



Programme Specification

Education {Foundation} [Frenchay]

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

Assessment strategy: These assessments 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 develop from module activity, including formative assessment, 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.

The assessment provides appropriate challenge to engage students with academic, research and creative opportunities to support students' developing professionalism. There will be 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, and the details of the content will be unpacked in module handbooks. But in essence reflection, weekly activities and on-going work with contribute to portfolio work. It is envisaged that some portfolio work will 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 Y3 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.

In-department support for academic skills.

Specialist training from external speakers and groups

Working in partnership with local schools and the community

Flexible Second year to support off campus learning opportunities.

Safeguarding Training

Specialist Training offered as optional

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 2024-25	30
UTTGyj-15-0	Communication for Learning 2024-25	15
UTTGyK-15-0	Communication for Teaching 2024-25	15
UTTGyH-15-0	Exploring Educational Research 2024-25	15
UTTGPE-30-0	Learners and Learning 2024-25	30
UTTGyG-15-0	Reading for Research 2024-25	15

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
UTTNAV-30-1	Becoming an Educator 2025-26	30
UTTNAV-30-1	Education, Society and Inclusivity 2025-26	30
UTTNAV-30-1	Exploring Digital Learning 2025-26	30
UTTNAV-30-1	Learning Journeys 2025-26	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 2025-26	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 2026-27	15
UTTGVG-30-2	Inclusive Digital Learning Design 2026-27	30
UTTNBT-30-2	Education in Practice 2026-27	30
UTTH3E-15-2	Educational Policy 2026-27	15
UTTGVJ-30-2	Meeting Diverse Needs 2026-27	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 2026-27	30
UTTGS5-15-2	Guided Studies 2026-27	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 2027-28	30
UTTGV5-45-3	Education Project 2027-28	45
UTTGVL-30-3	International Comparative Education 2027-28	30
UTTH3F-15-3	Lifelong Learning 2027-28	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 2027-28	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 2027-28	30
UTTGS3-15-3	Guided Studies 2027-28	15
UTTGVC-45-3	Guided Study 2027-28	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 2028-29	30
UTTGV5-45-3	Education Project 2028-29	45
UTTGVL-30-3	International Comparative Education 2028-29	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 2028-29	15
UTTGRY-30-3	Guided Studies 2028-29	30
UTTGVC-45-3	Guided Study 2028-29	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 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.