

School of Social Sciences, Humanities and Education

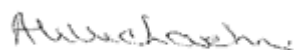
Title of Programme: BA (Hons) Education

Programme Code: EDEDU

Programme Specification

This programme specification is relevant to students entering:
02 September 2023

Associate Dean of School (Academic Quality Assurance):
Alison McLauchlin



Signature _____

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

24.01.2024	Section D Table 1a – Incorrect module code 4SHE2005 changed to 4SHE2001

If you have any queries regarding the changes please email: aqo@herts.ac.uk

Programme Specification BA (Hons) Education

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	de Havilland
Programme accredited by	Not Applicable
Final Award	BA (Hons)
All Final Award titles	BA (Hons) Education BA (Hons) Education with Study Abroad
FHEQ level of award	6
UCAS code(s)	X305
Language of Delivery	English

A. Programme Rationale

The BA (Hons) Education Degree aims to develop students' conceptual understanding and skills relevant for the 21st century and to encourage their participation in the search for personal and social meaning within the field of education. The programme therefore selectively draws from fields such as history, philosophy, psychology, sociology, and economics to promote critical understandings of curriculum, assessment, pedagogical design and other important issues related to education including relevancy, inclusion, social justice, access and equity. In recognising an increasingly diverse and fast-changing world, the programme also focuses on the impact and potential of digitally-influenced ways of learning and communicating.

The programme seeks to bring out the best in students' intellectual, moral, and creative potentials by providing a supportive but challenging environment shaped by a sense of collective endeavour, individual responsibility, ownership for one's learning, and the expectation of service to the community. For example, students are routinely encouraged to share their work-in-progress in both face to face and online environments; provided tools to think reflexively about their own learning journeys throughout the programme culminating in personal and professional portfolios; and given many opportunities to experience and explore real work environments and their relationship to module content as theory in practice. In all this, the programme aims to nurture students' confidence around the world of work; providing them with the experiences and tools for deepening understanding of the educational opportunities and barriers that play out in real work environments such as community centres, the education sub-departments of parks, museums, and prisons, as well as day-care centres, special needs and mainstream schools. An important aim of the programme is that successful graduates will leave with the relevant knowledge and skills within a portfolio of work to share with potential employers.

A key focus of the degree is work-based learning where all students undertake field work to provide a context for their studies and to develop employability skills. Graduates will be enabled to become well-equipped for entry into a wide range of professions including community and HR contexts requiring pedagogical and communication skills. Following graduation, many opportunities are available for future development and employment. These include social work, youth work, work in civic institutions such as museums, the prison service, the police force and victim support, children and families, and opportunities for teaching English abroad following completion of a TEFL course. Graduates will be well-placed to apply to study for a Primary teaching qualification (QTS) through a postgraduate programme or they may decide to continue their studies with a Masters level degree. For example, the programme acts as a gateway to a Masters in Education, the Post Graduate Diploma Youth and Community (PGDipYCW) qualification, and an MA Conversion to Psychology.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's Learning and Teaching Policy and graduate attributes as set out in [UPR TL03](#) and the QAA benchmark statement for Education Studies.

Programme Aims

In the field of education, the programme contains the following aims:

- Introduce students to the major disciplines of education – economics, history, philosophy, politics, sociology, and psychology
- Support students in applying those disciplines to current education policy and practice alongside reflection on their own education and value systems
- Provide students with the conceptual tools to justify, construct and sustain pedagogical practices and curriculum design
- Enhance students' personal development, confidence and employability

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Education Studies and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2015) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design

