

Programme Specification

1	Awarding Institution/Body	Luminate Education Group																		
2	Delivery Location(s)	University Centre Leeds Keighley College																		
3	Programme Externally Accredited by (e.g., PSRB)	N/A																		
4	Award Title(s)	Foundation Degree Education Studies																		
5	UCAS Code	X300																		
6	Apprenticeship	N/A																		
7	HECoS Code and Description	100459																		
8	Mode of Attendance	Full time- 2 years																		
9	Relevant QAA Subject Benchmarking Group(s)	QAA Subject Benchmarks for Education Studies 2019																		
10	Relevant Additional External Reference Points	National Occupational Standards for Supporting Teaching Learning 2010 FD Qualification benchmarks																		
11	Date of Approval/ Revision	September 2026																		
12	Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others) <u>Foundation Degree Entry Criteria</u> <table border="1"> <tr> <td></td><td>Typical Offer</td><td>Minimum Offer</td></tr> <tr> <td>UCAS tariff points:</td><td>48 UCAS tariff points from two A-levels (or equivalent L3 qualifications)</td><td>16 UCAS tariff points from one A-level (or an equivalent L3 qualification)</td></tr> <tr> <td>IELTS:</td><td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td></tr> <tr> <td>International qualifications:</td><td colspan="2">International qualifications will be assessed against these criteria and relevant experience.</td></tr> <tr> <td>Mature applicants:</td><td colspan="2">University Centre Leeds encourages applications from mature* candidates who may not meet the standard academic requirements but can demonstrate experience in their chosen field. <i>*21 years and over at the start of the course</i></td></tr> <tr> <td>RPL claims:</td><td colspan="2">The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)</td></tr> </table> <u>Additional entry criteria</u>			Typical Offer	Minimum Offer	UCAS tariff points:	48 UCAS tariff points from two A-levels (or equivalent L3 qualifications)	16 UCAS tariff points from one A-level (or an equivalent L3 qualification)	IELTS:	IELTS 6.0 with no less than 5.5 in any component.		International qualifications:	International qualifications will be assessed against these criteria and relevant experience.		Mature applicants:	University Centre Leeds encourages applications from mature* candidates who may not meet the standard academic requirements but can demonstrate experience in their chosen field. <i>*21 years and over at the start of the course</i>		RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)	
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	GCSE English: Desirable	English Language Grade 4 or above, Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs. Applicants who have not yet achieved a Level 2 qualification in English will be required to work towards a Level 2 qualification or GCSE as part of their programme of study, as it may be necessary for progression into teaching and other career pathways.	
	GCSE Maths: Desirable	Maths Grade 4 or above, Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs. Applicants who have not yet achieved a Level 2 qualification in Maths will be required to work towards a Level 2 qualification or GCSE as part of their programme of study, as it may be necessary for progression into teaching and other career pathways.	
	Other Qualifications	If you wish to work in primary education, it is also advised that you have a GCSE Science at Grade 4 or above.	
	NVQ Level 3	Pass	
	Work Experience	Whilst placements are not required, it is advised that students seek relevant work experience	
	DBS checks:	In order to facilitate work experience opportunities, Students may be required to complete the Disclosure and Barring Service process (DBS) during the course.	
	Interviews	An interview may be required when candidates do not fully meet entry requirements.	
	References:	An appropriate reference required.	
13	Educational Aims of the Programme The Foundation Degree in Education Studies aims: 1. To develop a broad range of practical and professional skills to support teaching and learning in real-world educational settings. 2. To foster key employability and transferable skills applicable to a wide range of roles within education and related sectors. 3. To promote confidence, independence, and reflective practice, to support ongoing personal and professional development. 4. To prepare graduates to become capable and well-rounded practitioners who can make a positive contribution to the education sector. 5. To develop understanding of the diverse needs of learners and educational contexts, and to respond appropriately and effectively. 6. To strengthen critical thinking and problem-solving skills in order to address challenges and support effective learning. 7. To enhance communication and teamwork skills to enable effective collaboration with pupils, colleagues, families, and other professionals.		

