

Programme specification

BA (Hons) Education Studies with Japanese

<i>School:</i>	School of Education		
<i>Entry in:</i>	2017	<i>In:</i>	September
<i>Awarding Institution:</i>	York St John University		
<i>Teaching Institution:</i>	York St John University		
<i>Delivery Location:</i>	York St John University		
<i>Programme/s Accredited by:</i>	Not applicable		
<i>Exit Awards:</i>	Certificate of Higher Education Education Studies with Japanese Diploma of Higher Education Education Studies with Japanese BA (Ord) Education Studies with Japanese		
<i>UCAS Code / GTTR / Other:</i>	M3T2		
<i>Joint Honours Combinations:</i>	Children Young Peoples and Families English Language English Literature		
<i>QAA Benchmark Group(s):</i>	Education Studies, Languages and Related Studies		
<i>Mode/s of Study:</i>	Full-time for 3 years Part-time for 6 years		
<i>Language of Study:</i>	English		

Introduction and Special Features

Education Studies with Japanese is aimed at those with no previous knowledge of Japanese.

Education Studies with Japanese is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers intellectually rigorous analysis of educational processes, systems and approaches, and their cultural, societal, political, historical, and economic contexts.

The Education Studies with Japanese degree enables students to pursue their chosen language whilst studying education thus greatly enhancing their employability in an increasingly diverse and international job market. Studying Languages at YSJU offers students a flexible and applied approach to language learning, emphasising communication, transferable skills and the opportunity to fully acquire knowledge and understanding of different cultures and language communities.

Study Abroad is an essential part of Education Studies with Japanese and students will spend either Semester 1 or the whole year in the country whose language they are studying.

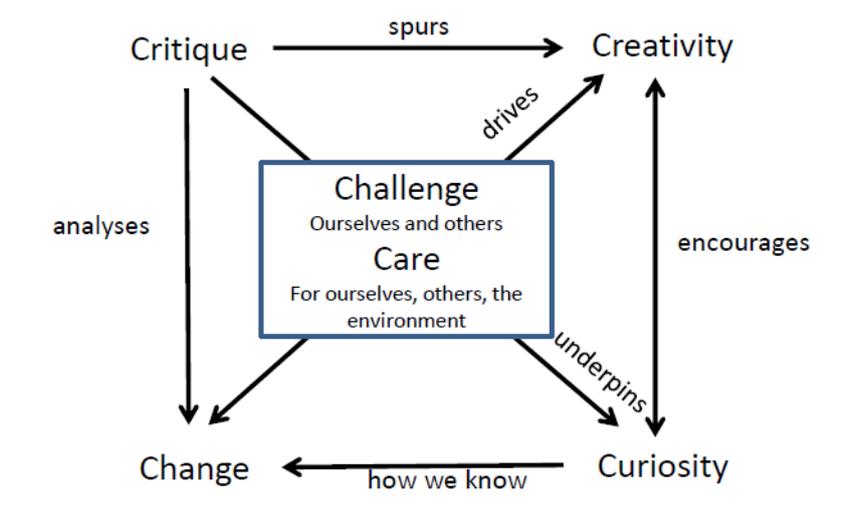
Graduates are able to participate in and contest changing discourses exemplified by reference to debate about values, personal and social engagement, and how these relate to communities and societies. Students have opportunities to develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different

positions on educational matters. They will engage in a critique of current policies and practice and challenge assumptions. An education studies course provides the knowledge, understanding and critical analysis to inform current and future professionals.

Transferable skills:

Education Studies with Japanese graduates will be able to;

- Construct and communicate oral and written arguments in English and their chosen language.
- Use information and communication technology (ICT), including word processing, databases, internet communication, information retrieval and online searches
- Interpret and present relevant numerical information
- Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team
- Improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning
- Analyse, synthesise, evaluate, and identify problems and solutions.



The Education Studies with Japanese programme is built around a number of key dispositions that the team wishes to develop with our students. Change is a constant, in that all students need to be prepared for change, and that change will happen no matter what. The important thing is to be able to understand this. Critique enables students to deal with change; it allows them to question why things are as they are, who is driving change, and to engage with their own responses to this. Creativity allows students to look at their world in a number of ways, not just accepting it as it is, and also looking for different ways to respond to it. Curiosity is about wanting to find out more, and to understand themselves and others, and to know how to find out in a coherent and ethical manner. Through change, critique, creativity and curiosity, it is hoped that Education Studies with Japanese students will care about themselves, others and the environment, and to challenge both themselves and others in their ongoing quest to understand themselves and the world as it is, as it could be, and as it should be.

