

Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE, Bristol
Teaching institution	UWE
Faculty responsible for programme	Social Sciences and Humanities
Programme accredited by	UWE, Bristol
Highest award title	BA (Hons) Education Studies
Default award title	
Interim award title	BA Education Studies Dip HE Education Studies Cert HE Education Studies
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	X300
Relevant QAA subject benchmarking group(s)	Education Studies
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	January 2010

Authorised by...

Date:...

Version Code

2

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

The programme in Education Studies in the Faculty of Education at UWE provides a coherent and responsive educational experience for those with an interest in educational policies and practices.

Education Studies is concerned with understanding how people develop and learn throughout their lives. It facilitates a study of the nature of knowledge, and a critical engagement with a variety of perspectives, and ways of knowing and understanding, drawn from a range of appropriate disciplines. It involves the intellectually rigorous study of educational processes and perspectives, and the cultural, societal, political, psychological and historical contexts within which they are embedded.

The particular emphasis of the programme is on 'Education, Diversities and Inclusion'. This is reflected in both the content and the processes of the programme. Programme content addresses key contemporary educational issues, including: lifelong learning in formal and informal settings; widening participation and raising achievement; education and citizenship; education and critical engagement with local, regional, national and global 'communities'; education, inclusion and social justice. Programme processes model good practice and promote metacognitive understanding of teaching, learning and assessment. Flexible and student-centred provision includes the use of a virtual learning environment and on-line learning, accreditation of experiential and community-based learning and negotiated elements of independent study, where appropriate.

Opportunities to gain experience in a range of educational settings are promoted via UWE's widening participation activities eg through One-to-One Mentoring, the Student Tutoring Scheme and via modules involving off-campus activity eg UTTGE7-20-1 Learning Without Walls or UTTGDV-20-3 Arts, Community and Education. Internationalism and globalisation are themes within a number of modules and there is an opportunity to study abroad as part of UTTGDY-20-2 Education for Citizenship in Europe and the Wider World.

The programme facilitates access and inclusion for a diverse student body, including those wishing to study on a part-time basis and those from groups under-represented in higher education. The programme is designed to appeal to students from a wide range of backgrounds including those in the voluntary sector, local authorities or Learning and Skills Councils with an interest in adult education and lifelong learning; those engaged in unqualified or voluntary work with young people in a variety of settings; those interested in all forms of training, communication and human development. Study progression from this programme can take participants in a variety of directions including onto a PGCE (Primary), a PGCE (Secondary) in Citizenship or a PGCE (PCET) with a focus on Adult Basic Skills; onto a professional qualification in Careers Guidance or as a Connexions Personal Adviser; onto an MA in Education or Educational Research. Linked career opportunities in a variety of professional fields include teaching; training and consultancy; careers guidance; learning support; youth and community work; local government and educational administration; health promotion; human resource management; library and information systems; heritage industries and educational research.

The programme aims to produce graduates who are critically informed about and engaged with contemporary issues in educational policy and practice, who have clear purchase on the significance of educational values and ethics, and who can demonstrate personal development of key transferable skills.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and Understanding

Learning Outcomes	Teaching, Learning and Assessment Strategies
<p>A Knowledge and Understanding:</p> <p>As a consequence of this programme, students will have knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. how people develop and learn throughout their lives; 2. the nature of knowledge, and a critical engagement with a variety of perspectives, and ways of knowing and understanding, drawn from a range of cognate disciplines; 3. a range of educational processes and perspectives, and the cultural, societal, political, psychological and historical contexts within which they are embedded; 4. educational issues associated with 'Education, Diversities and Inclusion'; 5. teaching, learning and assessment processes; 6. the significance of ethical issues related to their area of study; 7. the significance of values related to their area of study; 8. the significance of equity and social justice related to their area of study. 	<p>Teaching and Learning Strategies</p> <p>The programme models good practice and promotes metacognitive understanding of teaching and learning processes. Strategies deployed cater for a variety of preferred learning styles and include: lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; research tasks; use of videos, case-studies, role-play, games and simulations; use of VLE and on-line materials; project work; group work and individual activity. The experiential learning cycle is used where appropriate.</p> <p>Personal Development Planning and Progress Files are used to aid reflection, progression and coherence in student learning.</p> <p>Assessment Strategies</p> <p>The programme models good practice and promotes metacognitive understanding of assessment processes. Strategies deployed include: tutor-assessed closed-book, open-book and/or pre-seen examinations; tutor-assessed group and individual written and oral assignments; self-assessment and peer-assessment.</p> <p>Assessment is diagnostic, formative and summative, as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment clearly with the intended learning outcomes of the programme.</p>

