



Course Handbook

BA (Hons) Education Studies (Single Honours)
2018-19

Course Leader: Paul Doherty

The Centre for Excellence in Learning and Teaching (CELT)



Please read this Handbook in conjunction with the University's Student Handbook.

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1. Welcome to the course

Welcome to the BA (Hons) Education course, we hope that you have an interesting, exciting and rewarding time studying with us. This handbook has been produced to provide you with most of the answers to your questions about your course and how it is run. In this handbook, you will find information on what you need to do as a student on the course. There are details on the support we can offer to help you to succeed in your studies, along with practical information.

Whatever your route into the programme, welcome to the course and please read through this handbook. Some of the content may seem irrelevant at the moment, but as you progress through your course, you will hopefully find most (if not all) of the contents useful. If you have any query relating to your course, look here first: it might not provide the answer, but it may help you to know where to go and who to ask. If you have comments to make about this handbook at any time, please refer these to your course leader.

	Paul Doherty
Room	
Telephone	01772 89 3975
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Successful completion of the course, including the final year dissertation, will lead to a BA (Hons) in Education Studies.

The course provides excellent preparation for careers in education, in the broader children's workforce, research and for further study. Please discuss any career plans with our tutors and maximise the benefits you will gain from the course.

Please be aware that the course **does not** convey Qualified Teacher Status (QTS) However, it does provide good preparation to enter teaching via a postgraduate route (PGCE), specifically in the Early Years or Primary phases. More information about teaching and careers in general can be found in this handbook

Aims of the Programme:

- To provide students with the opportunity to pursue an in-depth critical examination of education with a specific focus on education values, principles, policies, structures, systems, processes, pedagogies and outcomes in a wide variety of contexts
- To enable students to develop the ability to critically analyse diverse opinions, theories and perspectives
- To encourage students to engage with an intellectually challenging curriculum that is underpinned by the scholarly activity of members of teaching staff
- To enable students to benefit from a supportive environment to assist the academic, personal and professional development of students resulting in the emergence of independent learners

As a consequence, students successfully completing this course will gain skills in different areas:

A. Knowledge and Understanding:

- A1. Identify and discuss, in an informed manner, the underlying theoretical and professional values and principles relevant to education
- A2. Review the significance of diversity and inclusion in educational contexts
- A3. Analyse and evaluate the complexity of the interaction between learners and learning contexts
- A4. Discuss the societal and organisational structures, theoretical perspectives and purposes of education systems

B. Subject-specific skills

- B1. Identify and critically reflect (in a professional or other capacity) upon theory, policy and practice in order to accommodate new principles and understanding
- B2. Select and critically evaluate relevant primary and secondary sources
- B3. Critically assess the application and limitations of research methodologies

C. Thinking Skills

- C1. Reflect on and evaluate value systems, diverse opinions, theories and perspectives
- C2. Identify and justify a personal position in relation to educational issues
- C3. Demonstrate skills of analysis and critical thinking
- C4. Discuss and evaluate the significance and limitations of educational policy, theory

D. Other skills relevant to employability and personal development

- D1. Collect, apply and interpret numerical and other data as appropriate
- D2. Express, organise and articulate opinions and arguments through prose and in oral contexts
- D3. Use ICT for gathering and presenting data in a range of contexts
- D4. Plan, collaborate and fulfil responsibilities to others when working as a team
- D5. Plan and manage individual approaches to workloads and utilise appropriate time management
- D6. Process and synthesise complex information and theories
- D7. Engage in structured reflection relating to work experience and the significance of this for future career planning and professional development.

Education Studies

Education Studies is a long established subject, which evolved from teacher education programmes and now exists as an academic discipline in its own right. It is concerned “with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers Intellectually rigorous analysis of educational processes, systems and approaches, and their cultural, societal, political, historical and economic contexts“(QAA, 2007, page 1).

Education is a common and significant experience for everyone. It is encountered by us all, but in different contexts, accomplished by different means and with different results. It refers to more than what goes on in schools, colleges and universities. Education involves the acquisition of meanings, values, skills and interests and this can occur at home, at school, at work and at play. Hence there are two broad concerns within the Education Studies: **the process of educating, and, the social structures in which this occurs**. In studying these two concerns, the subject draws upon several academic disciplines including psychology, social psychology, sociology, economics, politics, history and philosophy.

Perhaps this can be best illustrated by considering how these disciplines might contribute to the study of education. If we consider the individual we will need to look at concepts such as learning, memory, intelligence, etc. (**psychology**). However, Education often also involves working with others for example in the formal context of schools and classrooms, and these relationships and their potential influence can be examined (**social psychology**). The ability

to take advantage of whatever opportunities are available might be dependent on a range of social factors such as home environment and school system (**sociology**).

The process of being educated is often assumed to tie in with obtaining appropriate employment; education might be viewed as an investment of society's resources (**economics**). Decisions must be taken about resources and about who receives what (**politics**). The dilemmas which must be confronted in debating these issues and in taking decisions are not new, they have been around for many years (**history**) and there is a wealth of interesting discussion which tries to define 'education' and to distinguish it from 'schooling', 'training' and 'instructing' (**philosophy**).

The Education team at UCLan is a long established and experienced group of educators whom bring a wide range of expertise to the teaching of this programme. Areas of specialism range from early years through to continuing professional development for experienced professionals.

We must emphasise at this point, that the degree, will not provide you with qualified teacher status (QTS). In other words, this programme is not a teacher training course. In order to qualify as a teacher, following your degree you will need to study further for another year through a programme such as a Post Graduate Certificate in Education (PGCE), or a variation of in-school training and further study (such as the Schools Direct programme).

