

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

| Section 1 - General Course Information | |
|---|---|
| Course Title | Applied Education Studies |
| Qualification | BA (Hons) |
| Intermediate Qualification(s) | |
| Awarding Institution | University of Bedfordshire |
| Location of Delivery | On campus AMVC, Peterborough |
| Mode(s) of Study and Duration | Part-time pathway typically over 4 years |
| Core Teaching Pattern | |
| FHEQ Level | 6 |
| Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement | |
| PSRB Renewal Date | |
| University of Bedfordshire Employability accreditation | |
| Route Code (SITS) | BAAEE-S for evening delivery, Putteridge Bury Campus BAAED-S for daytime delivery, Putteridge Bury Campus BAAEEABP for evening delivery Bedford Campus BAAEEADP for evening delivery UCMK Campus BAAEEAEP for evening delivery AMVC, Peterborough |
| Subject Community | UGTE |
| UCAS Course Code | Not applicable |
| Relevant External Benchmarking | QAA UK Quality Code for Higher Education: http://www.qaa.ac.uk/assuringstandardsandquality/quality-code/Pages/default.aspx |

QAA Education Studies benchmark statements:

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-education-studies-15.pdf>

QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>

SEEC Level Descriptors

<http://www.seec.org.uk/wp-content/uploads/2013/seec-files/SEEC%20Level%20Descriptors%202010.pdf>

Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

| Unit Code | Level | Credits | Unit Name | Core or option |
|-------------|-------|---------|---|----------------|
| EDD/S 012-1 | 4 | 30 | Skills for Education Studies | C |
| EDD/S 010-1 | 4 | 30 | Investigating the Curriculum | C |
| EDD/S 009-1 | 4 | 30 | English: Knowledge and Understanding | C |
| New Code | 4 | 30 | Personalised Learning | C |
| EDD/S 010-2 | 5 | 30 | Mathematics Education | C |
| EDD/S 011-2 | 5 | 30 | Reflecting on Practice | C |
| New Code | 5 | 30 | The Learning Environment | C |
| EDD/S 009-2 | 5 | 30 | English: Theory and Practice | C |
| EDD/S 010-3 | 6 | 30 | Research Methods | C |
| EDD/S 008-3 | 6 | 30 | Mathematical Problem Solving | C |
| EDD/S 008-3 | 6 | 30 | Profession Practice | C |
| New Code | 6 | 30 | Research Project in Applied Education Studies | C |

Why study this course

This course offers you a strong foundation and in depth understanding of educational provision for children aged between 3 and 11 years, and children in special education working at levels commensurate with this age band. You are given significant opportunities for you to develop both your academic and professional interests. Many students who successfully complete this degree course go on to further their career within the education sector, including embarking on Initial Teacher Training courses within the primary sector or early years teacher training.

Course Summary – Educational Aims

The Applied Education Studies degree is a part-time degree with either one teaching day or evening per week and is designed for those working or volunteering in Early Years settings, primary schools, special schools and occasionally secondary schools. The course is designed to give you an understanding of a range of aspects of primary education, including curriculum content and pedagogy, educational theory, assessment, personalised learning and professional practice. You will be introduced to the importance of research and enquiry within education and have the opportunity to carry out primary research in your own setting. Throughout the course you will be encouraged to consider how educational theory is applied within your own context, hence you will need to be employed or volunteering in an educational setting for at least one day a week.

Employability is a strong consideration throughout the course, as successful completion of the degree to a required level will leave you in a position to apply for Initial Teacher Training within primary education or to pursue a career in other strands of education. Please note that this is not a suitable qualification for those wishing to teach at secondary level, unless you are prepared to study further units in your specialist subject outside of this degree course.

