



## Course Information Form

This Course Information Form provides the definitive record of the designated course

### General Course Information

Course Title	Education Studies Education Studies (with Professional Practice Year) Education Studies with Foundation Year
Qualification	BA (Hons)
FHEQ Level	6
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AB – Bedford Campus (Professional Practice Year will be off campus)
Mode(s) of Study and Duration	Full-time over 3 years or 4 years for Practice Year route and Foundation Year route Part-time pathway typically over 4-6 years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
UCAS Course Code	X301; with Professional Practice Year X328; X3FY for Foundation Year route.
External Benchmarking	QAA quality Code Section A1 QAA Education Studies subject benchmark statement 2014 FHEQ level 6
Entry Month(s)	October and February

### Why study this course

This multi-disciplinary course aims to deepen and extend your knowledge of concepts and theoretical frameworks central to understanding education. The course considers educational theories, policies and practices both UK based and international. The course provides opportunities for you to develop your individual interests in education that may align to your future career intentions. Many students use the course as a pathway to a future career in education, either as a qualified teacher or in support roles.

## Educational Aims

The Education Studies degree is designed to give you a solid foundation in the history, sociology, psychology and philosophy of education, as well as an understanding of education in modern society, and the current debates and issues surrounding the subject. Education Studies is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. The broad scope of this course allows you the opportunity to proceed into a wide range of careers.

After a broad-based first year, introducing you to key higher education skills, educational theories and ideas, you will be able to focus on particular themes within the course, such as special educational needs, technology and/or preparation for a primary teaching career. The course can provide you with the foundation knowledge to be fully prepared for working in a diverse range of professions with children and young people and allow your individual interests to be explored. The course has a strong strand in employability running through it and you are encouraged to gain voluntary experience and to reflect upon your school or other work experiences in your academic work.

## Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
EDC041-1	4	30	Key Concepts in Education Studies	C
EDC053-1	4	15	The Inclusive Society	C
EDC054-1	4	15	Early Child Psychology	C
EDC049-1	4	15	Psychology of Adolescence	C
EDC048-1	4	30	Narratives of Childhood	C
EDC052-1	4	15	Understanding the workplace	C
EDC043-2	5	30	Comparative Education	C
EDC063-2	5	15	Developing Teaching Practice*	O
EDC062-2	5	15	Developing Professional Practice*	O
EDC067-2	5	15	The Lifelong Curriculum	O
EDC068-2	5	15	Policy and Practice in Special Educational Needs and Disability	O

EDC021-2	5	30	Investigating the Social World	C
EDC064-2	5	15	The Professional Workplace	C
EDC061-2	5	15	Deschooling	O
EDC069-2	5	15	Children Young People and the Digital Age	O
EDC066-2	5	15	Families and Communities	O
EDC055-2	5	0	Professional Practice Year (Education and English Language)	O
EDC163-3	6	30	Philosophy of Education	C
EDC207-3	6	30	Dissertation	C
EDC154-3	6	30	Critical Debates in SEND Education	O
EDC203-3	6	15	Beyond Professionalism	O
EDC206-3	6	15	Contemporary Debates in Education, Childhood and Youth	O
EDC212-3	6	15	Children, Young People and the Media	O
EDC172-3	6	15	Perspectives on Pedagogy and Behaviour	C
EDC165-3	6	15	Technology Enhanced Education	O
EDC204-3	6	15	Children and Young People's Wellbeing	O
EDC209-3	6	15	Representations of Disability	O
EDC205-3	6	15	Children's Literature	O

### Course-Specific Regulations

### Additional Course Costs

All students require a DBS to be obtained on commencing their course in L4, 5 or 6. Students will need to pay for this check. Details of the DBS clearance (including current costs) can be found at [www.gov.uk/disclosure-barring-service-check/overview](http://www.gov.uk/disclosure-barring-service-check/overview)

## Entry requirements

Standard university entrance requirements:

Standard entry requirements for UK students –

<http://www.beds.ac.uk/howtoapply/ukugentryregs>

Students from the European Union - <http://www.beds.ac.uk/howtoapply/eu/guides>

International students - <http://www.beds.ac.uk/howtoapply/international/apply>

DBS (Disclosure and Barring Service) clearance at the outset of the course is also required. You will be assisted in completing the DBS application by University staff and the DBS will be processed through the University. Without a DBS you may not be able to appropriately complete the compulsory work placements within core units. Any issues that may come to light will be referred to the Faculty 'Fitness to Practice Committee' for consideration prior to commencement of any work-based learning.

## Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Contribute to the development of effective policies and practices within a wide range of educational roles and work constructively as part of a professional, inclusive multi-disciplinary team to support the diverse educational needs of individual learners
- Be creative, reflective and adaptable, accommodating new principles and understanding whilst recognising limitations within the workplace
- Process and synthesise data to present and justify a chosen position having drawn upon relevant theoretical perspectives

## Course Learning Outcomes

1. Plan prepare, evaluate, and analyse a small scale research project with reference to relevant theoretical frameworks.
2. Evaluate and critique a range of theories and approaches used in national and international educational context.
3. Engage with critical debates relating to inclusivity in education and wider society.
4. Develop and reflect on the skills necessary for the 21<sup>st</sup> century multi-disciplinary workplace.
5. Understand that professional and ethical behaviour is a key requirement of entrants to graduate careers in the field of education.
6. Organise, present and articulate opinions and arguments in spoken and written format surrounding concepts in education studies.

In order to qualify for the award of BA (Hons) Education Studies (with Professional Practice Year) students will need to meet all of the outcomes above and:

7. Demonstrate knowledge and analytical understanding of the behaviours associated with the workplace by successfully completing an approved placement.

**PSRB details**

None to note

**Learning and Teaching**

Entry cohorts to the course are characterised by a wide range in subject specific, practical and transferable skills and so the first level (year) of study (Level 4) introduces you to key ideas and skills that you will need to further develop for success in HE. Some teaching and learning skills in Level 4 will be personalized to reflect this and there will be a number of opportunities for individual tutorials with staff to allow you and them to reflect on your on-going development. The Introduction to Degree Study unit aims to facilitate your transition to degree level study in the context of the subject and will focus on key academic skills and act as an extended induction programme as you go through your first Level of study. Personal Academic Tutoring (PAT) and the University Peer Assisted Learning (PAL) programme will also be associated with this unit. PALs are experienced students from Levels 5 and 6 who can help support your transition to higher education and give you the benefits of their prior experiences.

In Level 4, the focus is more on lectures as a means of delivering core material. However, you will also have regular seminars and workshops where you will be able to develop your experience of working in groups, communication of ideas and personal confidence. Use will be made of the excellent IT facilities that are available within the University and IT and information gathering skills will be developed during Level 4 to allow you to better support your own independent study. Sessions may take place in lecture theatres, smaller seminar rooms, or specialist learning resources facilities, for example the IT training suites.

In Levels 5 and 6 of the course the emphasis on lectures decreases with a higher proportion of seminar and workshop sessions. This aims to encourage your independent study skills, introduced in Level 4, to be further developed with the core Research Methods unit in Level 5 providing further development opportunities alongside an enhancement programme that is available to all students. The enhancement programme will offer you the opportunity to consider your graduate career in detail and to work closely with staff to develop your awareness and academic skills. This enhancement programme will be extended in Level 6 where it is run alongside the core dissertation unit.

**Assessment**

This course aims to provide a range of assessment methods to support the diverse needs of all learners. Assessments include exams, essays, webfolios, panel discussions, debates, practicals, case studies, and presentations. The assignments will build directly on the teaching sessions and you will be supported by lectures to complete the assignments. Substantial guidance is provided on the VLE and in detailed assessment briefs. In level 4 more support is provided in the form of formative assessment opportunities. You will also have more hours dedicated to guided (staff directed learning activities) in level 4 compared to later in the course. There are opportunities for 1 to 1 and group tutorials to support the assessments both within units and in personal tutorials and staff office hours.

The overall purposes of assessment in this course are:

1. Objectively to measure your achievements against the specified learning outcomes of the unit and course (summative).
2. To assist student learning by providing appropriate feedback on performance (formative).
3. To provide a reliable and consistent basis for boards of examiners to determine the progression of, and conferment of achievement.