	8. To promote ethical practice, inclusivity, and safeguarding, ensuring the wellbeing of children and young people remains central. 9. To encourage adaptability and openness to innovation in response to developments in educational practice, policy, and technology.																				
14	Learning Outcomes The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to: Knowledge and Understanding <table> <tr> <td>K1</td><td>Critically evaluate educational theories, concepts, and principles to inform effective teaching and learning practices.</td></tr> <tr> <td>K2</td><td>Analyse and reflect on key values and principles of personal and professional development within the context of supporting teaching and learning.</td></tr> </table> Cognitive/Intellectual Skills <table> <tr> <td>C1</td><td>Analyse how current educational research influences ethical decision-making and practices within educational settings</td></tr> <tr> <td>C2</td><td>Apply critical thinking and decision-making skills to independently plan and manage tasks and responsibilities in an educational setting</td></tr> </table> Professional Skills <table> <tr> <td>P1</td><td>Reflect on personal value systems, development and practices and compare these with alternative systems in education.</td></tr> <tr> <td>P2</td><td>Evaluate how research findings inform and support effective approaches to teaching and learning within educational settings.</td></tr> <tr> <td>P3</td><td>Analyse how research, policy and engagement with educational practice influence strategies for personal and professional development in education.</td></tr> </table> Key Transferable Skills <table> <tr> <td>T1</td><td>Communicate clearly and professionally with a range of stakeholders including children, young people, parents/carers, colleagues, and external agencies to support positive relationships in the education sector</td></tr> <tr> <td>T2</td><td>Reflect critically on personal practice to support teaching and learning, identifying areas for growth and making informed adjustments.</td></tr> <tr> <td>T3</td><td>Collaborate effectively with team members to achieve shared goals and support a positive working environment.</td></tr> </table>	K1	Critically evaluate educational theories, concepts, and principles to inform effective teaching and learning practices.	K2	Analyse and reflect on key values and principles of personal and professional development within the context of supporting teaching and learning.	C1	Analyse how current educational research influences ethical decision-making and practices within educational settings	C2	Apply critical thinking and decision-making skills to independently plan and manage tasks and responsibilities in an educational setting	P1	Reflect on personal value systems, development and practices and compare these with alternative systems in education.	P2	Evaluate how research findings inform and support effective approaches to teaching and learning within educational settings.	P3	Analyse how research, policy and engagement with educational practice influence strategies for personal and professional development in education.	T1	Communicate clearly and professionally with a range of stakeholders including children, young people, parents/carers, colleagues, and external agencies to support positive relationships in the education sector	T2	Reflect critically on personal practice to support teaching and learning, identifying areas for growth and making informed adjustments.	T3	Collaborate effectively with team members to achieve shared goals and support a positive working environment.
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15	Key Learning & Teaching Strategy and Methods Our teaching and learning strategy supports academic and professional growth through a blend of interactive lectures, practical workshops, group projects, independent study, and personalised tutorials. The approach is designed to build the student's knowledge, skills, and confidence progressively. As the student moves through the programme, they will be encouraged to take greater responsibility for their learning, apply theory to practice, and develop the critical thinking and professional behaviours needed for a successful career in education. At Level 4, we focus on equipping the student with the skills and knowledge needed to succeed in degree-level study. The student will develop a critical understanding of safeguarding, well-being, and behaviour management. Alongside this, they will build a solid foundation in educational theory and practice, explore key learning concepts, and begin to integrate																				

technology into educational contexts. The student will also study inclusive practice to help ensure that all learners can thrive.

L4 Modules

- Building Positive Learning Environments
- Theory in Practice
- Communication, Language and Literacy
- Supporting Technology Enhanced Learning
- Concepts of Supporting Learning
- Inclusive Practice

Progressing from Level 4 to Level 5, Progressing from Level 4 to Level 5, our teaching and learning approach is designed to support students in taking the next step with confidence, building on the knowledge, skills, and experience gained so far. At Level 5, students adopt a more focused, evaluative, and reflective approach to their studies.

Academic skills, developed through the tutorial programme, play a key role in this transition, supporting students' ability to critically engage with texts, structure assignments effectively, and communicate ideas with clarity. Numeracy and data literacy are further developed within modules such as *Supporting STEM* and *Contemporary Education Agenda*, where students engage with educational data, research findings, and evidence-informed practice.

Students apply their learning through engaging and challenging assignments that promote critical thinking and professional growth. They are encouraged to interpret information carefully, reflect on evidence, and consider how data can inform teaching and learning decisions in practice.

The final challenge of the year involves exploring *Future-Focused Learning: New Methods and Approaches*, where students examine innovative methods and emerging trends, preparing them to be adaptable and forward-thinking in an ever-evolving educational landscape.

