

Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

Programme Title:	
BA (Hons) Education Studies	
Programme (AOS) Code(s):	BC1EDS1 BC1EDS4 with Foundation Year
UCAS Code:	X301
Name of Final Award:	Bachelor of Arts with Honours, BA (Hons)
Level of Qualification:	Level 6
Regime of Delivery:	Attendance
Mode(s) of Delivery:	Full time
Typical Length of Study (Years):	3 years 4 years with Foundation Year
Professional Body Recognition / Accreditation (including specific requirements where applicable):	N/A

Brief Description of the Programme

The BA (Hons) Education Studies programme aims to develop an understanding of how people develop and learn throughout their lives by considering the nature of knowledge and ways of knowing, learning and understanding. This is achieved through debating philosophies of education and pedagogical ideas, analysing educational processes, systems and approaches from cultural, societal, political, historical and economic contexts.

This programme will offer a broad based educational curriculum aimed at those wishing to pursue a number of possible career routes including: teacher training (e.g. SCITT PGCE); social/community work (with further study), psychology/community and adult education, educational administration, policy, museum or heritage roles, charity and international development work.

Programme Aims

1	Provide a programme of study which develops in-depth knowledge of educational policy and practice
2	Recognise the complexities of the concepts of learning for life through formal and informal educational approaches
3	Facilitate understanding of the diversity of learners and the complexities of the education process
4	Explore social and organisational influences on educational systems, and implications for learners within specific contexts of learning

5	Facilitate the development of student's personal and transferable skills, including study skills, problem solving, communication, IT, team working, safeguarding and recognition of the value of independent and lifelong learning
6	Explore theory in practice through placement learning opportunities

Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
Graduate Attribute: Knowledge and its application (K)	
K1	Articulate an understanding of the underlying values, theories and concepts relevant to education
K2	Critically evaluate the diversity of learners and the complexities of the education process
K3	Discuss the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
K4	Analyse educational concepts, theories and issues of policy in a systematic way
K5	Critically evaluate how different assessment methods can motivate and engage diverse students in the learning process and consider the ways that the process of assessment is informed by its purpose
K6	Demonstrate a critical understanding of the diversity of learners and the complexity of the interaction between learning and local and 'global' contexts
K7	Articulate knowledge and understanding of factors affecting mental health and wellbeing
K8	Critically review a range of theoretical approaches and current research influencing the health and wellbeing of both children and adults
K9	Synthesise a diverse range of theories relevant to a particular educational context
K10	Critically reflect on the application of learning to the work environment
K11	Critically examine qualities of and barriers to effective technology enhanced learning and teaching
Graduate Attribute: Creativity (C)	
C1	Articulate an understanding of the employment potential of occupational landscapes in education
C2	Apply understanding of research approaches through investigation and evaluation of educational resources or initiatives
C3	Use a range of evidence and theory to formulate appropriate and justified strategies to support potential changes in educational practice
C4	Use a range of evidence to formulate appropriate and justified ways to encourage informal learning that could promote good practices and inclusion
Graduate Attribute: Social and ethical awareness and responsibility (S)	
S1	Communicate knowledge and understanding of legislation, policies and philosophies of inclusion
S2	Explain the benefits of promoting positive strategies to support mental health and wellbeing

S3	Evaluate social and ethical awareness and responsibilities of the workplace
Graduate Attribute: Leadership and self-development (L)	
L1	Critically reflect on own ability to work effectively as part of a team to achieve a shared goal
L2	Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships within the workplace
L3	Reflect on personal and professional skills for work

Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.