For more information about qualifying to teach, you should consult the University's careers Service, and the Department for Education for the most up to date advice, see the latest <http://www.education.gov.uk/get-into-teaching>

Another valuable source of information for careers advice related to an Education degree is: <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/education>

As well as enhancing your knowledge and understanding, the programme progressively develops your practical expertise and the more general transferable skills that degree level study entails, including analysis and interpretation of evidence, the arts of persuasive argument and the capacity to work effectively as an individual or as a member of a team.

You will also have the opportunity to study and engage with the ways in which education has impacted the wider public, through policies and popular culture.

For students wishing to pursue post-graduate study at UCLan, a range of MA/MPhil and PhD research degrees are available, together with numerous professional teaching qualifications. Please speak to your Academic Advisor and/ or the careers service if you are interested in finding out about further study options.

Teaching and Learning Strategies

Teaching and learning strategies are designed to enable students to acquire subject specific knowledge, critical facility and transferable skills. In addition, strategies are employed which will enable students to achieve module specific outcomes as outlined in each of the module descriptions.

Our key focus is on learning rather than teaching, and within this we try to emphasise the role of the learner. There is a lot of research which demonstrates factors associated with effective learning:

- people learn best and recall more when they are involved actively in the process - thus we will try to involve you as much as possible in our sessions.
- people appreciate a variety of approaches - we employ a range of learning strategies for this purpose.
- people learn best when they see the contact as relevant and interesting – the teaching team ensure that their modules take into account contemporary policies and practices and often ground teaching in students' own personal experiences
- finally, and by no means of least importance, people learn best when the activity is enjoyable - we hope that this is the case for your studies.

Modules are taught primarily through a combination of lecture and seminar sessions. Lectures are important for explaining often difficult theories and concepts, and in guiding students in the application of these models and methods. Lectures also allow students to enhance their notation and synthesising skills.

In the seminar sessions, emphasis is placed on student activity, both as presenters and as participants in feedback. Seminar discussion and, in some modules, formal presentations enable students to further develop their subject-specific knowledge and understanding, strengthen their communicative skills and pursue research projects whether independently or in teams.

1.3 Expertise of staff

Your course will be led by Paul Doherty in Education Studies and you will be taught by a team of staff located within Education Studies and the CELT. The team includes:

	Room	Telephone	Email
Andrew Baron		01772 893219	abaron@uclan.ac.uk
Joanne Doherty		01772 893096	jdoherty@uclan.ac.uk
Charlotte Barrow		01772 893113	cljbarrow@uclan.ac.uk
Paul Doherty		01772 893975	pwdoherty@uclan.ac.uk
Harold Heath		01772 895062	hheath@uclan.ac.uk

Charlotte Barrow

After completing a degree in Education Studies with Politics at UCLan, Charlotte went onto undertake research work and manage European Commission projects in the area of child exploitation online whilst undertaking her Masters in Education Research. She returned to the discipline of Education to lecture in 2004, and became a Senior Lecturer in 2010.

Charlotte has taught across a wide range of undergraduate modules, particularly working with Year 1 students, and then focusing on expertise around vulnerable learners and those with disabilities and learning difficulties in the second and third year of the Education programmes.

She completed her PGCert Learning and Teaching in Higher Education and became a member of the Higher Education Academy in 2007, and began her PhD at Lancaster university in 2009, exploring student's learner identities and experiences of higher education from diverse perspectives. Her research and conference activities relate largely to child internet safety and diverse students' experiences in higher education, particularly those entering higher education from Foundation Degrees. She contributes to development across the University as a peer observer for other members of staff undertaking Higher Education teaching qualifications, and sitting on review panels for new course developments.

Paul Doherty

Paul is a Senior Lecturer and Course Leader in the Centre for Excellence in Learning and Teaching (CELT), teaching at undergraduate and postgraduate levels. His specialisms are educational research and educational and youth disaffection, disengagement, risk and interventions that build resilience. He has a PhD in Education from the University of East Anglia in Norwich; his first degree was in Education here at UCLan. He is an experienced researcher, having worked on numerous governmental and non-governmental projects.

Paul is a former student at the University of Central Lancashire and after carrying out research as part of his studies, gained a First in Education Studies and Social Policy. He was subsequently awarded a studentship at the Centre for Applied Research in Education (CARE) and gained his PhD under the supervision of Professor John Elliott, before embarking on a research career, firstly by joining the National Foundation for Educational Research (NFER) as a senior research officer and then by establishing an independent research company, focusing on research with marginalised children and families.

Paul's interests are on those disaffected with, or excluded from educational provision, including further and higher education. He has led a number of research projects examining the risks young people face and the ways in which parents, teachers, schools and society can build resilience.

Paul's current research includes an evaluation of interventions around risk with women in Lancashire, parental involvement, and reparation initiatives with offenders and victims in Merseyside. Previously he has been involved in a before and after study of a family and a community based crime reduction intervention in Oldham, researching the risks around secondary transfer (year 6-8) in Manchester, and researching drug and alcohol use and risk exposure among young people in Manchester (within and outside educational provision). He has previously researched for government departments such as the Home Office and DfES,

he has worked on European Union funded projects looking at youth disaffection in Paris, and conducted evaluation for local authorities, government bodies, for Sure Start local projects and for Children's Centres.

Paul currently teaches postgraduate research modules within CELT, contributing to Masters, PhD and EdD programmes.