A: Knowledge and Understanding	Teaching/learning methods & strategies	Assessment
On graduating all students should demonstrate a critical understanding of:		
A1. Influential ideologies, theories and principles relevant to education.	Acquisition of A1-A7 is through a combination of lectures, seminars, tutorials and workshops both face to face and online.	Knowledge and understanding of A1-A7 are summatively assessed through 100% course work in the form of real-world, authentic assignments in various genres (e.g. <i>essay, report, commentary, proposal</i>) and modes (e.g. <i>oral presentation, website, poster</i>) with choice for some assessments as relevant.
A2. The social, contextual and interactive nature of learning and its implications for pedagogy.		
A3. How a range of research perspectives can be applied to the field of education.	Fieldwork and workplace visits will also be used to support the acquisition of A2, A4, A5.	
A4. The relationship between educational theory and practices.		
A5. The societal and organisational structures of educational systems, and their implications for teaching and learning.	Throughout, students are expected to maintain a personal website and blog to	
A6. Principles and approaches to address issues in the field of SEND.		

	communicate their on-going experiences and learning.	Formative assessments may take these forms as well as others such as quizzes and personal reflection.
B: Intellectual skills	Teaching/learning methods & strategies	Assessment
<p>On graduating all students should be able to demonstrate the ability to:</p> <p>B1. Critically analyse educational concepts, theories and issues of policy, including historical, political, social and economic perspectives.</p> <p>B2. Read for how a challenging text makes its meaning as well as for what the meaning is.</p> <p>B3. Gather and critique a range of relevant primary and secondary sources.</p> <p>B4. Construct texts in a range of genres to both specialist and non-specialist audiences.</p> <p>B5. Critically reflect on how language is influenced by situational and cultural contexts.</p> <p>B6. Appreciate the uncertainty and limits of knowledge in the field of education.</p> <p>B7. Critically select appropriate research when initiating and carrying out projects.</p>	<p>Intellectual skills B1-B7 build on learning and teaching in lectures and are further developed through individual, paired and collaborative work in seminars, workshops and tutorials in both face to face and online situations.</p> <p>The student is also encouraged to develop intellectual skills through the opportunity to specialise in an area at Level 6, culminating in the capstone project.</p>	<p>Intellectual skills are summatively assessed through 100% course work in the form of real-world or simulated assessment design challenges (<i>RDC, SDC respectively</i>) in various genres (e.g. <i>essay, report, commentary, proposal</i>) and various modes (e.g. <i>oral presentation, website, poster</i>) with choice for some assessments as relevant.</p>
C: Practical skills	Teaching/learning methods & strategies	Assessment
<p>On graduating all students should be able to demonstrate:</p> <p>C1. The ability to reflect on their own and others' learning and practice.</p> <p>C2. The confidence to develop a convincing argument and justify a personal position in relation to the subject.</p> <p>C3. An ability to critique and apply theory and research to professional practice.</p> <p>C4. Proficiency with the use of digital platforms and presentation tools.</p> <p>C5. The ability to collaborate and plan as part of a team, fulfilling agreed responsibilities and taking the lead where appropriate.</p> <p>C6. Appropriate use of online etiquette when interacting with others in a learning/teaching situation.</p>	<p>Practical skills are developed throughout the programme and facilitated by:</p> <ul style="list-style-type: none"> • collaborative learning groups, communicating face to face and online through Canvas. • work-based enquiry experiences. • the use of flipped-classroom approaches. • the expectation that students will produce and maintain a digital presence with their own website, digital portfolio, and blog. • the use of scenario-based assignment design featuring collaborative and individual design challenges and the creation of multi-modal artefacts. 	<p>Reflective and practical skill are summatively assessed through 100% course work in the form of real-world or simulated assessment design challenges (<i>RDC, SDC respectively</i>) in various genres (e.g. <i>essay, report, commentary, proposal</i>) and various modes (e.g. <i>oral presentation, website, poster</i>) with choice for some assessments as relevant.</p>