Foundation Level (Optional for students on degree programmes)

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
FY026	Preparing for Success: Knowledge and Creativity	n/a	C	Yes
FY027	Preparing for Success: Self Development and Responsibility	n/a	C	Yes
FY028	Inquiry Based Learning	n/a	C	Yes
FY008	Ways of Learning about the Social World	n/a	C	Yes

Level Four

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
HE496	Reflective Practice	15	C	Yes
HE457	Exploring Educational Paradigms	15	C	Yes
HE412	Roots and Branches: Learning for Life	30	C	Yes
HE413	Understanding Education Policy	15	C	Yes
HE497	Understanding Educational Inequalities	15	C	Yes
HE498	Safeguarding in Education	15	C	Yes
HE499	Informal Education	15	C	Yes

Level Five

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
HE574	Building and Promoting Inclusive Learning Opportunities	30	C	Yes
HE575	Exploring The Occupational Landscape In Practice	15	C	Yes
HE578	An Introduction to the Philosophies and Concepts of Research	15	C	Yes
HE592	Assessment to Enhance Learning	30	C	Yes
HE593	Mental Health and Wellbeing in Education	30	C	Yes

Level Six

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
HE650	Project: Evaluating Educational Initiatives	30	C	No
HE651	Placement	30	C	No
PP609	Learning and Teaching with Technology	30	C	Yes
HE640	Lifespan Learning and Development	30	C	Yes

Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

Programme delivery mode

The delivery mode for this programme is attendance based with opportunities for career development through placement experiences. In year two (level 5), visits to a range of different educational environments will enable you to explore potential occupational roles and employment opportunities. The placement in year three (level 6) enables you to build on the visits experienced in year two. These will be individually negotiated work placements linked to your chosen area of occupational interest within an educational environment. This may include: schools, colleges, special educational needs provision, outdoor learning environments, museums, charity or voluntary organisations.

Teaching and learning strategies

The teaching, learning and assessment strategy sets out to assist you to develop a sound understanding of the principles of working in education.

An important element of the teaching and learning strategy includes the opportunity to develop knowledge in practice through placements.

In the first year of study, you will acquire a sound knowledge of the different approaches to solving problems that are associated with working in the second year of study. The knowledge and skills attained will be further developed and you will be encouraged to exercise a higher level of personal responsibility and decision making. The third year provides opportunities to gain work experience through placement and further enhances potential career development with option modules as well as a substantial project module.

The programme aims to use a variety of teaching methods to reflect these general principles, different preferred learning styles and to offer a stimulating and effective course, which can respond to the needs of a diverse student cohort.

Classroom teaching strategies

Within the classroom, lectures, discussion and seminars will be used to enable you to both develop your knowledge and share practice experiences with your peers. This sharing of experience is seen as a major element in the development of students who may ultimately be taking responsibility for complex decisions within a multi-agency environment.

Lectures

Will provide a formal teaching strategy for the dissemination of knowledge to the whole group.

Seminars

Are a less formal mode of teaching in which you will be encouraged to interact and explore and debate your ideas and understanding of the topic area?

Student presentations

Will be given in some modules throughout the course. These will enable you to develop team work and communication skills. These are highly desirable and transferrable skills essential for interacting with colleagues and other professionals in the work place.

Reflection on learning and placement experiences

Will be an integral part of the course to develop the skills required to work in an educational environment, enabling you to analyse your decisions and decision-making process.

Engagement with University VLE

Has many benefits as it makes the delivery of information easier and more accessible to students. This mode of learning will be used throughout the programme, as appropriate, to support the learning experience.

Group and individual tutorials

Will be used to motivate and support students towards fulfilling their academic potential and to develop Personal Development Plans.

Guided Independent Study

Wider reading, preparation for lectures, seminars and preparation for formative and summative assessments for example, storyboards, posters and displays.

Guided workshops

These will provide opportunities to work independently and in groups with access to support of a tutor.

Additional Course Costs

There are additional costs associated with all studies, which require consideration, when planning and budgeting for expenditure. The costs shown are for the total length of the course shown unless otherwise stated and will increase with inflation.

Books and other Text:

Students will be required to purchase texts and journals to support their study programme. The minimum, average cost of books for students studying on a degree course is assumed as £100 per year.

Printing:

We recommend a minimum budget of £50 per year for printing costs including dissertation printing and binding.

Disclosure and Barring service (DBS) check:

An enhanced DBS check to undertake the placement element of the course may be required if working with the children and young people aged under 18. £44.00

Placements:

Placement will usually be within the vicinity of student home/accommodation but may incur some local travel costs, between £50.00-£150.

Study visits:

Optional study visits to enhance student experiences could include: forest schools, museum of childhood, national gallery, founding museum, science, natural history museums.

Travel cost and entry fees where appropriate approximately £100 -£200

International Study trip:

Optional study trip to Italy to experience the Reggio Emilia educational approach. (subject to sufficient numbers cost between £400 – £700)

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad (Hours)
Level 4	341	859	0
Level 5	288	900	12
Level 6	137	991	72

Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround').

The following assessment activities are used on this programme:

- Essay
- Report
- Reflective commentary
- Presentation
- Presentation with supporting rationale
- Research proposal
- Literature review

Classification

Calculation of final award:	Level 5 - 33% Level 6 – 67%
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For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Typical applicant profile and any programme-specific entry requirements

The student profile for this programme is expected to be predominantly school leavers recruited through UCAS and more mature students living locally.

96 UCAS points

We are keen to encourage applicants with a wide range of qualifications and prior learning experiences. These include the International Baccalaureate, BTEC CACHE and Access to HE Diplomas.

GCSE Maths and English and at grade C or above.
(science is also essential if aiming for teacher training)

The student may need a DBS depending on the type of placement chosen at level 6

Do applicants required a Disclosure and Barring Service (DBS) Check?	No
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Opportunities for students on successful completion of the programme

On successful completion of the programme there are opportunities to pursue a number of career routes, including teacher training via School Centred Initial Teacher Training (SCITT), Postgraduate Certificate in Education (PGCE), teacher apprenticeships, or other options in further and/or higher education. Alternatively, you may wish to pursue other career options such as education psychology, community education, youth work, social policy or informal teaching roles within the voluntary sector, including work with trusts and museums.

Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities

- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

Appendices

Quality Assurance

Awarding Body:	Buckinghamshire New University
Language of Study:	English
QAA Subject Benchmark Statement(s):	Education studies 2015
Assessment Regulations:	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages (https://bucks.ac.uk/students/academicadvice)
Does the Fitness to Practise procedure apply to this programme?	Yes
Date Published / Updated:	January 2019

Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

Name of Exit Qualification:	Certificate of Higher Education (CertHE)
Full name of Qualification and Award Title:	Certificate of Higher Education in Education studies
Credits requirements:	120 Credits
Module requirements:	All 120 credits at level 4
Learning Outcome	
Articulate knowledge of the underlying concepts and principles associated with the programme and an ability to evaluate and interpret these within the context of the subject area.	
Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the subject area.	
Evaluate the appropriateness of different approaches to solving problems related to the subject area.	
Communicate the results of study outcomes accurately and reliably, and with structured and coherent arguments.	
Demonstrate the qualities and transferable skills and personal responsibility necessary for employment.	

Name of Exit Qualification:	Diploma of Higher Education (DipHE)
Full name of Qualification and Award Title:	Diploma in Education studies
Credits requirements:	240 Credits
Module requirements:	ALL 120 Credits at Level 4 ALL 120 Credits at Level 5
Learning Outcome	
Articulate knowledge and critical understanding of the well-established principles of the subject area and of the way in which those principles have been developed	
Demonstrate knowledge of the main methods of enquiry in the subject area and ability to critically evaluate the appropriateness of different approaches to problem solving	
Critically analyse information, and to propose solutions to problems arising from that analysis	
Communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and demonstrate key techniques of the discipline effectively	
Demonstrate the qualities and transferable skills and personal responsibility necessary for employment	

Name of Exit Qualification:	Ordinary Degree
Full name of Qualification and Award Title:	BA Education Studies
Credits requirements:	300 Credits
Module requirements:	ALL 120 Credits at Level 4 ALL 120 Credits at Level 5 60 Credits at level 6 excluding HE650/HE651
Learning Outcome	
Ability to deploy accurately established techniques of analysis and enquiry within the subject area	
A critical appreciation of the uncertainty, ambiguity and limits of knowledge and the ability to manage their own learning, and to make use of scholarly reviews and primary information sources appropriate to the subject	
Apply the methods and techniques learnt to review, consolidate, extend and apply knowledge and understanding	
Critically evaluate arguments, assumptions, abstract concepts and data to make judgements, problem solve and to frame appropriate questions to achieve solutions	