**Assessment Map**

unit Code	C/O	5	6	7	8	9	10	11	12	13	14	15		4	5	6	7	8	9	10	11	12	13	14	15	
EDC041-1	C		C W- es s																							
EDC032-1	C																									
EDC030-1	C								C w- C S																	
Psych of adolescence	C																					C W- es s				
Narratives of childhood	C																						C W- C S		PJ - ex hi b	
Understanding the workplace	C																								P R- viv a	
EDC055-2	O																								C W- R W	
Developing prof prac	O								P R- or al																	

unit Code	C/O	5	6	7	8	9	10	11	12	13	14	15		4	5	6	7	8	9	10	11	12	13	14	15
Developing Teaching Practice									P R- or al																
EDC047-2	O										W R- po st														
EDC046-2	O											C W- C S													
EDC043-2	C														C W- C S								PJ - Pr oj		
EDC021-2	C															E X- PT							W R- I		
Prof workplace	C																					W R- W B			
Deschooling	O																								C W- O T
EDC027-2	O																								C W- ep ort
EDC026-2	O																					C W- LR			



EDC-DISS-3	C		C W- O T																		PJ - Di ss			
EDC154-3	O			C W- Es s						P R- or al														
Contemporary debates	O									P R- or al														
Beyond Professionalis m	O								W R- W B															
EDC101-3	O									C W- O T														
Representatio n of disability	O																						W R- po st	
EDC163-3	C			C W- Es s						P R- or al														
EDC165-3	O																						P R- or al	
Child and YP well being	O																				PJ - Art			
EDC172-3	C									C W- po rt														



## Developing your employability

Employability is central to the course both within the curriculum and in the extra-curricular activities promoted by the course team. A 30 credit work based learning unit is available to all students in level 5 and 6. This specific unit provides you with an opportunity to gain vital work experience in an education setting. Other units contain short placements, visits or speakers: Examples include;

Level 4: The Inclusive Society- Guest speakers from practitioners with specific groups of children

Level 5: Comparative Education- Guest speakers from people with experience from various international educational settings

Children and Young People in the Digital Age- Visit to technology conference

Lifelong Learning- Guest speakers from active practitioners

Level 6: Critical Debates in SEND: Visit to specialist educational setting

Technology Enhanced Learning: Visits to technology Conference

Developing Teaching: Guest teachers from practitioners, work related learning

Philosophy of Education- Guest speakers from across the academic team

This course aims to embed employability through each of the units and within lectures and seminars there are opportunities to examine case studies and videos from across the Education services. A range of guest speakers are invited in to provide additional links and support your awareness of professional practice in context. In addition, the nature of the course content focuses on providing the knowledge and practical experience to seek out professional education careers with people of all ages (child-adult).

Furthermore, the course team works closely with the Careers and Recruitment Service to promote relevant paid and volunteer work. You will be able to work with your personal tutor to develop an on-line resource of career relevant materials, including a graduate level CV and work experience log. The enhancement programmes in levels 5 and 6 will have a strong focus on your graduate career.

Students opting to take the Professional Practice Year will gain significant relevant experience that will allow you to significantly enhance your CV and demonstrate to potential future employers how you have applied your subject knowledge in the workplace.

## After Graduation

As well as providing the background needed for application to teacher training or potentially SEND teaching, this course offers graduates potential career options within a wide range of careers working with children and vulnerable young people such as youth and community work, social care, education welfare, children's centre, charities, educational administration, educational research, training organizations, parent advisory groups and youth justice/youth offenders. The University Careers and Recruitment service can continue to advise you in your early career and your Personal Academic Tutor will provide application references on request.

## Additional Information

### Student Support during the course

All students will be allocated a Personal Academic Tutor (PAT) at the start of the course. The tutor will provide academic coaching through your time at the University and will be able to act as a referee, writing references for voluntary or paid positions that you apply for during and at the end of your degree. Meetings in small groups or one to one will take place each academic year to review your academic progress, career intentions and suggest actions that you can take to improve your learning. The course operates an extended induction programme, starting with pre-course guidance, through an initial induction week and then into the course which is located within core units that all students will follow. We also offer an enhancement programme in level 6 to support students applying into graduate positions such as teacher training.

