

Course Specification

Published Date:	15-Sep-2020
Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	ED071H01UV ED071H31UV	Full-time Part-time	3 Years 6 Years
Course Title:	BA (Hons) Education Studies		
Hierarchy of Awards:	Bachelor of Arts with Honours Education Studies Bachelor of Arts Education Studies Diploma of Higher Education Education Studies Certificate of Higher Education Education Studies University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	12/Apr/2017		
Last Review:	2019/0		
Course Specification valid from:	2012/3		
Course Specification valid to:	2025/6		

Academic Staff

Course Leader:	Miss Alison Wren
Head of Department:	Mrs Jenny Worsley Mrs Faye Stanley

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

Typical entry requirement: 96 UCAS points

A Levels - grades CCC / BCD

BTEC L3 Extended Diploma or OCR Cambridge L3 Technical Extended Diploma - grades MMM

Access to HE Diploma: 45 L3 credits at Merit

Use the UCAS Tariff calculator to check your qualifications and points

If you've got other qualifications or relevant experience, please contact The Gateway for further advice before applying.

International entry requirements and application guidance can be found at <http://www.wlv.ac.uk/international/apply>

Successful completion of the International Foundation Year in Education, Health and Wellbeing

Other Requirements

Entry to this course requires a Disclosure and Barring Service (DBS) check if you do not already have one through your employer or as an individual through the DBS update service.

If you have accepted a Conditional Offer made by the University of Wolverhampton you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £40.00 and a £6.00 ID check service fee. Please note: DBS charges can vary.

You must usually have studied for a minimum of two years post GCSE level. However, we will consider applications from students who do not have two years of post-16 study, where they have relevant work experience. Please see <http://wlv.ac.uk/mature> for further information.

Distinctive Features of the Course:

The BA (Hons) Education Studies is designed to help you to develop the skills, knowledge and confidence to succeed in your studies with the University of Wolverhampton at degree level. The course is suitable for people new to this area or experienced staff searching for career development. We value and promote your individual engagement, progression and success as all of our staff will recognise and celebrate your unique learning needs. The curriculum in Education Studies will be relatable to you through our inclusive approaches to your teaching and learning experience.

The course at level 4, 5 and 6 offers a unique blend of theories and practices in relation to Education Studies. We recognise that you will have a unique learning journey and we will maximise your potential through optional assessment choices such as presentations, written assessments, reflective journals, posters, reports and written plans.

Staff are active researchers and these interests contribute to high quality teaching, curriculum development

and innovation which underpins the teaching and learning that you will experience. You will benefit from the latest research in the areas of Education Studies such as 'mental health and resilience,' 'healthy eating in schools,' 'impact and influence of teaching and assistant support and 'higher education and social justice.' Your teaching team has a range of expertise and practice in Early Childhood, Special Educational Needs, Young People and Families and Education which will help you to make the link between your learning on the course and your experiences and practice.

This course is taught as a three year full time route and placements are expected as part of this course which can be negotiated in a variety of educational settings.

Educational Aims of the Course:

Education studies provides an academic study of formal and informal contexts of education as well as a framework for understanding some aspects of human and social development. You will gain a broad and balanced knowledge and understanding of the principal features of education and engage with fundamental questions concerning the aims, values and outcomes of education and its relationship to society.

Education Studies is of value to enable you to understand your own development as a reflective lifelong learner. It is seen as a very useful area of study for planning a career that involves a range of roles in relation to learning, whatever the context. These include supporting and leading the learning of others, for example as a mentor or coach.

Education Studies aims to provide you with valuable insights into learning, teaching and education systems. It introduces you to a variety of educational concepts and fields of enquiry. You will actively engage in investigating the cultural, sociological, psychological, political, technological and linguistic dimensions of teaching and learning in a range of educational contexts. The diversity of learners, classrooms and schools in contemporary society will be examined, alongside the impact of globalisation and international perspectives.

