



## Programme Details

1. Programme title	Education, Culture and Childhood		
2. Final award (e.g. BA, MEng or MSc)	Type: BA (Hons)	Duration: 3 years	
3. Intermediate/exit awards	Title (if different from main award):		
	Type: DipHE	Duration: 2 years	
	Title (if different from main award):		
	Type: CertHE	Duration: 1 year	
4. Framework for Higher Education Qualifications level	FHEQ Level 6		
5. Faculty	Social Sciences		
6. School / Department	Education		
7. Other schools/depts (providing credit bearing modules for the programme)	Not applicable		
8. Accrediting Professional or Statutory Body	Not applicable		
9. Mode(s) of study	Full-time		
10. HECoS code(s) <i>Select between one and three codes from the <a href="#">HECoS vocabulary</a>.</i>	100455		
11. Relevant Subject Benchmark Statements			
Programme Code(s) (Internal use)	EDUU01, EDUU99, EDUU02		

## 12. Programme aims

The programme aims to:	
<b>A1</b>	provide students with a rigorous understanding of the themes underpinning current educational policy and practice, in both a national and global context.
<b>A2</b>	encourage students to engage with fundamental questions concerning the aims and values of education and its relationship to society.
<b>A3</b>	enable students to critically explore issues surrounding child development and the meaning of childhood.
<b>A4</b>	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.
<b>A5</b>	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.
<b>A6</b>	develop students' ability to construct and sustain reasoned arguments about issues related to educational and childhood studies in a clear, lucid and coherent manner.
<b>A7</b>	enable students to gain a wide range of high-level transferable skills, including communication, interpersonal, research, planning, management and organisational skills.
<b>A8</b>	provide students with the opportunity to further develop and apply their knowledge and skills in a professional workplace setting.
<b>A9</b>	provide students with the knowledge and skills needed to pursue a range of careers in education and in working with children and young people.

## 13. Programme learning outcomes

<b>Knowledge and understanding (K)</b>	
On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	
<b>K1</b>	The conceptual underpinnings of education and childhood studies, their origins and development as fields of study.
<b>K2</b>	Educational processes, systems and structures, and the cultural, political and historical contexts within which they are embedded, both nationally and globally.
<b>K3</b>	Child development, including social and developmental psychology and the sociology and history of childhood.
<b>K4</b>	Issues concerning rights, diversity, equity and inclusion in relation to childhood and education.
<b>K5</b>	Theoretical approaches and research evidence concerning the processes of learning and their interaction with and impact on educational practices.
<b>K6</b>	A range of appropriate research methods and approaches, their strengths and limitations.

**Skills and other attributes (S)**

When considering the skills and attributes developed in this programme, please refer to the Sheffield Graduate attributes (SGAs). [SGAs can be found here](#)

On successful completion of the programme, students will be able to:

<b>S1</b>	Apply a wide range of intellectual resources and theoretical approaches drawn from across a number of academic disciplines.
<b>S2</b>	Reflect upon and evaluate competing perspectives on issues related to education, culture and childhood.
<b>S3</b>	Critically engage with and interrogate current policies and practices.
<b>S4</b>	Construct and sustain sound reasoned arguments in a clear, lucid and coherent manner.
<b>S5</b>	Plan, design and execute rigorous academic research, and reflect upon the ethics of research in the fields of education and childhood studies.
<b>S6</b>	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.
<b>S7</b>	Use information and communications technologies as a means of gathering, storing, retrieving and presenting data.

**14. Learning and teaching methods** (this should include a summary of methods used throughout the programme, including any unique features)

- 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.

## 15. Assessment and feedback methods *(this should include the range of types of methods used)*

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 collaboratively 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.

## 16. Programme structure, progression and assessment regulations

### 16a. Standard Programme Information (pre-populated for all programmes)

All programmes are expected to adhere to the University of Sheffield's General Regulations. Details of the University's General Regulations can be found here: <http://www.sheffield.ac.uk/calendar/>

Details of the programme structure and current modules can be found here:  
<https://www.sheffield.ac.uk/calendar/regs>

Further information about studying at The University of Sheffield can be accessed via our web pages at:  
<https://www.sheffield.ac.uk/study>

### 16b. Progression and assessment requirements *(this should capture information about e.g. progression hurdles, PSRB requirements, resit of component parts, module capping etc)*

At Level 4, 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 number of option modules in the School of Education, with students being allowed to take a maximum of 20 credits outside the School of Education.

At Level 5, students take three core 20 credit 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. Core modules at Level 2 include 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 the School of Education, with students being allowed to take a maximum of 20 credits outside the School of Education.

At Level 6, students undertake a core 40 credit dissertation 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 80 will be taken from a number of option modules in the School of Education, with students being allowed to take a maximum of 20 credits outside the School of Education.

**17. University scheme on optional Year Abroad or Placement Year**

Not applicable

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Version Number:	Purpose / Change:	Date:
2	Amendment of programme to make a core module at L3 optional	October 2024