<p><i>The following learning outcome is for students on the Study Abroad option:</i></p> <p>C7. Integrate skills learned through studying at an international institution for one Semester.</p>		
D: Transferable skills	Teaching/learning methods & strategies	Assessment
<p>On graduating, all students should be able to:</p> <p>D1. Present a professional persona appropriate for the workplace.</p> <p>D2. Possess a practical facility with key digital platform and presentation tools.</p> <p>D3. Collect and interpret both qualitative and quantitative data and present it in a variety of formats.</p> <p>D4. Apply appropriate approaches to problem solving situations.</p> <p>D5. Manage their own learning and organise an effective work pattern including working to deadlines.</p> <p>D6. Demonstrate respect for themselves and others.</p>	<p>Transferable skills are developed throughout the programme and facilitated by:</p> <ul style="list-style-type: none"> • collaborative learning groups, communicating face to face and online through Canvas. • work-based enquiry experiences • the use of flipped-classroom approaches. • the expectation that students will produce and maintain a digital presence with their own website and blog. • the use of scenario-based assignment design featuring collaborative and individual design challenges and the creation of multi-modal artefacts. 	<p>Transferable skills are summatively assessed through 100% course work in the form of real-world or simulated assessment design challenges (<i>RDC, SDC respectively</i>) in various genres (<i>e.g. essay, report, commentary, proposal</i>) and various modes (<i>e.g. oral presentation, website, poster</i>) with choice for some assessments as relevant.</p>

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered full time and part time and leads to the award of a BA degree with Honours. Students completing the programme of modules (Table 1a) will gain a BA (Hons) in Education. Intake is normally Semester A (September).

Professional and Statutory Regulatory Bodies
N/A

Work-Based Learning

Work experience is an integral aspect of the programme.

Students will undertake one work or community-based module at Level 4 and Level 5 of the programme. Throughout the programme students will be asked to reflect on, and analyse, their own practice and experience. Students will be supported in this through seminars, lectures and tutorials, on campus or online.

Attendance at a work-based setting is a requirement for the Work-Based Enquiry and Observing Practice modules and will be monitored by a named contact in the setting in liaison with the designated person within the programme team.

Failure to complete the required hours in an agreed setting could result in a referral on the module.

Erasmus Exchange programme

Erasmus students are permitted to study the course at level 5 and 6. Students would be expected to have undertaken related studies at level 4. Applications from Erasmus students would be considered on an individual basis.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award.

Mode of study Full Time Entry point A (September) Level 4

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
What is Education For?	4SHE2001	30	English	0	100	0	A
Representations of Education	4SHE2002	15	English	0	100	0	A
Education in a Digital Age	4SHE2011	15	English	0	100	0	A
Education Now: Contemporary Issues in Education	4SHE2013	30	English	0	100	0	B
Learning for All	4SHE2003	15	English	0	100	0	B
Observing Practice	4SHE2004	15	English	0	100	0	B

Level 5

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Neurodiversity and Autism	5SHE2000	30	English	0	100	0	A
Human Development	5SHE2001	15	English	0	100	0	A
Education and Inequality	5SHE2004	15	English	0	100	0	A
Curriculum and Assessment	5EDU1047	30	English	0	100	0	B
Outdoor and Environmental Education	5SHE2003	15	English	0	100	0	B
Work Based Enquiry	5SHE2002	15	English	0	100	0	B
Optional module							
Study Abroad – BA Education	5EDU1059	60	English	0	P/F	0	B

Level 6

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Optional (Choice of 1 of below)							
Specialism: Special Educational Needs and Disabilities OR	6SHE2002	30	English	0	100	0	A
Specialism: Mental Health and Well-being OR	6SHE2000	30	English	0	100	0	A
Specialism: Learning and Teaching	6SHE2003	30	English	0	100	0	A
Compulsory							
Designing an Education Project	6SHE2004	30	English	0	100	0	A
Developing a Professional Identity	6SHE2005	30	English	0	100	0	B
Research Project	6SHE2006	30	English	0	100	0	B

Mode of study Part Time **Entry point:** A (September)

Level 4

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Year 1 Part time							
Representations of Education	4SHE2002	15	English	0	100	0	A
Education in a Digital Age	4SHE2011	15	English	0	100	0	A
Education Now: Contemporary Issues in Education	4SHE2013	30	English	0	100	0	B
Year 2 Part time							
What is Education For?	4SHE2001	30	English	0	100	0	A
Learning for All	4SHE2003	15	English	0	100	0	B
Observing Practice	4SHE2004	15	English	0	100	0	B

