Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from The University of Sheffield

1	**Programme Title**	Education, Culture and Childhood
2	**Programme Code**	EDUU01, EDUU02
3	**JACS Code**	X300
4	**Level of Study**	Undergraduate
5a	**Final Qualification**	Bachelor of Arts
5b	**QAA FHEQ Level**	Honours
6a	**Intermediate Qualification(s)**	None
6b	**QAA FHEQ Level**	Not applicable
7	**Teaching Institution** (if not Sheffield)	Not applicable
8	**Faculty**	Social Sciences
9	**Department**	School of Education
10	**Other Departments involved in teaching the programme**	None
11	**Mode(s) of Attendance**	Full-time and Part-time
12	**Duration of the Programme**	3 years (Full-time) and 5 years (Part-time)
13	**Accrediting Professional or Statutory Body**	Not applicable
14	**Date of production/revision**	June 2011, Revised March 2016, Revised February 2018 Revised February 2021

15. Background to the programme and subject area

The BA Education, Culture and Childhood combines two academic subject areas—Education Studies and Childhood Studies. Students on the programme gain a detailed understanding of the themes underpinning current educational policy and practice and critically engage with issues surrounding child development and the meaning of childhood. The programme is truly interdisciplinary. During the course of their studies, students variously draw upon psychology, sociology, politics, cultural studies, history and philosophy. The diversity of the curriculum enables students to develop a wealth of high-level transferable skills. An employability skills development module at level two allows students to further develop and apply these skills either through attendance at a placement or completion of a work-based project. A wide range of assessment methods are used across the programme, many of these having a practical and applied focus. The programme is attractive in terms of employability because it responds to the increased demand for highly skilled people with expertise in education and childhood studies who are able to work across traditional disciplinary and professional boundaries. Many graduates in the areas of Education and Childhood Studies progress to full-time postgraduate study. Research skills and critical inquiry are embedded throughout the programme and form the focus of the core modules at levels two and three. The programme thus equips students with the knowledge, understanding and skills needed to pursue both a range of graduate careers and further full-time study. Further details can be found at: www.sheffield.ac.uk/education.

16. Programme aims

The aims of the BA Education, Culture and Childhood are:

1. To provide students with a rigorous understanding of the themes underpinning current educational policy and practice, in both a national and global context.

2. To encourage students to engage with fundamental questions concerning the aims and values of education and its relationship to society.

3. To enable students to critically explore issues surrounding child development and the meaning of childhood.

4. To provide students with the opportunity to engage with multiple perspectives drawn from across a number of disciplines, including sociology, psychology, history, philosophy, cultural studies, and politics.

5. To provide a research-led programme of study, with a focus on critical inquiry, that enables students to develop a range of qualities including intellectual independence and critical engagement with evidence.

6. To develop students' ability to construct and sustain reasoned arguments about issues related to educational and childhood studies in a clear, lucid and coherent manner.

7. To enable students to gain a wide range of high-level transferable skills, including communication, interpersonal, research, planning, management and organisational skills.

8. To provide students with the opportunity to further develop and apply their knowledge and skills in a professional workplace setting.

9. To provide students with the knowledge and skills needed to pursue a range of careers in education and in working with children and young people.

17. Programme learning outcomes

On graduating with a degree in Education, Culture and Childhood, students should be able to demonstrate knowledge and understanding of:	
K1	The conceptual underpinnings of education and childhood studies, their origins and development as fields of study.
K2	Educational processes, systems and structures, and the cultural, political and historical contexts within which they are embedded, both nationally and globally.
K3	Child development, including social and developmental psychology and the sociology and history of childhood.
K4	Issues concerning rights, diversity, equity and inclusion in relation to childhood and education.
K5	Theoretical approaches and research evidence concerning the processes of learning and their interaction with and impact on educational practices.
K6	A range of appropriate research methods and approaches, their strengths and limitations.
On graduating with a degree in Education, Culture and Childhood, students should be able to:	
S1	Apply a wide range of intellectual resources and theoretical approaches drawn from across a number of academic disciplines.
S2	Reflect upon and evaluate competing perspectives on issues related to education, culture and childhood.
S3	Critically engage with and interrogate current policies and practices.
S4	Construct and sustain sound reasoned argument in a clear, lucid and coherent manner.
S5	Plan, design and execute rigorous academic research, and reflect upon the ethics of research in the fields of education and childhood studies.
S6	Demonstrate a range of transferable skills, including the ability to work independently and demonstrate initiative; work effectively as part of a group; manage and organise study time; and verbally communicate findings in a clear and persuasive manner.
S7	Use information and communications technologies as a means of gathering, storing, retrieving and presenting data.

18. Teaching, learning and assessment

Development of the learning outcomes is promoted through the following teaching and learning methods:

*1. Lectures***:** These are used in order to impart essential knowledge relating to K1-K6.

*2. Workshops and seminars***:** These allow students, firstly, to reinforce and deepen their knowledge relating to K1-K6 and secondly, to engage in group discussion, analysis, reflection and argument, thus developing the skills identified in S1-S4 and S6.

*3. Skills-based tutorials***:** Tutorials take place on an individual or small group basis. The focus is typically placed

on reinforcing skills such as: locating relevant sources; applying relevant concepts or methods; thinking and writing critically; and structuring an argument (S1-S4, S7).

4. Subject-based tutorials: Tutorials take place on an individual or small group basis. They are designed to enable students to develop and reinforce their knowledge of particular aspects of K1-K6.

5. On-line activities: participation in virtual learning environment activities will support the development of K1-5 while strengthening S7.

