

## PROGRAMME SPECIFICATION – Undergraduate Courses

### Programme Specification for BA (Hons) Education Studies

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	Not Applicable
4.	<b>Final award</b>	BA Hons
5.	<b>Programme title</b>	Education Studies
6.	<b>Pathways available</b>	Single, Major, Joint, Minor BA Education Studies (Inclusive Education) Year 3 Top Up BA Education Studies Year 3 Top Up BA Education Studies (Inclusive Education)
7.	<b>Mode and/or site of delivery</b>	University of Worcester
8.	<b>Mode of attendance</b>	full time, part time
9.	<b>UCAS Code</b>	X302
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Education Studies</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	Revised June 2013/amended SOCG codes August 2013 Amendment for Joint Hons April 2014 August and October 2014 – amendment to regulations. September 2015 amendment from URF to TCRF regulations Module code change in award map.

*"Since starting the Education Studies course I feel confident and informed to contribute, I also have a better understanding of the 'bigger picture' with regard to research and policy .... I feel that this is just the beginning of my journey in Education."  
(Former Education Studies student)*

#### 12. Educational aims of the programme

This course is aimed at students who have a broad interest in the field of education. The subject of Education Studies is concerned with the complex and contested nature of education in its widest sense. The emergence of national schooling and other tertiary systems has meant that education is an issue of economic, political, individual and social concern both locally and globally. In recent years ideas of inclusion, lifelong learning and the learning society have become of greater significance in underpinning policy and recent governments have introduced a number of libertarian and free market elements into the national education picture.

Education Studies offers an excellent study option for those looking for careers in the broad educational field, including those who are keen to go on to teach in schools. The degree opens up a variety of routes via post graduate study into teaching but also equips graduates for careers in educational publishing, work in 'para'-educational institutions (such as museums), educational research, further academic study, work with welfare based organisations, learning support opportunities, charities and other voluntary based groups. Students are also well prepared to continue their academic career via Masters and Doctoral programmes if they choose.

Students studying Education Studies engage with the variety of knowledge needed to illuminate and evaluate aims, policy and practice in education. The modules offered provide insights into the world of education through examination of both the macro and micro, local and global perspectives. Students are involved in a range of learning and assessment styles and activities and are encouraged to become effective and independent in researching and presenting work. Students undertake an independent study in their third year which allows them, with tutorial support, to focus on a particular area of interest in the field of education. The University of Worcester Personal Academic Tutoring (PAT) scheme is designed to support personal and career development.

Integral to the course are the Worcester Week opportunities. These are offered via two separate weeks in each year when students are supported to engage with a series of activities, both in and out of the University, designed to broaden their engagement with their studies as they relate to knowledge, skills and experience of the field of education, employment and personal development.

In particular the course aims to enable students to:

- a) place their own experience, knowledge and understanding of education within a wider context
- b) draw on a variety of theoretical viewpoints, intellectual capabilities and academic fields to help deepen their understanding of the educational process and the environments within which it occurs
- c) appreciate and evaluate the relationship between context, aims and outcomes in the educational enterprise
- d) understand and evaluate the contested and limited nature of educational knowledge
- e) identify the distinction between purposes, processes and outcomes in education
- f) develop and use a range of learning skills as applied to education to foster the ability to build and sustain reasoned arguments in an organised, clear and coherent manner
- g) become effective independent learners demonstrating a reflexive approach to their own skills and knowledge in the light of their career aspirations
- h) develop a range of skills and attributes that will enhance progression into employment and further study
- i) analyse education through a curriculum which is sensitive to diversity and opportunity

### 13. **Intended learning outcomes (ILO's) and learning, teaching and assessment methods**

**(NB – in the following discussion Single Honours students are expected to achieve all the ILO's, Joint Honours students all except those that are italicised, and Minor Honours all except those that are emboldened)**

Education Studies provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes. The following learning outcomes have been informed by the QAA Education Studies Benchmark Statement and adapted according to the needs of this particular course.

