

Programme Specification for BA (Hons) Education Studies and Top Up

This document applies to Academic Year 2024/25 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	BA (Hons)
5.	Programme title	Education Studies
6.	Pathways available	<p>Single Honours Joint Honours Major/Minor Top Up Level 6 only</p> <p>Options for current Joint Honours combinations and UCAS codes can be found at: https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx</p>
7.	Mode and/or site of delivery	Standard taught programme at the University of Worcester
8.	Mode of attendance and duration	Three years, full-time BA (or part-time) Lectures and seminars all scheduled during University of Worcester weekday timetable
9.	UCAS Code	<p>Single Honours: Education Studies BA (Hons) - X302</p> <p>Joint Honours: Computing and Education Studies BA/BSc (Hons) - GX43</p> <p>Education Studies and English Language BA (Hons) - XQ3H</p> <p>Education Studies and English Literature BA (Hons) - XQ33</p> <p>Education Studies and Psychology BA/BSc (Hons) - XC38</p> <p>Education Studies and Sociology BA (Hons) - XL3</p>
10.	Subject Benchmark statement and/or professional body statement	QAA (2019) Subject Benchmark Statement: Education Studies , QAA: Gloucester.
11.	Date of Programme Specification preparation/ revision	Approved July 2023 July 2023 – annual updates

12. Educational aims of the programme

The subject of Education Studies is concerned with the complex and contested nature of education in its widest sense. This programme positions Education Studies within the field of social justice. Its curriculum, pedagogy and assessment features are organised round values of equality, diversity and inclusion. Consequently, the programme amplifies the voices of learners; in particular, we listen to the views and values of marginalised learners in order that students on this programme might play a part in building more equitable, inclusive, and just systems of education.

Students engage with the programme's modules in order to understand how diverse people and practices constitute education's spaces and places, and how their values and vision bring educational policies and politics to life within them.

Education Studies puts its values into practice in order to build a strong learning-centred community of students and staff. Admissions processes take a widening participation approach. Personal Academic Tutoring ensures students enjoy appropriate support, advice and guidance to enable them to continue through the programme's three years of study. Peer Mentoring opportunities build student relationships across levels of study.

This programme is designed to be fact-facing and future-focused. It recognises recent tumult: the way the coronavirus exposed and exacerbated educational inequality; the cost-of-living crisis for students as they balance life, work and study; the climate emergency and the urgency to find educational solutions for sustainable development; marginalised communities' experiences of intersectional injustice; global conflict and the part education may yet play in building peace.

Its curriculum, pedagogy and assessment strategies are constructively aligned in order to help students find their feet in this transformed landscape, to find their voice within a complex subject, and to find their way forward in what might appear an uncertain and contested future. Students' learning experiences emphasise the importance of values, understanding, compassion and agility so that, by studying education's past and present, they might imagine, shape and create its future.

The course consults regularly with all stakeholders. This programme has been informed by the views of our partners in the local authority, providers of alternative education and community-based support services. Students will find that they study the educational experiences of looked-after children, young carers and vulnerable learners, as well as enjoy placement opportunities within prison education, pupil referral units, Early Years provision as well as primary and secondary schools and further education.

In particular, the course aims to enable students to:

- Acknowledge that they are subjects of education and to place their own experience, knowledge and understanding of education within a wider context – operating at the scale of the individual as well as at the scale of the planet – so that they might analyse existing knowledge rigorously and intellectually.
- Appreciate and evaluate the relationship between equality, diversity, and inclusion with respect to education's contribution to social justice, for example with respect to economic, ecological and cultural contexts.
- Draw on multi and inter-disciplinary theoretical perspectives and evaluate positionalities to critically analyse educational policies, processes, and practices, and to present reasoned and inclusive arguments creatively, coherently and lucidly through a variety of presentation forms.
- Analyse the extent to which people experience educational provision equally and inclusive of their diversity in the past, present and possible futures, so that students might challenge existing assumptions and justify their respective position in relation to such critical issues.
- Amplify lesser heard learner voices and to help students learn how to listen to them and learn from them so that students might create a more inclusive synthesis of values, vision, and voices in education.
- Embrace the imagination as a source of educational inspiration, encouraging students to see creativity as a pathway to educational improvement in harmony with regulatory compliance.