Entry requirements

Standard:

Standard entry requirements for UK students – <http://www.beds.ac.uk/howtoapply/ukugentryreqs>

Students from the European Union - <http://www.beds.ac.uk/howtoapply/eu/guides>

International students - <http://www.beds.ac.uk/howtoapply/international/apply>

NEAB; NVQ 3, Cache, etc, in child/education related subjects recognised

Experience within school or educational setting credited

Additional:

Concurrent work based placement for at least one day a week as an employee or volunteer in a school or educational setting throughout period of course

Head teacher's reference

PSRB details

| |
|---|
| None |
| Graduate Impact Statements |
| <p>The course has been designed to develop graduates who are able to:</p> <ul style="list-style-type: none"> • Support children’s learning with clear knowledge and understanding of primary curriculum subjects and relevant educational theories, • Work constructively as a group with fellow professionals in order to support children’s learning • Critically evaluate their own skills as a practitioner in education and reflect on strategies to improve their professional practice |
| Higher Education Achievement Report - Additional Information |
| |
| Learning and Teaching |
| <p>The main strategy adopted for delivering the course will be student-centred, experiential learning with ample opportunities for reflection, self-assessment, negotiation and sharing. This approach is particularly appropriate since the course will constitute a resource for your future professional development as educators by providing practical examples of strategies for emulation in your own practice. A wide variety of learning and teaching strategies will be employed throughout the course, including:</p> <ul style="list-style-type: none"> ▪ Whole class interactive teaching ▪ Presentations and lectures ▪ Group, paired and individual work ▪ Workshop sessions ▪ Use of a range of audio-visual resources ▪ E-learning – to include the use of BREO and relevant internet resources ▪ Work-based research and activities ▪ Opportunities for self-reflection and evaluation <p>A range of approaches to learning are utilised throughout the course and may be used in combination within units. You will be encouraged to observe good practice within your own educational work based setting and asked to examine how educational theory may be applied in practice. You will have the opportunity to share these experiences through discussion, case study work, presentations to and by peers and through your assessed course work. In your final year you will carry out a piece of independent research within your own work based setting, and this will be supported through individual tutorial supervision.</p> |
| Developing your employability |
| <p>The course is designed to develop your understanding of a wide range of educational theories and how these apply in practice. As you will already be situated in an educational work based setting, the course is designed for you to develop your understanding of how the theories explored apply within your own context. As such, employability is a key feature of this course and you will be given clear opportunities to make links between academic work and professional practice.</p> <p>Guidance will be given during the course on routes into teaching and the application process for that. The Careers and Recruitment service can also provide support in helping you to explore a range of careers within your chosen field.</p> |
| Department (s) |
| Teacher Education |
| Assessment |
| The purpose of assessment is to provide formative feedback to you, to monitor your performance and to |

measure your attainment. In addition, it aims to enable you to demonstrate that you have fulfilled the objectives of each unit as well as the profession as a whole. The assessment strategies are designed to give you the opportunity to demonstrate the range of knowledge, understanding and skills required by intending teachers and those who wish to work within education. Assessment opportunities include the following:

- Written reports and essays
- Student presentations
- In-class tests
- Poster presentations
- Preparation of lesson sequences and teaching materials
- Reflective portfolio
- Literature reviews
- Research proposal
- Research project

The combination of these approaches is to enable students to demonstrate the full range of your competences across a range of academic standards.

Development of oral presentational skills

The key importance of the development of oral presentational skills to intending teachers is recognised by the course team and every opportunity is taken to encourage you to enhance your skills in this area.

A number of units include formal assessment of oral presentational skills and the feedback given to you is intended to be formative in order to aid development. All such presentations are recorded and are made available to students so that they may self-assess their own performance. Many units involve small-scale group and individual oral feedback opportunities and requirements

Academic Integrity

You will be required to ensure that the work you submit for assessment is your own and there are a number of tools that can be used to support this process:

- Make reference to the assignment briefs and marking grids to support you in creating a clear structure to your work.
- Engage in teaching sessions where there will be activities and discussions designed to support you in understanding assignment requirements
- Ensure that all citations are clearly referenced in line with the University referencing policy available on the Learning Resources website
- Make use of the discussion boards on the virtual learning environment. Here you can post questions specific to your assignment within the context of your own circumstances.
- Avoid collaborating on formal assignments to ensure that the work you produce is your own.

You will be required to submit your work online through Turnitin UK, where tutors will have the opportunity to check and verify that your work is original.

After Graduation

This course provides you with the opportunity to gain an appropriate qualification to apply for Initial Teacher Training and many of the students completing this course go on to train as teachers. Students who do not plan to train as teachers, but want to develop their career within education often go on to take on other roles within educational services, including outreach work, education welfare and social services.