6. Independent study: Students are expected to supplement and further develop their knowledge (K1-K6) and skills (S1-S7) through independent study. This includes locating, reading and reflecting upon primary and secondary sources; preparing for and completing assignments; preparing for examinations.

7. Self-Directed Research: The focus here is on learning outcomes K6 and S5, which are developed through the application of K1-5, S1-4 and S6-7.

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

1. Essays. A common method of assessment across levels 1 and 2. In preparing for and writing their essays, students are given the opportunity to demonstrate the achievement of K1-5, S1-4 and S6-7.

2. Presentations. Oral and/or visual presentations as a method of assessment are used in modules at all levels. They provide an important opportunity for students to work collaborative and to demonstrate to their peers their achievement of all learning outcomes.

3. Policy analyses and reports: a method of assessment used across all levels, foregrounding the demonstration of S3 but providing the opportunity also to demonstrate K1-5, S1-2, S4, S6-7.

4. Reflexivity exercises: these can take various forms (e.g. learning journal, autobiographical account of learning, critical reflection on work placement) and provide students with the opportunity to demonstrate the achievement of K1-5, S1-4 and S6-7.

5. Unseen examinations. Used sparingly across the programme, in preparing for and sitting examinations students will be given the opportunity to demonstrate K1-5, S1-4 and S6.

6. On-line participation: a small number of modules formally assess students' participation in virtual learning environment activities. This provides the opportunity to develop K1-5 while demonstrating S7 and S1-3.

7. Research proposals, reviews and analyses. From literature reviews to research proposals to critical analyses of research taking place within the School, students are provided with ample opportunity to demonstrate the specific achievement of K6. In so doing, students are also able to demonstrate their achievement of K1-5, S1-4 and S6-7.

8. Independent research. The level 2 research project and the level 3 dissertation provide students with the opportunity to demonstrate S5. The successful completion of these will also enable students to demonstrate achievement of all learning outcomes.

19. Reference points

The learning outcomes have been developed to reflect the following points of reference:

University of Sheffield Learning and Teaching Strategy 2016-2021

School of Education Strategy 2017-2022

20. Programme structure and regulations

EDUU01 (full-time)

At Level 1, students take three core 20 credit modules. This ensures that students receive a grounding in the foundational disciplines of psychology and sociology while developing skills related to statistical awareness in the Making Sense of Education module. Students then choose 60 credits from a range of options that combine from the outset the subject areas of education studies and childhood studies. Students are allowed to take a maximum of 20 credits outside the School of Education.

At Level 2, students take three core 20 credits modules. The focus here is placed upon research and critical

inquiry, students taking a module on research methods and also engaging in a small-scale independent research project. Students at Level 2 will also do an employability skills development module allowing them to develop and apply their knowledge, understanding and skills in relation to either a placement or a work-based project. The remaining 60 credits will be taken from a number of option modules in education and childhood studies, with students being allowed to take a maximum of 20 credits outside the School of Education.

At Level 3, students undertake a core 40 credit dissertation and also take a core 20 credit module that encourages them to critically engage, as the culmination of their studies, with fundamental philosophical questions related to the nature and purpose of education. As at Level 2, the remaining 60 credits will be taken from a number of option modules in education and childhood studies, with students being allowed to take a maximum of 20 credits outside the School of Education.

EDUU02 (part-time)

Completing the degree programme on a part-time basis will normally take five years. For each of the first two years, students take 60 credits and thus complete Level 1. During Levels 2 and 3 students will normally take 80 credits each year.

Progression through the degree for students studying part-time might typically be as follows:

Year 1 60 credits: Making Sense of Education: Facts, Fiction and Data; Education, Power and Society: and 20 credits from a range of appropriate elective modules.

Year 2 60 credits: Critical Curriculum Study; Child Psychology; and 20 credits from a range of appropriate elective modules.

Year 3 80 credits: Understanding Education: Research and Researching; Research Project in Education, Culture and Childhood; Employability Skills Development and 20 credits from a range of appropriate elective modules.

Year 4 80 credits: 80 credits from a range of appropriate elective modules.

Year 5 80 credits: Dissertation; Philosophies of Education; and 20 credits from a range of appropriate elective modules.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at http://www.sheffield.ac.uk/calendar/regs.

21. Student development over the course of study

At Level 1, the emphasis is placed on developing a broad grounding of knowledge in key aspects of education and childhood studies. Students at Level 1 will develop an ability to locate relevant sources using both library-based and electronic resources and will also gain an understanding of standard academic conventions such as correct methods of referencing. At this level, teaching, learning and assessment methods are geared towards developing in the students an ability to structure and clearly articulate their thoughts and ideas, and to devise and sustain a rational argument, both verbally and in written form.

At Level 2, students develop a critical understanding of policy and practice and engage critically with a range of theories, concepts and approaches. The key development is thus from sound understanding to critical engagement. Students also complete a small-scale independent research project, requiring the application of theories, concepts and approaches to the study of concrete problems and issues. The work employability skills development module undertaken at this level allows further development of knowledge and skills in relation to a professional workplace setting.

At Level 3, students reinforce and further refine the skills and knowledge developed at levels 1 and 2. The two core modules in particular facilitate further skills and knowledge development, the first ((Philosophies of Education) by requiring that students critically engage with the fundamental question of what education is for, and the second (dissertation) by requiring that they initiate and manage a substantial programme of self-directed research.

22. Criteria for admission to the programme

Detailed information regarding admission to the programme is available at http://www.shef.ac.uk/education

23. Additional information

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at http://www.shef.ac.uk/ssid.