

## Course Specification

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<b>Status:</b>	Validated

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## Core Information

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<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Education		
<b>Course Code(s):</b>	PC008H31UV	Part-Time	2 Years
<b>Course Title:</b>	BA(Hons) Post Compulsory Education		
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours Post Compulsory Education Bachelor of Arts Post Compulsory Education Diploma of Higher Education Post Compulsory Education Certificate of Higher Education Post Compulsory Education University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	31/May/2017		
<b>Last Review:</b>	2015/6		
<b>Course Specification valid from:</b>	2009/0		
<b>Course Specification valid to:</b>	2021/2		

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## Academic Staff

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<b>Course Leader:</b>	Mr Peter Bennett
<b>Head of Department:</b>	Ms Julie Hughes

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# Course Information

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

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## Entry Requirements:

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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)

Certificate in Education Post Compulsory Education OR Foundation degree.

A minimum of two years teaching experience within the Lifelong Learning sector.

Advanced standing will be awarded as follows:

Entry with Cert Ed PCE

60 credits at level 4

60 credits at level 5

PLUS

60 credits at level 4 for professional teaching experience within the Lifelong learning sector and professional teaching placement within the Cert Ed PCE.

Hence, students will be required to achieve 60 credits at level 5 and 120 credits at level 3 to be accredited the Bachelor of Arts (Honours) Post Compulsory Education.

Entry with Foundation degree

120 credits at level 4

120 credits at level 5

Hence, students will be required to achieve 120 credits at level 6 to be accredited the Bachelor of Arts (Honours) Post Compulsory Education.)

International student language requirements and application guidance can be found at [www.wlv.ac.uk/international/apply](http://www.wlv.ac.uk/international/apply)

## Distinctive Features of the Course:

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The focus of this course is the development of the knowledge, skills and qualities required by existing teachers in Post Compulsory Education.

The programme will develop individuals as reflective practitioners who are capable of critically reviewing their own performance. This means valuing critical and professional autonomy, thereby encouraging teachers to see work with students as central to CPD as opposed to separate from it. It is an approach that sees 'identity' as a key concept for all learners.

The course will:

- centre on a holistic model of critical reflective practice
- encourage the use of advanced technologies
- encourage the sharing of professional practice
- encourage teachers to be enterprising with their ideas and professional teaching practice

## Educational Aims of the Course:

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The pathway aims to;

Develop the knowledge, skills and qualities required by existing *in-service* teachers in Post Compulsory Education. The programme will develop individuals as reflective practitioners who are capable of critically reviewing their own performance and are therefore able to provide learning opportunities for their students against the underpinning criteria of equality of access to opportunity, recognising and valuing cultural and linguistic diversity, utilising information technology for learning and working effectively with others in a professional environment. Further, the programme aims to develop students' understanding and ability at NQF 6 through the medium of modules relevant to PCE that allow the opportunity to study specialist issues in more breadth and depth than previously encountered.

Intakes:

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September

Major Source of Funding:

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HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

Tuition Fees:

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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
2017/8	H	Part Time	£2835.00
2017/8	EU	Part Time	£2835.00
2017/8	Overseas	Part Time	£5738.00

PSRB:

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None

Course Structure:

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### September (Part-Time)

Module	Title	Credits	Period	Type
5PC001	Developing Active Criticality (Bridging Module 1)	20	IN YR	Core
5PC002	Perspectives on PCE	20	IN YR	Core
6PC006	Guidance and Counselling in Post Compulsory Education	20	SEM2	Core
6PC009	Psychology, Sociology and the PCE Teacher 1: Practice	20	CRYRA	Core
6PC010	Psychology, Sociology and the PCE Teacher 2: Theory	20	IN YR	Core
6PC005	Supported Study in PCE	20	CRYRA	Core
6PC002	The Project in PCE 1: Establishing a Context	20	CRYRA	Core
6PC003	The Project in PCE2: Approaches and Methodology	20	CRYRA	Core
6PC004	The Project in PCE3: Findings	20	CRYRA	Core

# Learning, Teaching and Assessment

Academic Regulations Exemption:

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None

Reference Points:

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QAA Subject Benchmark: Education Studies Benchmarks

Learning Outcomes:

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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.