L5 Modules

- Contemporary Education Agenda
- Work Based Project
- Working in Collaborative Partnership
- Facilitating English
- Future-Focused Learning: New Methods and Approaches
- Facilitating Science, Technology, Engineering and Mathematics (STEM)

Learning will be interactive, engaging, and tailored to the student's needs. We combine expert-led teaching with facilitated sessions which encourage active participation, discussion, and collaboration. This balanced approach helps the student to deepen their understanding of key educational concepts while refining the skills required for supportive roles in education and future teaching careers.

We integrate face-to-face teaching with the latest digital platforms, creating an immersive and engaging learning environment. Our essential Technology Enhanced Learning (TEL) tools ensure a personalised, and accessible learning experience. The student will gain hands-on experience with:

- **Blackboard** for structured online learning and resources

- **Google Slides & PowerPoint** for interactive presentations
- **Canva** for creative content design
- **AI-powered tools** to support personalised learning
- **Google Chat & Microsoft Teams** for seamless communication and collaboration

Most learning takes place in a classroom setting, where the student engages in discussions, group projects, and peer-to-peer learning. Problem-based and inquiry-based learning strategies are incorporated to help students develop critical thinking, problem-solving, and analytical skills essential for progression to Level 5.

Regular formative assessments including; presentations, reflective journals, and draft submissions, ensure that each student receives constructive feedback throughout their learning journey. Literature reviews develop the ability to draw on high-quality sources, preparing students to produce well-informed, academically sound assignments. This ongoing support enables students to monitor progress and refine their skills effectively.

We recognise that every student has unique learning needs. That is why differentiation and inclusivity are embedded in all aspects of teaching. Whether a student is progressing directly from Level 3 or returning to study after a break, tailored support including; tiered activities, scaffolding strategies, and accessible resources, ensures all learners can engage confidently and achieve academic success.

To prepare for Level 5, students are encouraged to explore wider academic reading, including journals, articles, publications, and books. This independent research supports a deeper understanding of educational topics and helps students meet the learning outcomes of each module.

We are committed to delivering a well-structured and engaging programme that promotes both academic excellence and professional growth. A published scheme of learning allows students to prepare effectively for each session, ensuring a smooth transition from Level 4 to Level 5. By embedding these strategies, the programme fosters a rich, interactive, and supportive learning environment that empowers students to progress confidently in both their education and future career.

16 **Key Assessment Strategy and Methods**

The Education Studies Foundation Degree incorporates a coherent and progressive assessment strategy that supports student development across Levels 4 and 5. Assessment is closely aligned with module learning outcomes and designed to develop both academic and professional capabilities relevant to a range of roles within the education sector, including progression to teaching qualifications.

Level 4

At Level 4, assessment focuses on building foundational knowledge, academic confidence, and core professional skills. Students engage with tasks that develop reflection, structured analysis, and clear communication. Assessment is designed to encourage critical engagement with educational concepts, introduce evaluative thinking, and provide a strong platform for progression to Level 5 study.

	Level 5 At Level 5, assessment emphasises the application of knowledge, critical evaluation, and independent inquiry. Students are expected to engage more deeply with academic literature, apply theory to professional contexts, and reflect critically on educational scenarios. Reflective assessment tasks are structured to allow students to analyse professional situations, observed practice, or relevant experiences, using theoretical frameworks to support evidence-informed conclusions. Reflection is assessed through academically structured outputs rather than requiring extensive workplace experience. A variety of assessment methods are used to capture the breadth of skills and knowledge students develop: • Reflective and critical writing – journals, evaluations, and portfolios that require analysis of educational scenarios and engagement with theory. • Applied tasks – case studies, work-based projects, and activity planning that demonstrate application of educational theory in context. • Presentation and communication assessments – seminars, presentations, video submissions, and viva voce assessments that develop professional communication skills. • Academic tasks – literature reviews, essays, reports, research assignments, and academic posters that build engagement with evidence and scholarly discourse. Assessment is designed to promote critical thinking, analytical skills, and professional growth while ensuring accessibility and fairness. Peer and collaborative elements are embedded where appropriate to support discussion and shared learning, but the assessment outcomes remain individual and clearly measurable. All assessments are structured to reflect increasing complexity and autonomy from Level 4 to Level 5. By the end of the programme, students are expected to be reflective, critical, and capable practitioners, able to engage confidently with evidence, theory, and professional scenarios. Assessments ensure students are prepared for progression to Level 6 study or for entry into professional roles within education, providing a clear link between academic achievement and professional readiness.
17	Industry-Specific Skills Development The Foundation Degree in Education Studies is specifically designed to equip students with the professional competencies required in today's dynamic education sector. Industry-specific skills are embedded across the curriculum, ensuring students are prepared for real-world educational settings. While workplace experience is not mandatory, students are strongly encouraged to engage in opportunities that allow them to apply academic concepts in practice. Key modules are specifically aligned with industry needs to ensure students develop the necessary skills to succeed in education roles: • Theory in Practice (Level 4) provides students with hands-on experience in lesson planning, delivery, and evaluation. This module focuses on the development of core