On completion of the degree to an appropriate level, there are a number of routes into Initial Teacher Training which can be found on the Department for Teacher Education website.

Student Support during the course

You will have the support of a Personal Academic Tutor (PAT) throughout the course and you will have the opportunity to meet with them to reflect on your development throughout the course. If you have personal worries or concerns that may affect your work, they will be able to direct you to the right support. The ethos of the course is a caring one and students are encouraged to form strong networks, fostered by regular group work, including shared assessments, during the course.

Throughout the course you will also have the support of the unit tutors, who will provide weekly access to teaching and support in relation to unit specific issues. As this is a part-time course and you may only be on campus once a week, staff will make use of the University's virtual learning environment to communicate with you during the unit, and provide access to discussion boards where you can post additional queries in relation to specific units.

Each cohort is asked to identify a student representative, and you will be encouraged to feedback on aspects of the course which are running smoothly and those which may need further consideration. Student representatives will be invited to liaise with course coordinators and course teams on a regular basis.

Additional support includes:

- Access to the Student Information Desk for those with mitigating circumstances or those having difficulty engaging with the course
- Access to Learning Resources, which comprises of the University Library, Academic Liaison Librarians and Professional Academic Development (PAD) Team
- Access to the Careers and Recruitment Services Team to support students in identifying employment options
- Access to the Computer Skills Training (CST) team
- Access to the Health and Well Being Team for those with a disability or long-term medical condition
- Access to additional support teams to include the Beds SU Welfare team, Student Support – Mental Well Being (through SID), Student Engagement and Mitigation teams Team (through SID), Student Counselling Support and the Student Money Support Team.
- For students with disabilities, please refer to the 'Students with disabilities' section.

Accessibility and Key Features

The course is fully inclusive and welcomes students with disabilities. During the application process disabled students are invited to the university to discuss their needs with the Course co-coordinator, individual members of the academic staff, as well as staff from the Health and Well Being Team. The course should not present any barriers to students with disabilities that cannot be overcome using the university's policy on support for students with disabilities. All applications identifying disabilities are followed up by letter or at interview to establish the level and type of support required.

The Health and Well Being Team will discuss any issues you may have and can give advice on the nature of specific disabilities and the reasonable adjustments which can be made to accommodate disabled students is available from the Disability and Dyslexia Support Team

See <http://www.beds.ac.uk/studentlife/student-support/health/disabilities> for general information.

Assessment Map

| Unit code | C/O | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | |
|------------------|-----|----------|-----------|----------|-----------|-----------|-----------------------|-----------|----|-----------------------|-----------|----------|-----------|-------------|----------|-------------|-----------------------|-----------|-------------|----|-----------|-----------|----|-----------|------------|----|-----------------------|--|-------------|
| EDD/S 012-1 | C | | WR-I (S) | | | WR-I (F) | PR-oral (S) | | | PR-oral (F) | | | | | | | | | | | | | | | | | | | |
| EDD/S 010-1 | C | | | | | | | | | | | WR-I (S) | | | WR-I (F) | WR-Post (S) | | | WR-Post (F) | | | | | | | | | | |
| EDD/S 009-1 | C | | | | | | | | | | | | | | | | | | | | | | | CW-LR (S) | | | CW-LR (F)/EPT (S) | | |
| Pers Learn | C | | | WR-I (S) | | | WR-I (F) | CW-E (S) | | | CW-E (F) | | | | | | | | | | | | | | | | | | |
| EDS 010-2 | C | | | | | | | | | | | | CW-RW (S) | | | CW-RW (F) | | CW-CS (S) | | | | CW-CS (F) | | | | | | | |
| EDD/S 011-2 | C | | | | | | | | | | | | | | | | | | | | | | | | CW-RW (S) | | CW-RW (F)/C-port (S) | | |
| Learning Env | C | | CW-LR (S) | | | CW-LR (F) | WR-WB (S) | | | | WR-WB (F) | | | | | | | | | | | | | | | | | | |
| EDD/S 009-2 | C | | | | | | | | | | | | | PR-oral (S) | | | PR-oral (F) | WR-I (S) | | | | | | | | | | | |
| EDD/S 010-3 | C | | | | | | | | | | | | | | | | | | | | | | | | CW-Ess (S) | | CW-Ess (F)/C-data (S) | | |
| EDD/S 011-3 | C | | | | CW-LR (S) | | PR-oral/WR-report (S) | CW-LR (F) | | PR-oral/WR-report (F) | | | | | | | | | | | | | | | | | | | |
| EDD/S 008-3 | C | | | | | | | | | | | | | CW-Jour (S) | | | CW-Jour (F)/CW-LR (S) | | | | CW-LR (F) | | | | | | | | |
| Research Project | C | WR-I (S) | | | WR-I (F) | | | | | | | | | | | | | | | | | | | | | | PJ-Diss (S) | | PJ-Diss (F) |

