

**PROGRAMME SPECIFICATION**  
**Foundation Degree in Learning Support**

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester, Halesowen College, Herefordshire and Ludlow College
3.	<b>Programme accredited by</b>	NA
4.	<b>Final award</b>	FdA
5.	<b>Programme title</b>	Learning Support
6.	<b>Pathways available</b>	NA
7.	<b>Mode and/or site of delivery</b>	Standard taught programme. Attendance one half day per week. University of Worcester, Halesowen College, Herefordshire and Ludlow College
8.	<b>Mode of attendance</b>	Full-time and Part-time
9.	<b>UCAS Code</b>	X300
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Education07.pdf">Subject benchmark statement: Education studies 2007</a> <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/InformationAndGuidance/Documents/Education07.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Education07.pdf</a> <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Foundation-Degree-qualification-benchmark-May-2010.aspx">FD qualification benchmark statement</a> May 2010 <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Foundation-Degree-qualification-benchmark-May-2010.aspx">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Foundation-Degree-qualification-benchmark-May-2010.aspx</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	January 2006 Updated July 2012 August and October 2014 – amendment to regulations.

**12. Educational aims of the programme**

This career-focused programme is suitable for students who are currently employed in the field of Learning Support or have access to a Learning Support environment and wish to further their understanding of education. The integrated, interdisciplinary nature of the Foundation degree course provides students with the opportunity to engage with practice and develop skills, which have a transferable applicability.

Students are encouraged to draw upon existing skills, knowledge and experience as well as recognise strengths and resolve personal professional development needs. Course modules are designed to provide the necessary expertise and knowledge to confidently tackle problems in a range of working environments and apply acquired skills and knowledge to use in the real world. Students engage in a range of learning and assessment styles and are encouraged to become effective and independent in researching and presenting work. Work-based assignments enable them to engage with their own practice and to share knowledge and expertise with others through activities such as group work and presentations. Students undertake a work-based study in their second year which allows them, with tutorial support, to focus on a particular area of interest within their professional practice.

The educational aims of the course are to:

- provide students with all the necessary skills to support learners in a wide range of educative environments;
- provide students with the opportunity to build on existing knowledge and experience and to further develop specific knowledge, skills and values relevant to the context of education;
- enable students to understand the fundamental ways schools and other educative institutions function;
- utilise employers' perceptions and ideas as appropriate to enrich the learning experience of students;

- draw upon existing skills, knowledge and experience and assist students in the recognition of their strengths;
- enable students to identify and acknowledge personal professional development needs and implement appropriate development strategies;
- provide opportunities for students to develop key skills to prepare for further study and/or employment and lifelong learning;
- promote critical reflection and reflexive practice;
- develop students' interpersonal and communication skills and enable students to identify, use and communicate relevant information effectively;
- give students the necessary skills and knowledge to confidently tackle problems in a range of working environments;
- allow students to put their acquired skills and knowledge to use in the real world.

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

#### **Course Design and Progression through the Course**

In keeping with the principles of good practice within Foundation Degrees the course is intended to offer flexibility of study and accessibility and, with the exception of Summer Schools (or their equivalent), will be delivered on one specified day throughout the academic year. Although delivered and assessed independently, the modules in the programme contribute to a coherent whole programme.

Many students entering Foundation Degrees may not have previously acquired formal study skills or may lack confidence in their ability. All students receive support to develop their learning and study skills as well as subject specific knowledge and skills. FDLS 1001 provides an introduction to study and learning strategies to equip students for higher education and will be delivered at the beginning of the course.

The learning outcomes, content and learning, teaching and assessment strategies are designed to assist the student's progression through the first two levels of undergraduate study and contribute to their development of independence in learning. The module outlines have been designed in accordance with the Learning Teaching and Assessment Strategy 2010/11 – 2015/16 [http://www.worc.ac.uk/adpu/documents/Learning\\_Teaching\\_and\\_Assessment\\_Strategy\\_final\\_3\\_2\\_11\\_\(2\).pdf](http://www.worc.ac.uk/adpu/documents/Learning_Teaching_and_Assessment_Strategy_final_3_2_11_(2).pdf) . Progression at each level is evidenced through the assessment strategies in individual modules.