	teaching skills, such as structuring lessons, differentiating instruction, and engaging learners. • Building Positive Learning Environments equips students with practical skills in behaviour management, emotional regulation, and safeguarding practices. The module enables students to understand and apply national policies related to student well-being, helping them create safe, inclusive learning environments. • Inclusive Practice focuses on identifying and addressing barriers to learning, teaching students how to adapt their practice to meet the needs of all learners, including those with special educational needs and disabilities (SEND). This module is essential for preparing students to work in diverse educational settings, ensuring they support every learner's success. • Communication, Language, and Literacy enhance students' ability to support language and literacy development, with a particular emphasis on early years and primary education. This module aligns with national priorities and equips students with valuable skills for supporting students' language development in school settings. • Contemporary Education Agenda (Level 5) introduces students to recent educational developments, including policy reforms and the implications of the Ofsted framework. Students critically evaluate current issues, ensuring they are up to date with national and sector-wide priorities. Facilitating Science, Technology, Engineering and Mathematics (STEM) (Level 5) places a strong emphasis on mathematics within the design and delivery of STEM learning experiences, preparing students to address key educational gaps in maths alongside science, technology, and engineering—areas of high demand in schools and other educational institutions. • Future-Focused Learning: New Methods and Approaches encourage students to explore innovative teaching methods, including digital technologies and learner-centred approaches. This module ensures students are prepared to meet future challenges in education, fostering adaptability and forward-thinking practices. Throughout the programme, students develop key professional skills, including effective communication, collaboration, problem-solving, planning, and reflection. These competencies are nurtured through collaborative tasks, group projects, seminars, and practical assessments, ensuring students graduate with a well-rounded skill set. Our teaching team, made up of experienced educators and sector specialists, ensures that the curriculum is constantly updated to reflect current educational practices and industry trends. This ensures that students are well-prepared for the challenges and demands of the education sector, whether in support roles or through progression to teaching qualifications.
18	Transferable Skills Development The Foundation Degree in Education Studies is designed to equip students with both practical and transferable skills that are highly valued in the education sector and beyond. Modules such as <i>Building Positive Learning Environments</i> and <i>Working in Collaborative Partnerships</i> provide students with hands-on experience in essential areas, such as lesson planning, behaviour management, and collaborative work, while reinforcing the theoretical concepts learned throughout the course.

	Key Transferable Skills • People and Behaviour Management: Techniques for managing diverse behaviours and supporting positive learning environments, applicable not only in education but also in roles like HR, customer service, and team leadership. • Planning, Execution, and Project Evaluation: Students learn to plan, deliver, and critically evaluate lessons and projects, skills directly transferable to project management, corporate training, and various professional settings. • Communication and Leadership Skills: Through collaborative work, seminars, and presentations, students develop effective communication, teamwork, and leadership skills, preparing them for leadership and managerial roles in multiple industries. • Numeracy and Data Interpretation: Skills in data analysis and performance tracking gained through assessment and progress monitoring, applicable in roles involving data-driven decision-making, finance, and analysis. • Critical Thinking and Problem-Solving: The programme fosters the ability to critically assess situations, make informed decisions, and solve problems, competencies essential in decision-making roles across all sectors.
19	Sustainability Sustainability is at the heart of the Foundation Degree in Education Studies ensuring that you develop the skills and mindset needed to foster an environmentally conscious and socially responsible future. The curriculum emphasises sustainable practices in both educational settings and the wider professional landscape, preparing you to integrate these principles into your career. Through modules such as Contemporary Education Agenda, you will have the opportunity to explore how to implement sustainable policies within schools, communities, and organisations, promoting long-term growth that benefits individuals and society. You will also be encouraged to reflect on the ethical implications of your actions and decisions, adopting sustainable teaching practices that create a lasting impact beyond the classroom. A key focus of the course is building a sustainable workforce in education by developing professionals who are adaptable, skilled, and prepared for diverse learning environments. You will gain experience in a variety of educational settings, equipping you with the flexibility to respond to the evolving needs of the sector. By fostering a broad skill set—including inclusive teaching strategies, digital literacy, and critical thinking—you will be well-positioned to support learners from diverse backgrounds and contribute to a resilient and future-ready education system.