- Prepare to face the future confidently and positively, by developing graduate attributes that enhance and extend students' respective abilities to be change-makers and agents of educational change, and to acquire the skills necessary to thrive in a variety of employment and vocational situations.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Challenge educational inequality and inequity and lead educational change.	EDST3201
2.	Ethically apply appropriate research techniques and methods to undertake a small-scale independent study of education.	EDST3202
3.	Theorise a personal philosophy of education and reflect on how it informs students' teaching and learning dynamics in practice.	EDST3203

Cognitive and Intellectual skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
4.	Critique educational policy to locate its limits and limitations and to argue for positive change by listening to learners.	EDST3201
5.	Critically review appropriate literature and critique educational practice in order to frame educational research propose solutions to existing challenges.	EDST3202
6.	Articulate personal and professional values, beliefs and educational philosophy with reference to theoretical and practice literature.	EDST3203

Skills and capabilities related to employability		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
7.	Identify through reflection a personal philosophical approach to educational leadership and change, detailing how and why you might be a force for good in a chosen educational sector.	EDST3201
8.	Hone and apply research skills related to real world educational challenges and solutions.	EDST3202 All optional modules
9.	Critique regulatory frameworks with reference to diverse philosophical approaches to education in order to construct structures for education's continuous improvement.	EDST3203

Transferable/key skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
10.	Assume social responsibility for equality, diversity and inclusion as educational researchers, practitioners and specialists, individually and in teams.	EDST3201 All optional modules

Transferable/key skills		
11.	Engage effectively and critically with a range of digital tools to present research findings to a diverse audience base.	EDST3202
12.	Develop students' openness to lifelong learning and a curiosity about learners' unique lifeworlds so that education's ongoing contribution to social justice is communicated through their conduct.	EDST3203 All optional modules

Learning outcomes and combined subject degrees (joint, major and minor pathways):

- Joint Pathway**
 Students following a joint pathway will have met the majority of the learning outcomes for both subjects, 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

Education Studies BA (Hons) is designed to develop students dynamically from being subjects of education to becoming students of education and progressing to specialists in education. All Level 4 modules help students find their feet in the subject. All Level 5 modules help students find their voice in the contested field of education, nationally and globally. All Level 6 modules help students find their way forward in a complex and uncertain future for education, drawing on their values to express understanding, empathy, and agility in progressing education for social justice.

Education Studies BA (Hons) is designed round four threads: theory, research, practice, and specialist insights into education. The four threads are woven through each level of study. The first three threads – theory, research, and practice – constitute the mandatory modules for the course. The fourth thread – specialist insights – constitutes the optional modules for the course. Taken together, these enable students to select a pathway that most closely aligns with their interests and personal plans within education.

Theory

In the first year, students approach Education Studies from a multi-disciplinary perspective (EDST1201). They learn how different disciplines – such as psychology, history and sociology – all approach the same subject, education. In the second year, students engage with frameworks of quality and professional standards of practice (EDST2201). They critically analyse measures of educational provision and practice through critique of dominant voices and normalising values. In the third year, students evaluate the scope of agency to effect change in education (EDST3201). They consider their own independent agency as a factor in educational change-making, by listening to learner voices and learning from them in order to lead improvement.

Research

In the first year, students begin their development as active researchers (EDST1202). They discover where to locate relevant sources of information and to evaluate and

review essential and recommended literature. In the second year, students engage with research ethics and learn how research methodologies are applied to educational policy and practice (EDST2202). They critically analyse which voices are included and excluded in existing research and reflect on their findings in terms of ethics. In the third year, students apply what they have learned at Levels 4 and 5 to design their own independent, small-scale, ethical research project (EDST3202). They produce a dissertation which includes an independent synthesis of literature, data analysis and researcher reflection on findings.

Practice

In the first year, students consider how values of equality, diversity and inclusion have informed educational practices in the past and present (EDST1203). They are invited to propose how these values might be experienced by learners in the future. In the second year, students critically examine the part education plays in practices of sustainable development (EDST2203). They engage with Target 4.7 of the United Nations Sustainable Development Goals in particular. In the third year, students formulate the independent values that will sustain their lifelong learning (EDST3203). They develop a philosophy of education that can face the volatility and complexity of the future.