Throughout the duration of the course students will be expected to show ethical considerations when working within the workplace and in particular when working with their learners. In this respect, issues of confidentiality, anonymity and informed consent are of particular significance since many of the learners in workplace settings might be described as 'vulnerable'. Any form of module that involves working with others, be they individuals or groups, will be subject to a strict ethical code as required by the University of Worcester. These are outlined briefly below:

- *Consent* – Permission must be sought from all participants prior to the commencement of any work based project;
- *Honesty* – Students must be honest and open in all matters relating to their work based projects;
- *Withdrawal* – Students must ensure that all participants know they have the right to withdraw from a project at any time;
- *Protection from harm* – All students must take appropriate action to protect all participants in projects from harm of any kind;
- *Confidentiality* – Confidentiality must be guaranteed. Information regarding participants' identity will not be shared with any third party. All evidence will be anonymous. All data will be securely stored by the student and disposed of appropriately at the end of the study.

#### **FD in Learning Support Intended Learning Outcomes**

### **Knowledge and understanding:**

On successful completion of the Foundation Degree Learning Support, the student will be able to:

- demonstrate knowledge, understanding and application of the role of a Learning Support worker;
- recognise and reflect upon the many different contexts of learning support;
- recognise and reflect upon differing perceptions of learning support in a variety of contexts;

### **Cognitive and intellectual skills:**

On successful completion of the Foundation Degree Learning Support, the student will be able to:

- demonstrate a philosophy of practice which includes major partners in health, education and social care;
- recognise and value individual differences and promote equal opportunity in practice;
- demonstrate critical awareness of learning support issues and the inter-relationship of theory and practice;

### **Practical skills relevant to employment:**

On successful completion of the Foundation Degree Learning Support, the student will be able to:

- use reflective practice to develop knowledge and skills for supporting learners within work environments;
- recognise, understand and evaluate the professional roles and responsibilities of adults working with children and adult learners;
- demonstrate a working knowledge of the law and formal procedures relating to the learning support role;

### **Transferable/key skills:**

On successful completion of the Foundation Degree Learning Support, the student will be able to:

- respect difference and diversity and demonstrate an inclusive practice;
- critically reflect upon relevant research and apply research techniques in practice;

### **Examples of learning, teaching and assessment methods used:**

The key feature of the approach to learning and teaching within the modules is the working towards student independence. Within the practically-based modules, this is achieved through work related assignments and a programme that gradually transfers responsibility for learning to the students. Care is taken to ensure that learning occurs in a context that enables students to relate what they are learning to what they already know and to guide them through subsequent general reading. The source material in these modules is not confined to lectures, but includes a range of appropriate strategies such as structured and general reading, video material, observation, experiential learning.

Moreover, the skills of analysis and evaluation are essentially developed, not just by passive absorption of ideas, but by interactive strategies to ensure that students engage with the material, e.g. seminar discussions, team presentations, simulation exercises etc. Students will also develop other important qualities such as interpersonal and communication skills.

A comprehensive range of learning and teaching strategies are associated with this course including:

- Lectures
- Workshops
- Seminars
- Tutorials
- Group work
- Student presentations
- Practical activities

The content and mode of delivery have been developed to enable the student to synthesise their academic and practical knowledge and apply it to work in the area of Learning Support in its widest sense. The module content will be continuously updated to reflect change and associated issues.

#### **14. Assessment Strategy**

The assessment strategies are designed to enable students to demonstrate their achievement of the course aims and outcomes and key skills development and are specifically focused on fulfilling the course aims which are consistent with the UW learning and teaching strategy employed across all undergraduate and post graduate programmes. Specifically they are intended to develop and assess knowledge and skills relevant to practitioners in learning support.

Assessments:

- Assignments will include both formative and summative elements
- Single modules will have maximum 4,000 word (or equivalent) assessment
- All assessments are aligned with subject, course, module outcomes and learning and teaching methods
- All module learning outcomes are assessed
- All assessments provide an opportunity for achievement of all grades
- A range of assessment methods that enable students to demonstrate achievement of learning outcomes and the transferable skills inherent within them will be used. These will include:
  - Written assignments
  - Individual and group presentations
  - Case studies
  - Reflective portfolio entries
  - Problem based learning
  - Learning journals / reflective journals
  - Seminars
  - Independent Studies
  - Workplace investigations
  - Self-evaluation / needs analysis
  - Evaluations of processes and resources
  - Poster/leaflet presentations /Production of workplace resources
  - Literature critiques

The assessments encourage and promote reflection and learning that enables and encourages the students to think critically and analytically. The assessments relate specifically to module learning outcomes and encompass both formative and summative elements in line with UW Assessment Policy 2010. <http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf>

#### **15. Programme structures and requirements**

##### **Overview of Course Programme**

The course is modular in design and each module will be studied and assessed as a discrete entity. The modules are designed to create a coherent whole in which individual modules relate

to and complement each other and, as the student progresses through the course, the modules will build upon and further develop knowledge and skills learned in earlier modules. Key Skills development and acquisition are embedded within individual modules. Furthermore, graduate study skills are explicitly facilitated through a level four and a level five module, as well as embedded within all modules.