Lecturers are able to advise students and refer you to a range of support services including PAD (Personal Academic Development – which offers academic support resources) SID (Student Information Desk – which offers a drop in and online service for academic and non-academic advice, for example on learning support, arrangements for students with disabilities or specific learning difficulties or guidance on mitigating circumstances for assessments). Lecturers will also refer students to the on-line resources that are able to support your learning, for example the Study Hub on-line within the University's VLE (Virtual Learning Environment) called BREO (Bedfordshire Resources for Education Online) or the material that can found on the Learning Resources website. Extensive use is made of BREO to provide supporting materials for each unit that you study and to deliver interactive learning experiences.

### Additional Course costs

### Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	N	
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ?	N	
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	

<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

<b>Administrative Information – Faculty completion</b>	
<b>Faculty</b>	<b>Education and Sport</b>
<b>Portfolio</b>	<b>Undergraduate Education and English language</b>
<b>Department/School</b>	<b>School of Education and English Language</b>
<b>Course Coordinator</b>	<b>Dr Karen Lindley</b>
<b>Trimester pattern of operation</b>	Oct (Trimester 1), Feb (Trimester 2)
<b>PSRB renewal date (where recognised)</b>	
<b>Version number</b>	1/17
<b>Approved by (c.f. Quality Handbook ch.2)</b>	University Approval
<b>Date of approval (dd/mm/yyyy)</b>	<b>February 2017</b>
<b>Implementation start-date of this version (plus any identified end-date)</b>	October 2017
<b>Study model type (e.g. study centre)</b>	On campus

**Form completed by:**

**Name:** .....P. Wright      **Date:** ....December 2016.....

**Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)**

**Chair:** .....**Date:** .....

<b>Course Updates</b>		
<b>Date (dd/mm/yyyy)</b>	<b>Nature of Update</b>	<b>FTQSC Minute Ref:</b>
February 2017	Move to new CIF template, semesterisation and housekeeping.	

<b>Administrative Information – Academic Registry completion</b>	
<b>Route code (post approval)</b>	

<b>JACS / HECoS code (KIS)</b>	
<b>SLC code (post approval)</b>	
<b>Qualification aim (based on HESA coding framework)</b>	



## Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

### General course information

<b>Course Title</b>	Education Studies Education Studies (with Professional Practice Year) Education Studies with Foundation Year
<b>Qualification</b>	BA (Hons)
<b>Route Code (SITS)</b>	<i>BAEUD-S,BAESPABF,BAEDFABF</i>
<b>Faculty</b>	Education and Sport
<b>Department/School/Division</b>	Education and English Language
<b>Version Number</b>	3/2017

**Annex A: Course mapping of unit learning outcomes to course learning outcomes**

Unit code	EDC041-1	EDC032-1	EDCECP-1	EDCPOA -1	EDCNOc-1	EDCUtW-1	EDCXDT-2	EDCDPP-2	EDC047-2	EDC046-2	EDC043-2	EDC021-2	EDCTPW-2	EDCXXD-2	EDC027-2	EDC026-2	PrfPrac W/P Year
Level	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5
Credits	30	15	15	15	30	15	15	15	15	15	30	30	15	15	15	15	0
Core or option	Core	Core	Core	Core	Core	Core	Option	Option	Option	Option	Core	Core	Core	Option	Option	Option	Option
CLOs (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																
1												LO1	LO2				
2	LO2		LO2	LO2			LO1	LO2	LO2	LO2	LO1			LO1		LO1	
3	LO1	LO1			LO1						LO2				LO2		
4						LO2							LO2				
5						LO1	LO2	LO1					LO1				
6	LO2	LO2	LO1	LO1	LO2				LO1	LO1		LO2		LO2	LO1	LO2	
7																	LO1, LO2

