UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	15-May-2026
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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Education and Psychology		
Course Code(s):	ED117J01UW ED117J31UW	Full-time Part-time	3 Years 6 Years
UCAS Code:	XXH3		
Course Title:	BA (Hons) Childhood, Family and Education Studies		
Hierarchy of Awards:	Bachelor of Arts with Honours Childhood, Family and Education Studies Bachelor of Arts Childhood, Family and Education Studies Diploma of Higher Education Childhood, Family and Education Studies Certificate of Higher Education Childhood, Family and Education Studies		
Language of Study:	English		
Date of DAG approval:	14/Sep/2026		
Last Review:			
Course Specification valid from:	2025/6		
Course Specification valid to:			

Academic Staff

Course Leader:	Bethany Sumner
Head of Department:	Dr Christopher Wakeman

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Distinctive Features of the Course:

The Childhood, Family and Education Studies course is all about understanding children and education in a way that feels real and relevant to you. You will explore key factors influencing children and childhood and will examine how education works in practice and can make a difference to people's lives. You will have the freedom to shape your learning around your own interests and future career goals, for example, teaching, or wider professional roles in education such as family support or pastoral support, so you are prepared for employment in a range of diverse roles.

If you are considering becoming a teacher, we offer the guarantee of a Postgraduate Certificate in Education (PGCE) in Primary Education interview upon completion of this degree (providing you are on track to achieve a 2:2 or above and meet the course entry requirements). We offer fantastic next steps into postgraduate study options, whether you want to progress to a Master's degree, train as a secondary or further education teacher, or make a difference through a career in social work.

The delivery of your teaching is interactive with a key focus on student support. We teach in smaller classroom-based student groups, as opposed to larger lecture theatres, to give you a supportive and personalised learning experience, and your teaching staff are committed to developing your confidence and your capability as a professional.

Your teaching team brings a wealth of research expertise and practical experience in education, and working with children and families which means you will learn from people who understand both the theory and the reality of professional practice. They will help you make clear connections between what you study in class and what happens in real-world settings.

From the moment you join the course, you will have access to a wide range of support to help you succeed. Your personal tutor will be your first point of contact for academic advice and wellbeing, and you can book regular check-ins whenever you need them. You will also have access to specialist services for study skills, careers guidance, and mental health support. Our goal is to help you feel confident, engaged, supported, and motivated to achieve your potential.

During the course you will gain practical experience by undertaking placements in a relevant setting. Your first-hand placement experience will help you develop into a resilient, ambitious and goal-orientated professional.

Educational Aims of the Course:

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2021/2	H	Part Time	£3100.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00
2022/3	H	Part Time	£3120.00
2023/4	H	Full Time / Sandwich	£9250.00
2023/4	Overseas	Full Time / Sandwich	£14450.00
2023/4	H	Part Time	£4625
2024/5	H	Full Time / Sandwich	£9250.00
2024/5	Overseas	Full Time / Sandwich	£14950.00
2024/5	H	Part Time	£4625.00
2025/6	H	Full Time / Sandwich	£9535.00
2025/6	Overseas	Full Time / Sandwich	£15995.00
2025/6	H	Part Time	£4768.00
2026/7	H	Full Time / Sandwich	£9790.00
2026/7	Overseas	Full Time / Sandwich	£17600.00
2026/7	H	Part Time	£4895.00

PSRB:

None

Course Structure:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4CF017	Safeguarding and Multi-Agency Perspectives	30	SEM1	Core
4ED015	Education and Social Justice	30	SEM1	Core
4CF018	Shaping Childhood: Social Worlds and Inner Lives	30	SEM2	Core
4ED016	Succeeding at University	30	SEM2	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
5CF018	Young Lives, Parenting and Families	30	SEM1	Core

Option Group 02 | Min Value: 30 | Max Value: 30

Please select one module from the list.

