

## Course Specification

Course Summary Information		
1	<b>Course Title</b>	Foundation Certificate in Society, Childhood and Education Leading to BA (Hons) Education Studies with Foundation Year
2	<b>Course Code</b>	US1484F
3	<b>Awarding Institution</b>	Birmingham City University
4	<b>Teaching Institution(s)</b> (if different from point 3)	
5	<b>Professional Statutory or Regulatory Body (PSRB) accreditation</b> (if applicable)	

6	Course Description
	<p><b>Overview</b>            Are you interested in teaching, education systems, care or research? Our BA (Hons) in Education Studies will allow you to explore all aspects of education, focusing on subject areas of most interest to you, so that you graduate with a range of career options in what you love to do.</p> <p><b>Foundation Year</b>            The BA (Hons) Education Studies with a Foundation Year course has been specifically designed to support your transition to degree-level study in Education. As a student, you will undertake a foundation year situated at level 3 study, which has been designed as a prelude to your chosen degree course, providing opportunities for you to develop your knowledge, skills and understanding. Your learning journey through your foundation year will provide a secure platform on which you can build throughout your academic career in higher education.</p> <p>As part of the foundation year, you will explore and develop number of essential academic, interpersonal and professional skills that will help you succeed in your future degree level studies.</p> <p>On successful completion of your foundation year, you are guaranteed to progress on to the first year of the BA (Hons) Education Studies degree. If you are interested in progressing on to one of our other Education and Social Work degrees, this will be subject to space available on those courses and on meeting the relevant entry requirements, which may include passing an interview.</p>

7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
7b	Exit Awards and Credits Awarded		
	Foundation Certificate in Society, Childhood and Education	Level 3	120

<b>8</b>	<b>Variation from the University Regulations</b>
	Not applicable

<b>9</b>	<b>Delivery Patterns</b>			
	<b>Mode(s) of Study</b>	<b>Location(s) of Study</b>	<b>Duration of Study</b>	<b>Code(s)</b>
	Full Time	City South	1 year	US1484F

<b>10</b>	<b>Entry Requirements</b>	
	<b>Home:</b>	The admission requirements for this course are stated on the course page of the BCU website at <a href="https://www.bcu.ac.uk">https://www.bcu.ac.uk</a> or may be found by searching for the course entry profile located on the UCAS website.
	<b>EU:</b>	
	<b>International:</b>	
	Access:	

<b>11</b>	<b>Course Aims</b>
1	Pursuing excellence: To establish a clear understanding of the requirements and expectations of academic study in higher education.
2	Practice-led, knowledge applied: To apply your knowledge and understanding to the processes and protocols of studies in higher education, and to begin to recognise their relevance in a range of subject disciplines and related professional context.
3	Interdisciplinarity: To recognise the interrelated nature of subjects and topics across a range of disciplines and their potential impact on related professions.
4	Employability-driven: To provide a foundation upon which knowledge and understanding can be built in preparation for related and relevant employment.
5	Internationalisation: To promote a global understanding of higher education.

<b>12</b>	<b>Course Learning Outcomes</b>
1	Demonstrate a commitment to continuing personal and professional development and career planning.
2	Demonstrate an ability to adapt behaviours in accordance with diverse cultural and individual factors.
3	Conduct yourself in a manner that is consistent with the values of your future profession.
4	Become an autonomous learner, who is confident, adaptable and capable of independent enquiry.
5	Demonstrate a wide range of transferable skills to appropriately prepare for higher levels of study and employment. Such as: communication and literacy; problem solving; presentation skills; independent learning and working; collaboration and teamwork; IT skills; and a reflective approach to learning

<b>13</b>	<b>Course Learning, Teaching and Assessment Strategy</b>
	<p><b>Course Learning and Teaching</b></p> <p>The learning, teaching and assessment strategy reflects the commitment of the course team to deliver high quality teaching and learning experiences that will transform lives and empower students to become independent learners. Our teaching sessions are interactive where students are engaged and active participants who feel confident to ask questions, clarify understanding and to challenge key ideas presented. We know that students learn in a wide range of ways, so</p>

we incorporate different strategies that respond to their needs. The learning approaches that students may expect to engage in, include:

- Workshops
- Seminars
- Lectures
- Tutorials
- Small group work
- Independent study
- Online learning via the virtual learning environment (Moodle)
- Peer discussion and peer learning
- Online lessons

We are committed to supporting students to develop their technological skills to prepare them for future work, so we incorporate technology where possible to facilitate learning and teaching. We offer a blended learning approach which includes both face-to-face teaching, and some online learning to support students in engaging in modules in different ways, which we utilise to meet the needs of our students.