20	Programme Modules				
	Level 4				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Building Positive Learning Environments	20	c	Compensatable
		Theory in Practice	20	c	Compensatable
		Communication, Language and Literacy	20	c	Compensatable
		Concepts of Supporting Learning	20	c	Compensatable
		Inclusive Practice	20	c	Compensatable
		Supporting Technology Enhanced Learning	20	c	Compensatable
	Level 5				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Working in Collaborative Partnership	20	c	Compensatable
		Facilitating Science, Technology, Engineering and Mathematics (STEM)	20	c	Compensatable
		Facilitating English	20	c	Compensatable
		Contemporary Education Agenda	20	c	Compensatable
		Work Based Project	20	c	Compensatable
		Future Focused Learning: New Methods and Approaches	20	c	Compensatable

21	Programme Structure The Foundation Degree in Education Studies is structured over 30 weeks, divided into two semesters of 15 weeks each. Each module is designed to provide a comprehensive learning experience, with a total of 200 hours per module. This includes 45 teaching hours and 155 independent learning. Students are timetabled for 9 hours teaching per week over two days and also benefit from an additional 3 hours of tutorial support per week to ensure personalised guidance throughout their studies. <table border="1" data-bbox="209 584 1460 860"> <thead> <tr> <th colspan="2">L4 Full Time</th></tr> <tr> <th>Semester 1</th><th>Semester 2</th></tr> </thead> <tbody> <tr> <td>Building Positive Learning Environments</td><td>Supporting Technology Enhanced Learning</td></tr> <tr> <td>Communication, Language and Literacy</td><td>Inclusive Practice</td></tr> <tr> <td>Theory in Practice</td><td>Concepts of Supporting Learning (yearlong module)</td></tr> </tbody> </table> <table border="1" data-bbox="209 896 1460 1182"> <thead> <tr> <th colspan="2">L5 Full Time</th></tr> <tr> <th>Semester 1</th><th>Semester 2</th></tr> </thead> <tbody> <tr> <td>Contemporary Education Agenda</td><td>Working in Collaborative Partnership</td></tr> <tr> <td>Facilitating Science, Technology, Engineering and Mathematics (STEM)</td><td>Future Focused Learning: New Methods and Approaches</td></tr> <tr> <td>Facilitating English</td><td>Work Based Project (yearlong module)</td></tr> </tbody> </table>	L4 Full Time		Semester 1	Semester 2	Building Positive Learning Environments	Supporting Technology Enhanced Learning	Communication, Language and Literacy	Inclusive Practice	Theory in Practice	Concepts of Supporting Learning (yearlong module)	L5 Full Time		Semester 1	Semester 2	Contemporary Education Agenda	Working in Collaborative Partnership	Facilitating Science, Technology, Engineering and Mathematics (STEM)	Future Focused Learning: New Methods and Approaches	Facilitating English	Work Based Project (yearlong module)
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22	Apprenticeships n/a																				
23	Support for Students and Their Learning At University Centre Leeds we have a specialised Student Support team where students can access support for learning, wellbeing, welfare, and financial support, designed to suit the needs of individual students and support their studies. This support includes access to diagnostic assessments and an Additional Learning Support Officer who can provide disability advice and Study Skills for students with a disability, neurodiversity, diagnosed mental health condition, or long-term health condition. The team will support eligible students to apply for Disabled Students' allowance (DSA); a government grant to provide individualised support such as specialist computer equipment, assistive software, mentoring support, study skills support, and/or or help with travel costs. Working with the student, the team will agree tailored support for learning including accessible learning practices, adjustments, and additional considerations. Our Counsellors provide tailored support to students including confidential short term counselling support, workshops, mentoring, referral and signposting, self-care tools, and resources to promote resilience and positive mental health. Our Student Funding and Welfare Adviser provides students with support to help understand how student finance works, find out what financial support is available, apply for student finance, how to manage budgets and money matters, and other financial guidance and advice to ensure students feel prepared financially whilst studying. They also offer advice on bursaries and financial support available. The Student Accommodation Adviser can support students to find suitable housing options that are right for them to study, socialise and mix with other like-minded students. They will offer guidance on																				

accommodation available and ensure that all students feel supported, included, and equipped to succeed. There is also specific support available for students who are care experienced, estranged, carers, or seeking sanctuary.