Admissions Criteria

You must meet the University's general entry criteria for [undergraduate/postgraduate](#) study.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

Programme Aims

The aims of the BA (Hons) Education Studies with Japanese degree are to:

- Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the contexts within which it takes place;
- Provide students with a broad and balanced knowledge and understanding of the principal features of education in a wide range of contexts;
- Encourage students to engage with fundamental questions concerning the aims and values of education and its relationship to society;
- Provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice;
- Encourage the interrogation of educational processes in a wide variety of contexts;
- Develop in students the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner;
- Promote a range of qualities in students including intellectual independence and critical engagement with evidence*
- Enable students to develop a high level of competence in Japanese, as well as deepening their knowledge and understanding of Japanese culture and society;
- Provide opportunities to engage with Japanese language, culture and Higher Education through Study Abroad.

*QAA Subject Benchmark Statement – Education Studies 2015

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

Programme Learning Outcomes

Level 4 / FHEQ L4

Level 4 Programme Outcomes

Students who gain the award specified will have demonstrated the following learning outcomes:

Level 4 Certificate of Higher Education

Education Studies with Japanese students:

- Demonstrate an understanding of the underlying values and principles relevant to Education Studies
- Analyse basic educational concepts, theories and issues of policy in a systematic way
- Apply, at a basic level, their developing value system to their work
- Demonstrate a broad-based knowledge and understanding of a range of underlying concepts, content, and theoretical perspective associated with Education Studies
- Appropriately apply perspectives, skills and knowledge gained across Education Studies
- Present, evaluate and interpret different forms of information, evidence, data, artefacts and performances, appropriate to Education Studies

- Communicate effectively using a range of basic skills appropriate for the audience and purpose
Demonstrate a range of basic key transferable skills (including those for lifelong learning) appropriate for further study and future employment in the subjects studied
- Demonstrate explicit knowledge of Japanese and ability to use it for the purposes of understanding, expression and communication at a higher level than the entry point;
- Understand aspects of Japanese culture and society;

Level 5 / FHEQ L5

Level 5 Programme Outcomes

Students who gain the award specified will have demonstrated the following learning outcomes:

Level 5 Diploma of Higher Education

Education Studies with Japanese students:

- Demonstrate an understanding of the underlying values and principles relevant to Education Studies and a developing personal stance which draws on their increasing knowledge
- Critically analyse more complex educational concepts, theories and issues of policy in a systematic way
- Apply their developing value system to their work
- Apply theoretical perspectives and concepts to a range of situations and issues relevant to Education Studies, including those associated with work-based settings
- Demonstrate critical awareness of research strategies particular to Education Studies
- Critically analyse data and information relevant to study in Education Studies
- Communicate subject-relevant information, ideas and arguments effectively to specialist and non-specialist audiences
- Demonstrate an ability to apply knowledge and skills effectively in decision-making in the context of growing maturity as an independent learner

- Further develop Japanese for the purposes of understanding, expression and communication at a higher standard than the Level 4 entry point following a period of Study Abroad;
- Have a critical understanding of aspects of Japanese language and culture;

Level 6 / FHEQ L6

Level 6 Programme Outcomes

Students who gain the award specified will have demonstrated the following learning outcomes:

Level 6 Honours Degree

Education Studies with Japanese students:

- Demonstrate a complex understanding of the underlying values and principles relevant to Education Studies and a developing personal stance which draws on their increasing knowledge
- Critically analyse complex educational concepts, theories and issues of policy in a systematic way
- Critically reflect on the application of their own value system to their work
- Demonstrate an understanding of the relationship between theoretical and empirical knowledge at the forefront of Education Studies
- Devise and sustain critical commentary on advanced studies in Education Studies

- Manage and reflect critically upon own learning
- Demonstrate an appreciation of the uncertainty and ambiguity of much knowledge in Education Studies
- Apply skills, concepts, theoretical and empirical knowledge, and methods appropriate to Education Studies to initiate, design, plan and execute research
- Demonstrate an ability to reach reasoned judgments about arguments and evidence based upon sound critical analysis and an understanding of different value positions
- Exercise initiative and personal responsibility in a range of decision-making contexts related to their studies
- Demonstrate a high competence in Japanese and ability to use it using it in social, academic and work environments for the purposes of understanding, expression and communication at a higher standard than the Level 5 entry point.

Programme Structure

The BA Education Studies with Japanese is based on 360 credits. Students will take six 20 credit modules at each level, with a 40 credit Special Study module at Level 6. The modules will be taught on a semester basis with three modules each semester. Part time students will normally take 60 credits each year.

Those on a *with* programme with MFL will study two Education Studies modules and one MFL module per semester. There will also be an expectation of at least a semester on the Study Abroad scheme.

Within the programme the demands placed upon the students increases as they move from level to level.

Level 4 lays the foundations for the study of education. Education Studies students will have 48 hours taught time per module. Students will have a variety of assessment types, and as students make the transition to University, there will be greater formative support, with scaffolding provided and assignments of 3,000 words.