To reflect the desire of enabling students as they progress the opportunity to become more self-directed and independent, the face to face component of the course is graduated such that at level 4 students generally receive up to four hours of contact time per module per week (usually as 2 times 2 hour slots per module), at level 5 three hours and at level 6 the equivalent of 2 hours.

#### **a) Knowledge and understanding**

On successful completion of the course students will be able to;

1. understand the processes of learning, including some of the key paradigms and their impact on educational practices
2. show awareness of relevant aspects of cultural and linguistic differences and societies; politics and education policies; philosophical underpinnings, including issues of social justice, and their effects on learning
3. show familiarity with formal and informal contexts for learning. Educational contexts will include some understanding of the student's own education system and other education systems, and the value systems underpinning the organisation of these
4. demonstrate the complex interactions between education and its contexts, and relationships with other disciplines and professions.

#### **Examples of learning, teaching and assessment methods used:**

Subject knowledge and understanding is acquired in all modules. At level 4 the fundamentals of the discipline (sociology, psychology, history and comparative education) are addressed in the mandatory module EDST 1101 (*Foundations of Education*), and these are complemented by the optional modules available. Learning and teaching methods include lectures, seminars, tutorials, student led presentations, visits to education facilities and e activities. Assessments are varied and include; essays, group presentations, reflective diaries, reviews of literature, portfolio building, the making of audio visual materials, and reports.

At level 5 the mandatory module EDST 2101 (*Educational Enquiry*) focuses on research in education; how to identify and access it, engage with and evaluate it, and how to plan and implement a piece of research of the student's own choice. This and the mandatory double module Independent Study at level 6 (EDST 3001/2 *Independent Study*) are inextricably linked with the development of subject knowledge and understanding. There is a range of choice of modules that allow students to develop knowledge and understanding in areas of interest to themselves.

Learning and teaching methods at level 5 build on those encountered at level 4. They are varied and include lectures, seminars, tutorials, student led presentations, visits to education facilities, on line activities, and student led research. Examples of assessment include essays, individual and group presentations, poster presentations, literature reviews, research projects.

## **b) Cognitive and intellectual skills**

On successful completion of the course students will be able to:

1. analyse educational issues systematically
2. **evaluate education policy in an informed and systematic way**
3. analyse complex situations concerning human learning and development in particular contexts, including their own learning
4. reflect on their own value systems, development and practices
5. question concepts and theories encountered in their studies
6. **interrogate the assumptions underpinning theory and research**
7. accommodate to new principles and new knowledge
8. reflect on their own development and practices.

Intellectual skills are practised and developed throughout the programme. All modules encourage learners to engage in discussion of key issues and application of key concepts. A strength of the programme is that staff have wide experience in the field of education and are often involved in research activities themselves. The wide variety of learning, teaching and assessment methods discussed in **section a)** above allow students ample opportunity to develop intellectual and reflective skills. Tutorials within modules play a major role here with students offered the opportunity to discuss the development of their thinking about and analysis of major themes in the modules. In particular the development of research skills in the mandatory level 5 and 6 modules is a key approach in the programme to develop intellectual skills.

## **c) Practical skills relevant to employment**

On successful completion of the course students will be able to:

1. **demonstrate the use of examples of the implementation of policies and ideas in practice**
2. ***plan, design and execute a piece of rigorous research or enquiry including the production of a final study***
3. collect, synthesise, analyse and interpret different types of evidence in the field of education
4. recognise moral and ethical issues involved in debates, research and practice

(There is much overlap between **c)** and **d)** and so issues with regard to learning, teaching and assessment are discussed below)

## **d) Transferable skills**

On successful completion of the course students will be able to:

1. communicate and present oral and written arguments
2. use Information and Communication Technology, including word processing, the compilation of e based portfolios, data bases, internet communication, information retrieval and on-line searches
3. **interpret and present relevant numerical information**
4. **work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team**
5. 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
6. analyse, synthesise, evaluate, and identify problems and solutions