B Intellectual Skills

B Intellectual Skills	Teaching and Learning Strategies
<p>As a consequence of this programme, students will be able to:</p> <ol style="list-style-type: none"> 1. think critically; 2. utilise reflection in the learning process; 3. utilise 'multiple intelligences' including 'emotional intelligence' in the learning process; 4. analyse, evaluate and synthesise information and ideas; 5. utilise ideas in the development of a line of argument; 6. make informed judgements; 7. adapt thinking to new situations; 8. integrate new principles and understandings; 9. identify, articulate and analyse their own value positions and where relevant the value position of others in relation to their area of study 	<p>Intellectual skills are developed in a variety of ways using the diversity of approaches as referenced. Active learning opportunities to apply knowledge in the development of intellectual skills are provided in all modules include evaluating evidence, analysing case studies, creating reports and presentations that require synthesis, engaging in discussions that require argumentation and exploration of values. Role-play, games and simulations are used alongside more linear and traditional modes to develop the range of multiple intelligences. The experiential learning cycle is used where appropriate.</p> <p>Personal Development Planning and Progress Files are used to aid reflection, progression and coherence in student learning.</p> <p>Assessment Strategies</p> <p>The programme models good practice and promotes metacognitive understanding of assessment processes. Strategies deployed include: tutor-assessed closed-book, open-book and/or pre-seen examinations; tutor-assessed group and individual written and oral assignments; self-assessment and peer-assessment.</p> <p>Assessment is diagnostic, formative and summative, as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment clearly with the intended learning outcomes of the programme.</p>

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching and Learning Strategies
<p>As a consequence of this programme, students will be able to:</p> <ol style="list-style-type: none"> 1. identify relevant theoretical, professional and/or research based sources and use these appropriately in study; 2. plan and conduct research or enquiry in a systematic way using primary and/or secondary sources; 3. critically examine relevant experiences; 4. develop and demonstrate a critical, ethical, reflective and effective orientation to their educational practices or the practices of others. 	<p>Subject/professional/practical skills are developed in variety of ways using the diversity of approaches as referenced. In particular research and enquiry tasks are frequently used in modules to develop research skills, and an active reading strategy is deployed to ensure students learn how to access and utilise sources effectively. This includes the use of a VLE and on-line materials. The experiential learning cycle is used where appropriate. Off-campus activity in a number of modules and the promotion of accreditation of experiential learning encourages critical reflection on educational experience and practices.</p> <p>Personal Development Planning and Progress Files are used to aid reflection, progression and coherence in student learning.</p> <p>Assessment Strategies</p> <p>The programme models good practice and promotes metacognitive understanding of assessment processes. Strategies deployed include: tutor-assessed closed-book, open-book and/or pre-seen examinations; tutor-assessed group and individual written and oral assignments; self-assessment and peer-assessment.</p> <p>Assessment is diagnostic, formative and summative, as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment clearly with the intended learning outcomes of the programme.</p>

D Transferable Skills and Other Attributes

<p>D Transferable Skills and Other Attributes</p> <p>As a consequence of this programme, students will be able to:</p> <ol style="list-style-type: none"> 1. organise and present ideas and information coherently, using a variety of presentational modes; 2. communicate effectively, including the capacity to communicate the processes and outcomes of their learning; 3. collect, present and interpret quantitative data where appropriate; 4. use ICT in study and other appropriate situations; 5. work effectively in collaboration with others; 6. work effectively as an independent and self-motivated learner. 	<p>Teaching and Learning Strategies</p> <p>Transferable skills and other attributes are developed in variety of ways using the diversity of approaches as referenced. Role-play, games and simulations encourage group work as do group work projects and presentations. Individual and group presentations are used to encourage the use of a variety of presentational modes. Research activities as well as policy analysis require the use of quantitative data and use of ICT is expected and promoted across all modules. The experiential learning cycle is used where appropriate. Elements of self-directed learning promote independence and motivation.</p> <p>Personal Development Planning and Progress Files are used to aid reflection, progression and coherence in student learning, and enable students to communicate the processes and outcomes of their learning.</p> <p>Assessment Strategies</p> <p>The programme models good practice and promotes metacognitive understanding of assessment processes. Strategies deployed include: tutor-assessed closed-book, open-book and/or pre-seen examinations; tutor-assessed group and individual written and oral assignments; self-assessment and peer-assessment.</p> <p>Assessment is diagnostic, formative and summative, as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment clearly with the intended learning outcomes of the programme.</p>
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Section 4: Programme Structure