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

LO1: Identify and, where appropriate, plan creative teaching, showing an awareness of how this might be assessed

LO2: Develop personal subject knowledge and understanding of the curriculum subjects in order to support learning at an appropriate Key Stage

LO3: Demonstrate knowledge and understanding of educational processes and the ability to communicate and critically apply that knowledge and understanding;

LO4: Critically evaluate and develop your own skills as a practitioner in education

LO5: Demonstrate the acquisition of a range of transferable skills in information handling, information literacy, communication, planning and team work

LO6: Undertake classroom-based research and demonstrate information management skills in researching and analysing data and drawing informed conclusions

LO7: Demonstrate your own awareness of professional values in education and creatively apply your theoretical understandings to classroom practice.

Course-specific regulations

Teaching, Learning and Assessment

Students will attend the course for either a whole day or a whole evening teaching session, and the learning experiences are designed to support the developing of understanding of educational theories and how these may apply in educational work based settings. Due to the professional nature of the course, it is important that effective teaching strategies are modelled by the tutors in order to emulate what might be expected within a classroom. Hence a variety of approaches to teaching and learning will be utilised throughout the course, ranging from whole-class interactive teaching, presentations and lectures to group, paired and individual work. Tutors will use a range of audio-visual resources in order to enhance their teaching and provide opportunities for students to reflect on their development and progression. Due to the part-time nature of this course, access to the virtual learning environment is key to continued interaction with your tutors, and access to guided learning materials, reading lists and assessment guidance will be available. Where additional online resources are available, tutors can use the virtual learning environment to provide links to these. Discussion boards will be used as a means of promoting dialogue with students outside of the core teaching sessions.

Students' learning will be assessed throughout the course in both a formative and summative way. A range of approaches to assessments are utilised throughout the course, to include written reports and essays, presentations, in class tests, preparation of lesson sequences and teaching materials, literature reviews and a final independent research project. These tools have been chosen to ensure there is a balance of assessment and are re-visited throughout the course to ensure that students have the opportunity to build and develop the attributes that are assessed in a systematic way. The aim is that by the end of the final year students are empowered to demonstrate the qualities that define a Level 6 qualification.

At Level 4, the emphasis is on guided learning and supporting students in developing academic skills throughout the initial teaching units. Formative feedback will be provided to enable students to build on those aspects in which they are competent and to develop those which need strengthening. At Level 5, students are expected to develop a more independent approach to their learning, and be able to analyse and critically evaluate materials from a range of primary and secondary sources. Students will also be asked to critically reflect on their progress throughout the course and identify their needs for future development and career prospects, and these will be demonstrated through the range of assessment strategies identified. Formative feedback will continue to be provided. At Level 6, students will work on a more independent basis, culminating in an extended research project consistent with work at this level. The Level 6 units provide students with opportunities to further develop their conceptual understanding of educational theories and they will need to demonstrate an ability to manage their own learning in order to consolidate and extend their

understanding in your field of study.