Although the course is not practice based nevertheless practical and transferable skills are addressed implicitly in all modules and explicitly in some. There is a clear progression in skills from level 4 to level 6. The mandatory modules build progressively on reflective, analytical and research skills throughout the course. Many optional modules have a specific focus on particular areas of knowledge and skills that are directly applicable to future workplaces and specifically address transferable skills; for example, EDST 1107 (*eMedia in Education*), EDST 2107 (*ICT and Learning Theory*) EDST 3119 (*Relationships in Education*), and EDST 3126 (*Organising Learning and Teaching*). A key module with regard to these transferrable skills is EDST 2/3123 (*Work Experience in an Educational Setting*). Though not a mandatory module any student considering entering into an educational career in whatever capacity is strongly advised to take this module. Learning and teaching methods which support and develop these practical and transferable skills include; demonstrations, seminars, tutorials, student led presentations, visits to education facilities and on line activities. Assessments are varied and include; essays, group presentations, reflective diaries, reviews of literature and audio visual materials and reports. Examples of assessment include student led presentations, ICT based discussions and presentations, student reflective journals, independent research activity, individual and group presentations, poster presentations, literature reviews, research projects.

### **Students taking named descriptor (Inclusive Education)**

Students wishing to achieve this descriptor will demonstrate the following additional outcomes:

1. a critical understanding of the diversity of learners
2. a critical insight into the purposes of provision for special and inclusive education
3. an ability to formulate and justify means of improvement and evaluate the potential of change in policy and practice

Those opting for the 'Inclusive Education' descriptor are directed in particular to modules EDST 1111 (*Equality and diversity: The educational experience*), EDST 2111 (*From Exclusion to Inclusion?*), EDST 3127 (*Perspectives on Special Educational Needs*), EDST 3130 (*Social, Emotional and Behavioural Difficulties*) and EDST3131 (*Special Educational Needs in an Inclusive Setting*). Students would also need to pursue their Independent Study (EDST 3001/2) in a topic related to Inclusion. Students on the Top up route need to take at least one of EDST 3127, EDST 3130, EDST 3131 or EDST 3141 as well as well as pursuing their *Independent Study* (EDST 3001/2) and their *Extension Module* (EDST 3128) in a topic related to Inclusion. Other modules that might be of interest to those opting for the Inclusive descriptor will be EDST 1108 (*Inner City Education*), EDST 2121 (*Radical Education*) and EDST3114 (*Disaffection in Education*), further details of which can be found in the student handbook.

Learning and teaching methods include lectures, seminars, tutorials, student led presentations, visits to education facilities and on line activities. Assessments are varied and include; essays, group presentations, reflective diaries, reviews of literature and audio visual materials and reports.

## **14. Assessment Strategy**

The approach to assessment is to use a wide range of assessment techniques (see the assessment table in section 4.1 of the Education Studies student handbook). Many modules have two different types of assessment which provides a variety of assessment types and opportunities for students. Formative assessment (whether formally through a formative assignment, or informally via a timetabled face to face, e based or phone tutorial) is available in all modules

though students are expected to be progressively more self-directed as the course progresses from level 4 to level 6.

It should be noted that study and assessment at level 4 is seen as being a formative process in preparation for levels 5 and 6 when grades count towards the final degree classification. The great majority of assessment methods that are used at levels 5 and 6 will be initially encountered by students at level 4.

The assessment structure has been developed to support student learning by providing assessment procedures that reflect the nature of the learning experience of each module, and by ensuring that the students are able to demonstrate ability in a wide range of qualities and skills appropriate to the course. This structure is under continuous review via course quality enhancement procedures including student feedback, comments from the external examiner and other review processes.

A range of assessment items is utilised to assess the learning outcomes of the course. Amongst others; essays, reflective journals, group and individual presentations, poster presentations, reviews of literature and AV materials, reports, e based discussions, portfolios, case studies and an independent study. Each assessment item is specifically linked to the Intended Learning Outcomes for the module contained with the module outline and is graded according to the relevant assessment criteria for each level of study.