ENTRY
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level 1

Compulsory modules

- UTTGAL-40-1, An Introduction to Education Studies
- UTTGAF-20-1, Thinking and Learning
- UTTGDW-20-1, Education Policy: Past, Present and Future

(80 credits)

Core modules

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Optional modules

40 credits to choose from:

- UTTGE7-20-1, Learning Beyond Walls: e-learning and the Learning Society
- UTTGE8-20-1, Child and Adolescent Development
- UTLGDT-20-1 Contemporary Issues in PCET
- UTTGKC-20-1, Independent Contemporary Educational Studies
- UTTGKC-40-1, Independent Contemporary Educational Studies
- UTLGA9-20-1, Evidencing Learning from Experience
- UTLGA9-40-1, Evidencing Learning from Experience

Interim Awards:

- Cert HE Education Studies

Credit requirements: 120 credits of which at least 100 are at Level 1 or above.

level 2

Compulsory modules

- UTTGAM-20-2, Social Justice in Education: A Sociological Perspective
- UTTGBH-20-2, Researching Education
- UTTGAG-20-2 Introduction to Learning Difficulties

(60 credits)

Core modules

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Optional modules

60 credits to choose from:

- UTLGDT-20-2, Contemporary Issues in Post-Compulsory Education
- UTTGDY-20-2, Education for Citizenship in Europe and the Wider World
- UTTGAN-20-2, Language and Learning
- UTTGDQ-20-2, Mathematics, Culture and Cognition
- UTTGKC-20-2, Independent Contemporary Educational Studies
- UTTGKC-40-2, Independent Contemporary Educational Studies
- UTTGMF-20-2 Learning from Intercultural Dialogue
- UTTGMG-20-2, Educational contributions to sustainable development at local and global levels
- UTLGA9-20-2, Evidencing Learning from Experience
- UTLGA9-40-2, Evidencing Learning from Experience
- UTTGDX-20-2, An Introduction to Inclusive Education

Interim Awards:

- Dip HE Education Studies

Credit requirements: 240 credits of which at least 120 are at level 1 or above, and 100 are at level 2 or above.

level 3	Compulsory modules <ul style="list-style-type: none"> • UTTGBX-40-3, Dissertation (40 credits) 	Optional modules 80 credits to choose from: <ul style="list-style-type: none"> • UTTG5Y-20-3, Modern Children's Literature • UTTGE5-20-3, Pedagogies and Practices for Inclusivity • UTTGE3-20-3, Education and Training Policies for Social Regeneration in Europe and the Wider World • UTTGDU-40-3, Current Issues in Primary Education • UTTGE4-20-3, Critical Theory and Education • UTTGDV-20-3, Arts, Community and Education • UTTGKC-20-3, Independent Contemporary Education Studies • UTTGKC-40-3, Independent Contemporary Educational Studies • UTTGMF-20-3, Learning from Intercultural Dialogue • UTLGA9-20-3, Evidencing Learning from Experience • UTLGA9-40-3, Evidencing Learning from Experience • UTTGAP-20-3, Education for Citizenship in Europe • UTTGAQ-20-3 Mainstream Schools and Inclusive Education: Controversial Issues 	Prerequisite requirements <ul style="list-style-type: none"> • Pre-requisite of UTCG39S3 and UTTGBX-40-3: UTTGBH-20-2, Researching Education • Pre-requisite of UTTGE5-20-3: UTTGDX-20-2, An Introduction to Inclusive Education
	Core modules <ul style="list-style-type: none"> • 		Awards: <ul style="list-style-type: none"> • Target/highest BA (Hons) Education Studies • BA Education Studies Credit requirements BA (Hons) -360 Credits of which at least 140 are at Level 1 or above, 100 are at Level 2 or above, 100 are at Level 3 or above BA - 300 Credits of which at least 120 are at Level 1 or above, 100 are at Level 2 or above, 60 are at Level 3 or above

→ GRADUATION

Section 4: Programme Structure – Education Studies Pathway for entry to Primary PGCE (3+1)