Specialist insights

At each year of study, students select from a range of optional modules, each of which offers the opportunity to delve deeply into an educational specialism. In the first year, students can choose to study the part imagination and creativity might play in challenging our assumptions round education (EDST1401) or learners' experiences of social media and virtual worlds in relation to their wellbeing and mental health (EDST1402). In the second year, students can choose to study the science of educational psychology (EDST2401) or our statutory safeguarding responsibilities (EDST2403). In their first and second years, students also have the opportunity to select modules offered by the Centre for Academic Language and Skills, such as its introduction to tutoring (UGTU1001). In the third year, students can select opportunities to study education from the perspective of sociology (SOCG3111) or drama (THEA3006). They can also choose to study how ideology might oppress learners' education to cause conflict and to control (EDST3401). In the second and third years, students can also choose to undertake work or placement-based learning, to gain real-world experience of current practice in educational and community-based settings (EDST2402 and EDST3402). Please note: An enhanced Disclosure & Barring Service (DBS) check is required for some modules on this course.

The course assessment strategy provides opportunities for diverse learners to apply their differing strengths and skills to meet learning outcomes in a variety of ways. It builds in anticipatory inclusive design enabling all learners to maximise their social and learning potentials. The assessments are designed to develop skills and dispositions that build and foster positive working relationships, such as teamwork and collaboration as well as independent and individual initiative. Students undertake individual as well as group presentations, supplemented by live Q&A sessions.

University Graduate Attributes

The University has a set of five graduate attributes – high level skills, qualities and understandings – that we aim to develop in all our students. The course handbook includes details that explain how each module supports students of Education Studies BA (Hons) to develop each attribute.

Teaching and Teaching Staff

Education Studies BA (Hons) teaching staff are experienced educators and active researchers in the subject. All bring a wealth of experience and expertise to the course teaching, learning, assessment, and student experience journey. The diversity in

teaching and research interests across the teaching team enhances and enriches students' learning experiences. The course is designed in such a way as to make the unique contribution of each staff member unmissable. Building on a research strength within and across the team, the course adopts a Universal Design for Learning approach to learning and teaching. It values the diversity of each learner and works continuously to improve accessibility and engagement across both the on-campus and digital learning experience.

Students are encouraged to take an active part in their learning. Staff make space in all lectures, seminars and tutorials for student contributions that are based upon academic curiosity and respectful challenge. These may take the form of space for quiet reflection, question and answer interactions or small group discussions.

Each module involves lectures, seminars and tutorials. The lecture presents students with the core information and knowledge they need to orient themselves in the subject. The seminar provides students with the opportunity to discuss and debate past advances and present knots in education and to propose solutions that might build a better and brighter future for education. Tutorials enable individual students to identify strengths and areas to develop that extend and enhance their graduate attributes and academic skills. Additionally, meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course.

The University places emphasis on enabling students to develop the requisite independent learning capabilities that will equip them for lifelong learning and future employment, as well as facilitating their progressive academic achievement.

Contact time

In a typical week students will have around 14-16 contact hours of teaching, balancing lectures and seminars. The precise contact hours will depend on the optional modules selected and in the final year there is normally slightly less contact time in order to do more independent study. Typically, class contact time will be structured around:

- Interactive lectures
- Workshop-type seminars
- Tutorials
- Student-led presentations
- Visits to educational settings and/or other appropriate community-based resources
- Online activities.

Independent self-study

In addition to the contact time, students are expected to undertake around 15 hours of personal self-study per week plus preparation for assessment. Typically, this will involve academic reading, learning activity to consolidate and extend knowledge and understanding and online learning. Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment (VLE), and extensive electronic learning resources.

All Education Studies BA (Hons) modules engage critically with current practice and explore skills and attributes that transfer from the university to the workplace. EDST2402 and EDST3402 focus particularly on real-world experience through placement and work-based learning. Although it is an optional module, students who may plan on forging a career in the education sector are strongly advised to select this module.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade. The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1: essay, personal reflection on education, group presentation, annotated bibliography, portfolio of work and student-led choice of assessment

Year 2: portfolios of work, negotiated projects, reflective and analytical reports

Year 3: dissertation, policy proposal briefing paper, presentation, evaluative report

14. **Assessment strategy**

The assessment strategy for BA (Hons) Education Studies is designed to assess the students' knowledge and skills across practical, theoretical, and work-based learning. The strategy includes written assessments at all levels that enable students to demonstrate a critical understanding of subject knowledge, while reflective portfolios, artefacts and essays enable students to lead their own learning and professional development. The strategy is designed to be anticipatory and inclusive and adopts a range of approaches to ensure that assessments are purposeful in developing students professional practice, to meet the aims of the University of Worcester [Inclusive Assessment Policy](#), while also meeting the [subject benchmarks for Education Studies](#) and the academic requirements for each assessment level.

