

Course Specification

Course Summary Information		
1	Course Title	BA (Hons) Education Studies with Foundation Year
2	Course Code	US1484F
3	Awarding Institution	Birmingham City University
4	Teaching Institution(s) (if different from point 3)	Not applicable
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	Not applicable

6	Course Description
	<p>Education is central to the development of our society, and to study education is to study the way that society develops. Our BA (Hons) Education Studies course covers theoretical and practical aspects of education across the lifespan (from birth to lifelong learning), and from a variety of perspectives. Throughout the course, you will critically reflect on the aims, values, principles, and policies of the UK education system, as well as educational systems around the world. The course draws from a range of disciplines, including psychology, sociology, law, history, philosophy, and politics to investigate issues and debates that are relevant to education, and to explore the ways in which these academic fields have contributed to the development of education in the UK and beyond. This multi-disciplinary approach to education is designed to enhance the breadth and depth of your knowledge and equip you to take a variety of different career paths.</p> <p>At the heart of the course are four key themes:</p> <ol style="list-style-type: none"> 1. a commitment to recognising education as a positive power for social justice, equity, and inclusion 2. the role of education in an increasingly globalised world 3. the role of technology in education and considering how changes and developments in technology drive changes to education 4. a commitment to developing your employability through building a strong portfolio of academic and professional skills <p>Through the course you will use your developing knowledge to build and justify your own educational value system and evaluate how education is influenced by international practices. You will also have experiences of working with educational technology and consider how educational practices can adapt to a changing world.</p> <p>You will also complete a practical placement during the second year of your degree, giving you first-hand experience of working in the world of education and developing important employability skills as you prepare for your next steps beyond graduation.</p> <p>We are committed to creating a supportive and challenging learning environment in which you can thrive and develop. You will be provided with lots of opportunities to explore and debate ideas. The course is designed to promote independence so that you become a more confident, autonomous, creative lifelong learner as you go through the course. We will challenge you to not only develop your own areas of interest within education and feel confident to learn about these in a meaningful way, but will also challenge you to discover your full potential while at university.</p>

	<p>Foundation Year</p> <p>The BA (Hons) Education Studies with a Foundation Year course has been specifically designed to support your transition to degree-level study in Education. As a student, you will undertake a foundation year situated at level 3 study, which has been designed as a prelude to your chosen degree course, providing opportunities for you to develop your knowledge, skills and understanding. Your learning journey through your foundation year will provide a secure platform on which you can build throughout your academic career in higher education.</p> <p>As part of the foundation year, you will explore and develop number of essential academic, interpersonal and professional skills that will help you succeed in your future degree level studies.</p> <p>On successful completion of your foundation year, you are guaranteed to progress on to the first year of the BA (Hons) Education Studies degree. If you are interested in progressing on to one of our other Education and Social Work degrees, this will be subject to space available on those courses and on meeting the relevant entry requirements, which may include passing an interview.</p>
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7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	Bachelor of Arts with Honours Education Studies	Level 6	480
7b	Exit Awards and Credits Awarded		
	Foundation Certificate: Society, Childhood and Education	Level 3	120
	Certificate of Higher Education: Education Studies	Level 4	240
	Diploma of Higher Education: Education Studies	Level 5	360
	Bachelor of Arts Education Studies	Level 6	420

8	Variations from the University Regulations
	Not applicable

9	Delivery Patterns		
	Mode(s) of Study	Location(s) of Study	Duration of Study
	Full Time	City Centre	4 years
			Code(s)
			US1484F

10	Entry Requirements	
	Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk , or may be found by searching for the course entry profile located on the UCAS website.

11	Course Aims
1	To develop knowledge and understanding of how education operates across the lifespan, and in different contexts, using information drawn from a range of academic disciplines including psychology, sociology, law, history, philosophy, and politics
2	To develop confidence when using and engaging with educational policy, and to be able to identify policy levers and policy drivers and evaluate the impact of policy on education practice
3	To enable you, through the development of academic and professional skills, to practice positively and confidently in educational provision
4	To promote the value of education as a positive force for social justice, inclusion, and equity
5	To support you to develop a global outlook toward educational issues, and to recognise how a diverse range of backgrounds and contexts may shape how these issues are interpreted and responded to.

12	Course Learning Outcomes
Knowledge and Understanding	
1	To be able to critically consider the relationship between education and wider society at a local, national, and international level, understanding how educational practices and provision are influenced by factors including politics, legislation, culture and technology.
2	Will have knowledge of the different purposes of education, and can apply this to making distinctions between how education operates in different ways at different stages of life, and in different societal contexts
3	To be able to critically analyse educational policy, and apply this to education in various contexts
4	To be able to critically evaluate theories relevant to education and learning, and apply these theories to a range of real-world educational contexts
5	To demonstrate an awareness of the role of education in ensuring sustainability, applying the knowledge to a variety of contexts
6	Demonstrate knowledge of the factors that contribute to educational and societal inequities and by advocating for social justice and the promotion of education for all members of society
Skills and other attributes	
7	To be able to conceive, develop and investigate research questions using appropriate methods
8	To be an independent and reflective thinker, capable of analysing your own educational value systems and justifying personal positions in relation to a range of educational topics
9	To source and critically analyse information from a range of sources, and confidently apply them to educational discussions
10	To have a range of employability and academic skills in preparation to enter the workforce in a graduate role or to undertake postgraduate study with the aim of making a meaningful contribution to the societal and educational landscape

13	Level Learning Outcomes
	<i>Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:</i>
1	Identify and discuss the importance of understanding how people learn and consider how this understanding influences educational provision
2	Articulate personal perspectives on a range of educational issues, making links to established ideas and theories
3	Consider and discuss the relationship between education and social justice, paying attention to the complexities of this relationship
4	Demonstrate relevant study skills, including reflective thinking, independent learning and research, information searching and collection, group work skills, IT skills, written and oral communication, problem solving and time planning and management.
	<i>Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:</i>
5	Recognise the importance of educational policy in influencing educational provision and in turn, discuss the impact of policy on a variety of educational issues.

6	Consider key areas of professional practice for educational careers and reflect on your own progress towards developing in these areas
7	Discuss the role of education in supporting equity, equality, diversity and inclusion for those with differing needs
8	Evaluate a range of research methods and assess the appropriateness of their use and be able to communicate information, ideas, and arguments in a range of academic formats.
	<i>Upon completion of 60 credits at Level 6 / the Bachelors Degree, students will be able to:</i>
9	Critically discuss the causes of key educational issues, whilst evaluating potential solutions for their suitability
10	Engage in reflective practice to enhance your ongoing learning and development, both professionally and academically
11	Conduct independent research to investigate educational-related issues and be able to communicate findings, information, ideas, problems and solutions to both specialist and non-specialist audiences

14	Course Learning, Teaching and Assessment Strategy
	<p>This learning, teaching and assessment strategy reflects the commitment of the course team to deliver high quality teaching and learning experiences that will change lives and empower you to be both an independent learner and an advocate for change. In line with the ethos of the course to view education as a powerful force for equity and social justice, our teaching strategy provides for a diverse range of learners, with approaches including:</p> <ul style="list-style-type: none"> • Lectures • Guest speakers • External visits • Workshops • Seminar discussions • Facilitated small group discussions and debates • Self-directed group work and projects • Online learning activities • Practice learning opportunities in teaching sessions • Tutorials • Peer-to-peer learning <p>We also make use of technology to facilitate online teaching, through use of live online lectures, discussion boards, pre-recorded information, group work in breakout rooms and MS Teams groups and the use of Moodle as a Virtual Learning Environment. The use of blended provision allows us to meet the needs of a diverse range of students with a variety of commitments.</p> <p>We believe that you learn best when you are an active participant in your learning, and therefore our teaching philosophy is one of collaboration and enquiry. As such, you will be expected to be an active learner, who draws on your own experiences and participates in class activities and discussions, with oftentimes are practical and discursive in nature to allow you the opportunity to investigate topics and issues which interest you. Our aim is to get to know you through our teaching sessions, so that you may develop into a confident, enquiring, reflective and resilient individual who feels comfortable applying knowledge learned in the classroom. A key part of being an active and engaged learner is attendance in sessions, and therefore your attendance is a requirement in all scheduled learning activities.</p> <p>Private study is an integral part of a degree, and as such, for each module, you will be expected to engage in self-motivated and self-initiated learning, which might include research, reading, making links to wider theories and assessment preparation work. We understand that these</p>

skills need development throughout your time at university, and our dedicated level 4 module in Preparing to Study in Higher Education will help to equip you with these independent research and study skills, where a series of carefully selected tasks, linked to your other modules, will help you to become confident in your ability to be an independent learner. The development of these skills will continue throughout your other modules too, with specific tasks from tutors to support this development, as well as input from the Academic Development Department, Library and Careers+ where appropriate.

Additionally, to support the development of these skills, for each module you will have a series of directed learning activities which you will be required to complete around your scheduled learning. These might be pre-session or post-session tasks and will be structured to help you understand the content at a deeper level, but also to make links between the content of your modules to build a stronger understanding of the interconnected nature of education.

Assessment on the course is designed to be sustainable, with a focus on applied understanding of educational topics to meet your own learning, development, and employability needs. Each module assessment is designed with the content of that module in mind, and we therefore utilise a wide range of interactive assessment types throughout the course. These include:

- Self-negotiated assessment
- Reports
- Academic essays
- Posters
- Presentations
- Presentation of, and engagement with, debates
- Portfolios
- Reflective work
- Interviews
- Projects
- Design and delivery of teaching sessions
- Creation of lesson plans
- Development of resources

Throughout the course, we assess your knowledge and understanding of a range of complex educational issues, which will often require you to establish and defend a personal value position in relation to these issues. Working in education requires a wide range of skills and the assessment methods have been carefully chosen to help support you to develop those skills and make clear links between theory and practice.

All module assessments on the course have been carefully aligned to the course learning outcomes and have been designed to prioritise the development of skills which will be important to your employability. Examples include assessed group work to develop interpersonal skills, panel interviews to encourage personal and professional reflection, and professional portfolio development to help you to build a strong repertoire of skills. There are multiple opportunities throughout the course to meet the course learning outcomes through your module assessments.

We ensure there are multiple opportunities on every module for formal and informal formative feedback. In the formal formative submissions, you will receive feedback, which might be recorded verbal feedback or written feedback, in order to identify strengths and areas for improvement prior to your summative submission. You will be supported by your module tutors to ensure you understand the assessment and we work collaboratively to design a 'fit to submit' document to outline how to address the requirements of the assessment. After each summative submission, you will receive written, detailed, and individual 'feedback' to enable you to

understand the grade you achieved on the work submitted and ‘feedforward’ which will provide key points to improve upon for your next submission.

Personal Development Tutor meetings will be structured throughout the year to allow for opportunities to discuss your feedback and create an action plan for acting on your feedback and feedforward. Within each module, assessment information and support are delivered during weeks 4, 8 and 12 in a structured and supportive way, and your module tutors will help you to understand the relevance of each week’s content to the assessment for the module. There will be opportunities in every module for 1 to 1 assessment support with your tutor, as well as engagement with the Academic Development Department, Centre for Academic Success and library provision to support your development.

15 Course Requirements

15a Level 3:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
HEL3000	Academic Skills for Success	20
HEL3001	Interpersonal Skills and Professional Behaviours	20
HEL3002	Equality, Diversity and Inclusivity	20
HEL3003	Negotiated Studies	20
HEL3004	Birmingham’s Children and Society	20
HEL3005	Policy and Politics	20

Level 4:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 100 credits):

Module Code	Module Name	Credit Value
EDU4191	Exploring Learning and Development	20
EDU4192	Introduction to Education Studies	20
EDU4188	Preparing to Study in Higher Education	20
EDU4193	Introduction to the Philosophy of Education	20
EDU4189	Education, Equity and Social Justice	20

In order to complete this course a student must successfully complete at least 20 credits from the following indicative list of OPTIONAL modules:

Module Code	Module Name	Credit Value
EDU4190	Exploring Creativity in Education	20
EDU4194	Learning in the Early Years	20
EDU4195	Post-compulsory Learning	20

Level 5:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 100 credits):

Module Code	Module Name	Credit Value
EDU5200	Professional Practice, Placement and Safeguarding 1	20
EDU5201	Professional Practice, Placement and Safeguarding 2	20
EDU5196	Education Policy and Reform	20
EDU5XXX	Inclusion, Diversity and SEND	20
EDU5193	Preparing to Research	20

In order to complete this course a student must successfully complete at least 20 credits from the following indicative list of OPTIONAL modules.

Module Code	Module Name	Credit Value
EDU5195	Alternative Education	20
EDU5198	Investigating and Developing Curriculum	20
EDU5XXX	Mental Health and Wellbeing	20

Level 6:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 100 credits):

Module Code	Module Name	Credit Value
EDU6303	Individual Research Project	40
EDU6311	Digital Education	20
EDU6314	Navigating Transitions	20
EDU6312	Exploring Contemporary Issues in Education	20

In order to complete this course a student must successfully complete at least 20 credits from the following indicative list of OPTIONAL modules.

Module Code	Module Name	Credit Value
EDU6313	Global and Comparative Education	20
EDU6315	Principles of Assessment	20
EDU6XXX	Anti-Racist Practice	20

15b Structure Diagram

Please note list of optional modules is indicative only. Students' choice will not be guaranteed for optional modules, but a fair and transparent process will be adopted and shared with students.

Level 3

SEMESTER ONE	SEMESTER TWO
HEL3004: Birmingham's Children and Society (20 credits)	HEL3005: Policy and Politics (20 credits)
HEL3000: Academic Skills for Success (20 credits) HEL3001: Interpersonal Skills and Professional Behaviours (20 credits)	HEL3002: Equality, Diversity and Inclusivity (20 credits) HEL3003: Negotiated Studies (20 credits)

Level 4

SEMESTER ONE	SEMESTER TWO
Core EDU4192 – Introduction to Education Studies (20 credits) EDU4191 – Exploring Learning and Development (20 credits) EDU4188 – Preparing to Study in Higher Education (20 credits)	Core EDU4193 – Introduction to the Philosophy of Education (20 credits) EDU4189 – Education, Equity and Social Justice (20 credits)
Optional	Optional EDU4190 – Exploring Creativity in Education (20 credits) EDU4194 – Learning in the Early Years (20 credits) EDU4195 – Post-Compulsory Learning (20 credits)

Level 5

SEMESTER ONE	SEMESTER TWO
Core EDU5200 – Professional Practice, Placement and Safeguarding 1 (20 credits) EDU5196 – Education Policy and Reform (20 credits)	Core EDU5201 – Professional Practice, Placement and Safeguarding 2 (20 credits) EDU5193 – Preparing to Research (20 credits) EDU5XXX – Inclusion, Diversity and SEND (20 credits)
Optional EDU5195 – Alternative Education (20 credits) EDU5198 – Investigating and Developing Curriculum (20 credits) EDU5XXX – Mental Health and Wellbeing (20 credits)	Optional

Level 6

SEMESTER ONE	SEMESTER TWO
Core EDU6311 – Digital Education (20 credits)	Core EDU6314 – Navigating Transitions (20 credits) EDU6312 – Exploring Contemporary Issues in Education (20 credits)
EDU6303 – Individual Research Project (40 credits)	
Optional EDU6313 – Global and Comparative Education (20 credits) EDU6315 – Principles of Assessment (20 credits) EDU6XXX – Anti-Racist Practice (20 credits)	Optional

16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g., coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 3

Workload

40% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	488
Directed Learning	144
Private Study	568
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	0
In-Person	0

Level 4

Workload

20% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	236
Directed Learning	300
Private Study	664
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	50%
Exam	0%
In-Person	50%

Level 5

Workload

16% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	188
Directed Learning	373
Private Study	639
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	67% If Mental Health and Wellbeing is chosen as optional, this changes to 83%
Exam	0%
In-Person	33% If Mental Health and Wellbeing is chosen as optional, this changes to 17%

Level 6

Workload

18% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	211
Directed Learning	180
Private Study	809
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	67%
Exam	0%
In-Person	33%