Programme Specification for BA (Hons) Education Studies
This document applies to Academic Year 2021/22 onwards

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1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	Not Applicable
4.	Final award or awards	BA Hons & BA (Non Hons)
5.	Programme title	BA (Honours) Education Studies
6.	Pathways available	Single, Major, Joint, Minor BA Education Studies Year 3 Top Up BA Education Studies
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance	Full-time and Part-time
9.	UCAS Code	X302
10.	Subject Benchmark statement and/or professional body statement	Education Studies, December 2019 available from https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
11.	Date of Programme Specification preparation/ revision	May 2016 - Periodic Review June 2016 and February 2017 revisions to PS after Periodic Review. August 2017 - AQU Amendments. September 2017 new template. EDST3130 and EDST3131 title update. February 2018 – updates to Sections 13 and 21 and the Award Map. August 2018 – AQU amendments. October 2018 – removal of the Inclusive Education pathway to reflect its closure from September 2018. November 2018 – updates to Level 4 December 2018 – AQU update to central template January 2019 – addition of EDST2130 update to Award Map August 2019, AQU amendments to Section 19 December 2019 - new Research Project module August 2020 – AQU amendments to Section 19 September 2020 – benchmark statements amended, module title amendment from Research Project to Dissertation, annual updates/new links (Section 10, 16, 17). August 2021 – AQU amendments.

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 a Dissertation 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 and learning, teaching and assessment methods

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.

Knowledge and Understanding		
Learning Outcome No.	On successful completion of an Honours degree, students will be able to:	**Module Code/s**
1	understand the processes of learning, including some of the key paradigms and their impact on educational practices	EDST3002
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	EDST3002 All O modules
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	EDST3002 All O modules
4	demonstrate the complex interactions between education and its contexts, and relationships with other disciplines and professions.	EDST3002

Cognitive and Intellectual skills		
Learning Outcome No.	On successful completion of an Honours degree, students will be able to:	**Module Code/s**
5	analyse educational issues systematically	EDST3002 All O modules
6	evaluate education policy in an informed and systematic way	EDST3002
7	analyse complex situations concerning human learning and development in particular contexts, including their own learning	All O modules
8	reflect on their own value systems, development and practices	All O modules
9	question concepts and theories encountered in their studies	EDST3002 All O modules
10	interrogate the assumptions underpinning theory and research	EDST3002
11	accommodate to new principles and new knowledge	EDST3002 All O modules
12	reflect on their own development and practices	EDST3002 All O modules

Practical skills related to employment		
Learning Outcome No.	On successful completion of an Honours degree, students will be able to:	**Module Code/s**
13	demonstrate the use of examples of the implementation of policies and ideas in practice	EDST3002 All O modules
14	plan, design and execute a piece of rigorous research or enquiry including the production of a final study	EDST3002
15	collect, synthesise, analyse and interpret different types of evidence in the field of education	EDST3002
16	recognise moral and ethical issues involved in debates, research and practice	EDST3002
Transferable/key skills		
Learning Outcome No.	On successful completion of an Honours degree, students will be able to:	**Module Code/s**
17	communicate and present oral and written arguments	EDST30002 All O modules
18	use Information and Communication Technology, including word processing, the compilation of e based portfolios, data bases, internet communication, information retrieval and on-line searches	EDST3002 All O modules
19	interpret and present relevant numerical information	EDST3002
20	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	All O modules
21	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	EDST3002 All O modules
22	analyse, synthesise, evaluate, and identify problems and solutions	EDST3002 All O modules

<u>Learning outcomes and combined subject degrees (joint, major and minor pathways)</u>:

- **Joint Pathway**
  Students following a joint pathway will have met the majority of the learning outcomes for the subject, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.

- **Major Pathway**
  Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.

- **Minor Pathway**
  Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

Learning, teaching and assessment

For 2021/22, the majority of teaching sessions are face to face on campus. Lectures or lecture workshops for some modules will be delivered online either 'live' or pre-recorded. Individual and small group tutorials will be arranged online as this has proven to be convenient and popular with students.

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 modules, EDST 1101 (*Foundations of Education)*, EDST 1105 *(Education in Context) and EDST 1111 (Equality and Diversity: the educational experience)* 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 Dissertation at level 6 (EDST 3002 *Dissertation)* 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, dissertations.

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.

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 (*Children and Young People's Wellbeing and Digital and Social Media)*, 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, dissertations.

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 a Dissertation. 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 located at level 6 of the [Framework for Higher Education Qualifications (FHEQ](#)).

This course is consistent with the Education Studies Subject Benchmark statement (2019). 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 Dissertation 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, 2019). 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).

(QAA Subject Benchmark Education Studies, December 2019 is available online from https://www.qaa.ac.uk/quality-code/subject-benchmark-statements)

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 School 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 modules 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 *Dissertation* EDST 3002).

- 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 Dissertation tutor also acts as the personal academic tutor.

- 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.