Level 5

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Year 3 part time							
Neurodiversity and Autism	5SHE2000	30	English	0	100	0	A
Outdoor and Environmental Education	5SHE2003	15	English	0	100	0	B
Work Based Enquiry	5SHE2002	15	English	0	100	0	B
Year 4 part time							
Human Development	5SHE2001	15	English	0	100	0	A
Education and Inequality	5SHE2004	15	English	0	100	0	A

Curriculum and Assessment	5EDU1047	30	English	0	100	0	B
Optional module							
Study Abroad – BA Education	5EDU1059	60	English	0	P/F	0	B

Level 6

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory (Choice of 1 of below)							
Year 5 part time							
Specialism: Special Educational Needs and Disabilities OR	6SHE2002	30	English	0	100	0	A
Specialism: Mental Health and Well-being OR	6SHE2000	30	English	0	100	0	A
Specialism: Learning and Teaching	6SHE2003	30	English	0	100	0	A
Compulsory Modules							
Designing an Education Project	6SHE2004	30	English	0	100	0	B
Year 6 part time							
Developing a Professional Identity	6SHE2005	30	English	0	100	0	A
Research Project	6SHE2006	30	English	0	100	0	B

Progression to Level 5 normally requires a minimum of 120 credits. Progression to Level 6 normally requires a minimum of 240 credits, including 120 at Level 5. Where students have not met the required credits through deferral or by receiving a FREN grade then they may be allowed to progress subject to the agreement of the Programme Board and Programme Leader. Each case will be considered on an individual basis. A maximum of 30 credits may be trailed from one year to the next.

The award of an Honours degree requires 360 credit points with 120 credits at level 6.

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS12](#)

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Awards	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA (Hons) Education	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	A1, A2, A3, A4, A5, A6; B1, B2, B3, B4, B5, B6; B7; C1, C2, C3; C4, C5, C6; D1, D2, D3; D4, D5, D6
BA (Hons) Education with Study Abroad	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	A1, A2, A3, A4, A5, A6; B1, B2, B3, B4, B5, B6; B7; C1, C2, C3; C4, C5, C6; C7; D1, D2, D3; D4, D5, D6

	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Interim Awards			
University Certificate	45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education	120 credit points at level 4	4, 5	<i>For untitled awards:</i> See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Diploma of Higher Education	240 credit points including at least 120 at level 5	5, 6	<i>For untitled awards:</i> See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
BA Education	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	A1, A2, A3, A4, A5, A6; B1, B2, B3, B4, B5, B6; C1, C2, C4, C5, C6; D1, D2, D4, D5, D6
BA Education with Study Abroad	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	A1, A2, A3, A4, A5, A6; B1, B2, B3, B4, B5, B6; C1, C2, C4, C5, C6; C7: D1, D2, D4, D5, D6

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS12](#) and [UPR AS14](#))

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- A Programme Leader
- Personal Tutors
- A Progress Tutor
- Student representatives on programme committees
- A designated Administrative Team
- Disability Champion

Support

Students are supported by:

- Studynet, a versatile on-line intranet and learning environment
- Access to extensive digital and print information resources
- Attractive modern study environments in 2 Learning Resource Centres
- A substantial Student Centre that provides advice on such issues as finance, University regulations, legal matters, accommodation, internal student support, etc.
- Office of Dean of Students, incorporating Chaplaincy, Counselling and nursery
- Medical Centre
- University Disability Advisors
- The Students' Union
- Guided student-centred learning on Studynet module sites
- A Careers Service for all current students and graduates
- A Study Abroad office

Final Year Specialism Module

All efforts will be made to ensure students are aware of the specialism modules and their proposed content. Student will be asked to provide a first and second choice. If a student's first choice is not available either due to over or under or over subscription, the student will be provided with their second-choice specialism module. The programme board reserves the right to not run a specialism module if it is unviable to do so.

