



Course Information Form

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

Section A: General Course Information

Course Title	BA (Hons) Applied Education Studies
Final Award	BA (Hons)
Route Code	BAAEEAAP
Intermediate Qualification(s)	
FHEQ Level	6
Location of Delivery	University Square Campus, Luton
Mode(s) and length of study	Part-time pathway typically over 4 years
Standard intake points (months)	September
External Reference Points as applicable including Subject Benchmark	<p>QAA Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</p> <p>QAA Education Studies Subject Benchmark Statements (2015): https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-education-studies-15.pdf?sfvrsn=959cf781_10</p>
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	N/A
HECoS code(s)	100459
UCAS Course Code	Not applicable

Course Aims

This course offers you an in depth understanding of educational provision for children aged between 3 and 11 years within primary settings, and children with special educational needs working at levels commensurate with this age band. You are given significant opportunities to develop both your academic and professional interests. Many students who successfully complete this degree course go on to further their career within the education sector, including embarking on Initial Teacher Training courses within the primary sector or early years teacher training.

The Applied Education Studies degree is a part-time degree with either one teaching day or evening per week and is designed for those working or volunteering in Early Years settings, primary, middle and special schools. The course is designed to give you an understanding of a range of aspects of primary education, including curriculum content and pedagogy, educational theory, assessment, personalised learning and professional practice. You will be introduced to the importance of research and enquiry within education and have the opportunity to carry out primary research in your own setting. Throughout the course you will be encouraged to consider how educational theory is applied within your own context, hence you will need to be employed or volunteering in an educational setting for at least two day a week.

Employability is a consideration throughout the course, as successful completion of the degree to a required level will leave you in a position to apply for Initial Teacher Training within primary education or to pursue a career in other strands of education. Please note that this is not a suitable qualification for those wishing to teach at secondary level, unless you are prepared to study further units in your specialist subject outside of this degree course.

Course Learning Outcomes	Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below		
		Outcome	Award
	1	Identify and, where appropriate, plan creative teaching, showing an awareness of how this might be assessed	BA (Hons) Applied Education Studies
	2	Demonstrate personal subject knowledge and understanding of the curriculum subjects in order to support learning at an appropriate Key Stage	BA (Hons) Applied Education Studies
	3	Demonstrate knowledge and understanding of educational processes and the ability to communicate and critically apply that knowledge and understanding;	BA (Hons) Applied Education Studies
	4	Critically evaluate and develop your own skills as a practitioner in education	BA (Hons) Applied Education Studies
	5	Demonstrate the acquisition of a range of transferable skills in information handling, information literacy, communication, planning and team work	BA (Hons) Applied Education Studies
	6	Demonstrate information management skills in researching and analysing data and drawing informed conclusions through undertaking classroom-based research	BA (Hons) Applied Education Studies
7	Demonstrate a personal critical awareness of professional values in education and creatively apply your theoretical understandings to classroom practice.	BA (Hons) Applied Education Studies	
<p>Learning and Teaching</p> <p>Learning and teaching experiences are designed to support the developing of understanding of educational theories and how these may apply in educational work based settings. It is important that effective teaching strategies are modelled by the tutors in order to emulate what might be expected within an educational setting and therefore a variety of approaches to teaching and learning will be utilised throughout the course. These will range from whole-class interactive teaching, presentations and lectures to group, paired and individual work. Tutors will use a range of audio-visual resources in order to enhance their teaching and provide opportunities for students to reflect on their development and progression. Due to the part-time nature of this course, access to the virtual learning environment is a key tool in supporting continued interaction with tutors, and access to guided learning materials, reading lists and assessment guidance will be available. Where additional online resources are available, tutors will use the virtual learning environment to provide links to these. Discussion boards will be used as a means of promoting dialogue with students outside of the core teaching sessions.</p>			

Teaching, learning and assessment strategies

In order to support students in their development on the course, the teaching staff draw on a range of experience of work within education settings alongside research based activity. The aim is to provide support throughout the course to enable students to achieve the core learning outcomes. At Level 4, the emphasis is on guided learning and supporting students in developing academic skills throughout the initial teaching units. At Level 5, students are expected to develop a more independent approach to their learning, and be able to analyse and critically evaluate materials from a range of primary and secondary sources. At Level 6, students will work on a more independent basis, culminating in an extended research project consistent with work at this level. The Level 6 units provide students with opportunities to further develop their conceptual understanding of educational theories and they will need to demonstrate an ability to manage their own learning in order to consolidate and extend their understanding in their field of study. By the end of Level 6, the aim is for students to be demonstrating independent learning skills and professional attributes within the context of Applied Education Studies that would enable them to develop their career within the field of education.