The programme consists of 16 modules each worth 15 credits:

Students must complete 8 modules at each level of the course.

Module Code	Module Title	Credit Value	Module Unit Status
FDLS 1011	Preparing for Study	15	Mandatory
FDLS 1012	Creative Curriculum One	15	Mandatory
FDLS 1013	Creative Curriculum Two	15	Mandatory
FDLS 1014	Child Development	15	Mandatory
FDLS 1015	Understanding Learning Support	15	Mandatory
FDLS 1016	Managing Challenging Behaviour	15	Mandatory
FDLS 1017	Partnerships in Education	15	Mandatory
FDLS 1018	Inclusive Practice in Learning Support	15	Mandatory

FDLS 2011	Introduction to Research Methods	15	Mandatory
FDLS 2012	Inclusion in Theory and Practice	15	Mandatory
FDLS 2013	Supporting Additional Needs	15	Mandatory
FDLS 2014	School Based Study – Double Module	30	Mandatory
FDLS 2015	Talking and Listening with others	15	Mandatory
FDLS 2016	Meeting the National Agenda- Introduction into Social Care	15	Mandatory
FDLS 2017	Evaluation	15	Mandatory

The majority of the modules are assessed through work related learning and it is a requirement of the course that all students will be in a relevant work environment, either as a paid member of staff or on a voluntary basis to enable them to relate their studies to their own school or setting.

The course is designed to be studied, full or part-time, over a minimum of two years and up to a maximum of 4 years. The full time programme will be delivered over three eleven week terms with eight level four modules delivered during the first year and eight level five modules during the second year. Part time programmes will also be delivered over three eleven week terms but will consist of a maximum of six modules per year.

## 16. QAA and Professional Academic Standards and Quality

The Foundation Degree in Learning Support is consistent with the QAA Foundation Degree Qualification Benchmark Statement (2010, 2nd edition.) The course is designed to reflect the qualification benchmark statements which specify the distinctive features of foundation degrees within the Framework for Higher Education Qualifications (FHEQ 2008). This framework is reflected in the outline of skills and subject knowledge that students acquire on the course. Compliance with Foundation Degree Qualification Benchmark Statements ensures that there is a balance between practical and intellectual skills underpinned by opportunities to apply learning within the workplace. Course learning and assessment strategies are designed to build upon vocational skills and competencies and promote the development of academic knowledge and skills.

Assessment criteria for the programme build upon the Framework for Higher Education Qualifications as appropriate to level. The independent study and school based work are all informed by the codes of practice (work placements) and the UW ethical guidance.

## **17. Support for students**

### **Induction**

Induction will occur both on a general course basis (course induction) with the Course Leader and Assistant Course Leader, and within individual modules (module induction)

Course Induction will cover the following elements:

- libraries, including membership and a tour of facilities;
- internet induction;
- identification of special needs support requirements;
- student handbooks, UW regulations and expectations;
- assignment schedules, common skills and assessment procedures;
- individual timetables;
- an introduction to the Students' Union and 'fresher' activities;
- the Course Committee structure and student representatives;
- careers and counselling support;
- work related learning

### **Tutorial Support**

All of the tutors on the FD in Learning Support will provide group and individual student support. Meetings for the identification and resolution of general issues may be held on a small group basis, while students are encouraged to discuss matters of individual difficulty with their module tutor in the first instance.

### **Support for Students and Their Learning**

- Students on this programme will experience a wide variety of learning and teaching activities designed to facilitate development of both subject specific knowledge and skills and transferable knowledge and key skills.
- A range of assessment strategies enables students to develop academic and practice knowledge and skills and facilitate the application of this knowledge to practice.
- Students will receive comprehensive course handbook which will include module details and assessment methods.
- Students will be supported by the individual module tutors who will provide specific educational guidance.
- During their first year of study all students will receive one workplace visit.
- Students will be offered support and guidance in the event of a work placement breakdown. The UW course team do not take responsibility for providing and alternative work placement, but appropriate guidance will be offered on the basis of individual student need and may include, for example, identification of appropriate voluntary or paid employment opportunities, signposting to relevant UW Support Services etc.
- Use of Blackboard or Moodle for students to access a virtual learning environment and maintain contact with tutors and peers.
- Information and Learning Support Services, Student Support Services including, Disability and Dyslexia Service, Careers Guidance, Counselling, Programme Advisors are available to all students, including those studying at partner institutions.

