Programme Specification

Education {Foundation} [Frenchay]

Version: 2026-27, v2.0, Validated

Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Education {Foundation} [Frenchay]

Highest award: BA (Hons) Education

Interim award: BA Education

Interim award: DipHE Education

Interim award: CertHE Education

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: Yes

Credit recognition: No

School responsible for the programme: CHSS School of Education and Childhood, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time, Sandwich

Entry requirements: For current entry requirements, see the UWE public website.

For implementation from: 01 September 2024

Programme code: X30S13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The Education programme is designed for those with a general interest in education, exploring educational experiences and practices across a range of contexts. It is expected that graduates will be able to apply their skills, attributes and knowledge across a range of areas of professional practice, with the additional benefit of gaining specific knowledge and understanding in relation to inclusive education and digital learning. A key feature of this programme is that the scope extends to learners of all ages and in all contexts - formal and informal, national and international.

Features of the programme: This Programme explores how and where people learn, and has specific learning focus on Digital Learning and Special Educational Needs and Disabilities (SEND).

There are strong links between theory and practice with opportunities for Work Related Learning, and an option to take a Sandwich year working in a practice context.

Employability, Research and Practice skills are embedded in learning and assessment throughout the course to support students' professional choices.

International perspectives are emphasised throughout, giving students a global perspective on learner experiences and educational practices.

Educational Aims: We aim to ensure students have a sound underpinning of theories of learning and teaching, and of the varied contexts of learners' lives, national and international. Three important themes are threaded across student learning on the programme: education for personal development, education for professional development and education for social justice and social change. Students will gain an understanding of the impact of the specific and broader conditions of learners' lives across the life course.

Consideration will be given to the educational practices employed across a range of

formal and informal settings, and to the social and political framing of education in policy discourse. By the end of the programme it is expected that students will have acquired the knowledge, skills and values required to enrich the lives of those they work with, or on behalf of, and to make a meaningful difference to the educational experiences of the learners within their chosen profession.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1.   Develop and deploy the skills and dispositions to become reflective lifelong learners in a digital age.

PO2.   Critically engage with questions concerning the aims and values of lifelong education and its relationship to society and culture.

PO3.   Critically analyse a range of policy and practice contexts for learning and how these can impact on wellbeing and educational experiences.

PO4.   Critically reflect on the diversity of learner experiences with reference to theories and practices of inclusive pedagogy.

PO5.   Critically engage with a range of theories of learning and teaching and pedagogical practices across a range of contexts.

PO6.   Identify and respond to philosophical and ethical issues involved in researching education, and demonstrate an understanding of how to design, develop and critically reflect on an individual research project.

PO7.   Apply appropriate learning technologies and digital tools to the development of learning resources.

PO8.   Apply, critique and adapt professional skills and attributes relevant to a range of contexts and future careers and professions.

Assessment strategy: Assessments on this programme are designed to meet the diverse needs, interests, and attributes of learners. Formative and summative assessments are designed to provide consistent opportunities for students to develop and use assessment literacy skills to review their progress, identify strengths and determine future learning needs and priorities. Assessment design

supports student development and engenders students' understanding of assessment as integral to the learning process.

Assessment will build on module activity and will include formative assessment opportunities, to ensure that students are fully supported to demonstrate their knowledge, understanding and skills. This will include an explicit engagement with academic and professional skills embedded appropriately within programme delivery.

Assessment tasks are designed to provide appropriate challenge to engaging students with academic, research and creative opportunities that support their developing professionalism. Assessments have sufficient flexibility to provide opportunities for student-negotiated content, to ensure bespoke delivery and engagement. The assessment strategy meets academic and professional standards such as the UWE Enhancement Framework, the most current QAA Benchmark Statement for Education and the SEEC Level Descriptors.

Module assessments include individual and group project work, written reports and evaluations, individual and group presentations. Portfolios feature prominently on this programme: Full details of the content will be unpacked in module handbooks with reflections, weekly activities, and on-going work contributing. Some portfolio work may be digital in the form of blogs, websites or similar. We are mindful of the need for students to have opportunities to develop their skills in extended writing pieces, particularly in preparation for their final year project as well as future work projects, so we will ensure that there is progression in expectation for extended writing across the programme, and that there is appropriate support to succeed in this.

Student support: UWE based support is available including academic support locally and through the library services, careers support, wellbeing support.

Specifically within this programme there is also:

In-School support for academic skills.

Specialist safeguarding training.

Specialist inputs from external speakers and groups.

Working in partnership with local schools and the community.

Opportunities for off campus learning.

Part B: Programme Structure

Year 1
Full time and Sandwich students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full time and Sandwich)
Full time and Sandwich students must take 120 credits from the modules in
Compulsory Modules (Full time and Sandwich).