Appropriate support in teaching, learning and assessment for students with disabilities is provided in conjunction with the [University Disability and Dyslexia Service](#) .

## **15. Programme structures and requirements**

See end of document for Level 4, 5, and 6 Award Maps.

It is possible to take the course in a part time mode; generally, though not always, this is done by taking two modules per semester rather than the standard four. This is also true of the Top-up route.

## **16. QAA and Professional Academic Standards and Quality**

This course is consistent with the Education Studies Benchmark statement (2007). This framework is reflected in the outline of subject knowledge and skills students gain on this programme. Assessment criteria for the programme build upon the Framework for Higher Education Qualifications as appropriate to level. The independent study and any placement based work are all informed by the codes of practice (work placements) and the UW ethical guidance. The curriculum has been designed to incorporate the benchmark statements.

The QAA Subject Benchmark statement for Education Studies bachelor's degrees with honours articulates the knowledge, skills and categories of achievement to be expected of successful honours graduates in the field (QAA, 2008) The programmes at the University of Worcester take account of the Benchmark Statement; all the Programme Learning Outcomes are based on this and can be mapped to individual module outlines (see student handbook).

In addition, the programme conforms to the requirements of the Framework for Higher Education Qualifications (FHEQ), and thus aims to support Honours graduates to:

- Develop an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline.
- Develop analytical techniques and problem-solving skills that can be applied in many types of employment.
- Evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively.
- Develop the qualities needed for employment including the exercise of personal responsibility and decision-making in complex and unpredictable circumstances.

## 17. Support for students

The following activities and facilities have been put in place to provide support for undergraduate students studying Education Studies within the Institute of Education:

- Education Studies runs a week of induction events at the start of the academic year. This varies in detail from year to year but includes the following elements: Introduction to the course; introduction to fellow students; campus and facility tours; meetings with academic tutors; introduction to key ICT and library resources; introduction to study skills; a social event; introduction to group activities. This induction carries on into the mandatory module taught sessions and also into the Worcester Week programmes during the course of the year so that key issues are revisited on a regular basis.
- A separate induction event is held for Top-up students including an introduction to the *Independent Study* (EDST 3001/2).
- All students have a personal academic tutor who guides the process of personal development planning and offers general support. Tutorials operate alongside the core curriculum. Students are expected to become more independent in their studies and personal development planning as they progress from level 4 to 6 but the tutorial support remains in place throughout. For Top-up students the Independent Study tutor also acts as the personal academic tutor.

*The endless amounts of help I received from my academic tutor and my lecturers for Education studies cannot be faulted. They were always there and answered emails promptly, always stayed behind for a few minutes after lectures to answer any questions and always set aside time to fully explain assignments and offered tutorials during lecture/seminar time and outside of it too. (Current EDST student)*

- The Education Studies course provides students with a range of opportunities to develop their study skills. Support for developing these is built into the programme especially the mandatory modules at level 4 and the Worcester Week programme. A number of modules at level 4 and 5 have input from the Education librarian. The Education Studies Student Handbook and individual module guides provide students with information on Information and Learning Services, support and study skills advice and the range of student services available including the Disability and Dyslexia Service:

<http://www.worcester.ac.uk/student-services/index.htm>

<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

- Education Studies also offers:
  - Opportunities to take a number ITC based modules
  - Study skills provided by the Student Services
  - Opportunities to study abroad (optional)
  - Information and Learning Services (Library, IT, Media and Print)
  - Learning and Peer Group Support
  - Independent Study Support

## 18. Admissions

### Admissions Policy

The course seeks to recruit students who wish to understand the provision of education in a range of contexts. Many of these students are considering working within education in a variety of roles. Many will be A level students but we strongly encourage potential students from less traditional routes, mature learners and international applicants, to apply. Those students who wish to

progress from the Foundation Degree in Learning Support (and some other Foundation Degrees) are admitted at level 6 of the course programme which enables them to build upon their specific skills and knowledge and to progress to an honours degree. Students who have completed CET and DET qualifications will find the course flexible enough to meet their requirements should they wish to work towards an Honours degree.