Andrew Baron

Andrew teaches on the B.A (Hons) Education Studies programme and the Foundation degree course. His subject specialism is Sociology having gained a B.A (Hons) degree in Sociology and an M.A in Globalisation Studies. One of his research interests is 'Emotional Well-being and Stress' within the teaching profession in Higher Education, a topic area that he is currently researching as part of his PhD studies

Andrew joined UCLAN in September 2014 from Burnley UCLAN where he taught Education Studies and Sociology on the Combined Honours degree programme. At UCLAN he teaches different year groups and various modules from the Education Studies degree programme, including 'An Introduction to Education Studies', 'Education for Everyone?', 'Sociology and Education' and 'The Education of Vulnerable Young People and Children'.

Prior to working in Higher Education he worked in the College sector working in both Further Education and Sixth Form Colleges, teaching on various Social Science programmes such as A-level, Access to University and Foundation Degree. Before commencing his career in education he worked in Residential Social Work and Counselling.

Andrew gained his academic and professional qualifications as a mature student, completing his degree in Sociology here at UCLAN, followed by a PGCE at the University of Bolton. In 2011 he successfully achieved an M.A in Globalisation Studies from Manchester Metropolitan University. Research interests include sociological related themes in the area of education and specifically the topic of 'Emotional Well-being and Stress' in lecturers within Higher Education.

Joanne Doherty

Joanne is a Senior Lecturer in Education and currently course leader for the MA Educational Leadership (Cyprus). She also contributes to the BA Education and Professional Studies course and leads modules in the areas of Learning, Curriculum and Assessment, Families, Schools and Society as well as being module leader for Education Dissertations. Joanne supervises undergraduate, MA and doctoral students. Her main research interests lie in the area of student experience and identity.

Joanne was awarded an ESRC Studentship in 2001 to study for a PhD in Education at the University of East Anglia, under the supervision of Professor Ivor Goodson. Prior to this she studied at the University of Manchester, where she obtained her MSc in Educational Research, and the University of Central Lancashire where she read Education Studies and Social Policy. After working at the University of Manchester as a Research Associate she was appointed as a Senior Lecturer in Education at UCLan in 2003. Joanne is a Fellow of the Higher Education Academy.

Harold Heath

Harold is a senior lecturer in Education and contributes to the BA Education and Professional studies course along with various Post Graduate teaching and supervision responsibilities. Harold originally qualified as an Engineer and for several years taught that subject in Further Education. Harold responded to the opportunity joining a team to deliver Initial Teacher Training validated by the University of Manchester. For many years Harold led that team until he joined Uclan in 2011.

Harold's main areas of interest lie in Teaching and Learning, History of Education and the principles of Significant Learning.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

Your tutor could change as you progress through the course and in your final year will also be your dissertation supervisor. You may want to make a note of your Academic Advisor here:

My Academic Advisor is:

Your Academic Advisor may change as you progress to Year Three you may want to make a note of any changes here:

My new Academic Advisor is:



1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Your Hub is:

Harris Hub (situated in the Harris Building room 120)

Centre for Excellence in Learning and Teaching

Telephone: 01772 89 1996

email: Harrishub@uclan.ac.uk

1.6 Communication



It is imperative that you use your **UCLan email address** and check regularly for messages from staff. I UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We endeavour to reply to all emails within 2 working days, please bear in mind holidays and other periods where staff may be unavailable.

We will also communicate with you on your module learning spaces and by text, for example, if a lecture were to be changed to another building at short notice. Please ensure we have your correct contact details including mobile telephone number. Written communication will be sent to your contact address so please also make sure you notify us of any changes, for example, if you vacate Halls of Residence in summer.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. The external examiner for your course is Ellie Hill from the University of Worcester Her report for each year can be found on the course Blackboard learning space.



2. Structure of the course

2.1 Overall structure

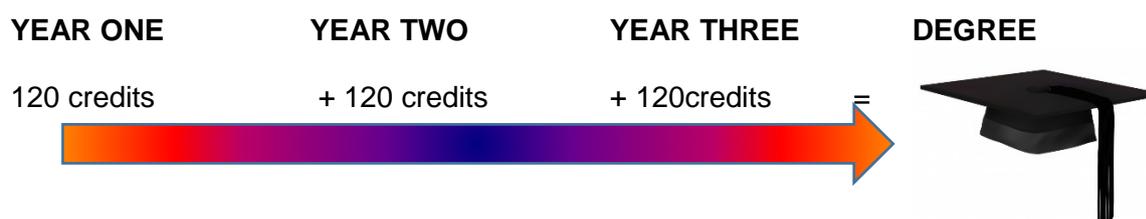
Your course structure will depend very much on your entry route.

If you enter with a Certificate in Education, you are usually entitled to APL (Accreditation of Learning) for 180 credits (equivalent to 9 modules), leaving you with a further 180 credits left to complete the programme. If you enter with a Foundation Degree, you require a further 120 credits (usually 6 modules) to complete the programme.

The modules you study in each year have a credit value, of 10 or 20 credits, in the final year there is an option of a 40 credit double Dissertation. So, the number of modules you take may vary each year, but each year a full time students would take modules that would lead to 120 credits each year. Part-time students may do less, the **most they can do is 90 credits** in any one academic year.

The standard length of the course for a full time student is **3 years**.

Year One	120 credits at Level 4
Year Two	240 credits at Level 5 and 6, at least 100 of which must be at Level 6 including your dissertation
Year Three	



All of your teaching will take place on campus, in teaching rooms, lecture theatres and other appropriate or specialist settings. Most modules have a classroom contact time of 3 hours per week, in Year 3 many of the Level 6 modules have a contact time of 2 hours and there are also non-taught modules where you may be supervised one-to-one rather than taught in a group. In Year One there is a placement module and your placement will be for one half day each week, term time only.

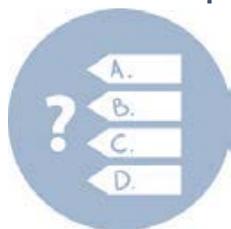
A note on placements: the CELT does not arrange placements for students but supports students who take placements. All placement modules in Years One, Two and Three have group sessions, include one-to-one tutorial opportunities and administrative support to assist you. Please note that you will need **enhanced DBS clearance** to work in most settings. You cannot assume that if you already have enhanced clearance in one setting it will transfer to another, or that clearance gained in the past will carry into a placement. The cost of travelling to and from any setting and any costs incurred are the responsibility of the student. The costs associated with any field trips are not included in the course, students may choose to join events or activities that incur additional costs and these will not be included in the course fee.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. Current modules are listed on the programme specification in appendix 8.1. The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

At Stage Two (Years Two and Three) students will choose from a range of modules, including approved modules from other subjects and the Free Choice [Electives Catalogue](#)

2.3 Course requirements



The course requires students to successfully complete each Stage in order to progress to the next or to award. There are compulsory and optional modules and students should be aware of these at the outset. Please refer to the Programme Specification in the Appendix (8.1)

Students need 360 credits to graduate and this must include their dissertation. The modules listed below are compulsory.

Compulsory modules:

YEAR ONE	YEAR TWO	YEAR THREE
ED1201 Introduction to Education Studies ED1202 Education for Everyone? ED1203 Theory, Philosophy and Policy in Education ED1204 Observing Education in Action (a placement module)	Choice from the suite of Education modules	ED 3991 Dissertation or ED3993 Double Dissertation And Choice from the suite of Education modules

2.3 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time

2.4.1 Weekly timetable

All of your modules will appear on the online weekly timetable which can be found here:

[UCLan online timetable](#)

Please check this frequently in case there are room changes at short notice. You must be enrolled on the course and on modules within the programme in order to view the details for that module or course. Our main teaching day is Tuesday but a number of the modules are taught on Thursdays, if you are a **part time student** this may restrict your choice of modules, but we rotate the modules yearly so that they appear at a time when you will be able to take them.

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

This would mean that for a 20 credit module you would expect to spend 6-7 hours or more outside class studying. A typical Level 5 module has 3 hours class contact, this can be lectures, seminars and as stated above tasks or activities beyond the class contact.

In a typical week you would be in class over two to three days, Wednesday afternoon is always reserved for sports and social activities. The placement module is flexible in that you

would negotiate a half day a week that is convenient for both yourself and the setting; often this can be Wednesday afternoon or Fridays. In a typical week you would spend approximately 10 hours in class and the rest in the library or in independent study, including any additional demand to work with peers or a placement in Semester Two.

2.4.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Students should report non-attendance to the hub email – HarrisHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891996 or 01772 891997.

It is also courteous to inform any module tutors affected by absence, please refer to the contact details above. If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Attendance in timetabled sessions is recorded on the university's Student Attendance Motoring system (SAM). Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations. You can monitor your attendance record from My Uclan

International students have responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS) - you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly

3. Approaches to teaching and learning

3.1 Expertise of staff

All of the course team are established academics in their chosen field and are each have areas of expertise or specialisms that they bring to the course. Where appropriate we also draw on external speakers and visitors, experts in a particular field to enhance the programme.

You can [find our team staff profiles here](#)

3.2 Learning and teaching methods

Teaching and learning strategies are designed to enable students to acquire subject specific knowledge, critical facility and transferable skills. In addition, strategies are employed which will enable students to achieve module specific outcomes as outlined in each of the module descriptions.

Our key focus is on learning rather than teaching, and within this we try to emphasise the role of the learner. There is a lot of research which demonstrates factors associated with effective learning:

- people learn best and recall more when they are involved actively in the process - thus we will try to involve you as much as possible in our sessions.
- people appreciate a variety of approaches - we employ a range of learning strategies for this purpose.
- people learn best when they see the content as relevant and interesting – the teaching team ensure that their modules take into account contemporary policies and practices and often ground teaching in students' own personal experiences
- finally, and by no means of least importance, people learn best when the activity is enjoyable - we hope that this is the case for your studies.

Modules are taught primarily through a combination of lecture and seminar sessions. Lectures are important for explaining often difficult theories and concepts, and in guiding students in the application of these models and methods. Lectures also allow students to enhance their notation and synthesising skills.

In the seminar sessions, emphasis is placed on student activity, both as presenters and as participants in feedback. Seminar discussion and, in some modules, formal presentations enable students to further develop their subject-specific knowledge and understanding, strengthen their communicative skills and pursue research projects whether independently or in teams.

3.3 Study skills

Students are drawn onto university courses from a variety of academic backgrounds, and bring a range of skills and needs to their studies. For those who feel they need or want some additional support to study more efficiently and effectively, the university offers a number of Study Skills packages. S1200 Study Skills is a compulsory module for Single Honours BA students and is available as an elective for Combined Honours students. For those students requiring additional support, a series of workshops will be organised by the university on topics such as note-taking, reading skills, oral presentations, essay writing and revision and examination techniques. These sessions operate under the banner of 'Wiser' and are provided by the 'i' (see below). Wiser sessions are open to all students, no matter which subjects they are studying.

If you would like help or information click here

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.4 Learning resources

3.4.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

Make the most of all the resources available to you. The library is an obvious place to start. You should learn to use the library effectively and use it to your full advantage. Make sure you participate in any induction sessions that are offered. A full range

of 'Getting Started' instruction sheets relating to all aspects of services provided by the LIS (Library and Information Services) can be downloaded from [the library](#) website

It is particularly important that you locate the various resources relevant to your subjects, which because of their multi-disciplinary nature, are distributed throughout the library rather than in one easy location. Help and advice can also be obtained from the subject librarians, who can be contacted via the library Helpdesk.

It is also important that you learn how to find and use journal articles, as these represent the most up-to-date sources available to you. UCLan also allows access to a wide range of electronic resources and you can access these [here](#)

Specific references to journal articles are included in module bibliographies, and further help in identifying useful journals can be obtained from individual module tutors. Abstracts of articles from some journals can also be found online through electronic journal holdings directories such as Athens; further information on how to obtain passwords and access these resources is available from the library Helpdesk, or from the LIS web pages at [There is also a range of useful advice relating Education Studies](#) including details of our subject librarian.

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Your course and each module will also have Blackboard spaces where you will find a range of resources such as lectures, reading or learning resources and other support.

3.5 Personal development planning

Personal Development Planning is an important aspect of every student's learning experience at University. It has been defined (by the Quality Assurance Agency) as **"a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement, and to plan for their personal, educational and career development"**.

As this implies, it is something you are ultimately expected to take responsibility for yourself. The basic idea is that from time to time you should lift your thoughts above the particular assignments or modules you are doing at that moment, and think about where your education is leading you, where you want to be in the future, and what you need to do in order to get there (such as developing particular skills or acquiring new knowledge).

We aim to support you in this process. Through course documentation, including assessment feedback, we will try to encourage reflection on your experience of study and your continuing personal development. At the beginning and end of each year, course leaders will facilitate group sessions around PDP. During the course of the year, your Academic Advisor will be available to advise you on planning and development issues which may arise, including decisions on module choice for the following year, or career possibilities.

You will be invited to complete a PDP record as you progress through your programme. Though this will not form part of the assessment for the programme, it will be retained on your personal file and will help us in, for example, writing references on your behalf for potential employers. Further details of the recording procedure and guidance in completing this will be given throughout your time as a student.



3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability

Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

Careers offer a range of support for you including:

- career and employability advice and guidance
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support

Your key point of contact will be your Academic Advisor housed in Education, in Year One you will be allocated to Andrew Baron or Paul Doherty on arrival, for progressing students your Academic Advisor will be a member of the BA team (and could also be either of the two above). Finalists are always allocated their dissertation supervisor as Academic Advisor as this allows any careers advice to be personalised to their interests.

At course level you will be supported by Paul Doherty (course leader) in Education and you can contact him for advice about your course or with queries or problems you might experience

	Paul Doherty
Room	
Telephone	01772 89 3975
Email	PWDoherty@uclan.ac.uk

Both Academic Advisors and the course tutors can direct you to specialist services on campus and this could include advice on housing, finance, or simply where to get involved in sport or social activities.



4.1 Academic Advisors

Your Academic Advisor will support you through your course, their role is to act as a first point of contact

All students will be given the opportunity to meet their Academic Advisor early in the first semester and you will be asked to book an appointment with them. It is essential that you book and attend this meeting and find out

who your Academic Advisor is and more importantly, where and how they can be contacted. You might have need of advice within the first few weeks of term . . . so be prepared.

We also urge you to keep in close and regular contact with your Academic Advisor who can provide you with lots of useful information about progression and about career opportunities. They are also there to help with your Personal Development Planning (PDP) and it would usually be your Academic Advisor who you would approach for a reference to employers or other institutions when you leave – so they need to know who you are! Your Academic Advisor will have successful experience of working with students before your own arrival at the University – and you would be foolish not to take advantage of this.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

4.3 Students' Union One Stop Shop

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

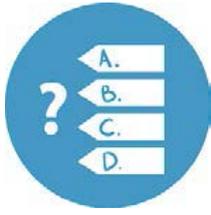
Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the [Advice and Representation Centre](#) are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at <http://www.uclansu.co.uk/>.

If you are in work and perhaps studying with us part-time, then the Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.



5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy

Your work will be assessed by a range of assessment strategies, including essays, presentations.

Assessment supports your learning throughout the course and ensures that you satisfactorily meet the learning outcomes and make the most of your time here. Modules have different forms of assessment and this purposefully makes different demands on you as a student and allows you to express your ability in different ways.

In Education there are no examinations, you will be assessed using portfolios, presentations, by successful project work and by written assessment.

5.2 Notification of assignments and examination arrangements

You will be notified of the requirements for individual assessments and their respective deadlines for submission and assessment arrangements in your module handbooks. All submissions of coursework are electronic through your Blackboard learning space using the Turnitin portal.

Module leaders will provide guidance on assessment for each module in handbooks and in class, often as assessment workshops or as information released to students prior to assessment. The marking criteria used and guidance on submission will also be provided to you. All written assignments are marked electronically using Grademark.

5.3 Referencing

Referencing is one of the most important tasks a student has to complete when writing any academic work, such as essays, reports, logbooks, etc. References are used to show where any concepts or ideas you have gained from other writers have come from, or where quotes were found. Failure to reference sources is one of the most serious crimes you can commit as a student, as you are effectively passing other people's work off as your own. This is known as plagiarism and carries severe penalties.

References you use might be from books, journal articles, research reports, government policy documents, reliable websites (see more about this further on), newspaper or magazine reports, or video/ audio sources.

Reasons for including references are:

- To demonstrate that you have engaged in wider reading
- To show that you are aware of key writers and thinkers in your field
- To demonstrate that you are able to identify and select particularly pertinent sections of text
- To support or prove a point you are making
- To demonstrate that writers have differing views on an issue

There are two places in an assignment where referencing **must** occur:

- in the body of the assignment and
- at the end of the assignment.

We use the **Harvard** referencing system, guidelines on how to reference correctly are given by module tutors. Help sheets on referencing are also available from the Helpdesk in the library, and from the university website which links to an excellent guide [here](#)

Referencing requirements are detailed in the Assessment Handbook and are also available on the web. Please ask your tutors if you are unsure.

5.4 Confidential material

As part of your studies you may access confidential information, for example about a child or family known to social services during placement setting. You have very clear ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within any assignments, correspondence or communication. You must not disclose confidential information to others, including your peers or family members

5.5 Difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed, then you must submit a request for an extension, via your Hub (Harris Hub). See: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

Authorisation of the late submission of work requires written permission. Your Hub is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances ([Academic Regulations](#)).

You should complete and submit an [extension request form](#), with any supporting evidence, to your School office. Further information is available on the Student Portal: [here](#)

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).

5.5.1 Extenuating Circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see [Academic Regulations](#)).

Further information is available on the Student Portal [here](#)

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester

Further information about the submission process is available [here](#)

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).

5.5.2 Late submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

5.6 Feedback following assignments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations](#)). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own. If you attempt to influence the standard of the award you obtain through **cheating, plagiarism or collusion**, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#) .

- **Cheating** is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- **Plagiarism** describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- **Collusion** is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- **Re-presentation** is an attempt to gain credit twice for the same piece of work.

You will be required to use Turnitin for the submission of written assignments and you can access support on this from your module leader. You can use Turnitin to help reference your work correctly and avoid the risk of plagiarism. If you are found to have used unfair means then the process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course. Contact the [Students' Union Advice and Representation Centre](mailto:suadvice@uclan.ac.uk) by emailing: suadvice@uclan.ac.uk for support and guidance

5.8 Appeals against assessment board decisions.

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations](#): Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, **for good reason**, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.

Your results will be published online at a date provided to you in advance and it is useful to check your results as soon as they are available in case you wish to appeal

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

There is discretion for the board to award a degree at a higher classification in borderline cases, for example, if a student's average mark was 68.5 or above and certain conditions are met it is possible to award a first class degree. These conditions include the number of modules passed at the higher award level and where appropriate the dissertation grade. Further information about such procedures can be sought from your course leader.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

For example, we recently increased our teaching across the week based on student feedback and have introduced new modules to increase student choice.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be

requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire, Preston campus Burnley College Furness College Hugh Baird College (Year 3 Top-up) Wigan and Leigh College
3. University School/Centre	School of Education and Social Science
4. External Accreditation	N/A
5. Title of Final Award	BA (Hons) Education Studies
6. Modes of Attendance offered	

	Full Time and Part Time
7. UCAS Code	
8. JACS Code	X 300 BA/ Ed
9. Relevant Subject Benchmarking Group(s)	Education Studies (2015)
10. Other external influences	N/A
11. Date of production/revision of this form	July 2017
12. Aims of the Programme	
<ul style="list-style-type: none"> • To provide students with the opportunity to pursue an in-depth critical examination of education with a specific focus on education theory, values, principles, policies, structures, systems, processes, pedagogies and outcomes in a wide variety of contexts 	
<ul style="list-style-type: none"> • To enable students to develop the ability to critically analyse diverse educational opinions, theories and perspectives 	
<ul style="list-style-type: none"> • To encourage students to engage with an intellectually challenging curriculum that is underpinned by the scholarly activity of members of teaching staff 	
<ul style="list-style-type: none"> • To enable students to benefit from a supportive environment to assist the academic, personal and professional development of students resulting in the emergence of independent learners 	
13. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and Understanding	

Students will be able to:

A1. identify and discuss, in an informed manner, the underlying theoretical and professional values and principles relevant to education

A2. Review the significance of diversity and inclusion in educational contexts

A3. analyse and evaluate the complexity of the interaction between learners and learning contexts

A4. discuss the societal and organisational structures, theoretical perspectives and purposes of education systems

Teaching and Learning Methods

Lectures, guest lectures, seminars, debates, small group work, debates, tutorials and video-presentations and guided independent study are the main teaching and learning methods used to achieve these outcomes.

Assessment methods

Assessment is mixed and includes traditional academic essays, reflective essays, portfolios, creation of resources, oral group presentations, presentation papers, research proposals, and critical reviews.

B. Subject-specific skills

Students will be able to:

B1. identify and critically reflect (in a professional or other capacity) upon educational theory, policy and practice in order to accommodate new principles and understanding

B2. select and critically evaluate relevant primary and secondary sources

B3. critically assess the application and limitations of research methodologies

B4. Discuss and evaluate the significance and limitations of educational policy, theory and research

Teaching and Learning Methods

Lectures, small group work and tutorials (singular or group) are the main teaching and learning methods used to achieve these outcomes.

Assessment methods

Assessment is mixed and includes traditional academic essays, reflective essays, portfolios, creation of resources, oral group presentations, presentation papers, research proposals, and critical reviews.

C. Thinking Skills

Students will be able to:

C1. reflect on and evaluate value systems, diverse opinions, theories and perspectives

C2. identify and justify a personal position in relation to educational issues

C3. demonstrate skills of analysis and critical thinking

C4. Process and synthesise complex information and theories

Teaching and Learning Methods

Lectures, guest lectures, seminars, debates, small group work, debates, tutorials and video-presentations and guided independent study are the main teaching and learning methods used to achieve these outcomes.

Assessment methods

Assessment is mixed and includes traditional academic essays, reflective essays, portfolios, creation of resources, oral group presentations, presentation papers, research proposals, and critical reviews.

D. Other skills relevant to employability and personal development

Students will be able to:

D1. Collect, apply and interpret numerical and other data as appropriate

D2. Express, organise and articulate opinions and arguments through prose and in oral contexts

D3. Use ICT for gathering and presenting data in a range of contexts

D4. Plan, collaborate and fulfil responsibilities to others when working as a team

D5. Plan and manage individual approaches to workloads and utilise appropriate time management

D6. Engage in structured reflection relating to work experience and the significance of this for future career planning and professional development

Teaching and Learning Methods

Lectures, guest lectures, seminars, small group work (e.g. debates, scenarios, data exercises) and tutorials (particularly with regard to personal development planning) are the main teaching and learning methods used to achieve these outcomes.

Assessment methods

Assessment is mixed and includes traditional academic essays, reflective essays, portfolios, creation of resources, oral group presentations, presentation papers, research proposals, and critical reviews.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6		Compulsory:		BA (Hons) in Education Studies Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6 BA in Education Studies Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6
	ED3993	Education Double Dissertation	40	
	**ED3991	OR Education Dissertation	20	
		Options:		
	ED3229	International Perspectives on Education	20	
	ED3215	The Education of Vulnerable Young People	20	
	ED3210	Policy and Practice in Educational Settings	20	
	ED3209	Studying Curriculum	20	
	ED3208	Reflective Practice in Educational Settings	20	
		*Learning Through Work		

	ED3207		20	
	ED3237	*Theories and Approaches to Learning	20	
	ED3007	*Developmental Disorders of Learning and Cognition	20	
	ED3223	Families, Schools and Society	20	
	ED3205	The Professional Role and its Context	20	
		Students may choose ONE from the following options, subject to availability:		
	HY3029	Education, Society and Culture in England 1790-1914	20	
	DF3600	Debating Disability	20	
	SO3020	Sociology of Childhood	20	
		*Valid for delivery at partner colleges only	20	

***Not available on main campus**

Level 5	ED2205	Sociology and Education	20	Diploma of Higher Education in Education Studies Requires 240 credits including a minimum of 100 at Level 5 or above
	ED2212	Models of Teaching and Learning	20	
	ED2216	Preparing for Academic Writing and Research in Education	20	
	ED2218	Experiential Learning in Educational Settings	20	
	ED2223	*Parents, Schools and Society	20	
	ED2236	Representations of Education in Literature and Film	20	
	DF2002	Issues in Deaf Education	20	
		Students may choose ONE from the following options, subject to availability:		

	CI2501	Researching with Children and Young People	20	
	HY2100	A History of Childhood c 1700	20	
	VO2001	Mentoring in the Community	20	
	VO2005	OR Youth-Led Regeneration	20	
*Not available on main campus				
Level 4		Compulsory:		Certificate of Higher Education Requires 120 credits at Level 4 or above
	ED1203	Theory, Philosophy and Policy in Education	40	
		Education for Everyone?		
	ED1202	Introduction to Education Studies	20	
	ED1201		20	
		Observing Education in Action		
	ED1204	Options	20	
		Students may then choose ONE from the		

		following options, subject to availability:		
	DF1161	An Introduction to British Sign Language	20	
	CI1501	The Social Construction of Childhood	20	
	VO1006	Volunteering and Community Action	20	
	PO1112	British Politics	20	
	SO1116	Sociological Ways of Thinking	20	
		Students may also wish to choose a language elective as ONE of their options	20	
Level 3		Compulsory Modules		BA (Hons) Humanities and Social Sciences (Foundation Entry)
	HUC110	Essential Study Skills for Higher Education	20	Foundation Year requires completion of 120 credits at Level 3.
	HUC111	Developing Academic Knowledge	20	
	HUC114	Target Award Extended Study Module	20	

	HUC115	Learning by Experience	20	Successful completion of the year permits progression on to Year 1 of one or more of the following honours degree programmes: FdA Community Leadership
		Option Modules		BA (Hons) Criminology and Criminal Justice
	CJC002	Introduction to criminology	20	FdA Criminology and Sociology
	EDC101	An Introduction to childhood, education and deaf studies	20	BA (Hons) Criminology and Sociology BA (Hons) BSL/Deaf Studies
	HYC101	Introduction to history	20	BA (Hons) Education and Deaf Studies BA (Hons) Education and History
	PIC101	Introduction to philosophy	20	BA (Hons) Education Studies
	SOC101	Introduction to sociology	20	BA (Hons) Education and Psychology BA (Hons) Education and Sociology
	FIC001	Film and Media Theory	20	BA (Hons) Film, Media and Popular Culture
	ENC012	Introduction to Literature	20	BA (Hons) History BA (Hons) History and Politics
	ENC013	Introduction to Creative Writing	20	BA (Hons) Philosophy
	FZC004	Key Themes in Archaeology	20	BA (Hons) Politics and Philosophy
	PSC005	Introduction to Psychology	20	BA (Hons) Politics and Social Policy BA (Hons) Religion, Culture and Society

				<p>BA (Hons) Sociology</p> <p>Students who exit after the Foundation year will receive a transcript of their modules and grades.</p>
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15. Personal Development Planning

Through course documentation, including assessment feedback, we will encourage students to reflect on their experience of study. At the beginning and end of each year, the Course Leader will facilitate group sessions around PDP. During the course of the year, the Personal Tutor will be available to advise their Tutees on planning and development issues which may arise, including decisions on module choice for the following year, or career possibilities. Input from the Careers team is part of the programme, particularly at Progression time.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

STANDARD ENTRY REQUIREMENTS FOR 2018/19 TO BE INSERTED HERE. CURRENTLY;

112 Points at A2; General Studies accepted

BTEC Extended Diploma: Distinction, Merit, Merit

BTEC Diploma: Distinction*, Distinction*

Pass Access Course: 112 UCAS Points

International Baccalaureate Diploma: 28P

IELTS: 6.0 with no component lower than 5.5

GCSE: 5 at grade C including Maths & English or equivalent

For changes to 2017 UCAS tariff entry requirements please see our [important information](#). UCLan requires all undergraduate applicants to have a minimum attainment of five GCSEs at grade C and above, or equivalent, (including Maths and English). In 2017 and beyond we will view the new Grade 4 as being equivalent to a C grade and will therefore require students to achieve GCSE Grade 4 or above. However, if the subject is relevant to our degree programme and requires a higher GCSE grade (e.g. GCSE B grade), and/or includes a Professional body that governs the entry requirements, Grade 5 or above may be required.