Level 4 also gives students the opportunity to expand the knowledge of their main language, and also, if they wish, get a flavour of a new language. It also introduces them to associated cultural differences and language systems. They will be supported in the transition to the study of Languages in Higher Education.

Level 5 gives the students more choice and also has the placement module in it which will prepare students on the programme for career pathways and develop critical, analytical, reflective and professional skills in the light of their study on the programme thus far. Each Education studies module will have 42 hours taught time. Scaffolding will be reduced and assignments of 4,000 words.

At Level 5 it is expected that language students will spend at least a semesters studying abroad. This will prove crucial, not only to significantly enhance their competence and fluency in the given language, but also in developing awareness and critical understanding of another culture and society.

At Level 6 the students plan, research and produce a Special Study of 40 credits on an aspect of education that has particularly interested them. Students then select optional modules which further develop their critical, analytical and reflective engagement with the strand specific themes, up to a total of 120 credits (including the dissertation element). There will be very limited scaffolding provided, and each Education Studies module will have 36 hours taught time. Assignments will be 5,000 words, and it is expected that students will take a greater

responsibility for the organisation of their learning. *The Professional Linguist* module is designed to prepare students for the world of work using languages and has a special focus on the development of translation skills in the workplace.

Level 4

Students have the opportunity to undertake the option module 1ED204 Global development and education, 1ED205 What is inclusive learning? or a Modern Foreign Language (MFL) module.

Level 5

Semester 1 will be Study abroad.

2ED206 Reflecting on learning requires students to undertake a work placement (15 days minimum) in an educational setting.

Level 6

Students must undertake 3ED200 Researching in an educational context to receive the full award.

Modules for the Programme

Code	Level	Semester	Title	Credits	Study abroad for one semester	Study abroad for a full year
1ED200	4	1	Key changes in modern schooling	20	C	C
1ED201	4	1	Learning as a student	20	C	C
1LJA01 or 1LJA02 or 1LJA06	4	1	Japanese Beginners or Japanese Continuation or Japanese Advanced 1	20	C	C
1ED203	4	2	Questioning the purpose of education: philosophical perspectives	20	C	C
1ED204	4	2	Global development and education	20	O	O
1ED205	4	2	What is inclusive learning?	20	O	O
1LJA02 or 1LJA03 or 1LJA07 or 1LJA08	4	2	Japanese Continuation or Japanese Intermediate 1 or Japanese Advanced 2 or Japanese Advanced Language and Culture	20	C	C
	5	1	Study abroad (semester 1)	60	C	C
	5	2	Study abroad (semester 2) - optional			C
2ED205	5	2	Knowledge and the curriculum	20	C	
2ED206	5	2	Reflecting on learning	20	C	
2LJA07 or 2LJA08	5	2	Japanese Advanced 2 or Japanese Advanced Language and Culture	20	C	
3ED200	6	Y	Researching in an educational context	40	CA	CA
3ED201	6	1	Investigating learning	20	O	O
3ED202	6	1	Education and contemporary ethical issues	20	O	O
3ED203	6	1	Digital learning - The future of education?	20	O	O
3ED204	6	1	Critical perspectives in SEN and Inclusion	20	O	O
3LJA09 or	6	1	Japanese Proficiency or	20	C	C

3LJA06	6		Japanese Advanced 1			
3ED205	6	2	Education, health and well-being	20	O	O
3ED206	6	2	Autobiography and narrative – writing educational journeys	20	O	O
3ED207	6	2	Education and the environment	20	O	O
3ED208	6	2	Teaching and the role of the teacher	20	O	O
3LA051	6	2	The Professional Linguist	20	C	C

***C**: Compulsory, **CP**: Compulsory for progression to the next level, **CA**: Compulsory for award, **O**: option or **E**: elective.

* Only one of these modules will be offered per year. The School can advise.

Teaching, Learning and Assessment

To maximise the full potential of all students studying on BA (Hons) Education Studies with Japanese, the programme will focus on:

- The process of transition to ensure that you are able to benefit from a full and rewarding undergraduate experience.
- The development of lifelong learning skills, particularly in relation to developing your ability to be able to reflect upon your own learning.
- The development of skills that will help to effectively involve you in critical reflection and analysis of research, policy and practice.
- Prioritising teaching that will support learning experiences that are stimulating, appropriate and effective.
- Fostering partnerships which will help to ensure inclusive and appropriate assessment, learning and teaching practices.

Our intention is to provide a secure foundation upon which you can build, explore and conceptualise the broader implications of the discipline, thus challenging you to develop your critical thinking skills and engagement in analytical discussion. We aim to foster a strong and supportive relationship with our students in remaining aware of each individual's learning needs across the programme. Beyond the classroom environment, we will provide you with individual academic support both via email and in face-to-face tutorials.