The University Centre Leeds library offers a range of physical and online resources. The online resources, including ebooks, ejournals and specialist websites are available to students whether they are on site or off campus. The HE Librarian can deliver a range of study skills sessions, in areas such as academic skills, research skills, critical thinking, and referencing. These can be for student groups or as 1:1 sessions for individual students, to support their overall information literacy and the development of their academic, research and digital skills.

The student's journey begins with a comprehensive induction programme during which they are introduced to key academic expectations, the tools, and resources available, and the overall structure of the course. This ensures that each student is prepared for a smooth transition into higher education. The induction programme also connects students with their peers, familiarises them with campus facilities and services, and provides a clear understanding of what to expect from their studies.

Students are supported by a dedicated teaching team who are passionate about education and committed to student success. In addition to regular one-to-one tutorials and group sessions, students have access to scheduled academic support throughout the programme. These sessions support the development of critical thinking, academic writing, and the ability to apply learning to real-world educational contexts.

Students also have access to a dedicated Study Support Coach who provides regular one-to-one sessions focused on developing effective study strategies, time management, and academic confidence. This personalised support helps students to strengthen their independent learning skills and successfully navigate the demands of higher education.

All students have access to a central support network that includes pastoral care, progression support, and career advice. These services are designed to assist students in managing any challenges that may arise during their studies, from personal circumstances to academic difficulties, and to support their overall wellbeing and progression.

Students can also access central Learning Support Services, which provide specialist support for additional learning needs, including specific learning differences, disabilities, and targeted study skills support. Where required, students may also access confidential counselling services delivered by trained professionals. These services ensure that students are able to receive appropriate guidance and support to maintain their wellbeing and remain fully engaged with their studies.

Students have access to a wide range of digital learning materials through Blackboard, the Virtual Learning Environment (VLE). This platform provides access to academic resources, assignment submissions, and online forums that support peer interaction and collaborative learning.

The dedicated HE Library offers specialist resources tailored to the programme of study, alongside access to online databases, journals, and e-books that support academic research and independent study.

	In addition to core learning resources, study skills workshops are available through the tutorial programme to support the development of key academic and research skills. These workshops cover topics such as effective notetaking, referencing, and research techniques, which are essential for success in the degree and future professional practice. Through practical projects, professional development opportunities, and hands-on experiences, students develop the skills needed to enter the world of education with confidence. Graduates leave not only with a foundation degree, but also with practical competencies, leadership abilities, and critical thinking skills required to lead, inspire, and create meaningful change in educational settings and beyond. As members of a dynamic and vibrant student community, students have the opportunity to influence their learning experience. Elected student representatives play an integral role in ensuring that the student voice is heard, contributing to the shaping of the academic environment for both current and future cohorts. The programme is committed to learning with students, not just for them, fostering a collaborative atmosphere where each individual feels valued, empowered, and prepared to make a positive impact in their professional and academic journey.
24	Distinctive Features What makes this course distinctive is its combination of personalised support, small cohort learning, and clear professional progression. From foundational study through to Level 5, students are guided at every stage by dedicated tutors and a Study Support Coach, with structured academic guidance, small group teaching, and tailored tutorials. This ensures that students not only build confidence and competence but also gain the practical, professional, and reflective skills needed to thrive in a range of educational roles. At the heart of our Education Studies programme is a commitment to building a community of creative and engaged learners. We believe education extends beyond the classroom, shaping not only your career but also your personal growth and future opportunities. Our course is designed to provide a well-rounded experience that balances academic study with real-world application, ensuring students leave with the confidence and skills to thrive in a variety of educational settings. We are committed to supporting one another throughout the learning journey. Through guidance from tutors, collaboration with peers, and support from our academic coach, students benefit from encouragement and expertise at every stage of the programme. This programme offers a structured pathway from foundational academic study to professional readiness in the education sector and beyond. It is particularly suited to students who know they wish to work in education but are still exploring the specific roles that best suit their interests and strengths. The course supports students in developing a clear professional identity and understanding of the diverse career opportunities available across the sector. Students benefit from small group teaching, personalised tutorials, and regular academic guidance. Each student also has access to a dedicated Study Support Coach, ensuring individual learning needs are recognised and supported. This personalised approach helps students build confidence, develop strong academic skills, and feel fully supported throughout their studies. The programme maintains strong connections with local education providers and employers. Students have opportunities to engage with schools, colleges, and other educational settings, allowing them to gain insight into real-world practice and make informed decisions about their future career pathways. The programme is designed to support learners from diverse educational backgrounds, including those returning to education or those with neurodiverse learning profiles. Staff have specialist

knowledge in supporting a range of learning needs and work closely with students to ensure they can fully engage and succeed in higher education.