Assessment

The purpose of assessment is to provide formative feedback to you, to monitor your performance and to measure your attainment. In addition, it aims to enable you to demonstrate that you have fulfilled the objectives of each unit as well as those needed for working within education as a profession. The assessment strategies are designed to give you the opportunity to demonstrate the range of knowledge, understanding and skills required by intending teachers and those who wish to work within education. Your learning will be assessed throughout the course in both a formative and summative way. A range of approaches to assessments are utilised throughout the course, to include written reports and essays, presentations, in class tests, preparation of lesson sequences and teaching materials, literature reviews and a final independent research project. These tools have been chosen to ensure there is a balance of assessment and are re-visited throughout the course to ensure that you have the opportunity to build and develop the attributes that are assessed in a systematic way. The aim is that by the end of the final year you are empowered to demonstrate the qualities that define a Level 6 qualification.

Oral presentations are included as a key element of your assessment and development, and a number of units include the formal assessment of these. The key importance of the development of oral presentational skills to intending teachers and those working within education is recognised by the course team and every opportunity is taken to encourage you to enhance your skills in this area. The feedback given to you is intended to be formative in order to aid development. In addition to this, many units involve small-scale group and individual presentation opportunities within teaching sessions to enable students to develop their skills further.

You are required to demonstrate that the work you submit for assessment is your own and you will be supported in this process by using a range of tools to include:

- Detailed assignment briefs and marking grids
- Engaging teaching sessions to included activities and discussions to support you in understanding assessment requirements
- Guidance in referencing and citing work correctly using the University Referencing Guidelines.

	<ul style="list-style-type: none"> • The University Virtual Learning Environment, BREO, which includes access to a range of teaching and learning materials and interactive discussion boards where you can post questions and gain feedback on ideas related to your specific assignment. • During independent study, the support of a research project supervisor to guide you in the research process and provide formative feedback on draft work
Learning support	<p>The University's comprehensive student support service includes: Student Information Desk, a one-stop shop for any initial enquiries; Student Support team advising and supporting those with physical or learning needs or more general student well being; Study Hub team providing academic skills guidance; Personal Academic Tutoring system; a student managed Peer-Assisted Learning scheme; support from your lecturers</p> <p>You will have the support of a Personal Academic Tutor (PAT) throughout the course and you will have the opportunity to meet with them to reflect on your development throughout the course. If you have personal worries or concerns that may affect your work, they will be able to direct you to the right support. The ethos of the course is a caring one and students are encouraged to form strong networks, fostered by regular group work, including shared assessments, during the course.</p> <p>Throughout the course you will also have the support of the unit tutors, who will provide weekly access to teaching and support in relation to unit specific issues. As this is a part-time course and you may only be on campus once a week, staff will make use of the University's virtual learning environment to communicate with you during the unit, and provide access to discussion boards where you can post additional queries in relation to specific units.</p> <p>Each cohort is asked to identify a student representative, and you will be encouraged to feedback on aspects of the course which are running smoothly and those which may need further consideration. Student representatives will be invited to liaise with course coordinators and course teams on a regular basis.</p>
	<p>https://www.beds.ac.uk/entryrequirements</p>