Teaching and learning strategies will be tailored towards the context of each module. Learning and teaching methods are designed to enable you to attain and demonstrate achievement of the specified outcomes contained in the module specifications. The BA (Hons) Education Studies with Japanese programme will use a diverse range of teaching and learning strategies which will focus on equipping you with the skills and knowledge required to be effective and successful students. Education Studies with Japanese is designed so that there is a progressive shift in the overall balance of time you spend in independent compared to tutor-supported learning. Level 4 has increased contact time to ensure that you have a sound grounding in the subject area, which is then gradually reduced through Levels 5 and 6 in order to develop student autonomy, whilst still providing a supportive environment.

The teaching and learning strategy includes lectures, seminars, case studies, group work, report writing and aims to be accessible to a mixture of learning styles and interactive activities. A series of key lectures for each module will provide you with an introduction to the main themes, theoretical concepts and debates. Seminars aim to provide you with the opportunity to debate and discuss the themes raised by lectures and self-directed study. This will provide you with opportunities to have a deeper understanding of the issues covered in the modules and encourages an environment in which you can communicate and discuss the subject matter with other students. In the chosen language students will be made familiar with electronic resources

and tools right from the start of the programme. The compulsory Languages module in Semester 1 introduces the Virtual Learning Environment (VLE), languages resources in the library and the Languages Workshop. They will also learn how to use e-Portfolios, thereby enhancing their IT skills.

You will also be encouraged to take the initiative and work towards a self-directed approach under the negotiation, facilitation and observation of the module leader. Guest speakers from appropriate organisations also enhance the lecture sessions.

The following learning, teaching and assessment strategies will provide opportunities for engagement, development and critical enquiry:

- Web-based study materials
- Virtual Learning Environment tasks
- Individual/group tutorials
- Web-based mediated discussion groups
- Learning journals
- Simulation exercises
- Project work (tutor-set and student-initiated)
- Field trips and course visits

Assessment opportunities:

- Essays and written debates
- Group and individual presentations
- Evaluative and critical incident reports
- Case studies
- Portfolios and reflective writing
- Research proposal and empirical study

In terms of assessment strategies, foreign language modules are assessed by means of e-Portfolio and oral assessment.

There is an appropriate blend of formative feedback and summative assessments across the individual modules. This is emphasised at Level 4 whereby the word count of 3,000 per module is for the summative assessment, but in order to ease the transition into academic study within Higher Education there will also be formative feedback, which may be written or verbal. This will be particularly apparent in semester 1, as the modules support each other in developing the skills you need to succeed in Higher Education. In this respect, formative feedback will be provided prior to submission of the final summative assessment, which maximises the potential for you to engage in productive dialogue throughout the module. Formal and informal feedback including reviews and discussion will also be used to inform you of your progress and facilitate learning and personal development planning. Assessment criteria are directly related to the specified learning outcomes for the programme of study. Academic Tutorials will also support the feedback process, as your academic tutor discusses your feedback with you and suggests support as necessary.

We believe that self-motivation has a crucial role to play in learning. What motivates us and how other people can influence our self-motivation is a very complex area, but one in which our understanding is growing. We now know that success itself does not necessarily motivate. It depends to a great extent on why we think we have been successful in our learning. Even the performance of very able students can plateau or even diminish if they believe that they have reached what they consider to be the limits of their intelligence i.e. that their level of intelligence is fixed and they are powerless to increase their capacity to learn.

Ultimately, being wrong, making mistakes and struggling to understand or to do something is a necessary and formative part of learning. Formative tasks are also an integral part of the Level 5 and 3 modules so that you can receive informal feedback on both your academic work and the development of critical thinking around the subjects under discussion. Here, feedback is

seen as a key tool that can support you in refining your understandings and/or knowledge as well as enabling you to build more powerful ideas and capabilities.

We believe that good feedback practice:

1. Facilitates the development of self-assessment (reflection) in learning.
2. Encourages dialogue around learning.
3. Helps clarify what good performance is (goals, criteria, expected standards).
4. Provides opportunities to close the gap between current and desired performance.
5. Delivers high quality information to students about their learning.
6. Encourages positive motivational beliefs and self-esteem.
7. Provides information to the teaching team that can be used to help shape the delivery and content of the programme.

Nicol, D. J. and MacFarlane-Dick, D. (2005) *Formative assessment and self-regulated learning: A model and seven principles of good feedback practice* online
<http://www.psy.gla.ac.uk/~steve/rap/docs/nicol.dmd.pdf>

Progression and Graduation Requirements

The University's [general regulations for awards](#) apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

In addition, the following programme-specific regulations apply in respect of progression and graduation:

Internal and External Reference Points

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)

Further Information

Further information on the programme of study may be obtained from:

- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)
- Regulations (Registry – Academic Quality Support)
- Student programme handbook (school)
- Module handbooks (school)