The course does not use a formal interview process but staff are happy to meet potential applicants and their supporters at Open Days, Visit Days and other UW events and are more than happy to make other arrangements to meet should applicants not be in a position to attend one or more of these events.

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The Institute of Education works closely with central student support services, including the Admissions Office, Registry and Student Services to support students from a variety of backgrounds. We actively encourage and welcome students from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

### **Entry requirements**

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. See [UW Admissions Policy](#) for other acceptable qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Please note that to progress to a PGCE programme a student will need to have the requisite GCSE (or equivalent grades) in Maths, English and Science before applying for post graduate study.

### **Recognition of Prior Learning**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University [webpages](#) or from the Registry Admissions Office (01905 855111).

### **Admissions procedures**

Full-time applicants apply through UCAS (BA Education Studies X302)

Part-time applicants apply directly to University of Worcester (UW)

Full time or part time applicants for the Top-up course who have a foundation degree in a suitable subject from the University of Worcester should apply directly to the University of Worcester. Those with a suitable foundation degree from elsewhere should apply through UCAS (unless applying for a part time route in which case they should apply directly to the University).

1. Each application will be considered by UW Registry Admissions and the Course Leader.
2. Evidence of qualifications will be checked.
3. References and personal statements will be examined.
4. Potential students are encouraged to meet members of the course team at the various University Open Days.

## **Admissions/selection criteria**

The Admissions Tutors will pay particular attention to personal statements as well as predicted grades. In particular they will be looking for evidence of an interest in the subject and a clear explanation as to why the applicant is keen to pursue the course.

### **19. Methods for evaluating and improving the quality and standards of teaching and learning**

Mechanisms for review and evaluation of teaching, learning and assessment, the curriculum and outcome standards include:

- Student Module evaluation and feedback
- An Annual Evaluation Report completed by Course Leader
- Periodic Review and revalidation including external scrutiny
- Peer teaching observation
- External Examiners' Reports
- Academic staff annual appraisal
- Staff Development Away Days and other events
- Moderation of Student Work

Committees with responsibility for monitoring and evaluating quality and standards:

- Institute of Education (IoE) Quality Committee
- Education Studies Course Management Committee
- Academic Standards and Quality Enhancement Committee
- IoE and UW Ethics Committees
- Learning, Teaching and Student Experience Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience include:

- Module evaluation questionnaires (Formal and Informal)
- Feedback from Student Academic Representatives (StARs)
- Education Studies Course Management Committee
- Meetings with module tutors and personal tutor
- National Students Survey
- Induction, exit and other ad hoc surveys

### **20. Regulation of assessment**

#### **The course operates under the University's Taught Courses Regulatory Framework**

##### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.

- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#)

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best 90 credits achieved from 120 credits attained at Level 6 only. (In other best words the best 6 grades out of the 8 taken. Note: ALL 8 modules need to have been passed).

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#)

## 21. Indicators of quality and standards

External examiners have consistently stated that course standards are the equivalent of standards in other UK higher education institutions. They are particularly impressed with the quality of teaching and feedback on offer to students.

*The overall curriculum plan and range of modules is current, coherent and appropriate. Together they offer a sound basis in Education Studies, taking a challenging and relevant approach to contemporary issues by providing the theoretical underpinnings required to develop a critical understanding. The revised Inclusive Education pathway offers a good range of modules. This is evidence of a well-developed approach to the field, balancing broader issues of inclusion and exclusion with more specific issues related to special educational needs and disability.*

*(External Examiner's report 2013)*

The following elements of good practice were identified by the Periodic Review panel in its report of April 2011:

1. The improvement in retention through increased monitoring and supporting of students from the commencement of the course, resulting in a changed ethos and greater group cohesion.
2. The achievement of students from non-traditional backgrounds, particularly those progressing from a Foundation Degree.
3. The high quality of some Independent Studies, which has had a major impact the course has had on the student experience.
4. The Course Leader's communication with students, particularly through the publication of an informal newsletter sent electronically to all students.
5. The students' participation in the Worcester Award Scheme and the opportunities provided for them to discuss their experiences with their peers.
6. Talks provided by PGCE staff to students which are recorded and made available through the website for others to access.
7. The quality of teaching supported by the commitment and support of the course team.