You will also develop a range of graduate attributes skills through demonstrating the ability to construct and communicate oral and written arguments; work effectively with others as part of a team, taking different roles and improve your own learning and performance through the development of study and research skills, and a capacity to plan, manage and reflect on your own learning.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00

PSRB:

None

Course Structure:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4ED011	Great Minds on Education.	20	SEM1	Core
4ED002	Education and Social Justice	20	SEM1	Core
4CF005	Safeguarding and Multi-Agency Perspectives	20	SEM1	Core
4ED001	Education in Europe	20	SEM2	Core
4ED013	Education Studies in the Modern World	20	SEM2	Core
4SN005	Introduction to Disability, Diversity and Inclusion	20	SEM2	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5ED004	Enhancing Professional Practice on Placement	20	SEM1	Core
5ED003	The Psychology of Educational Achievements	20	SEM1	Core
5ED002	Research Methods	20	SEM2	Core
5ED001	Understanding Curriculum	20	SEM2	Core
5ED014	Culture, Curriculum and Professional Practice in Primary Schools	20	SEM2	Core

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

5SN004	Exclusion from School and Social Justice	20	SEM1	
5CF017	Young Lives, Parenting and Families	20	SEM1	

Continuing students will follow the programme indicated below:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5ED012	Representations of Education in Popular Culture	20	SEM1	Core
5ED004	Enhancing Professional Practice on Placement	20	SEM2	Core
5ED003	The Psychology of Educational Achievements	20	SEM1	Core
5ED002	Research Methods	20	SEM2	Core
5ED014	Culture, Curriculum and Professional Practice in Primary Schools	20	SEM1	Core

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

5ED001	Understanding Curriculum	20	SEM2	
5ED005	Language, Power and Education	20	SEM2	

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6ED015	Education Research Project	40	YEAR	Core
6ED002	Policy and Practice of Learning and Teaching	20	SEM1	Core
6ED001	Education: International and Comparative Perspectives	20	SEM2	Core

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

6CF003	Tackling Inequalities	20	SEM1	
6SN008	Critical Issues in Inclusion	20	SEM1	

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

6ED003	Education in Challenging Contexts	20	SEM2	
6ED019	Enterprise, Innovation and Creativity	20	SEM2	

Continuing students will follow the programme indicated below:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6ED015	Education Research Project	40	YEAR	Core
6ED007	Learning in the Digital Age	20	SEM1	Core
6ED002	Policy and Practice of Learning and Teaching	20	SEM1	Core
6ED001	Education: International and Comparative Perspectives	20	SEM2	Core
6ED003	Education in Challenging Contexts	20	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 4.4.3 - Exemption in accordance with the standards required for Early Years Teacher Status (granted by the National College for Teaching and Leadership) and the Children's Workforce Development Council (CWDC). Compensation will not be permitted for the following core module (repeats will be allowed);

4CF005 Safeguarding and Promoting Well-Being (20 credits).

APPROVED by AFRSC.

Reference Points:

[UK Quality Code for Higher Education](#) (2018)

[Qualifications and Credit Frameworks](#) (2014)

[Subject Benchmark Statements Education Studies](#) (2019)

[University Policies and Regulations](#) (2019-2020)

[Equality Act](#) (2010)

Learning Outcomes:

CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were

first studied, including, where appropriate, the application of those principles in an employment context

DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

DipHE Course Learning Outcome 5 (DHECLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively

DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

Ordinary Course Learning Outcome 1 (ORDCLO1)

Demonstrate knowledge and understanding of underlying theories, values and principles relevant to Education Studies

Ordinary Course Learning Outcome 2 (ORDCLO2)

Show Awareness of the different physical and virtual contexts in which learning can take place and the range of different participants in the learning process

Ordinary Course Learning Outcome 3 (ORDCLO3)

Recognise a variety of principles and approaches to education and educational issues, e. g. Social justice, inclusion and globalisation.

Ordinary Course Learning Outcome 4 (ORDCLO4)

Review, consolidate and apply course-appropriate knowledge from a variety of sources in a systematic way.

Ordinary Course Learning Outcome 5 (ORDCLO5)

Reflect and analyse their own value system, development and practices with reference to concepts and theories encountered in Education Studies.

Ordinary Course Learning Outcome 6 (ORDCLO6)

Communicate understanding using a variety of vocal/ written/ multi-modal formats.

Honours Course Learning Outcome 1 (DEGCLO1)

Demonstrate knowledge and understanding of underlying theories, values and principles relevant to

Education Studies

Honours Course Learning Outcome 2 (DEGCLO2)

Show Awareness of the different physical and virtual contexts in which learning can take place and the range of different participants in the learning process

Honours Course Learning Outcome 3 (DEGCLO3)

Recognise a variety of principles and approaches to education and educational issues, e. g. Social justice, inclusion and globalisation.

Honours Course Learning Outcome 4 (DEGCLO4)

Review, consolidate and apply course-appropriate knowledge from a variety of sources in a systematic way.

Honours Course Learning Outcome 5 (DEGCLO5)

Reflect and analyse their own value system, development and practices with reference to concepts and theories encountered in Education Studies.

Honours Course Learning Outcome 6 (DEGCLO6)

Communicate understanding using a variety of vocal/ written/ multi-modal formats.

Overview of Assessment:

Module	Title	Course Learning Outcomes
4CF005	Safeguarding and Multi-Agency Perspectives	CHECLO1, CHECLO5
4ED001	Education in Europe	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4ED002	Education and Social Justice	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4ED011	Great Minds on Education.	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4ED013	Education Studies in the Modern World	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4SN005	Introduction to Disability, Diversity and Inclusion	CHECLO2, CHECLO3, CHECLO4
5CF017	Young Lives, Parenting and Families	DHECLO2, DHECLO3, DHECLO4
5ED001	Understanding Curriculum	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO6
5ED002	Research Methods	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5ED003	The Psychology of Educational Achievements	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5ED004	Enhancing Professional Practice on Placement	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5ED005	Language, Power and Education	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5ED012	Representations of Education in Popular Culture	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5ED014	Culture, Curriculum and Professional Practice in Primary Schools	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5
5SN004	Exclusion from School and Social Justice	DHECLO1, DHECLO3, DHECLO4
6CF003	Tackling Inequalities	DEGCLO1, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO3, ORDCLO4
6ED001	Education: International and Comparative Perspectives	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6
6ED002	Policy and Practice of Learning and Teaching	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6
6ED003	Education in Challenging Contexts	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6
6ED007	Learning in the Digital Age	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6ED015	Education Research Project	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6ED019	Enterprise, Innovation and Creativity	DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6
6SN008	Critical Issues in Inclusion	DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6

Teaching, Learning and Assessment:

At the University of Wolverhampton there are a range of teaching and learning activities to help you achieve successfully on your course. Your sessions will have formative learning opportunities and formative assessment which will help you prepare for your final marked assessment (summative assessment). These include

Active contribution to lectures, group activities, including critical debate and discussion in seminars.

Individual and group tutorials

Individual and group research activities using a range of sources, reading of the literature relating to issues raised in lectures and through independent research

Participation in online tasks and discussions

Problem solving activities

There are also a variety of assessment types are used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course will include a variety of assessment activity, which may include:

Coursework (for example, essays, reports, project proposals, case study analysis, poster presentation)

Practical (for example, oral and video presentations)

In the final year of your undergraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)

Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)

Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

[University Libraries](#) are the key source of academic information for students, providing access to a wide range of books, journal, DVDs etc. Each library offers a range of study areas to allow students to study in the environment that suit them best, including group and quiet areas with access to PCs. In addition the Library enables access to wide range of online information sources, including eBooks, e-Journals and subject databases.

The Library also provides students with academic skills support via the [Skills for Learning programme](#) . Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

- You will be allocated a Personal Tutor
- You will be allocated an Academic Coach who will provide you with academic support and pastoral care, to improve your independent learning skills to help you maximise your potential

- Specific assessment support will be factored into each module.
- If you have disabilities and/or specific learning difficulties you can gain a wide range of support from the Student Support and Well Being team and your Faculty Enabling Tutor.
- Higher Education academic skills will be embedded throughout the curriculum.

You will be allocated a supervisor for your final year dissertation.

Employability in the Curriculum:

A range of employability skills is built into this programme in order that you develop and refine attributes that will be beneficial to you in the workplace, such as sharing information with others, working in groups, literacy and oral skills, leadership, using critical thinking, and becoming a reflective practitioner. You will also develop and consolidate a range of employability and transferable skills, including sharing information, working with and in groups, presenting information, digital literacy and critical thinking skills

Successful completion of this course could lead to careers in the public and private sector, with the opportunity for you to gain employment in local education authorities, prison education services, museums and heritage industries, private training providers, and charities. If you want to become a primary school teacher you may choose to undertake a Postgraduate Certificate in Education (PGCE). If you want to become an Early Years Teacher, you can choose to apply for the Postgraduate Early Years Initial Teacher training. You could also choose to apply for a Master's Degree in Social Work or Education or undertake a Post Graduate Teaching Certificate in Adult Education.



THE UNIVERSITY OF OPPORTUNITY