Module Code	Module Title	Credit
UZQRUX-30-0	Essentials of Academic Practice 2026-27	30
UZQRUY-30-0	Exploring the Social World and the Problems of Crime 2026-27	30
UZQRV9-30-0	From Plato to Nato 2026-27	30
UTTGPK-30-0	Guided Studies 2026-27	30

Year 2
Full time and Sandwich students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full time and Sandwich)
Full time and Sandwich students must take 120 credits from Compulsory Modules
(Full time and Sandwich).

Module Code	Module Title	Credit

UTTNAY-30-1	Becoming an Educator 2027-28	30
UTTNAV-30-1	Education, Society and Inclusivity 2027-28	30
UTTNB7-30-1	Exploring Digital Learning 2027-28	30
UTTNAW-30-1	Learning Journeys 2027-28	30

Year 2 Optional Modules (Full time and Sandwich) - if additional credit is required
UTTGRW-30-1 Guided Study is only available with the agreement of the Programme Leader to make up credit in exceptional circumstances.

Module Code	Module Title	Credit
UTTGRW-30-1	Guided Studies 2027-28	30

Year 3
Full time and Sandwich students must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules (Full time and Sandwich)
Full time and Sandwich students must take 120 credits from Compulsory Modules (Full time and Sandwich).

Module Code	Module Title	Credit
UTTGV3-15-2	Becoming a Researcher 2028-29	15
UTTNBT-30-2	Education in Practice 2028-29	30
UTTH3E-15-2	Educational Policy 2028-29	15
UTTGVG-30-2	Inclusive Digital Learning Design 2028-29	30
UTTGVJ-30-2	Meeting Diverse Needs 2028-29	30

Year 3 Optional Modules (Full time and Sandwich) - if additional credit is required
Guided Study modules are only available with the agreement of the Programme Leader to make up credit in exceptional circumstances.

Module Code	Module Title	Credit

| UTTGRX-30-2 | Guided Studies 2028-29 | 30 |
| UTTG5S-15-2 | Guided Studies 2028-29 | 15 |

Year 4
Full time students must take 120 credits from the modules in Year 4.
Sandwich students must take 15 credits from the modules in Year 4.

Year 4 Compulsory Modules (Full Time)
Full time students must take 120 credits from Compulsory Modules (Full Time).

Module Code	Module Title	Credit
UTTP6N-30-3	Debates in Education 2029-30	30
UTTGV5-45-3	Education Project 2029-30	45
UTTGVL-30-3	International Comparative Education 2029-30	30
UTTH3F-15-3	Lifelong Learning 2029-30	15

Year 4 Compulsory Modules (Sandwich)
Sandwich students must take 15 credits from Compulsory Module (Sandwich).

Module Code	Module Title	Credit
UZSY5D-15-3	Social Sciences Placement Year 2029-30	15

Year 4 Optional Modules (Full Time) - if additional credit is required
Guided Study modules are only available with the agreement of the Programme
Leader to make up credit in exceptional circumstances.

Module Code	Module Title	Credit
UTTGRY-30-3	Guided Studies 2029-30	30
UTTGS3-15-3	Guided Studies 2029-30	15
UTTGVC-45-3	Guided Study 2029-30	45

Year 5

Sandwich students must take 105 credits from the modules in Year 5.

Year 5 Compulsory Modules (Sandwich)

Sandwich students must take 105 credits from Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UTTP6N-30-3	Debates in Education 2030-31	30
UTTGV5-45-3	Education Project 2030-31	45
UTTGVL-30-3	International Comparative Education 2030-31	30

Year 5 Optional Modules (Sandwich)

Guided Study modules are only available with the agreement of the Programme Leader to make up credit in exceptional circumstances.

Module Code	Module Title	Credit
UTTGS3-15-3	Guided Studies 2030-31	15
UTTGRY-30-3	Guided Studies 2030-31	30
UTTGVC-45-3	Guided Study 2030-31	45

Part C: Higher Education Achievement Record (HEAR) Synopsis

Graduates from this programme will have developed considerable skills, attributes and knowledge in the field of education. A key feature of this programme is that the scope extends to learners of all ages and in all contexts, formal and informal; it is not confined to formal education systems and settings. It is explicitly future-facing and includes particular attention to digital learning and to meeting the needs of all learners. A key feature of the programme is engagement in practical application and experience and developing excellent transferable professional skills.

Part D: External Reference Points and Benchmarks

There are no Professional Statutory Regulatory Body requirements for this programme. This programme has been designed to embed the principles, knowledge, application and skills outlined in the latest version of the UK Quality Code for Higher Education's subject benchmark statement for Education Studies. Programme delivery will also be informed by the Sustainable Development Goals.

Part E: Regulations

Approved to University Regulations and Procedures.

It is the Award Board's responsibility to determine whether the student's attainment at FHEQ Level 3 is sufficient to progress to Level 4.