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Information on CANVAS;
- A Definitive Module Document (DMD) for each constituent module;
- Module guidance for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>

G. Entry requirements

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL). The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

An admission interview with a panel from the BA(Hons) Education or other relevant staff will determine places offered for those who do not meet the standard requirements but have relevant experiences and education.

If you would like this information in an alternative format please contact ask@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to ago@herts.ac.uk

BA (Hons) Education

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

			Knowledge & Understanding						Intellectual Skills							Practical Skills							Transferable Skills					
	Module Title	Module Code	A 1	A 2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C 1	C 2	C 3	C 4	C 5	C6	C 7	D 1	D 2	D 3	D 4	D 5	D 6
Level 4	What is Education For?	4SHE2001	X	X	X	X			X	X			X	X		X		X		X	X		X			X	X	X
	Representations of Education	4SHE2002	X	X	X	X			X	X		X		X		X					X					X	X	
	Education in a Digital Age	4SHE2011	X	X	X	X						X		X	X	X		X	X		X			X		X	X	
	Education Now: Contemporary Issues in Education	4EDU2013	X	X	X	X	X		X	X		X		X							X					X	X	X
	Learning for All	4SHE2003	X	X	X	X		X	X			X		X		X	X	X			X			X		X	X	
	Observing Practice	4SHE2004	X	X		X	X	X			X		X	X		X		X		X	X		X		X	X	X	X
Level 5	Neurodiversity and Autism	5SHE2000	X	X		X	X	X	X		X	X	X	X	X	X		X	X	X	X		X	X			X	X
	Human Development	5SHE2001	X	X	X	X	X		X			X		X			X				X					X	X	
	Education and Inequality	5SHE2004	X	X	X	X			X	X	X	X				X	X	X			X					X	X	
	Curriculum and Assessment	5EDU1047	X	X	X	X	X	X	X			X		X		X	X	X	X		X			X		X	X	
	Outdoor and Environmental Education	5SHE2003	X	X	X	X					X		X				X				X					X	X	
	Work Based Enquiry	5SHE2002	X	X	X	X	X		X	X	X		X		X	X		X			X		X		X	X	X	
	Study Abroad	5EDU1059		X		X	X		X		X					X		X				X	X				X	X
Level 6	Specialism: Special Educational	6SHE2002		X	X	X	X	X	X	X	X	X	X	X		X		X			X		X				X	X

Knowledge and Understanding

- A1. Education related ideologies, theories & principles
- A2. Interactive nature of learning
- A3. Research perspectives & methodologies
- A4. Relating theory and practice
- A5. Structures & purposes of educational systems
- A6. SEND related principles and approaches

Practical Skills

- C1. Reflect on learning and practice
- C2. Produce convincing argument
- C3. Understand the challenges of applying theory and research to practice
- C4. Proficiency with digital platform and presentation tools
- C5. Collaborate & plan as part of a team
- C6. Demonstrate online etiquette
- C7. Integrate skills learned through studying at an international institution for one Semester

Intellectual Skills

- B1. Analyse educational concepts, theories & policy
- B2. Read for meaning
- B3. Gather and critique primary and secondary sources
- B4. Construct texts in a range of genres
- B5. Critically reflect on how language is influenced by situational and cultural contexts
- B6. Appreciate the uncertainty and limits of knowledge in the field of education
- B7. Critically select appropriate research when initiating and carrying out projects

Transferable Skills

- D1. Articulate opinions and arguments
- D2. Use digital technologies
- D3. Collect, interpret and graphically present data
- D4. Apply appropriate approaches to problem solving situations.
- D5. Manage their own learning
- D6. Demonstrate respect for themselves & others.

Section 2

Programme management

Relevant QAA subject benchmarking statements

Type of programme

Date of validation/last periodic review

Date of production/ last revision of PS

Relevant to level/cohort

Administrative School

Education Studies

Undergraduate

February 15

March 2022

All students entering September 2023

School of Education

Table 3 Course structure

Course details		
Course code	Course description	HECOS
EDEDU	BA (Hons) Education	100459