To ensure an inclusive approach, the underlying philosophy of Universal Design for Learning (UDL) has been drawn on when designing assessments to ensure they meet the requirements of all students, and to provide maximum opportunities to succeed.

In addition, care has been taken to use an inclusive approach to the language of assessment, for example, assignment briefs have been designed using clear unambiguous language. Detailed assignment guidance will also be developed to avoid possible ambiguities, unless ambiguity has a pedagogical purpose, in which case more detailed explanations will be provided for clarity. Students with disabilities will also be signposted to the [University Disability and Dyslexia Service](#) and module tutors and personal academic tutors (PATs) will also, as appropriate, support students' understanding of assessment and the development of their academic writing skills.

This approach links tightly with the [University's Assessment Policy](#). Students receive formative feedback on a regular basis in preparation for summative assessments from group and individual tutorials, including advice that is intended to inform subsequent work and develop competency in successfully completing assessments. Where there is more than one assessment item to pass a module, as far as possible, submission dates will be set to enable feedback from early assignments to inform subsequent assessments.

15. Programme structures and requirements

Award map template for: Single and Joint Honours at Levels 4, 5 and 6 – BA (Hons) Education Studies

Course Title: Education Studies
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Level 4

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	
			SH	JH
EDST1201	The What and Why of Education Studies	30	M	M
EDST1202	Using Literature to Initiate Research: From the Library to the Page	30	M	N/A
EDST1203	Education's Past, Present and Future: Mapping Equality, Diversity, and Inclusion	30	M	M
EDST1401	'What If?' Curriculum: Creativity and Education	15	O	N/A
EDST1402	Children and Young People's Wellbeing: Exploring Digital and Social Media	15	O	N/A
CODExxxx	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15/30	O	N/A

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules EDST1201, EDST1202 and EDST1203 and optional modules (EDST1401, EDST1402), which can include up to 15/30 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include EDST1201 and EDST1203.

Level 5

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
			SH	Maj	JH	Min		
EDST2201	Whose Standards? (Re)forming Quality for Education	30	M	M	M	M	N/A	N/A
EDST2202	Navigating the Research Journey: Ethics, Methodology and Research Design	30	M	M	O	N/A	N/A	N/A
EDST2203	Sustainable Futures: Educating for a Shared World	30	M	O	O	O	N/A	N/A
EDST2401	The Psychology of Teaching and Learning	15	O	O	O	O	N/A	N/A
EDST2402	Education @ Work 1: Placement and work-based learning	15	O	O	O	O	N/A	N/A
EDST2403	Safeguarding in Education: Learning Lessons	15	O	O	O	O	N/A	N/A
CODExxxx	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15/30	O	N/A	N/A	N/A	N/A	N/A

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules EDST2201, EDST2202 and EDST2203. Remaining credits must include 30 credits drawn from optional modules EDST2401, EDST2402, EDST2403 and which can include up to 15/30 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

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 the 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 EDST2201 and EDST2202.

Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include EDST2201. Students intending to complete their Independent Study (or equivalent Project) in this subject must take EDST2202.

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 EDST2201.

Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
			SH	Maj	JH	Min		
EDST3201	Listener, Learner, Leader: Becoming Education Change-makers	30	M	O	O	O	N/A	N/A
EDST3202	Dissertation: Your Independent Study of Education	30	M	M	O	N/A	EDST2202 for SH and JH Maj	N/A
EDST3203	Developing Personal Values and Philosophy in Education	30	M	M	M	O	N/A	N/A
EDST3401	Ideology and Education: Sites of struggle and stories of emancipation	15	O	O	O	O	N/A	N/A
EDST3402	Education @ Work 2: Placement and work-based learning	15	O	O	O	O	N/A	N/A
SOCG3111	Education and the Sociological Imagination	15	O	O	O	N/A	N/A	N/A
THEA3006	Theatre & Education	15	O	O	O	N/A	N/A	N/A

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include EDST3201, EDST3202 and EDST3203 and 30 credits from optional modules EDST3401, EDST3402, SOCG3111 and THEA3006.

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 table at the end of this document.

Major Pathway Requirements at Level 6

Major Pathway students must take 75 or 90 credits from the table above to include EDST3202 and EDST3203. For 75 credits, Major Pathway students must select a 15-credit module from the optional modules in the above list. For 90 credits, Major Pathway students may select either EDST3201 or two 15-credit modules from the optional modules in the above list.

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).