Assessments are designed to support different learning styles and to develop a wide range of academic and professional skills. These include presentations (live and recorded), viva voce discussions, reflective journals, academic posters, and written assignments. This variety allows students to demonstrate their learning in multiple ways while developing skills relevant to educational practice.

All students are provided with a laptop to support their studies and ensure full access to digital learning resources. Combined with the Blackboard Virtual Learning Environment, this ensures students can access course materials, collaborate with peers, and engage with learning flexibly.

While the programme supports progression into teaching, it also prepares students for a wide range of careers within education and related sectors, including learning support, SEND services, youth work, community education, and educational outreach.

Stage Outcomes (Undergraduate Awards only)

Key: **K** = Knowledge and Understanding **C** = Cognitive and Intellectual **P** = Practical Professional **T** = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
K1	.	
	Critically evaluate educational theories, concepts, and principles to inform effective teaching and learning practices.	Identify and describe key educational theories, concepts, and principles to begin understanding effective teaching and learning practices.
K2	Analyse and reflect on key values and principles of personal and professional development in supporting teaching and learning.	Reflect on the values and principles that underpin personal and professional development in the context of supporting teaching and learning.
C1	Analyse how current educational research influences ethical decision-making and practices within educational settings.	Examine how current educational research informs ethical decision-making and practices in educational settings.
C2	Apply critical thinking and decision-making skills to independently plan and manage tasks and responsibilities in an educational setting.	Apply decision-making skills to plan and manage tasks and responsibilities within an educational setting.
P1	Reflect on personal value systems, development and practices and compare these with alternative systems in education.	Identify own value systems, development, and practices in supporting teaching and learning in education.
P2	Evaluate how research findings inform and support effective approaches to teaching and learning within educational settings.	Demonstrate an understanding of how research findings can inform and support effective approaches to teaching and learning within educational settings.
P3	Analyse how research, policy and engagement with educational practice influence strategies for personal and professional development in education.	Identify and explain how research, policy and engagement with educational practice inform personal and professional development in education.

T1	Communicate clearly and professionally with a range of stakeholders including children, young people, parents/carers, colleagues, and external agencies to support positive relationships in the education sector.	Communicate clearly and appropriately with a range of stakeholders including children, young people, parents/carers, colleagues, and external agencies to build positive relationships in educational settings.
T2	Reflect critically on personal practice to support teaching and learning, identifying areas for growth and making informed adjustments.	Demonstrate habits of reflection in own practice in supporting teaching and learning identifying strengths and limitations.
T3	Collaborate effectively with team members to achieve shared goals and support a positive working environment.	Work cooperatively with others to contribute to shared tasks and support a positive learning or working environment.

Appendix 1

Map of Outcomes to Modules

Outcome Key										
Module Titles	K1	K2	C1	C2	P1	P2	P3	T1	T2	T3
Theory in Practice	x					x				x
Supporting Technology Enhanced Learning			x				x	x		
Communication, Language and Literacy		x		x	x					x
Building Positive Learning Environments	x		x	x					x	

Concepts of Supporting Learning				x		x	x		x	
Inclusive Practice		x			x			x		
LEVEL 5	K1	K2	C1	C2	P1	P2	P3	T1	T2	T3
Contemporary Education Agenda		x			x	x				
Facilitating Science, Technology Engineering and Mathematics (STEM)		x					x		x	x
Working in Collaborative Partnership	x		x		x					x
Work Based Project				x	x			x		
Facilitating English				x		x		x		
Future-Focused Learning: New Methods and Approaches	x		x				x		x	