Whilst studying with us, we expect students to become autonomous learners; we will set tasks for them to complete either in preparation for their next session, or as a directed learning task after a session. These tasks are designed to support students in extending their knowledge and understanding of key concepts and we expect full engagement with these. A key part of being an active and engaged learner is attendance in sessions, and therefore attendance is a requirement in all scheduled learning activities. In class, we encourage and expect full participation. We are strongly committed to promoting collaborative learning and in sessions we will work with students to support their developing skills. The team collectively appreciate the varied needs of students and work to ensure all needs are adequately met.

### **Assessment**

Our assessment methods are designed based on the modules offered and in line with practice. We recognise that students respond well when there is a clear connection to their learning and assessment, and we provide support within each module to support students in understanding the assessment tasks and ways that they can be approached. We assess students' knowledge and understanding of the key concepts explored, and we will support them to further develop skills to strengthen graduate attributes. We know that students will need to draw upon a wide range of skills when working in their intended professions, so our assessment methods are designed to help them develop these.

Throughout the course we will offer different assessments that draw on a wide range of written and verbal skills. These may include (but are not limited to):

- Essays
- Posters
- Portfolios
- Projects
- Reflective journals
- Patchwork assessments
- Presentations
- Exams

Support is ongoing in all modules where students can receive formative feedback. In the formative submissions, students will receive feedback from their tutor either verbally (which is recorded) or written to identify strengths and areas of improvement prior to final submissions. Students will be supported by module leaders throughout the modules to ensure they

	<p>understand the assessment. After each summative assignment submission, students will receive written, detailed, and individual 'feedback' to enable them to understand the grade they achieved on the work submitted and 'feedforward' which will provide key points to improve upon for their next submission.</p> <p>All information about the assignments, including the marking criteria is made available to students at the start of each module. Tutors refer to this throughout teaching sessions and will plan for formative teaching opportunities when, for example, students may be asked to peer review other students work or projects, complete self-assessment tasks against learning outcomes, demonstrate current learning and thinking about a particular concept through preparing a short presentation or piece of writing.</p>
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<b>14</b>	<b>Course Requirements</b>
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<b>14a</b>	<p><b>Level 3:</b></p> <p><b>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Module Code</th> <th style="width: 60%;">Module Name</th> <th style="width: 20%;">Credit Value</th> </tr> </thead> <tbody> <tr> <td>HEL3000</td> <td>Academic Skills for Success</td> <td>20 credits</td> </tr> <tr> <td>HEL3010</td> <td>Interpersonal and Communication Skills</td> <td>20 credits</td> </tr> <tr> <td>HEL3003</td> <td>Negotiated Studies</td> <td>20 credits</td> </tr> <tr> <td>HEL3018</td> <td>Equality and the Child</td> <td>20 credits</td> </tr> <tr> <td>HEL3005</td> <td>Policy and Politics</td> <td>20 credits</td> </tr> <tr> <td>HEL3014</td> <td>Foundations of Child Development</td> <td>20 credits</td> </tr> </tbody> </table>	Module Code	Module Name	Credit Value	HEL3000	Academic Skills for Success	20 credits	HEL3010	Interpersonal and Communication Skills	20 credits	HEL3003	Negotiated Studies	20 credits	HEL3018	Equality and the Child	20 credits	HEL3005	Policy and Politics	20 credits	HEL3014	Foundations of Child Development	20 credits
Module Code	Module Name	Credit Value																				
HEL3000	Academic Skills for Success	20 credits																				
HEL3010	Interpersonal and Communication Skills	20 credits																				
HEL3003	Negotiated Studies	20 credits																				
HEL3018	Equality and the Child	20 credits																				
HEL3005	Policy and Politics	20 credits																				
HEL3014	Foundations of Child Development	20 credits																				

<b>14b</b>	<b>Structure Diagram</b>
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**Level 3**

SEMESTER ONE	SEMESTER TWO
HEL3000: Academic Skills for Success (20 credits) HEL3005: Policy and Politics (20 credits) HEL3010: Interpersonal and Communication Skills (20 credits)	HEL3003: Negotiated Studies (20 credits) HEL3014: Foundations of Child Development (20 credits) HEL3018: Equality and the Child (20 credits)

<b>15</b>	<b>Overall Student Workload and Balance of Assessment</b>
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Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

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

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

### Level 3

#### Workload

#### **16% time spent in timetabled teaching and learning activity**

<b>Activity</b>	<b>Number of Hours</b>
Scheduled Learning	196 hours
Directed Learning	180 hours
Private Study	824 hours
<b>Total Hours</b>	1200 hours

#### Balance of Assessment

<b>Assessment Mode</b>	<b>Percentage</b>
Coursework	67%
Exam	0%
In-Person	33%

## Course Specification

Course Summary Information		
1	<b>Course Title</b>	BA (Hons) Education Studies
2	<b>Course Code</b>	US1484
3	<b>Awarding Institution</b>	Birmingham City University
4	<b>Teaching Institution(s)</b> (if different from point 3)	
5	<b>Professional Statutory or Regulatory Body (PSRB) accreditation</b> (if applicable)	Not applicable

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

	university.
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<b>7 Course Awards</b>			
<b>7a</b>	<b>Name of Final Award</b>	<b>Level</b>	<b>Credits Awarded</b>
	Bachelor of Arts with Honours Education Studies	Level 6	360
<b>7b Exit Awards and Credits Awarded</b>			
	Certificate of Higher Education: Education Studies	Level 4	120
	Diploma of Higher Education: Education Studies	Level 5	240
	Bachelor of Arts Education Studies	Level 6	300

<b>8 Variations from the University Regulations</b>	
	Not applicable

<b>9 Delivery Patterns</b>			
<b>Mode(s) of Study</b>	<b>Location(s) of Study</b>	<b>Duration of Study</b>	<b>Code(s)</b>
Full Time	City Centre	3 years	US1484

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

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

<b>12 Course Learning Outcomes</b>	
Knowledge and Understanding	
<b>1</b>	To be able to critically consider the relationship between education and wider society at a local, national, and international level, understanding how educational practices and provision are influenced by factors including politics, legislation, culture and technology.
<b>2</b>	Will have knowledge of the different purposes of education, and can apply this to making distinctions between how education operates in different ways at different stages of life, and in different societal contexts

3	To be able to critically analyse educational policy, and apply this to education in various contexts
4	To be able to critically evaluate theories relevant to education and learning, and apply these theories to a range of real-world educational contexts
5	To demonstrate an awareness of the role of education in ensuring sustainability, applying the knowledge to a variety of contexts
6	Demonstrate knowledge of the factors that contribute to educational and societal inequities and by advocating for social justice and the promotion of education for all members of society
Skills and other attributes	
7	To be able to conceive, develop and investigate research questions using appropriate methods
8	To be an independent and reflective thinker, capable of analysing your own educational value systems and justifying personal positions in relation to a range of educational topics
9	To source and critically analyse information from a range of sources, and confidently apply them to educational discussions
10	To have a range of employability and academic skills in preparation to enter the workforce in a graduate role or to undertake postgraduate study with the aim of making a meaningful contribution to the societal and educational landscape

<b>13</b>	<b>Level Learning Outcomes</b>
	<b><i>Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:</i></b>
1	Identify and discuss the importance of understanding how people learn and consider how this understanding influences educational provision
2	Articulate personal perspectives on a range of educational issues, making links to established ideas and theories
3	Consider and discuss the relationship between education and social justice, paying attention to the complexities of this relationship
4	Demonstrate relevant study skills, including reflective thinking, independent learning and research, information searching and collection, group work skills, IT skills, written and oral communication, problem solving and time planning and management.
	<b><i>Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:</i></b>
5	Recognise the importance of educational policy in influencing educational provision and in turn, discuss the impact of policy on a variety of educational issues.
6	Consider key areas of professional practice for educational careers and reflect on your own progress towards developing in these areas
7	Discuss the role of education in supporting equity, equality, diversity and inclusion for those with differing needs
8	Evaluate a range of research methods and assess the appropriateness of their use and be able to communicate information, ideas, and arguments in a range of academic formats.
	<b><i>Upon completion of 60 credits at Level 6 / the Bachelors Degree, students will be able to:</i></b>
9	Critically discuss the causes of key educational issues, whilst evaluating potential solutions for their suitability
10	Engage in reflective practice to enhance your ongoing learning and development, both professionally and academically
11	Conduct independent research to investigate educational-related issues and be able to communicate findings, information, ideas, problems and solutions to both specialist and non-specialist audiences

<b>14</b>	<b>Course Learning, Teaching and Assessment Strategy</b>
	This learning, teaching and assessment strategy reflects the commitment of the course team to deliver high quality teaching and learning experiences that will change lives and empower you to be both an independent learner and an advocate for change. In line with the ethos of the course

to view education as a powerful force for equity and social justice, our teaching strategy provides for a diverse range of learners, with approaches including:

- Lectures
- Guest speakers
- External visits
- Workshops
- Seminar discussions
- Facilitated small group discussions and debates
- Self-directed group work and projects
- Online learning activities
- Practice learning opportunities in teaching sessions
- Tutorials
- Peer-to-peer learning

We also make use of technology to facilitate online teaching, through use of live online lectures, discussion boards, pre-recorded information, group work in breakout rooms and MS Teams groups and the use of Moodle as a Virtual Learning Environment. The use of blended provision allows us to meet the needs of a diverse range of students with a variety of commitments.