By the end of Level 6, the aim is for students to be demonstrating independent learning skills and professional attributes within the context of Applied Education Studies that would enable them to develop their career within the field of education.

| Additional Academic Information |
|--|
| <p><i>Peer-assisted learning (PAL)</i></p> |
| <p><i>Initial Assessment</i></p> <p>EDD/S 012-1 Skills for Education Studies</p> |
| <p><i>Improving students' learning</i></p> <p>The first unit of the course, EDD/S 012-1, is designed to integrate students into Higher Education (HE) and support them in understanding what it is to be a learner in HE and what the expectations are in terms of studying for an honours degree. Students are introduced to all of the relevant University support services during this unit. The level 4 units EDD/S 010-1, EDD/S 009-1 and Personalised Learning are planned to give the students a solid foundation in a range of primary curriculum areas, including principles of inclusion and assessment and to initially explore educational theory and how this relates to the context of their educational work based setting. Guidance and support on the development of academic writing is given throughout these units, but key writing skills are addressed specifically in EDD/S 009-1.</p> <p>In Levels 5 and 6, students will learn about the principles of organising an effective learning environment and safeguarding children in 'The Learning Environment' and these themes will be developed further in terms of professional responsibilities in EDD/S 008-3. As English and Mathematics are core primary curriculum subjects, and skills in these areas are identified as necessities for progression into Initial Teacher Training, there are two English based units – EDD/S 009-1 (Level 4) and EDD/S 009-2 (Level 5) and two Mathematics based units – EDD/S 010-2 (Level 5) and EDD/S 011-3 (Level 6), which are designed to develop students understanding of subject knowledge, theory and pedagogy in these areas.</p> <p>Reflection on development is integrated throughout the course, however, this is specifically addressed at Level 5 in the unit EDD/S 011-2. It is here that the students use a portfolio to support them in the process of reflective practice and use this to identify their further development needs within their course of study.</p> <p>At Level 6, EDD/S 010-3 is designed to prepare the students for their final piece of extended learning, where the students are required to produce an independent piece of research under the guidance of a supervisor in the final research project in Applied Education Studies.</p> |
| <p><i>Academic Integrity</i></p> <p>Students will be introduced to the principles of academic integrity within their first unit EDD/S 0102-1. They will be guided in their understanding of producing work which is their own and not plagiarised. This unit will include specific guidance on referencing, paraphrasing and academic writing and clear links will be made to additional support materials available from the Learning Resources Team and within the Study Hub. Tutors will continue to raise awareness of good practice in these areas throughout the course. University procedures will be adhered to should students not adhere to these processes of academic integrity.</p> |
| <p><i>HEAR implementation</i></p> |
| <p><i>Internationalisation</i></p> <p>Students with overseas backgrounds are welcome on the course and provide richness to discussions within education. Students are encouraged to look beyond their own context and explore a range of literature from both national and international sources.</p> |
| <p><i>Sustainability</i></p> |

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

| | |
|--|-------------------------------|
| Faculty | Education and Sport |
| Portfolio | UG Teacher Education |
| Department/School/Division | Teacher Education |
| Course Coordinator | Karen Wicks and Elaine Barron |
| Version Number | 2/16 |
| Approved by (cf Quality Handbook ch.2) | <i>Univeristy approval</i> |
| Date of approval (dd/mm/yyyy) | March 2016 |
| Implementation start-date of this version (plus any identified end-date) | September 2016 |

Form completed by:

Name: Karen Wicks

Date: January 2016

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:

Date: 18/03/16



| Course Updates | | |
|-------------------|--|-------------------|
| Date (dd/mm/yyyy) | Nature of Update | FTQSC Minute Ref: |
| March 2016 | Removal of EDS 011-1 Science unit Move of Personalised Learning from L5 to L4 New unit at L5: The Learning Environment Move of L5 Mathematics Education Unit (EDS 010-2) from T2 Year 3 to T2 Year 2. | |
| | | |
| | | |
| | | |



Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

| | |
|-----------------------------------|---|
| Course Title | Applied Education Studies |
| Qualification | BA (Hons) |
| Route Code (SITS) | BAAEE-S for evening delivery, Putteridge Bury Campus BAAED-S for daytime delivery, Putteridge Bury Campus BAAEEABP for evening delivery Bedford Campus BAAEEADP for evening delivery UCMK Campus BAAEEAEP for evening delivery AMVC, Peterborough |
| Faculty | Education and Sport |
| Department/School/Division | Teacher Education |
| Version Number | 2/16 |