Appendix 2

Map of Teaching and Learning Methods

Level 4

Module Titles	Methods								
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practical (design and production sessions)	Group activities	Guest speakers	E Learning/ On-line forums	(Insert other)
Theory in Practice	X	X				X	X		
Supporting Technology Enhanced Learning	X	X		X		X			
Communication, Language and Literacy	X	X		X	X	X	X		
Building Positive Learning Environments	X	X	X						
Concepts of Supporting Learning	X		X	X	X				
Inclusive Practice	X		X			X	X		

Level 5

Module Titles	Methods								
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practical (design and production sessions)	Group activities	Guest speakers	E Learning/ On-line forums	(Insert other)
Contemporary Education Agenda	x	x				x	x		
Facilitating Science, Technology, Engineering and Mathematics (STEM)	x	x		x		x			
Working in Collaborative Partnership	x	x	x			x			
Work Based Project	x	x		x					
Facilitating English	x	x		x	x	x			
Future Focused Learning: New Methods and Approaches	x	x			x	x	x		

Map of Assessment Methods
Level 4

Methods									
Module Titles	Report	Portfolio	Work related project	Essay	Reflection	Presentation	Development Plan	Case Study	Mini lesson
Theory in Practice	Report 60% 1800 words Week 12					Presentation 40% Week 14 10 mins			
Supporting Technology Enhanced Learning		Research portfolio 50% 1500 words week 24							Mini lesson to peers 50% 15 mins week 29
Communication, Language and Literacy			Creative Task 40% 1800 words Week 10			Seminar 40% Week 15 10 mins			
Building Positive Learning Environments					Reflective journal 70% 2200 words Week 13	Presentation 30% 10 mins Week 8			

Concepts of Supporting Learning		E-portfolio 70% 2200 Week 26					Professional Development plan 30% 800 words Week 30		
Inclusive Practice					Reflective Account 40% 1200 words Week 23			Case study 60% 1800 words week 30	

Level 5

Methods								
Module Titles	Evaluative Report	Seminar	Essay	Presentation	Poster Presentation	Research project	Journal Article	Mini Teach
Contemporary Education Agenda	Report 60% 2500 words week 14			Presentation 40% week 9 15 mins				
Facilitating Science, Technology, Engineering and Mathematics (STEM)	Evaluative Report 60% 2400 words Week 12				Poster and Presentation 40% 1600 words Week 15			
Facilitating English			Essay 50% 2000					Mini Teach50%

			words Week 14					15 mins week 9
Working in Collaborative Partnership			Essay 4000 70% week 27		Group presentation 30% week 28 15 mins			
Work Based Project		Presentation of research and reflection 10 mins 25% Week 29				Research project 75% 3000 words week 25		
Future- Focused Learning: New Methods and Approaches		Seminar 40% Week 24 10 mins + questions					Journal Article (controlled assessment) 2400 words 60% week 28	

In Line with QAA Subject Benchmark Statement: Education Studies 2019

Knowledge and Understanding	
7.4 Critical understanding of the underlying values, theories, and concepts relevant to education	Building Positive Learning Environments K1 Communication, Language and Literacy K1 and C2
7.4 Critical understanding of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.	Contemporary Education Agenda K2 and C2
Application	
7.5 The ability to analyse educational concepts, theories, and issues of policy in a systematic way	Building Positive Learning Environments K1 C1
7.5 The ability to accommodate new principles and understandings	Inclusive Practice K2 and C2
7.5 The ability to select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding	Work based project C2, Future-Focused Learning: New Methods and Approaches K1, C1
7.5 The ability to use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice	Work Based Project T2 Future-Focused Learning: New Methods and Approaches P3 Technology in Education P3
7.5 The ability to apply theories and concepts to a range of real-world educational contexts.	Communication, Language and Literacy P2 Building Positive Learning Environments P2
Reflection	
7.6 The ability to reflect on their own and others' value systems	Inclusive Practice P1 Communication, Language and Literacy P2 Concepts of Supporting Learning T2
7.6 The ability to show understanding of the significance and limitations of theory and research.	Theory in Practice K3 and P2
Transferable skills	
7.7 Students should be able to organise and	Working in Collaborative Partnership T2

articulate opinions and arguments in speech and writing using relevant specialist vocabulary.	Work Based project T3
Working with others	Working in Collaborative Partnership T3
7.10 Students should have the ability to collaborate and plan as part of a team; to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.	Working in Collaborative Partnership T3
Analytical Problem Solving	
7.12, students should be able to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives	Future-Focused Learning: New Methods and Approaches K1 P3, T1 Technology Enhanced Learning K2 C1