- Education Studies also offers:

  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
  Dissertation Support

  University wide support is also available at:
  https://www2.worc.ac.uk/firstpoint/
  https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx
  https://www2.worc.ac.uk/disabilityanddyslexia/

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, Applicant 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 normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html.

See Admissions Policy for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

EDST 2123/3123 are optional Work Experience modules. A satisfactory DBS is required before a student can undertake the placement and this is a requirement of the module.
The Module Outline clearly states that a satisfactory DBS is required and the pre-placement tutorial will require evidence of this.
At the annual Module Carnival (for pre-module selection information) and in the accompanying literature, the requirement for a DBS is clearly stated.

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).

Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

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).

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.   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.
- 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 7 days (one week) 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 7 days (one week) 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.
- Reassessment items that are passed are capped 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); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Award	Requirement
Certificate of Higher Education (Cert HE)	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education (DipHE)	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
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, as specified on the award map, including the mandatory modules for Level 5 and 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, as specified on the award map.

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 120 credits attained at Level 6 only.

Method two will be used for those students following the top-up pathways.

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

20.   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 2017/18 cohort 97% were in work or study, with 48% in graduate employment (based on a response rate of 60%). Many of those who go onto further study go on to 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 considered for 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.

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
- PE coach
- personal tutor
- youth worker

Student employability

Through a system of personal academic career 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 mandatory workshops 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.

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. In addition, several staff are volunteer school governors and/or have background as professionals. We also visit schools and alternative provision and employers in the area through wider IoE activities and research.

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 associated course documentation e.g. course handbooks, module outlines and module specifications.

AWARD MAP FOR BA (Hons) EDUCATION STUDIES PROGRAMME

Award map

Course Title: Education Studies	

Level 4	

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	
			Single Hons	**Joint Hons**
EDST 1101	Foundations of Education	30	M	M
EDST 1105	Education in Context	30	M	O
EDST 1111	Equality and Diversity: The educational experience	30	M	O
EDST 1107	*Children and Young People's Wellbeing and Digital and Social Media*	15	O	O
EDST 1108	Inner City Education	15	O	O
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A

Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total, which must include the mandatory modules: EDST 1101, EDST 1105 and EDST 1111. Single Honours students can also take up to 30 credits drawn from a range of Language Centre modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and Modern Foreign Languages. Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html.

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	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
EDST 2101	Educational Enquiry	30	M	M	M	O	EDST 1101	None
EDST 2104	The Psychology of Teaching and Learning	30	O	O	O	O	EDST 1101	None
EDST 2111	From Exclusion to Inclusion?	30	O	O	O	O	None	None
EDST 2121	Radical Education	15	O	O	O	O	EDST 1101	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 2130	Crossing borders: Working Internationally and Collaboratively to Explore Personal Responses to Educational Practice	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 in the lifelong Learning Sector	15	O	O	O	O	None	EDST 3141, EDST 3131 Excluded
EDST 2142	Mentoring and Coaching within Education	15	O	O	O	O	None	EDST 3142 Excluded
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	LANG xxxx	Optional modules offered by the Language Centre	15/30

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 (within their 120 credits) can also take up to 30 credits drawn from a range of Language Centre modules in: Teaching English as a Foreign Language (TEFL), Academic English for native and non-native speakers of English and Modern Foreign Languages. Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html.

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 Dissertation 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	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
EDST 3002	Dissertation	30	M	M	O	N/A	EDST 2101 or the equivalent	None
EDST 3112	Policy Making: The Search for Solutions in Education	15	O	O	O	O	EDST 1101	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	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	Critical Perspectives on Special Educational Needs'; Process and Practice	15	O	O	O	O	None	None
EDST 3128	Extension Module * (**Mandatory for Top Up Students**)	15	O	O	O	O	None	Mandatory for Top Up Students

							Prerequisites	Exclusions
EDST 3130	Social, Emotional and Mental Health Difficulties	15	O	O	O	O	EDST 2/3123 or equivalent	None
EDST 3131	Special Educational Needs and Disability in an Inclusive Setting	15	O	O	O	O	EDST 2/3123 or equivalent	EDST2121, EDST 2141, EDST 3141, EDST3127 Excluded
EDST 3140	Post Compulsory Education	15	O	O	O	O	None	EDST 2140 Excluded
EDST 3141	Equality and Diversity in Adult Education	15	O	O	O	O	None	EDST 2141, EDST 3131, Excluded
EDST 3142	Mentoring and Coaching within Education	15	O	O	O	O	None	EDST2142
SOCG 3110	'Race' Ethnicity and Education	15	O	O	O	O	None	None
SOCG 3111	Education and the Sociological Imagination	15	O	O	O	O	None	None
DRAM 3213	Theatre and Education	15	O	O	O	O	None	None

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 3002 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 3002 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 Dissertation in this subject must take EDST 3002.
Joint pathway students who choose to place their Dissertation (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 3002).
Joint pathway students must take one Dissertation (equivalent), either in this subject, in their other joint subject, or take JOIN3002 where a Dissertation 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 3002).

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