Joint pathway students who choose to take their Dissertation (or equivalent Project) in this subject must take EDST3202.

Joint pathway students who choose to place their Dissertation (or equivalent Project) in their other joint subject must take EDST3203.

Joint Pathway students must select either a 15-credit module (for 45 credits) or a 30-credit module or two 15-credit modules (for 60 credits) or a 30-credit module plus one 15-credit module (for 75 credits) from the list above.

Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above.

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

16. QAA and professional academic standards and quality

This award is located at Level 6 of the [OfS sector recognised standards](#) and designed with reference to these and the threshold standards for an Hons degree. The intended learning outcomes of the course are allied to the [QAA Subject Benchmark Statement – Education Studies \(2019\)](#). The content and delivery of has been written in light of these benchmarking statements.

17. Support for students

As part of the University's commitment to inclusion and diversity of staff and students, this course fully implements the University's Inclusion Toolkit, to fully support students' individual learner journeys and the course learning outcomes have been closely designed alongside the graduate attributes. Therefore, the course and curriculum is designed, taught and assessed inclusively for all its students and learners. It embeds inclusive values, encouraging staff and students to develop and practice intercultural competence.

The curriculum ensures where possible that diverse perspectives on content are represented. Assessments are also designed to be inclusive, with clear criteria and rationale for specific types of assessment. Feedback is positive and constructive, developing confidence and engagement for students of different backgrounds. Strengths are identified in student work and communicated to them in summative feedback, as well as areas for further development.

Staff believe the practice of inclusion in the course is a continuing and evolving element. Therefore the course team regularly review this, particularly in light of student outcomes, to ensure all students have the same experiences and opportunities to be successful in their degree.

Before starting the course, applicants are offered the opportunity to visit the University and experience the styles of learning and teaching to help them prepare for university life through taster sessions and Q&A sessions. Upon joining the course, an initial one-week induction programme is provided for all new entrants, which is designed and delivered in conjunction with students to promote the ethos of academic partnership under which the course operates.

A Course Handbook is available and is updated annually.

Whilst at the University, students are allocated a Personal Academic Tutor (PAT) who will work with them to support their academic development, learning and progression. Our aim is to help students make the transition from one level to another as they progress through higher education, from their entry to the course from school/FE college through the different levels of the course to their graduation and beyond. Therefore, we aim to ensure that students have the same PAT throughout their time studying with us (although this may be subject to change if there are changes within the course team).

The Personal Academic Tutor encourages the student to take responsibility for their own personal and professional development planning. Structured face-to-face and online, support typically covers the following:

- Fostering an awareness of self-strengths and weaknesses.
- Enhancing a clear vision of what students want to achieve through study in HE.
- Developing greater understanding of how Education Studies can help towards personal and career goals.
- Engendering responsibility for choices in modules, work, and social life.

- Promoting a reflective approach to all the feedback and creating a sense of resilience in the face of challenging feedback for academic growth.
- Realising a record of progression and achievement in the development of subject and generic skills and graduate attributes (qualities).
- Enabling this greater awareness to give voice to the benefits of their student experience and articulating this with others, including potential employers.

The Personal Academic Tutor will also respond to student requests for support and help with issues that might affect academic work either at subject level or by referral to other University facilities and will also provide information for, and assist in the drafting of, the University reference. Students should meet their Personal Academic Tutor (four times a year in the first year and three times in each subsequent year) at meetings that are timetabled into the course structure. On occasion and through negotiation, there is built in flexibility for students who may be experiencing challenges to contact their tutor at other times. Students are encouraged to collate feedback from each assessment and to maintain a record of their identified strengths and areas for development. Personal academic tutors encourage students to have oversight of their overall experience and to reflect on emerging themes so that they might plan effectively for their continuous development.

In addition to supporting academic development, PATs are able to advise and guide students on any issues or problems arising whilst they are at the University and signpost them to the broader range of services provided by the University.

There are also opportunities for students to study abroad. The university's International Experience team can advise students on opportunities to take modules in other countries during the duration of their course. A reminder of the international opportunities available to students, for example summer schools or experiencing a semester or year abroad, will be provided over the duration of the course.

Firstpoint	https://www2.worc.ac.uk/firstpoint/
Student Life	https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx
Disability and Dyslexia	https://www2.worc.ac.uk/disabilityanddyslexia/
Study Abroad	https://www.worcester.ac.uk/study/international-students/study-abroad/

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 applications from potential students who have experienced less traditional educational routes, including mature learners and international applicants.