In April 2011, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

- *Courses offering Academic Studies in Education at UW were rated 8<sup>th</sup> out of 64 nationally in 2011/12*
- *From the 2010-11 cohort 100% of students are in employment or on-going education of which 69% of those in employment are in graduate jobs.*

- 96% of students progressed from year 1 in the last academic year, completing course, 73% graduated with a 2:1 Or 1<sup>st</sup> degree classification.
- Staff achievements of note

Staff regularly publish the results of their research in national and international educational research journals, as well as produce books and book chapters. Staff regularly publish and present on their research into a variety of educational fields at national and international conferences, and staff teaching on the programmes have won University awards for inspirational teaching. Higher Education Academy award descriptor for the following Associate Fellow, Senior Fellow and Principal Fellow have been awarded to members of staff. Many are also involved in various educational projects nationally and internationally.

- Summary statement of feedback from students

Whilst of course students always have ideas as to how the course might be improved, Students consistently note that tutors and administrative staff on the course are highly approachable and supportive and rate this as one of the main reasons for their own development and success. The willingness of staff to go beyond what might be considered their normal range of duties to support students both academically and personally has been noted on a number of occasions.

*I joined the Education Studies course as part of a journey to become a qualified teacher, a means to a goal of a qualification. I have to say that I have completely underestimated the difference this course would make to my work, attitude, and personal well-being with regard to delivering music to children and young people and I believe that since starting this degree I have made a huge positive difference: to the children; colleagues; managers; and encouraged collaborative working networks amongst schools and services. (Emma Wilcock; graduate EDST student)*

*Top up year on Education studies gave me the confidence and knowledge to deal with different challenges in the learning environment. During my top up, I have had the opportunity to work with people from different backgrounds which built up my self-esteem and confidence. In my profession as a teaching assistant, I am more involved in the planning and preparation and feel comfortable in delivering lessons in the presence or absence of the teacher. On many occasions, my work has been recognised by the senior management team in my setting. I have witnessed the value of this achievement because it transformed my life academically and professionally. This qualification gave me the self-assurance to apply for PGCE to establish my career as a qualified teacher. (Nandini Gill; graduate EDST Top up student)*

## **22. Graduate destinations, employability and links with employers**

### **Graduate destinations**

Education Studies graduates have the ability to understand learning, teaching and education. They are equipped with the skills to work independently and in a team, communicate effectively, respond constructively to feedback, and produce a coherent and reasoned argument. The course has proved highly successful in providing graduates with a route into employment or continuing study. Of the 2012/13 cohort 63% are now in employment (the great majority in graduate level jobs), and 31% in continuing education / training (total, 94%). Many of the latter group were on PGCE courses. The course has strong links with the PGCE programme at Worcester and all students predicted an upper second or higher degree classification are guaranteed an interview with the PGCE programme. The course works very closely with the Careers service at the University to provide support for applications to on-going education and employment providers.

## **Student employability**

Through a system of personal academic tutorials that starts in induction week in year one and continues through the degree, students are encouraged to develop knowledge, skills and personal attributes that will help maximise their chances of achieving their education and career goals. A series of activities in Worcester Weeks further enhances these aims and include opportunities for students to develop their CV's and interviewing and presentation skills.