ENTRY ↓	level 1	Compulsory modules <ul style="list-style-type: none"> • UTTGAL-40-1 Introduction to Education Studies • UTTGAF-20-1 Thinking and Learning • UTTGMH-20-1 The Nature and Language of Children's Literature • UTTGF7-20-1 Art & Design 1 • UTTGJ5-20-1 Music, Drama and Expression (120 credits)	Optional modules None.	Interim Awards: <ul style="list-style-type: none"> • Cert HE Education Studies Credit requirements: 120 credits of which at least 100 are at Level 1 or above.
		Core modules None		
	level 2	Compulsory modules <ul style="list-style-type: none"> • UTTGAG-20-2 Introduction to Learning Difficulties • UTTGAM-20-2 Social Justice in Education • UTTGBH-20-2 Researching Education • UTTGFK-10-2 Narratives of Childhood • UTTGFP-10-2 Non-Fiction: Communicating the Facts • UTTGFL-20-2 Art & Design II • UTTGJK-20-2 Performance & Production (120 credits)		
		Core modules None		
	level 3	Compulsory modules <ul style="list-style-type: none"> • UTTGBX-40-3, Dissertation • UTTGDU-40-3 Current Issues in Primary Education • UTTGFQ-10-3 The Artist – Teacher • UTTGG6-10-3 Multiliteracies • UTTGDV-20-3 Arts, Community and Education (120 credits)	Optional modules None	Prerequisite requirements
		Core modules None		Awards: <ul style="list-style-type: none"> • Target/highest BA (Hons) Education Studies • BA Education Studies Credit requirements BA (Hons) -360 Credits of which at least 140 are at Level 1 or above, 100 are at Level 2 or above, 100 are at Level 3 or above BA - 300 Credits of which at least 120 are at Level 1 or above, 100 are at Level 2 or above, 60 are at Level 3 or above

→ GRADUATION

Section 5: Entry requirements

Entry requirements for this programme conform to the university regulation E3.4R, except that the UCAS tariff point range required for entry will be 230 - 300. Applications from those with non-standard entry qualifications will be considered under academic regulation E4.2R

Those considering the degree as a route onto a PGCE (Primary) will need to demonstrate satisfactory performance at an interview and are advised to have, prior to application to a PGCE, an A-level in a National Curriculum Subject to Grade B together with a standard equivalent to a grade C or above in the GCSE examination in English Language, Mathematics and double science. Those considering the degree as a route onto a PGCE (Secondary) are advised to have achieved, prior to application to a PGCE, a standard equivalent to a grade C or above in the GCSE examination in English and Mathematics. Those considering the degree as a route onto PGCE (PCET) with a focus on Adult Basic Skills are advised to have achieved, prior to application to a PGCE, a standard equivalent to a grade C or above in the GCSE examination in English and Mathematics. Entry to the PGCE will be subject to the achievement of a suitable honours degree, clearance by the Criminal Records Bureau and satisfying the requirements set out in Fitness to Teach.

Section 6: Assessment Regulations

a) University Academic Regulations and Procedures

Section 7: Student learning: distinctive features and support

The use of Personal Development Planning and Progress Files enhances reflection, progression and coherence in student learning. Extra-curricular activities compatible with the thematic focus of the programme, that may be recorded in such a file, are encouraged, eg involvement in UWE's widening participation activities.

Peer support processes and associated assessment processes are encouraged and facilitated. Workshops on developing study skills and associated assessment processes, together with a range of relevant study skill resources, are provided. An explicit and common bank of assessment criteria used for all assessments on the programme aids transparency and consistency in the student experience of assessment. The use of a virtual learning environment, and the use of on-line materials, support students studying in a variety of settings and modes – both full-time and part-time.

The Accreditation of Experiential Learning (AEL) is highly valued in the programme, underpinned by considerable experience in the Faculty of AEL processes. AEL workshops offer opportunities for participants to reflect on their learning from experience and to explore ways to present that experience in a way that can count as credit towards the degree.

Specific pathways are indicated clearly on enrolment for students wishing to utilise the degree to progress onto a PGCE (Primary), PGCE (Secondary) in Citizenship or PGCE (PCET) in Adult Basic Skills. Such students are supported to record their learning on the programme in such a way that possible credit towards those PGCEs may be easily evaluated by receiving institutions that have their own requirements for entry to PGCE.

All students have easy access to the excellent facilities in the Faculty of Education building, including the Education Resource Centre, the Faculty of Education Student Adviser as well as all the facilities described in the University Student Handbook.

Students on the programme are supported by a dedicated Programme Leader, a Scheme Director and a team of skilled tutors. The Programme Leader will provide advice about module choice and study pathways.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.