The admissions policy is to offer a place to any student deemed to be capable of success and who is likely to substantially benefit from Education Studies. We support the University's mission statement of increasing access, widening participation, equality, diversity, inclusion and to assisting students to achieve their potential. The admissions process pays particular attention to applicants' Personal Statements and references. Where appropriate, the process can include an informal interview to establish the extent to which any application meets the course's expectations round course values, student conduct and progression to further study, training or employment.

Those students who wish to progress from relevant Foundation Degrees may be admitted as 'Top Up' student 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.

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.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is four GCSEs (Grade C/4 or above) and a minimum of two 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 Education Studies BA (Hons) [course webpage](#).

See [Admissions Policy](#) for other acceptable qualifications.

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

Applicants will be selected on the following criteria as evidenced in their application:

- An interest in area(s) relating to Education Studies.
- A thoughtful understanding of issues relating to the focus of the degree.
- A positive approach to developing study skills, including a capacity for both autonomy and teamwork.

The admissions process does not include a formal interview or assessment. Should any area of an individual's UCAS application require clarification or additional detail, the course team may invite them for an informal interview. This would normally be arranged as an online interview. Normally, the offer of a place on the course will be based on an appraisal of the personal statement and reference.

Full-time applicants apply through UCAS – course code X302.
Part-time applicants apply directly to University of Worcester (UW).

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course. Applicants are told of the success or failure of their application through email.

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 module specifications.
- The minimum pass mark is D- for each module.
- A student is 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

- A student who submits 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.
- A student who submits 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 please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is 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
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Certificate of Higher Education Cert HE, Education Studies	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, Education Studies	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, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation/Project module) as specified on the award map.
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.
Top up Degree (non-Honours)	Passed a minimum of 60 credits at Level 6, as specified on the award map.
Top up Degree with Honours	Passed 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 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For Education Studies BA (Hons) Top Up students:

- Classification determined on the profile of the 120 credits attained at Level 6 only.

For Joint Honours students:

- The Bachelor of Science (BSc) award will only be used for joint courses comprising two subjects for which the award of BSc was agreed, in all other cases the award will be Bachelor of Arts (BA).

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 in local, national and global contexts. They take a critical approach to education systems and processes by emphasising values of social justice and equality, diversity and inclusion. 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.

Many graduates progress to PGCE courses in preparation for teaching. Education Studies BA (Hons) has strong links with the PGCE programme at the University of 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 university's [MyCareer service](#) at the University to provide students with support for applications to on-going education and employment providers. Graduates may also progress to the MA (Education).

Graduates have found employment within the charitable sector (for example, in coaching, youth work, housing association work and welfare support) and the statutory sector (such as teaching and social work) and the private sector (for example, as personal tutors).

Student employability

Education Studies BA (Hons) is committed to developing highly employable graduates through careful course design, engagement with potential employers, and through the development of student employability.

The course has proved highly successful in providing graduates with a route into employment or continuing study. According to data published on the [DiscoverUni website](#), 90% of the course's graduates progress to further study or employment within 15 months after the course. Around three-quarters of those in employment are in highly skilled occupations.

Student employability is developed within the course through the provision of opportunities for students to build the skills, understanding and personal attributes required for employment. Students' active participation in learning activities on each course, characterised by respectful curiosity and professional challenge when working with others, in teams or as individuals, ensures they are ready to find their way forward after the course is completed.

Personal academic tutorials to encourage development of requisite knowledge, skills and personal attributes that will clarify students' progression routes, future plans and career goals.

Modules EDST2402 and EDST3402 provide students with the opportunity to enjoy placement-based experiences in real-world educational settings. In particular, these modules encourage students to analyse how professionals learn 'on the job' so that students appreciate the importance of lifelong learning and openness to new learning beyond the course.

The University of Worcester also operates an [Earn as You Learn programme](#) and coordinates a wide range of [volunteering opportunities for students](#).

Links with employers

Education Studies BA (Hons) enjoys positive relationships with many local employers, and educational providers particularly. In addition to maintained schools, these include prison education, virtual schools for looked-after children, Steiner Waldorf education, pupil referral units, providers of alternative education, museums and community-based settings, Early Years providers, youth justice services and schools for blind and vision impaired learners. These relationships have been fostered through student placement, staff engagement (for example, as trustees or governors), and knowledge-exchange activities.

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, for example as identified in the course handbooks, module outlines and module specifications.