Each module on the course is designed in such a way that alongside the development of academic and theoretical knowledge and skills, students are also provided the means to undertake activities that will strengthen their employability profile. Opportunities to practice interview techniques, CV development and application writing are provided by the Careers service alongside the course. This means that students are well prepared to meet the changing market in educational and other careers either through progressing via post-graduate teacher training routes into teaching or via new emerging professional support and administrative roles.

Graduates have entered the following occupations:

- teaching (after further post graduate study)
- personnel
- Training in the private sector
- social work
- welfare support
- housing association work
- charities
- local government

## **Links with employers**

The course has excellent links with schools and other educational settings in the region and the volunteer work placement modules (EDST 2/3123) allow this to be developed further by students. These placements have led to a number of direct employment opportunities for graduating students.

The course also has very good links with PGCE providers at the University of Worcester. Many staff teach on both courses and thus are excellently placed to provide guidance to students.

**Please note:** 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 s/he 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 each module can be found in the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).

## AWARD MAP FOR BA (Hons) EDUCATION STUDIES PROGRAMME

### Award map

<b>Course Title: Education Studies &amp; Education Studies (Inclusive Education)*</b>	<b>Year of entry: 2014 onwards</b>
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<b>Level 4</b>						
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>		<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/ exclusions and other notes</b>
			<b>Single Hons</b>	<b>Joint Hons</b>		
EDST 1101	Foundations of Education	30	M	M	None	None
EDST 1105	Education in Context	30	O	O	None	None
EDST 1107	eMedia in Education	15	O	O	None	None
EDST 1108	Inner City Education	15	O	O	None	None
EDST 1111	Equality and diversity: The educational experience	30	O	O	None	None
LANG 1001	Introduction to teaching English as a foreign language	15	O	O	None	None

- Education Studies (Inclusive Education) is only available to Single Honours students.

#### **Single Honours Requirements at Level 4**

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include EDST 1101 and at least one of EDST 1105 and EDST 1111.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

#### **Joint Honours Requirements at Level 4**

Joint Honours students must take 60 credits from the table above to include EDST 1101

Level 5									
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes	
			SH	Maj	JH	Min			
EDST 2101	Educational Enquiry*	30	M	M	M	O	EDST 1101 ( or EDST 1001 & 1009)	None	
EDST 2101E1	Educational Enquiry*	15	M	M	M	O	EDST 1101 ( or EDST 1001 & 1009)	This module is for students on international study in semester 2	
EDST 2104	The Psychology of Teaching and Learning	30	O	O	O	O	EDST 1101 (or EDST 1004)	None	
EDST 2104E1	The Psychology of Teaching and Learning	15	O	O	O	O	EDST 1101 (or EDST 1004)	This module is for students on international study in semester 2	
EDST 2107	ICT and Learning Theory	15	O	O	O	O	None	None	
EDST 2111	From Exclusion to Inclusion?*	30	O	O	O	O	None	None	
EDST 2111E1	From Exclusion to Inclusion?*	30	O	O	O	O	None	This module is for students on international study in semester 2	
EDST 2121	Radical Education	15	O	O	O	O	EDST 1101 ( or EDST 1001 & 1009)	None	
EDST 2122	Religion and Education	15	O	O	O	O	None	None	
EDST 2123	Work Experience in an Educational Setting	15	O	O	O	O	None	None	
EDST 2131	The Global Dimension in Education	15	O	O	O	O	None	None	
EDST 2140	Post Compulsory Education	15	O	O	O	O	None	EDST 3140 Excluded	
EDST 2141	Equality and Diversity for Adults	15	O	O	O	O	None	EDST 3141,	

									EDST 3131 Excluded
LANG 2001	Language Awareness and Analysis in Teaching English as a Foreign Language	15	O	O	O	O		None	None

\* Students wishing to achieve the BA Education Studies with the descriptor 'Inclusive Education' must take these modules as part of their programme of study.

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include EDST 2101 and at least one of EDST 2104 and EDST 2111

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

### Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

### Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include EDST 2101. And at least one from EDST 2104 and EDST 2111.