In addition, this programme recruits directly into Years 2 or 3 to allow entry onto the programme for applicants who meet one of the following criteria;

- 1. Students who have completed Year 1 of a Joint Education programme at UCLan, passing the two core modules ED1201 and ED1202**
- 2. Applicants who hold a Cert Ed (post-compulsory) will be admitted to the programme with advanced standing. The Cert Ed qualification combined with the 150 hours teaching requirement accompanying this programme permits applicants admission with credit up to 180 credits (120 at Year 1/ Level 4 and 60 at Year 2/ Level 5).**
- 3. Applicants who hold a UCLan Foundation Degree in Children, Young People and their Services will be admitted with advanced standing up to 240 credits (directly into Year 3).**
- 4. Applicants who hold relevant Foundation Degrees awarded by other higher education institutions will be considered on a case by case basis - please enquire direct to the Course Leader**

Consideration will also be given to non-traditional qualifications and relevant work experience. Applicants are encouraged to produce evidence of their potential to benefit from the course. Applicants who believe they may be eligible for Accreditation of Prior Certificated and/or Experiential Learning (APCL/APEL) for certain modules will be considered on an individual basis – please enquire direct to the Course Leader

Students applying for undergraduate courses must have a minimum proficiency in English equivalent to IELTS 6* before being offered a place.

17. Key sources of information about the programme
<ul style="list-style-type: none">• Visits by University staff to colleges• Open and Applicant Days• Orientation Days for existing Foundation Degree students• UCLan website

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																	
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development					

				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
LEVEL 6	ED3993	Education Double Dissertation OR	C or	X	X	X	X	X	X	X		X	X	X	X	X		X		X	
	ED3991	Education Dissertation	C	X	X	X	X	X	X			X	X	X		X		X		X	
	ED3229	International Perspectives on Education	O	X	X	X	X	X	X			X	X	X		X	X	X	X	X	
	ED3223	Families, Schools & Society	O	X	X	X	X	X	X	X			X	X	X	X	X	X		X	

ED3205	The Professional Role in its Context	O	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x	
ED3215	The Education of Vulnerable Young People	O	x	x	x	x	x	x	x			x	x	x	x	x	x	x		x	
ED3210	Policy and Practice in Educational Settings	O	x	x	x	x	x	x				x	x	x			x	x		x	
ED3208	Reflective Practice in Educational Settings	O	x	x	x		x	x	x			x	x	x	x		x	x		x	x
ED3207	Learning Through Work	O	x		x	x	x	x	x			x	x	x	x	x	x			x	x
ED3209	Studying Curriculum	O	x	x	x	x	x	x				x	x	x	x		x	x	x	x	
HY3029	Education, Society and Culture in England	O	x			x	x	x				x		x		x	x	x			
DF3600	Debating Disability	O	x	x			x	x				x	x	x		x	x	x			
SO3020	Sociology of Childhood	O					x	x	x			x		x	x	x	x				
ED3237	Theories and Approaches to Learning	O	x	x	x	x	x	x				x	x	x			x	x	x	x	

	ED3007	Developmental Disorders of Learning and Cognition	O		X	X		X	X			X	X	X			X	X			
LEVEL 5				A1	A2	A3	A4	B1	B2	B3		C1	C2	C3	C4	D1	D2	D3	D4	D5	D7
	ED2223	Parents, Schools and Society	O	X	X	X	X	X	X			X	X	X			X	X		X	
	ED2218	Experiential Learning in Educational Settings	O	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X
	ED2216	Preparing for Academic Writing and Research in Education	O	X				X	X	X		X	X	X	X		X	X		X	
	ED2236	Representations of Education in Literature and Film	O	X	X	X	X	X	X			X	X	X			X	X	X	X	
	ED2212	Models of Teaching and Learning	O	X	X	X		X	X			X	X	X			X	X		X	

ED2205	Sociology and Education	O	x	x	x	x	x	x				x	x	x			x	x	x	x		
DF2002	Issues in Deaf Education	O	x	x				x	x			x		x			x	x	x	x	x	
CI2501	Researching with Children and Young People	O							x	x				x	x		x	x	x			
HY2100	A History of Childhood c. 1700	O					x		x			x		x			x	x	x			
VO2001	Mentoring in the Community	O						x	x			x		x			x	x	x		x	x
VO2005	Youth-Led Regeneration	O						x	x			x		x			x	x	x			x

				A1	A2	A3	A4	B1	B2	B3		C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
LEVEL 4	ED1204	Observing Education in Action	O	X	X	X	X	X	X			X	X	X		X	X	X		X	X

ED1203	Theory, Philosophy and Policy in Education	C	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
ED1202	Education for Everyone?	C	x	x	x	x	x	x			x	x	x		x	x	x	x	x		
ED1201	Introduction to Education Studies	C			x	x	x	x	x		x	x	x	x	x	x	x			x	
DF1161	An Introduction to British Sign Language	O											x			x			x		
CI1501	The Social Construction of Childhood	O	x				x	x			x		x		x	x	x				
VO1006	Volunteering and Community Action	O					x	x			x		x		x	x	x			x	x
SO1116	Sociological Ways of Thinking	O				x		x			x		x	x	x	x	x			x	
PO1112	British Politics	O					x	x			x		x		x	x	x			x	