Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	ED071T01UV	Full-time	4 Years
UCAS Code:	X302		
Course Title:	BA (Hons) Education Studies with Foundation Year		
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:	01/Apr/2020		
Last Review:	2019/0		
Course Specification valid from:	2020/1		
Course Specification valid to:	2025/6		

Academic Staff

Course Leader:	Mrs Jenny Worsley
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

Distinctive Features of the Course:

Starting degree level study can be a daunting prospect. The BA (Hons) Education Studies (with Foundation Year) 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 and beyond. Our Foundation Year programme has been designed to prepare you for studying at undergraduate level. The modules will provide you with the required skills and knowledge to transition effectively into Level 4 study.

During your Foundation Year you will develop skills appropriate to University such as finding and using information, working collaboratively with others, challenging and debating ideas and expressing yourself with greater confidence. We hope the Foundation year helps you to become familiar with University life and to feel at home on campus. The course at level 4, 5 and 6 offers a unique blend of theories and practices in education, alongside modules that debate the significance of current developments within a multi-cultural and global context. This emphasis upon critical reflection and appraisal is complemented by modules examining key theoretical questions relating to educational history, ethics, psychology, sociology, technology and comparative education. You will be given the opportunity to put these ideas into practice through supported placements and the realities of day-to-day learning and teaching practices.

This course is taught full time and part time to offer flexible study routes.

Educational Aims of the Course:

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.

Work experience placements are an integral part of the course and can be negotiated in a variety of educational settings.

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
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00
2023/4	H	Full Time / Sandwich	£9250.00
2023/4	Overseas	Full Time / Sandwich	£14450.00

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.

Module	Title	Credits	Period	Type
3ED002	Preparing for Undergraduate Study	40	YEAR	Core
3ED003	Valuing the Self & Others	20	SEM1	Core
3CF002	The Developing Child in the World	20	SEM1	Core
3ED004	Interprofessional Working	20	SEM2	Core
3ED005	Exploring Inclusive Education and Practice	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.

Module	Title	Credits	Period	Type
4CF005	Safeguarding and Multi-Agency Perspectives	20	SEM1	Core
4ED002	Education and Social Justice	20	SEM1	Core
4ED011	Great Minds on Education.	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.

Module	Title	Credits	Period	Type
5ED002	Becoming a Researcher	20	SEM2	Core
5ED001	Understanding Curriculum	20	SEM1	Core
5ED004	Enhancing Professional Practice on Placement	20	SEM2	Core
5ED003	The Psychology of Educational Achievements	20	SEM1	Core

Group 01 | Min Value: 20 | Max Value: 20

Module	Title	Credits	Period	Type
5SN004	Exclusion from School and Social Justice	20	SEM1	
5CF017	Young Lives, Parenting and Families	20	SEM1	

Module	Title	Credits	Period	Type
5ED014	Teaching and Learning in Primary Schools	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.

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

Group 01 | Min Value: 20 | Max Value: 20

6CF003	Tackling Inequalities in Children, Young People and their Families	20	SEM1	
6SN008	Critical Issues in Inclusion	20	SEM1	

Group 02 | Min Value: 20 | Max Value: 20

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

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 1.3.1 - Exemption to exceed normal module credits within the standard University Framework allowing for the use of 40 credit modules at Level 3 including Year Long delivery.

Section 4.4.3 - Exemption in accordance with the standards required for Early Years Teacher Status (granted by the Children's Workforce Development Council). 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](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010)

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
FY01 Develop an independent, reflective and self-managed approach to study.	
FY02 Develop and utilise skills appropriate for study in Higher Education.	
FY03 Improve confidence in learning, study and approaches to finding information.	
FY04 Develop an understanding and insight into a range of relevant disciplines.	
FY05 Be aware of your existing transferable skills and new skills and how these may be developed.	
CERTHE01 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	
CERTHE02 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.	
CERTHE03 Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work	
CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments	
CERTHE05 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility	
DIPHE01 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.	
DIPHE02 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	
DIPHE03 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	
DIPHE04 Use a range of established techniques to initiate and	

Learning Outcomes	Modules
undertake critical analysis of information, and to propose solutions to problems arising from that analysis	
DIPHE05 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	
DIPHE06 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.	
BHONSN01 Demonstrate knowledge and understanding of underlying theories, values and principles relevant to Education Studies	
BHONSN02 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	
BHONSN03 Recognise a variety of principles and approaches to education and educational issues, e. g. Social justice, inclusion and globalisation.	
BHONSN04 Review, consolidate and apply course-appropriate knowledge from a variety of sources in a systematic way.	
BHONSN05 Reflect and analyse their own value system, development and practices with reference to concepts and theories encountered in Education Studies.	
BHONSN06 Communicate understanding using a variety of vocal/ written/ multi-modal formats.	
BHONS01 Demonstrate knowledge and understanding of underlying theories, values and principles relevant to Education Studies	
BHONS02 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	
BHONS03 Recognise a variety of principles and approaches to education and educational issues, e. g. Social justice, inclusion and globalisation.	
BHONS04 Review, consolidate and apply course-appropriate knowledge from a variety of sources in a systematic way.	
BHONS05 Reflect and analyse their own value system, development and practices with reference to concepts and theories encountered in Education Studies.	
BHONS06 Communicate understanding using a variety of vocal/ written/ multi-modal formats.	

Teaching, Learning and Assessment:

There are a range of teaching, learning and assessment activities (both formative and summative to help you achieve successfully on this course using the following methods:

- Active contribution to lectures and group activities, including critical debate and discussion in seminars
- Individual and group tutorials
- Participating in individual and group presentations and producing assignments.

- Individual and group research activities from a range of sources including IT.
- Reading and critical analysis of the literature relating to issues raised in lectures and through independent research.
- Undertaking placements
- Participation in seminars and online tasks
- Case study analysis
- Debates

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 Learning Centres](#) are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Learning Centres also provide 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

- The level 3 modules are designed to prepare you for, and facilitate your progress into study at Level 4.
- You will be allocated a Personal Tutor
- You will be allocated an Academic Coach, and Graduate Teaching Assistants (GTAs) will provide extensive support if needed (at levels 3 and 4).
- 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 Student Support and Well Being.
- Higher Education academic skills will be embedded throughout the curriculum.

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

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 educator.

This is an ideal course for students who want to go on to a PGCE qualification in primary or post-compulsory education, or to study at MA level in Education or the Social Sciences. In addition, the practical engagement with personal and professional development (through placements, for example, which are also available at partner institutions in Europe) provides a good foundation for employment 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. The central strand of technology running through the course means that you will be digitally literate and have a good understanding of the design and presentation of materials for different audiences

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