## **18. Admissions Policy**

The admissions policy for the FD in Learning Support is to encourage access to higher education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

The course seeks to recruit students who working within learning support settings. Students must be in an appropriate placement for the duration of the course and the course and entry requirements for FDLS include a minimum of two years current or recent experience of working with learners in an appropriate setting. All students must be in a suitable placement and working for a minimum of ten hours per week (either paid or voluntary) at the start of the course.

### **Entry requirements**

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 1 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Other acceptable qualifications include:

- Pre-2002 qualifications (e.g. GNVQ, BTEC ND etc)
- International Baccalaureate (24 points)
- European Baccalaureate (65%)
- Foundation Year/Access to Higher Education Diploma
- Level 3 Qualification

For mature students (i.e. 21 or over), without formal qualifications, a non-standard entry route is available. Candidates are encouraged to apply if they feel they can benefit from the programme; such applicants will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may be asked to complete a written piece of work on a relevant subject and/or learning needs assessment.

Students transferring from other Foundation Degree programmes are welcomed in accordance with UW Admissions Policy on the recognition of prior learning (RPL).

### **Admissions Procedures**

#### **Full-time**

Full-time applicants apply through UCAS (X300)

**It is a requirement of the course that all students undertaking the course will be in a relevant work environment, either as a paid member of staff or on a voluntary basis for a minimum of ten hours per week.**

All applications follow the University of Worcester full-time admissions regulations and procedure.

- All applicants complete the UCAS application form
- Each application will be considered by UW Registry Admissions and the appropriate Course Leader
- Evidence of qualifications will be checked
- References and personal statements will inform the selection of candidates
- All students, irrespective of their pathway into the degree, will be required to attend an interview prior to acceptance onto the course. The interview will normally take place in the term preceding entry.

## Part-time

Part-time applicants apply directly to University of Worcester (UW) or to partner colleges

All applications follow the University of Worcester part-time admissions regulations and procedure.

- Initial enquiries and pre-course application forms are sent to the programme leader in the partner institution.
- Evidence of qualifications will be checked
- References and personal statements will inform the selection of candidates
- Prospective students attend a personal interview at the partner institution
- If, following the interview, the FDLS proves to be an appropriate route the candidate is invited to apply internally to the University of Worcester using the application form for part time courses

## Recognition of Prior Learning

In recognition of students' previous learning and experiences, students will have the opportunity to apply for recognition of prior learning against specific modules in accordance with UW Admissions Policy.

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).

See Section 22 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

## 19. Methods for evaluating and improving the quality and standards of teaching and learning

The course, both at UW and the partner Institutions will be subject to the UW Quality Assurance Processes.

Quality mechanisms will chiefly be:

- Annual Monitoring and Review at Course and Scheme Level
- Periodic Review and revalidation including external scrutiny
- Appointment of Course Leader
- Appointment of Link Tutor to each partner college
- Annual Link Tutor Report
- Internal moderation and cross partner verification of assessment
- External verification of assessment and External Examiner's Report
- Pre-Examination Board Moderation Group
- Peer teaching observation
- Academic staff annual appraisal
- Staff Development Away Days

In addition to the programme-specific mechanisms above, the University and individual Institutes have other groups and committees that contribute to evaluation and improvement of quality e.g.:

- Institute Quality Committee
- Institute Post Results Moderation Group;
- *Institute Board*;
- Institute Learning, Teaching and Student Experience Committee;



- Academic Standards and Quality Enhancement Committee;
- Ethics Committee;
- University Learning, Teaching and Student Experience Committee;
- Externally Provided Programmes Sub Committee (for collaborative provision).

**Mechanisms for gaining student feedback on the quality of teaching and their learning experience:**

- Student self evaluation
- Course Committee with Student Representation each semester
- Written student module evaluation and feedback
- StARS (Student academic representatives);
- National Student Survey;

**Quality Assurance**

There is a high degree of fluidity in terms of shared communication, feedback and action within meetings and management structure; this creates a coherent whole in which reflection, evaluation and review of the FDLS across the Partner Institutions is ongoing throughout the academic year. UW policies and strategies are implemented, monitored and reviewed within the FDLS.

**20. Regulation of assessment**

**The course operates under the University’s Undergraduate 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.
- Students are 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**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

**Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded 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).

**Requirements for Progression**

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

Award	Requirement
CertHE	120 credits at Level 4 or higher
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

## 21. Indicators of quality and standards

### Course Review

The Foundation Degree in Learning Support was reviewed in December 2011. The Review Panel concluded that:

- confidence can be placed in the soundness of the management of the academic standards of the FdA Learning Support
- confidence can be placed in the quality of the learning opportunities available to students
- The Panel confirmed that the awards reviewed were consistent with the academic infrastructure and specifically were in accordance with the FHEQ and the Foundation Degree Qualification Benchmark statement.

