research project.</p> <p>Through lectures, seminars and tutorials, students will be supported to deconstruct current literature in a range of fields</p>

BA (Hons) Applied Education Studies

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

All delivery will be face to face over the 3 years. Induction will focus heavily on study skills, and this will run through delivery throughout the course.

Students may 'step off' with a level 4 Certificate or level 5 Diploma at the end of year 1 or 2. They may also step off after 60 credits of level 6 study with an Ordinary Degree.

One optional module will be selected at the beginning of year 2 semester B

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the workplace)

There will be a planned programme of induction activities which will include induction of the college facilities and those which are accessible to you as an Open University student. This will include getting to know you activities, library induction and an introduction to studying in Higher Education.

Students will be offered ongoing tutorial support from module teachers; they will provide academic support and informal as well as formal feedback.

Online support via the college VLE or email will be available. There will be opportunities to set up a group using technology, peer support is vital, and staff will initially support you to do this.

Achievement Coaches are available to support you with any pastoral worries you have; they can sign post you to relevant services.

Lessons will take place at the Nottingham College City Hub which has purpose-built classrooms and up to date technological teaching resources. You will have access to chrome books to use whilst you are in college.

Learning resources will be available for use, they will be found on the VLE, in the library and you will be instructed on how to access online materials housed elsewhere. Experienced Learning Resource Centre (LRC) staff can also support your research and provide access to books, journals computers and other learning resources. They also provide workshops and help sheets to support your academic study.

Pastoral support -

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Entry on to Year one of the degree is with a relevant level 3 qualification or equivalent. Internal candidates will require a reference from their current tutor and successful completion of:

- Access to HE (Education)
- NCFE L3 Diploma in Childcare and Education
- NCFE L3 Diploma in Supporting Teaching and Learning*
- A Levels

All candidates internal and external will require a minimum UCAS points of 72

GCSE Grade C/5 in English and C/4 in maths

GCSE grade C/4 in science is also essential if applicants wish to progress to a PGCE Primary Education (students will be responsible for organising science study alongside the BA)

Direct entry to year 3 requires 120 points at level 4 and 120 points at level 5 in an education related FDA/HND - Pass

For learners on our FDA provision - successful completion of their course at a pass grade.

- FDA Special Education Needs and Disability
- FDA Early Years Studies
- FDA Supported Teaching and Learning

Internal progress of learners on the BA course

Completion and pass of year one will secure progression to year two etc.

*Individual experience and circumstances will be taken into consideration in lieu of required UCAS points

7. Language of study
English

8. Information about non-OU standard assessment regulations (including PSRB requirements)
N/A

9. For apprenticeships in England End Point Assessment (EPA). <i>(Summary of the approved assessment plan and how the academic award fits within this and the EPA)</i>
N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.
Rigorous quality assurance procedures at Nottingham College are completed and monitored at a staff, course, and faculty area level. Curriculum managers conduct learning walks regularly and engage with staff to set themselves targets around TLA (Teaching Learning and Assessment). Staff produce personal action plans to improve aspects of their practice. Course leads will take part in termly academic boards where the progress of each student is carefully monitored.

10. Changes made to the programme since last (re)validation
NA

Annexe 1: Curriculum map



Annexe 2: Curriculum mapping against the apprenticeship standard or framework
(delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																															
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
4	AES401 Methods of Enquiry	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
	AES402 Education in Context	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
	AES403 Theories of Learning	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
	AES404 Education for All	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
	AES405 Safeguarding	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	

Level	Study module/unit	Programme outcomes																															
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
5	AESOP 501 Early Years Education	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
	AES502 Post-Compulsory Education and Training	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
	AESOP503 Teaching, Learning and Assessment	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
	AES504 Research in Education	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
	AES505 Dismantling Barriers to Education	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

Annexe 3 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
4																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
5																										

Level	Study module/unit	Apprenticeship standard																											
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8				
6																													

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g., CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.