Unit code	EDC-DISS-3	EDC154-3	EDCDECY-3	EDCBP-3	EDC101-3	EDCRD-3	EDC163-3	EDC165-3	EDCCYPWB - 3	EDC172-3	EDCXCL-3							
Level	6	6	6	6	6	6	6	6	6	6	6							
Credits	30	30	30	15	15	15	30	15	15	15	15							
Core or option	Core	Option	Option	Option	Option	Option	Core	Option	Option	Option	Core	Option						
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																	
1	LO1	LO1			LO2													
2					LO1	LO2	LO1	LO1	LO1	LO2	LO1	LO1						
3		LO1	LO2				LO1			LO1	LO1							



4				LO1						LO2							
5	LO1,LO 2	LO2		LO1,LO 2					LO2	LO1, LO2							
6	LO2	LO2	LO1		LO1	LO2	LO2	LO2	LO1	LO2	LO1, LO2						
7																	

### Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

FHEQ Descriptor for a higher education qualification	L6. Note CLO7 only applies to the with Professional Practice Year degree	Course Learning Outcome(s)									
		1	2	3	4	5	6	7		10	
1) a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline			X	X							
2) an ability to deploy accurately established techniques of analysis and enquiry within a discipline		X									
3) conceptual understanding that enables the student: a) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline b) to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline			X	X							
4) an appreciation of the uncertainty, ambiguity and limits of knowledge		X	X								
5) the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).					X						
Typically, holders of the qualification will be able to:		X							X		
6) apply the methods and techniques that they have learned to review, consolidate,											

extend and apply their knowledge and understanding, and to initiate and carry out projects									
7) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem		X							
8) communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.						X			
And holders will have:				X	X (a)				
9) the qualities and transferable skills necessary for employment requiring: a) the exercise of initiative and personal responsibility b) decision-making in complex and unpredictable contexts c) the learning ability needed to undertake appropriate further training of a professional or equivalent nature.				X	X (a)				

<b>Subject Benchmark Statement(s)</b>	<i>Education Studies 2015</i>	<b>Evidence and/or Course Learning Outcome(s)</b> <i>How the course takes account of relevant subject benchmark statements</i>
<b>Knowledge and understanding</b> 7.4 On graduating with an honours degree in education studies, students should demonstrate a critical understanding of: <input type="checkbox"/> the underlying values, theories and concepts relevant to education <input type="checkbox"/> the diversity of learners and the complexities of the education process <input type="checkbox"/> the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process		CLO2 CLO3 CLO4

<input type="checkbox"/> the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.	
<p><b>Application</b></p> <p>7.5 On graduating with an honours degree in education studies, students should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> analyse educational concepts, theories and issues of policy in a systematic way</li> <li><input type="checkbox"/> identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts</li> <li><input type="checkbox"/> accommodate new principles and understandings</li> <li><input type="checkbox"/> select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding</li> <li><input type="checkbox"/> use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.</li> </ul>	CLO1 CLO2
<p><b>Reflection</b></p> <p>7.6 On graduating with an honours degree in education studies, students should be able to demonstrate:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the ability to reflect on their own and others' value systems</li> <li><input type="checkbox"/> the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject <ul style="list-style-type: none"> <li><input type="checkbox"/> an understanding of the significance and limitations of theory and research.</li> </ul> </li> </ul>	CLO3
<p><b>Transferable skills</b></p> <p><b>Communication and presentation</b></p> <p>7.7 On graduating with an honours degree in education studies, students should be able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.</p>	CLO6
<p><b>Technology</b></p> <p>7.8 On graduating with an honours degree in education studies, students should be able to use technology effectively to enhance critical and reflective study.</p>	CLO6
<p><b>Application of numerical skills</b></p> <p>7.9 On graduating with an honours degree in education studies, students should be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> collect and apply numerical data, as appropriate</li> <li><input type="checkbox"/> present data in a variety of formats including graphical and tabular</li> </ul>	CLO1

□ analyse and interpret both qualitative and quantitative data.	
<b>Working with others</b> 7.10 On graduating with an honours degree in education studies, students should have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.	CLO3 CLO4 CLO5 CLO7
<b>Improving own learning and performance</b> 7.11 On graduating with an honours degree in education studies, students should be able to articulate their own approaches to learning and organise an effective work pattern including working to deadlines.	CLO4
<b>Analytical and problem-solving skills</b> 7.12 On graduating with an honours degree in education studies, students should be able to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.	CLO1