The Review Panel identified a number of areas of good practice:

- The strength of the partnership, the demonstration of commitment to the course from all partners and the arrangements for course management during the long-term absence of the course leader.
- The contribution of the course to widening participation and in providing an inspirational and life-changing experience.
- The emphasis on work based learning as an embedded element of the course.
- The practice of tutors visiting work settings and engaging employers in discussion to inform course development.
- The commitment from partner college managers in recognising the additional time requirements to deliver at an HE level.
- The opportunity available for students to progress to a QTS route.
- The accessibility of University CPD opportunities for partner college staff.

### Institutional Audit

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's

commitment to enhancement, and the inclusive approach to working with its collaborative partners.

### Comments from External Examiner

'The quality of teaching and learning is of a high standard. Students are achieving a range of grades in line with the normal curve of distribution, which would be typical for any cohort. The strength of the partnership that exists is clearly evident and the support this gives to those individuals concerned allows for a consistent approach to be adopted throughout all the institutions involved in the teaching of the programme. A particular strength demonstrated by University of Worcester is the quality of the feedback provided to students which acknowledges their strengths but also clearly addresses areas for future development.'

## 22. Graduate destinations, employability and links with employers

### Career Opportunities

Students who successfully complete the course will exit with a FD in Learning Support which is a recognised qualification in its own right. The Foundation Degree will support employment in a range of educational settings and with a range of learners, for example:

- Early Years Settings
- Mainstream Schools
- Special Schools
- Educational support services, such as the Learning Support and Behaviour Support Services.

The FD in Learning Support could support a range of pathways within a variety of educational settings. For example:

- Learning Support Worker in a number of different settings, e.g. schools, Early Years Settings, School Support Services such as the Access and Inclusion Service and the Educational Welfare Service.
- For those already in post the FD offers a pathway to career enhancement.
- The FD offers access to progression into an honours degree in the field of education, accessing the second year or third year of the UMS degree programme; for example, BA Education Studies. Students will also be able to follow a work based pathway leading to a BA Ed. (Hons) In-Service degree.

(UW validated) Level 5-7	UW Level 6 Programme for Progression	UW Level 7 Programme for progression
Foundation Degree in Learning Support	BA Education Studies (Year 3) BA (QTS) Primary (L5)	Masters in Education: Pathways in Early Childhood/Education/Special Needs/ Coaching and Mentoring MSc in Management and Leadership in Education

On successful completion of the Foundation Degree in Learning Support students opting for Level 6 Education Studies BA will follow the pathway detailed in the following table:

Level 6 & Education Studies Top Up								
Module Code	Module Title	Credits (No.)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites / exclusions and other notes*
			SH	Maj	JH	Min		
EDST	Independent Study*	30	M	M	O		EDST 2101	None

3101								
EDST 3111	From Exclusion to Inclusion (3)?*	30	O	O	O	O	None	None
EDST 3105	Citizenship and Values in Education	30	O	O	O	O	None	None
EDST 3109	Relationships and the Transpersonal in Education	30	O	O	O	O	None	None
EDST 3107	Critical Perspectives on IT in Education	15	O	O	O	O	None	None
EDST 3112	Policy in Education	15	O	O	O	O	None	EDST 2011 X
EDST 3113	Managing Educational Change	15	O	O	O	O	None	None
EDST 3114	Disaffection in Education	15	O	O	O	O	None	None
EDST 3123	Work Experience as a Volunteer Tutor	15	O	O	O	O	None	None
EDST 3128	Extension Module	15	O	O	O	O	None	None
EDST 3140	The Lifelong Learning Sector	15	O	O	O	O	None	None
SOCG 3055	Race, Ethnicity and Education	15	O	O	O	O	None	None
SOCG 3057	Education and the Sociological Imagination	15	O	O	O	O	None	None
LANG 3001	Key Concepts and Principles in Teaching English as a Foreign Language	15	O	O	O	O	None	None
DRAM 3120	Theatre and Education	15	O	O	O	O	None	None
PSYC 3608	Educational Psychology	15	O	O	O	O	EDST 2104 (or EDST 1004 or any L5 Psychology module)	None

\* Students wishing to achieve the BA Education Studies with the descriptor 'Inclusive Education' must take these modules as part of their programme of study and the Independent Study (EDST 3001) must have an inclusion focus.

**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 the module outlines and the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.