### Joint Pathway Requirements at Level 5

Joint Pathway students must take at least 45 and no more than 75 credits from the table above to include one of EDST 2104 or EDST 2111 and if doing their Independent Study in EDST then must also do EDST 2101.

### Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include at least 30 credits of EDST coded modules.

Level 6 & Education Studies Top Up								
Module Code	Module Title	Credits (Number )	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
EDST 3001/2	Independent Study*	30	M	M	O		EDST 2101 or the equivalent	None
EDST 3107	Critical Perspectives on IT in Education	15	O	O	O	O	None	None
EDST 3110	Transpersonal Education	15	O	O	O	O	None	None
EDST 3112	Policy Making: The Search for Solutions in Education	15	O	O	O	O	EDST 1101 (or EDST 1001 & 1009)	None
EDST 3113	Managing Educational Change	15	O	O	O	O	None	None
EDST 3114	Disaffection in Education	15	O	O	O	O	EDST 1101 (or EDST 1001 & 1009)	None
EDST 3115	Citizenship and Education	15	O	O	O	O	None	None
EDST 3118	Values in Education	15	O	O	O	O	None	None
EDST 3119	Relationships in Education	15	O	O	O	O	None	None
EDST 3123	Work Experience in an educational setting	15	O	O	O	O	None	None
EDST 3126	Organising Learning and Teaching	15	O	O	O	O	None	None

EDST 3127	Perspectives on Special Educational Needs'; Process and Practice*	15	○	○	○	○	None	None
EDST 3128	Extension Module *	15	○	○	○	○	None	None
EDST 3130	Social, Emotional and Behavioural Difficulties*	15	○	○	○	○	EDST 2/3123 or equivalent	None
EDST 3131	Special Educational Needs in an Inclusive Setting*	15	○	○	○	○	EDST 2/3123 or equivalent	EDST 2141, EDST 3141 Excluded
EDST 3140	Post compulsory Education	15	○	○	○	○	None	EDST 2140 Excluded
EDST 3141	Equality and Diversity for Adults*	15	○	○	○	○	None	EDST 2141, EDST 3131, Excluded
SOCG 3110	Race, Ethnicity and Education	15	○	○	○	○	None	None
SOCG 3111	Education and the Sociological Imagination	15	○	○	○	○	None	None
LANG 3001	Key Concepts and Principles in Teaching English as a Foreign Language	15	○	○	○	○	None	None
DRAM 3213	Theatre and Education	15	○	○	○	○	None	None

\* Students wishing to achieve the BA Education Studies with the descriptor 'Inclusive Education' must take at least two of these modules as part of their programme of study and the Independent Study (EDST 3001/2) must have an inclusion focus.

\* Top up students wishing to achieve the BA Education Studies with the descriptor 'Inclusive Education' must take at least two of these modules as part of their programme of study and the Independent Study (EDST 3001/2) and Extension Module (EDST 3128) must have an inclusion focus.

### **Single Honours Requirements at Level 6 (Note that all 'Top Up' students are Single Honours)**

Single Honours students must take 120 credits from the table above to include EDST 3001/2 and at least 60 credits from specific EDST modules. The remaining credits may be drawn from any modules in the table above.

### **Joint, Major and Minor Honours Requirements at Level 6**

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see able at the end of this document.

### **Major Pathway Requirements at Level 6**

Major Pathway students must take either 75 or 90 credits from the table above to include EDST 3001/2 including at least 45 credits from specific EDST modules plus any other modules in the table above.

### Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), credits to include at least 30 credits from specific EDST modules from the table above.

Joint pathway students taking their Independent Study in this subject must take EDST 3001/2

Joint pathway students who choose to place their Independent Study (equivalent) in their other joint subject must take 45, 60 or 75 credits to include any modules from the table above at least 45 of which should be specific EDST modules (excluding EDST 3001/2).

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 or JOIN3003 where an Independent Study covers both joint subjects.

### Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above to include at least 30 credits of any of the EDST modules (other than EDST 3001).

### Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons