

# BA (Hons) in Education Studies

at Ashton Sixth Form College

Awarded by Staffordshire University

**Guidance and Information**



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STAFFORDSHIRE  
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## **When can I apply?**

Application is now open for September 2020.

## **Who is the course for?**

The course has been designed to meet the needs of anyone looking to work with people in any professional context that involves learning. This includes anyone considering working in educational settings such as:- schools, colleges, academies, museums and art galleries, youth services, education departments within film, theatre, radio and television, the armed forces etc.

This degree in Education Studies offers access to a wide variety of career and academic options. You may progress to employment within family and children centres, care support, educational administration and management, play work, learning support and many other educational contexts. Alternatively, you may enter teaching through PGCE, School Direct, Schools Direct (salaried) and SCITT routes.

## **What will the course cover?**

This full time programme consists of three levels, the whole programme taking three years. Each level is normally completed within one academic year.

The course consists of 12 modules, four in each year. All modules are 30 credits apart from the level 6 Research Methods and Independent Research Project which are 15 and 45 credits respectively. All 30 credit modules require the equivalent of 300 hours of study made up of a combination of formal sessions and independent study.

### **Level 4 Modules**

#### **Module 1: Personal, Professional and Academic Development**

The module will build upon existing knowledge, skills and understanding to encourage you to adopt a positive approach to your new course by developing skills of communication and presentational methods. It will also focus on skills useful for the first placement in an appropriate setting. It will examine the ways in which data can be interpreted, challenged and reported. You will be encouraged to develop your personal research and practice through critical thinking skills and development of academic argument. It will explore matters of style in academic writing, citation and referencing using the Harvard System.



The module will make use of electronic communication and ICT to identify and retrieve good quality sources of information. The module will explore the organisation and management of time to maximise learning opportunities. This module requires students to undertake placement in an educational setting which will include a combination of block placement and days and will provide students with an opportunity to demonstrate evidence of practical work-based skills and learning. It will explore your role within the setting, reflecting upon their practice and considering issues relating to your role as a professional, your strengths and targets, ethics and confidentiality.

### **Module 2: An Introduction to Young Children's Development**

The module will research the historical implications of the scientific study of child development and the role of parenting, relating this to present day practice and practitioners. It will explore the potential for growth, change and development in the pre-natal and new-born baby. The module will cover the changes that children undergo, beginning in the womb, through the post-natal period and into childhood.

The module will consider the differences between age related phases and domains of development and the interconnected nature of these to holistic, normative development. The module will explore the difference between development, growth and maturation and their acquisition in a sequential manner. The module will investigate issues affecting development such as poverty, nutrition, stimulation and opportunity.

The module will consider the importance of an inclusive environment with calculated risk and challenge related to the all-round development of the child. The concept of unlimited access to outside space, free flow play and the ideals of the "Forest Schools" movement will be debated with theories of flexibility and structure. This module identifies key principles and theories of learning and development which will underpin your understanding of education throughout the rest of the course.

### **Module 3: Safeguarding and Child Protection**

The module will consider the changing emphasis of legislation and guidance to protecting children in recent years as well as considering some of the historical abuse.

The module will also examine common causes, across professional boundaries and the reformed structuring and services which create the means by which the interests, needs and welfare of the children and young people can be protected and advanced. It will consider how resources and attitudes reflect and underpin the value that society places on children and childhood.

The module will explore the notion of child protection within the context of major legislation and policy change and will reflect, in detail, on the major changes in child welfare in order to understand the debates shaping children's policy. There will also be an examination of policy in relation to preventing radicalisation and terrorism and the role of educational establishments.



#### **Module 4: Policy and Practice: Past and Present**

The module takes an issues-based approach and explores how various ideas, individuals and events along with significant political, social and economic factors have influenced, and continue to shape educational policy and practice in Britain.

Significant contemporary issues in the provision and organisation of education are examined in relation to their historical developments. As such, students will examine developments in British education from 1870 to the present day.

#### **Level 5 Modules**

##### **Module 5: Professional and Educational Strategies**

This module enables you to reflect on your personal and professional development. The focus of this module is for you to consider your future career aspirations and development needs. Students will have opportunity to demonstrate learning and reflection of continuing personal and workplace development in terms of how you co-operate, collaborate and interact with others. Therefore, the indicative content in this module will mostly be defined by your evaluation of your development of self-concept as a learning practitioner on this course. This module is about students taking responsibility for their personal development as an education professional.

The context in which it will take place includes a one day per week placement, with one week block placement each semester, in an appropriate workplace for two semesters which has educational links.

