



## **Programme Specification**

### **Education {Foundation} [Frenchay]**

Version: 2023-24, v2.0, 22 May 2023

#### **Contents**

<b>Programme Specification</b> .....	<b>1</b>
<b>Section 1: Key Programme Details</b> .....	<b>2</b>
Part A: Programme Information .....	2
<b>Section 2: Programme Overview, Aims and Learning Outcomes</b> .....	<b>2</b>
Part A: Programme Overview, Aims and Learning Outcomes .....	3
Part B: Programme Structure.....	5
Part C: Higher Education Achievement Record (HEAR) Synopsis .....	10
Part D: External Reference Points and Benchmarks .....	10
Part E: Regulations .....	10

## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Education {Foundation} [Frenchay]

**Highest award:** BA (Hons) Education

**Interim award:** DipHE Education

**Interim award:** CertHE Education

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Not applicable

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** Yes

**Credit recognition:** No

**Department responsible for the programme:** ACE Dept of Education and Childhood, Faculty of Arts Creative Industries & Education

**Contributing departments:** Not applicable

**Professional, statutory or regulatory bodies:** Not applicable

**Apprenticeship:** Not applicable

**Mode of delivery:** Full-time, Sandwich

**Entry requirements:** See the UWE website for current admissions criteria.

**For implementation from:** 01 September 2021

**Programme code:** X30F13

## Section 2: Programme Overview, Aims and Learning Outcomes

## Part A: Programme Overview, Aims and Learning Outcomes

**Overview:** The principle aim of the Education programme is to develop graduates who have the skills, attributes and knowledge to successfully engage and enter in fields relating to education, with the option of additionally specialising in Special Needs or 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; it is not confined to formal education systems and settings.

We aim to ensure students have a sound underpinning of theories of learning and teaching, and of the contexts of learners' lives. Someone working within the field of education who understands the key milestones of learner development, the impacts of the specific and broader conditions of learners' lives, and the social and political framing of education will have the potential to be a professional who can enrich the lives of those they work with or on behalf of, and make a meaningful difference to their profession.

**Educational Aims:** This programme aims to:

1. Develop students' skills and dispositions to become successful lifelong learners.
2. Develop students' critical engagement with questions concerning the aims and values of lifelong education and its relationship to societies and consider these in relation to policy and practice.
3. Support students understanding of learner development and the importance and complexity of the broad and specific contexts of learners' lives and how these can impact their wellbeing and their learning.
4. Provide students with an understanding of learners' individual approaches and challenges, and understand the theory and practice of inclusive pedagogy.
5. To provide opportunities for students to engage with a wide range of theories of

learning and teaching and critically reflect on contemporary pedagogical practices and apply their understandings to a range of contexts.

6. To develop students' research skills, ethical understanding and practices through enquiry learning.

7. To develop students' understanding and application of technologies for learning and teaching.

8. To develop students' professional skills and attributes relevant to a range of contexts and future career pathways.

### **Programme Learning Outcomes:**

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

### **Programme Learning Outcomes**

- PO1. Develop and deploy skills and dispositions needed to be successful lifelong learners.
- PO2. Critically analyse the relationship between societies and aims and values of lifelong education in the context of policy and practice.
- PO3. Critically engage with theories of learner development and of the impact of the broad and specific contexts of learners' lives to their wellbeing and learning.
- PO4. Critically engage with theory, policy and practice relevant to individual needs and inclusivity.
- PO5. Critically reflect on theories of learning and teaching and contemporary pedagogical practices and apply their understandings to their own learning and teaching.
- PO6. Recognise and respond to philosophical and ethical issues involved in researching education, and understand how to design, develop and critically reflect on an educational project.
- PO7. Apply appropriate learning technologies and digital tools to their practice.
- PO8. Apply, critique and adapt professional skills and attributes relevant to a range of contexts and future careers and professions.

## 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
UTTGNB-30-0	Childhood and Educational Landscapes 2023-24	30
UTTGyj-15-0	Communication for Learning 2023-24	15
UTTGyK-15-0	Communication for Teaching 2023-24	15
UTTGyH-15-0	Exploring Educational Research 2023-24	15
UTTGPE-30-0	Learners and Learning 2023-24	30
UTTGyG-15-0	Reading for Research 2023-24	15

### Year 2

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

#### Year 2 Optional Modules (Full time and Sandwich)

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

The 4 modules below are CORE – all students will be enrolled on them. They are indicated as optional in order to ensure that the Guided Study module could be taken in place of one of them in exceptional circumstances:

UTTNAV-30-1 Education, Society and Inclusivity

UTTNaw-30-1 Educational Journeys

UTTNAY-30-1 Becoming an Educator

UTTNB7-30-1 Exploring Digital Learning

UTTGRW-30-1 Guided Study is only available with the agreement of the Programme Leader to make up credit in exceptional circumstances.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTNAV-30-1	Becoming an Educator 2024-25	30
UTTNAV-30-1	Education, Society and Inclusivity 2024-25	30
UTTNAW-30-1	Educational Journeys 2024-25	30
UTTNB7-30-1	Exploring Digital Learning 2024-25	30
UTTGRW-30-1	Guided Studies 2024-25	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 30 credits from the modules in Compulsory Modules (Full time and Sandwich).

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTGV3-15-2	Becoming a Researcher 2025-26	15
UTTNB8-15-2	Professional Skills 2025-26	15

**Year 3 Optional Modules (Full time and Sandwich)**

Full time and Sandwich students must take 90 credits from the modules in Optional Modules (Full time and Sandwich).

UTTNBT-30-2 Education in Practice

AND

UTTGVG-30-2 Digital Learning Design OR

UTTGVJ-30-2 Meeting Diverse Needs

AND

UTTGVF-30-2 Digital Learning Policy and Practice OR

UTTGVK-30-2 Special Needs Policy and Practice

The above modules listed below are CORE – all students will be enrolled on a combination of 90 credits of these. They are indicated as optional in order to ensure that the Guided Study could be taken in place of one of them in exceptional circumstances.

UTTGRX-30-2 Guided Studies is only available with the agreement of the Programme Leader to make up credit in exceptional circumstances

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTGVG-30-2	Digital Learning Design 2025-26	30
UTTGVF-30-2	Digital Learning Policy and Practice 2025-26	30
UTTNBT-30-2	Education in Practice 2025-26	30
UTTGRX-30-2	Guided Studies 2025-26	30
UTTGVJ-30-2	Meeting Diverse Needs 2025-26	30
UTTGVK-30-2	Special Needs Policy and Practice 2025-26	30

**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 Module (Sandwich)**

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

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZSY5D-15-3	Social Sciences Placement Year 2026-27	15

**Year 4 Compulsory Modules (Full time)**

Full time students must take 45 credits from the modules in Compulsory Modules (Full time).

UTTGV5-45-3 Guided Study is only available with the agreement of the Programme Leader in circumstances where the project module is not appropriate

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTGV5-45-3	Education Project 2026-27	45
UTTGV5-45-3	Guided Study 2026-27	45

**Year 4 Optional Modules (Full time)**

Full time students select 75 credits from Optional Modules. The following 3 modules listed below are CORE – all students will be enrolled on these.

They are indicated as optional in order to ensure that the Guided Study could be taken in place of one of them in exceptional circumstances:

UTTGV5-30-3 International Education

UTTNBV-15-3 Professional Futures

UTTP6N-30-3 Debates in Education

UTTGRY-30-3 Guided Study is only available with the agreement of the Programme Leader to make up credit in exceptional circumstances.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTP6N-30-3	Debates in Education 2026-27	30
UTTGRY-30-3	Guided Studies 2026-27	30
UTTGV5-30-3	International Comparative Education 2026-27	30



UTTNBV-15-3	Professional Futures 2026-27	15
-------------	------------------------------	----

**Year 5**

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

**Year 5 Compulsory Modules A (Sandwich)**

Sandwich students must take 45 credits from the modules in Compulsory Modules (Sandwich).

UTTGV5-45-3 Guided Study is only available with the agreement of the Programme Leader in circumstances where the project module is not appropriate

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTGV5-45-3	Education Project 2027-28	45
UTTGV5-45-3	Guided Study 2027-28	45

**Year 5 Compulsory Modules B (Sandwich)**

Sandwich students select 60 credits from Compulsory Modules B (Sandwich). The following 3 modules listed below are CORE – all students will be enrolled on these. They are indicated as optional in order to ensure that the Guided Study could be taken in place of one of them in exceptional circumstances:

UTTGV5-30-3 International Education

UTTP6N-30-3 Debates in Education

UTTGRY-30-3 Guided Study is only available with the agreement of the Programme Leader to make up credit in exceptional circumstances.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTP6N-30-3	Debates in Education 2027-28	30
UTTGV5-30-3	International Comparative Education 2027-28	30
UTTGRY-30-3	Guided Studies 2027-28	30

**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 PSRB requirements for this programme. This programme has been designed to embed the

principles, knowledge, application and skills outlined in 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 UWE Academic Regulations and Procedures.