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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

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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

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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

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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

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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.

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Ordinary Course Learning Outcome 1 (ORDCLO1)

analyse educational issues systematically

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Ordinary Course Learning Outcome 2 (ORDCLO2)

undertake the analysis of complex situations concerning human learning and development in particular contexts, including their own learning

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Ordinary Course Learning Outcome 3 (ORDCLO3)

reflect on their own value systems, development and practices

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Ordinary Course Learning Outcome 4 (ORDCLO4)

question concepts and theories encountered in their studies

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Ordinary Course Learning Outcome 5 (ORDCLO5)

interrogate the assumptions underpinning theory and research use Information and Communication Technology, including word processing, data bases, internet communication, information retrieval and on-line searches to 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.

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Ordinary Course Learning Outcome 6 (ORDCLO6)

use Information and Communication Technology, including word processing, data bases, internet communication, information retrieval and on-line searches to 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.

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Honours Course Learning Outcome 1 (DEGCLO1)

analyse educational issues systematically

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Honours Course Learning Outcome 2 (DEGCLO2)

undertake the analysis of complex situations concerning human learning and development in particular contexts, including their own learning

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Honours Course Learning Outcome 3 (DEGCLO3)

reflect on their own value systems, development and practices

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Honours Course Learning Outcome 4 (DEGCLO4)

question concepts and theories encountered in their studies

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Honours Course Learning Outcome 5 (DEGCLO5)

interrogate the assumptions underpinning theory and research use Information and Communication Technology, including word processing, data bases, internet communication, information retrieval and on-line searches to 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.

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Honours Course Learning Outcome 6 (DEGCLO6)

use Information and Communication Technology, including word processing, data bases, internet communication, information retrieval and on-line searches to 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.

## Overview of Assessment:

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Module	Title	Course Learning Outcomes
5PC001	Developing Active Criticality (Bridging Module 1)	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO6
5PC002	Perspectives on PCE	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO6
5PC003	Research and the PCE Teacher	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
6PC001	The Adult Learner in PCE	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6
6PC002	The Project in PCE 1: Establishing a Context	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6PC003	The Project in PCE2: Approaches and Methodology	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6PC004	The Project in PCE3: Findings	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6PC005	Supported Study in PCE	DEGCLO2, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO4, ORDCLO5, ORDCLO6
6PC006	Guidance and Counselling in Post Compulsory Education	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6
6PC009	Psychology, Sociology and the PCE Teacher 1: Practice	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6PC010	Psychology, Sociology and the PCE Teacher 2: Theory	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6

## Teaching, Learning and Assessment:

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Opportunities to achieve these learning outcomes will be provided by the following methods:

Engaging in discussions with tutors, mentors and peers.

Engaging with theory, methodologies and research into specific learner contexts

Evaluating concepts, theories and methodology in relation to practice.

Reflecting upon their own and others' practice

Planning, implementing and evaluating teaching and learning session.

Using Learning technologies and designing learning materials.

Reading and engaging with theory

Researching current developments within the sector

Working within the sector.

## Student Support:

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The course is designed to offer a structured and supported pathway from Cert Ed to a full degree. The Bridging modules are consciously preparing students for the extra demands of a more theoretical model of academic work. This support is implicit in the choice of assessments and module content and aims.

Tutorial support is also built into all BA modules.

### Employability in the Curriculum:

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The programme is designed for participants who are currently employed within the whole range of contexts that constitute Post Compulsory Education and will directly enhance their opportunities for enhanced status within the profession. Gaining the qualification is likely to enhance career prospects as students establish themselves as professionals in their places of work. The course promotes ideas about continued professional development which leads often to further study on routes that include Graduate Certificate, Graduate Diploma and M Level awards.



THE UNIVERSITY OF OPPORTUNITY