Annex A: Course mapping of unit learning outcomes to course learning outcomes

| Unit code | EDD/S 012-1 | EDD/S 010-1 | EDD/S 009-1 | Pers Learn | EDD/S 010-2 | EDD/S 011-2` | The Learning Env | EDD/S 009-2 | EDD/S 010-3 | EDD/S 011-3 | EDD/S 008-3 | EDD/S 012-3 |
|----------------------------------|-------------|-------------|-------------|------------|-------------|--------------|------------------|-------------|-------------|-------------|-------------|-------------|
| Level | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 6 | 6 | 6 | 6 |
| Credits | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Core or option | Core | Core | Core | Core | Core | Core | Core | Core | Core | Core | Core | Core |
| Course Learning Outcome (number) | | | | | | | | | | | | |
| LO1 | LO1 | LO1 | LO1 | LO1 | LO1 | LO1 | | LO2 | | LO1/LO2 | | |
| LO2 | LO2 | LO1/LO2 | LO1 | LO1/LO2 | LO1/LO2 | LO1/LO2 | | LO1/LO2 | LO1/LO2 | LO1/LO2 | | LO1/LO2 |
| LO3 | LO1/LO2 | LO1/LO2 | LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 |
| LO4 | LO1/2 | LO2 | LO2 | LO1/LO2 | LO2 | LO1/LO2 | LO1/LO2 | LO2 | | LO1/LO2 | LO1/LO2 | |
| LO5 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 |
| LO6 | LO2 | LO1/LO2 | LO1 | LO2 | LO1 | | LO1/LO2 | LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 | LO1/LO2 |
| LO7 | LO2 | LO1/LO2 | LO1/2 | LO1/2 | LO1 | LO1/LO2 | LO1/LO2 | LO1/LO2 | | LO1/LO2 | LO1/LO2 | |

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

| | |
|---|-------------------------------------|
| Course (or intermediate) qualification and title | BA (Hons) Applied Education Studies |
|---|-------------------------------------|

| FHEQ Descriptor for a higher education qualification | Level 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|----------------|---|---|---|---|---|---|---|
| Bachelor's degrees with honours are awarded to students who have demonstrated: a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| an ability to deploy accurately established techniques of analysis and enquiry within a discipline | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| conceptual understanding that enables the student: - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. | | | ✓ | ✓ | ✓ | | ✓ | |
| an appreciation of the uncertainty, ambiguity and limits of knowledge. | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). | | | ✓ | ✓ | ✓ | | ✓ | |
| apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem | | | | ✓ | ✓ | | ✓ | |
| communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. | | ✓ | | ✓ | | ✓ | ✓ | |
| And holders will have: the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable contexts - the learning ability needed to undertake appropriate further training of a professional or equivalent nature. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Annex D: Equality Impact Assessments of Courses and Units

Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

Equality Impact Assessments

The following apply.

- All courses and all units should have an associated EIA (see forms below).
- EIAs may cover multiple courses but individual EIAs are required for each unit.
- EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).

Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at <http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>

Equality and Human Rights Commission: Guidance for providers of further and higher education
www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance

Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised)
www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised

Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education
www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report

Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment
www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity

Higher Education Academy and UK Council for International Student Affairs:
Inclusive assessment in Higher Education a Resource for change available at
<http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf>

JISC TechDis: Teaching Inclusively Using Technology
www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology

Teachability project: Creating accessible information about courses or programmes of study for disabled students
www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html

Teaching International Students Project www.heacademy.ac.uk/teaching-international-students

| Course Equality Impact Assessment | | |
|---|-------------------------------------|--|
| Course Title | BA Applied Education Studies | |
| Question | Y/N | Anticipatory adjustments/actions |
| 1. Will the promotion of the course be open and inclusive in terms of language, images and location? | Y | |
| 2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place. | N | |
| 3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place | N | |
| 4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination? | | Adhering to University policy the admission process is by application form, a written account of own learning and a reference and confirmation from the work-base setting. Feedback is provided, if appropriate, on the written account in an interview to assess areas the applicant may need to address before embarking on the degree – guidance is provided in terms of Access courses and other support available so the applicant can make an informed decision. Dedicated open evenings allow prospective applicants to find out more about the course and staff are available at these open evenings to discuss individual applications, address any queries and offer guidance. |
| 5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way? | Y | |
| 6. Does the course handbook make appropriate reference to the support of disabled students? | Y | |

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.