We believe that you learn best when you are an active participant in your learning, and therefore our teaching philosophy is one of collaboration and enquiry. As such, you will be expected to be an active learner, who draws on your own experiences and participates in class activities and discussions, with oftentimes are practical and discursive in nature to allow you the opportunity to investigate topics and issues which interest you. Our aim is to get to know you through our teaching sessions, so that you may develop into a confident, enquiring, reflective and resilient individual who feels comfortable applying knowledge learned in the classroom. A key part of being an active and engaged learner is attendance in sessions, and therefore your attendance is a requirement in all scheduled learning activities.

Private study is an integral part of a degree, and as such, for each module, you will be expected to engage in self-motivated and self-initiated learning, which might include research, reading, making links to wider theories and assessment preparation work. We understand that these skills need development throughout your time at university, and our dedicated level 4 module in Preparing to Study in Higher Education will help to equip you with these independent research and study skills, where a series of carefully selected tasks, linked to your other modules, will help you to become confident in your ability to be an independent learner. The development of these skills will continue throughout your other modules too, with specific tasks from tutors to support this development, as well as input from the Academic Development Department, Library and Careers+ where appropriate.

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

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

- Self-negotiated assessment

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

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

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

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

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

<b>15</b>	<b>Course Requirements</b>
<b>15a</b>	<b>Level 4:</b>  <i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 100 credits):</i>

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

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

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

#### **Level 5:**

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

Module Code	Module Name	Credit Value
EDU5200	Professional Practice, Placement and Safeguarding 1	20
EDU5201	Professional Practice, Placement and Safeguarding 2	20
EDU5196	Education Policy and Reform	20
EDU5151	Inclusion, Diversity and SEND	20
EDU5193	Preparing to Research	20

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

Module Code	Module Name	Credit Value
EDU5195	Alternative Education	20
EDU5198	Investigating and Developing Curriculum	20
EDU5199	Mental Health and Wellbeing	20

#### **Level 6:**

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

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

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

<b>Module Code</b>	<b>Module Name</b>	<b>Credit Value</b>
EDU6313	Global and Comparative Education	20
EDU6315	Principles of Assessment	20
EDU6317	Anti-Racist Practice	20

### **15b Structure Diagram**

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

#### **Level 4**

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

#### **Level 5**

<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
Core EDU5200 – Professional Practice, Placement and Safeguarding 1 (20 credits) EDU5196 – Education Policy and Reform (20 credits)	Core EDU5201 – Professional Practice, Placement and Safeguarding 2 (20 credits) EDU5193 – Preparing to Research (20 credits) EDU5151 – Inclusion, Diversity and SEND (20 credits)
Optional EDU5195 – Alternative Education (20 credits)	Optional

EDU5198 – Investigating and Developing Curriculum (20 credits)	
EDU5199 – Mental Health and Wellbeing (20 credits)	

### Level 6

SEMESTER ONE	SEMESTER TWO
Core EDU6311 – Digital Education (20 credits)	Core EDU6314 – Navigating Transitions (20 credits) EDU6312 – Exploring Contemporary Issues in Education (20 credits)
EDU6303 – Individual Research Project (40 credits)	
Optional EDU6313 – Global and Comparative Education (20 credits) EDU6315 – Principles of Assessment (20 credits) EDU6317 – Anti-Racist Practice (20 credits)	Optional

### 16 Overall Student Workload and Balance of Assessment

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

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

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

### Level 4

#### Workload

#### 20% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	236
Directed Learning	300
Private Study	664
<b>Total Hours</b>	<b>1200</b>

### **Balance of Assessment**

<b>Assessment Mode</b>	<b>Percentage</b>
Coursework	50%
Exam	0%
In-Person	50%

### **Level 5**

#### **Workload**

**16% time spent in timetabled teaching and learning activity**

<b>Activity</b>	<b>Number of Hours</b>
Scheduled Learning	188
Directed Learning	373
Private Study	639
<b>Total Hours</b>	<b>1200</b>

### **Balance of Assessment**

<b>Assessment Mode</b>	<b>Percentage</b>
Coursework	55.55% If Alternative Education is chosen as optional, this changes to 39%
Exam	0%
In-Person	44.45% If Alternative Education is chosen as optional, this changes to 61%

### **Level 6**

#### **Workload**

**18% time spent in timetabled teaching and learning activity**

<b>Activity</b>	<b>Number of Hours</b>
Scheduled Learning	211
Directed Learning	180
Private Study	809
<b>Total Hours</b>	<b>1200</b>

### **Balance of Assessment**

<b>Assessment Mode</b>	<b>Percentage</b>
Coursework	67%
Exam	0%
In-Person	33%