##### **Module 6: Understanding Equal Opportunities and Inclusion**

The module will examine the personal, cultural and structural factors that affect equalities and inclusive practice. This will include an examination of historical landmark events leading to current legislative expectations with regard to inclusion and equal opportunities.

##### **Module 7: Contemporary Issues in Education**

This module will change year on year as it aims to engage with contemporary issues in education. This will link to government led initiatives, sector driven concerns as well as future challenges.

##### **Module 8: Pedagogy and Practice in the Outdoors**

This module builds understanding of key theories and research underpinning pedagogical practices across Europe with an outdoor focus for example Froebel, Montessori, Steiner, Reggio Emilia, Te Whariki. It explores factors affecting development and well-being for example cultural, socio-economic and political factors set within the context of outdoor learning. To build an understanding of the interaction between policy, practice, and learning and development within an outdoor learning framework. The module builds on students understanding of how children, young people and adults learn for example environmental learning, observational learning, behaviourism, constructivism, social constructivism.



## **Level 6 Modules**

### **Module 9: Supporting Educational Practice**

This module enables continuing examination of personal and professional development and continues to examine work ready skills. The focus will be on teamwork as well as an understanding of leadership and followership which are needed in the work place. There is a requirement for an educational placement which allows for the examination of the work based learning with an emphasis on teams. The context in which this will take place includes a one day per week placement in an appropriate workplace which has educational links, for two semesters

### **Module 10: Comparative Education**

The purpose of this module is to provide you with a broad knowledge and understanding of how education is undertaken in different circumstances, considering a variety of organisations, locations and countries. The module will firstly develop understanding of how education can follow a variety of models outside of the traditional classroom to enhance the learning journey. In addition, the module will make international comparisons of educational modules to provide further alternative approaches to education.

### **Module 11: Research Methods**

The purpose of this module is to provide you with an understanding of relevant theory and practice in relation to undertaking educationally based research. It will examine the rationale for use of qualitative or quantitative data in researching education as well as the methods which can be undertaken to collect this data. The module will also ensure that students are fully aware of how to undertake ethical data collection.

### **Module 12: Independent Research Project**

The purpose of this module is to provide an opportunity for you to engage in a small scale independent research project on a topic of your particular interest. The content of the research will be determined by the selection of the topic to be studied and the framing of the hypothesis/research question. This module will allow you to build on and develop your research skills, to implement different research methodology and to undertake small scale research utilising appropriate academic conventions.



## **What are the entry requirements?**

The entry requirements for the award are normally:

- As a major part of the programme requires regular and intensive access to learners it will be a condition of acceptance that you obtain satisfactory enhanced police clearance via the completion off a DBS form
- GCSE qualifications in English and Maths or demonstration of a level 2 competence\*
- Typical UCAS Offer: 96 points
- Have a pass in a Level 3 vocational qualification
- If English is not your first language you will be expected to have achieved an IELTS score of 6.0 or above, with no single skill being below 5.5.

*Advisory notes:*

*\*At interview you will be asked to demonstrate that your current English and maths skills are at level 2.*

## **How is the course assessed?**

It is understandable that some methods of assessment will suit different students in different ways, therefore a range of assessment methods will be used to assess the learning outcomes including written assignments, individual and group presentations, professional dialogue through learning conversations and the use of media such as video, podcasts and blogs.

Formative assessment will underpin all teaching and learning, and enable the tutors to identify potential problems, offer feedback and maximise the effectiveness of the learning process. Reflection, self-evaluation and self-assessment will be an important part of the formative assessment processes. Your engagement with vocational learning is also formatively assessed through presentations of work related learning, developing practical resources and producing reviews of policy and practice.

The generic assessment criteria for each level will be available in your module handbooks.

In the final year you are required to undertake a research project. Some projects will require ethical approval and more guidance is available at Research Ethics on the website.



## **How long does the course take?**

This course will take **three years** of full time study to complete, with college attendance for 2 days per week plus placement hours which vary per year.

## **How much does the course cost?**

The fee for this course is £7,500.

Students accepted onto this programme are generally entitled to a tuition fee loan from Student Finance England. Further information on student finance can be found in the accompanying Student Finance Information booklet or at: [www.gov.uk/studentfinance](http://www.gov.uk/studentfinance). Please note that it is your responsibility to apply for the loan.

Students might also ask their workplace for support in funding this course.

## **Where can I progress to?**

On successful completion, you may wish to progress onto a Masters Degree in a related subject. Many learners completing this course will pursue a career in teaching.

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