Admissions Criteria	<p>Approved Variations and Additions to Standard Admission</p> <p>This is a work-based course and therefore the following entry criteria must be met prior to registration on the course. All are conditions of entry.</p> <ul style="list-style-type: none"> • Working in an appropriate education setting as a paid employee. Voluntary work within an appropriate education setting will be considered. This must be for a minimum of two days per week and must be in place prior to registration on the course. • A reference in support of your application from the Head teacher or setting manager. Please include their contact details on your application form. This is a condition of offer. • A level 3 qualification such as NVQ Level 3, Cache Diploma or equivalent in child/education related subjects. • Applicants who do not have a level 3 qualification will be considered based on their experience in schools/educational settings and may be invited to participate in an informal discussion with the Course co-ordinator to assess suitability for the course.
Assessment Regulations	<p>https://www.beds.ac.uk/about-us/our-university/academic-information</p> <p>Note: Be aware that our regulations change every year</p> <p>Approved Variations and Additions to Standard Assessment Regulations'</p> <p>None</p>

Section B: Course Structure

The Units which make up the course are listed below. Each unit contributes to the achievement of the course learning outcomes either through teaching (T), general development of skills and knowledge (D) or in your assessments (A).

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
EDS 009-1	English Knowledge and Understanding	4	30	Core	TD 1	TD1	TD2	TD2	TD1 2	TD 1	TD 12								
EDS 010-1	Investigating the Curriculum	4	30	Core	TD 1	TD1 2	TD1 2	TD2	TD1 2	TD 12	TD 12								
EDS 012-1	Skills for Education Studies	4	30	Core	T1	T2	T12	T12	T12	T2	T2								
EDS 013-1	Personalised Learning	4	30	Core	TD 1	TD1 2	TD1 2	TD1 2	TD1 2	TD 2	TD 12								
EDS 009-2	English Theory and Practice	5	30	Core	DA 2	TD A12	DA1 2	DA2	D12	D1 2	DA 12								
EDS 010-2	Mathematics Education	5	30	Core	TD 1	TD A12	TD1 2	TD A2	TD1 2	TD 1	TD A1								
EDS 011-2	Reflecting on Practice	5	30	Core	D1	D12	D12	DA1 2	D12		DA 12								
EDS 012-2	The Learning Environment	5	30	Core			DA1 2	DA1 2	D12	D1 2	DA 12								
EDS 008-3	Professional Practice	6	30	Core			DA1 2	TD1 2	D12	D1 2	A1 2								
EDS 010-3	Research Methods	6	30	Core		D12	DA1 2		DA1 2	TD A1 2									
EDS 011-3	Mathematical Problem Solving and Reasoning	6	30	Core	DA 12	DA1 2	TD1 2	D1 DA2	D1 DA2	D1 DA 2	D1 2								
EDS 012-3	Research Project in Applied Education Studies	6	30	Core		DA1 /2	A1/ 2	DA1 /2	DA1 /2										

Section C: Assessment Plan

The course is assessed as follows :

BAAEEAAP- BA (Hons) Applied Education Studies

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
EDS 012-1	4	TT1	Core	WR-I	6	PR-ORAL	10				
EDS 013-1	4	TT1	Core	WR-I	6	CW-E	11				
EDS 010-1	4	TT2	Core	WR-I	5	PR-ORAL	9				
EDS 009-1	4	TT3	Core	CW-LR	6	CW-RW	10				
EDS 012-2	5	TT1	Core	CW-LR	6	WR-WB	11				
EDS 009-2	5	TT2	Core	WR-I	6	PR-ORAL	10				
EDS 010-2	5	TT2	Core	CW-RW	6	CW-CS	11				
EDS 011-2	5	TT3	Core	CW-RW	6	PR-ORAL	10				
EDS 011-3	6	TT1	Core	CW-LR	7	PR-ORAL	10				
EDS 008-3	6	TT2	Core	CW-JOUR	6	CW-LR	10				
EDS 010-3	6	TT3	Core	CW-ESS	6	CW-DATA	10				
EDS 012-3	6	TTY	Core	WR-1	5	PJ-DISS	25				

Glossary of Terms for Assessment Type Codes	
CW-CS	Coursework - Case Study
CW-ESS	Coursework - Essay
CW-LR	Coursework - Literature Review
CW-RW	Coursework - Reflective Writing
WR-I	Coursework - Individual Report
WR-WB	Coursework - Worked Based Report

Administrative Information	
Faculty	Faculty of Education and Sport
School	School of Teacher Education
Head of School/Department	Perry Knight
Course Coordinator	Karen Wicks