5ED021	The Psychology of Educational Achievements	30	SEM1	Core/Option	Bethany Sumner
5ED020	Contemporary issues in Education	30	SEM1	Core/Option	Aarron Armstrong-Craddock

5ED018	Becoming a Researcher	30	SEM2	Core
5ED019	Professional Development	30	SEM2	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type	
Option Group 01 | Min Value: 30 | Max Value: 30					
Please select one module from the list.					
6ED024	Dissertation	30	SEM2	Core/Option	Aarron Armstrong-Craddock
6ED023	Researching Issues in Education and Inclusion	30	SEM2	Core/Option	Aarron Armstrong-Craddock
6ED022	Education in Challenging Contexts	30	SEM2	Core	
6ED021	Policy and Practice of Learning and Teaching	30	SEM1	Core	
6CF023	Worlds of Childhood: Exploring Global Views and Practices	30	SEM1	Core	

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Regulations Exemption:

4.6 - Exemption in accordance with the standards required for Early Years Teacher Status (granted by the Children's Workforce Development Council). Compensation will not be permitted for the following core module (repeats will be allowed); 4CF017 Safeguarding and Promoting Well-Being

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Apprenticeship Standard

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules

Learning Outcomes	Modules
CERTHE01 Knowing (K1): Demonstrate knowledge of the underlying concepts and principles associated with the study of childhood, families and education.	
CERTHE02 Knowing (K2): Explore sociological, theoretical and practical aspects of childhood and education, linking to a range of contexts.	
CERTHE03 Doing (D1): Examine current issues, challenges, and policies related to childhood, families and education.	
CERTHE04 Doing (D2): Interpret academic sources to develop robust lines of argument in accordance with basic theories and concepts of the study of childhood and education.	
CERTHE05 Being (B1): Communicate accurately and reliably in both verbal and written forms with structured and coherent arguments	
CERTHE06 Being (B2): Demonstrate the ability to select reliable academic sources and critically assess information to identify disinformation and/or elements of bias.	
DIPHE01 Knowing (K1): Demonstrate an informed knowledge and understanding of key concepts, principles and ideas related to the study of childhood, families, and education.	
DIPHE02 Knowing (K2): Apply key theories and concepts to explore the sociological, psychological, philosophical, and political dimensions of childhood and education.	
DIPHE03 Doing (D1): Examine contemporary issues, challenges, and policies which impact children, families and education considering implications for practitioners.	
DIPHE04 Doing (D2): Discuss and evaluate relevant research methods in childhood and education to investigate relevant topics and draw informed conclusions.	
DIPHE05 Being (B1): Communicate ideas effectively using appropriate academic conventions and digital tools, showing consideration for audience and purpose.	
DIPHE06 Being (B2): Demonstrate self-reflection and awareness of own values and inclusive and ethical practice when working with children and families both in and outside of educational contexts.	
BHONSN01 Knowing (K1): Demonstrate a developing knowledge and understanding of key concepts, principles and ideas related to the study of childhood, families, and education.	
BHONSN02 Knowing (K2): Apply key theories and concepts to explore the sociological, psychological, philosophical, and political dimensions of childhood and education.	
BHONSN03 Doing (D1): Examine contemporary issues, challenges, and policies which impact children, families and education considering implications for practitioners.	
BHONSN04 Doing (D2): Discuss and evaluate relevant research methods in childhood and education to investigate relevant topics and draw informed conclusions.	

Learning Outcomes	Modules
BHONSN05 Being (B1): Communicate ideas effectively using appropriate academic conventions and digital tools, showing consideration for audience and purpose.	
BHONSN06 Being (B2): Demonstrate self-reflection and awareness of own values and inclusive and ethical practice when working with children and families both in and outside of educational contexts.	
BHONS01 Knowing (K1): Demonstrate a developing knowledge and understanding of key concepts, principles and ideas related to the study of childhood, families, and education.	
BHONS02 Knowing (K2): Apply key theories and concepts to explore the sociological, psychological, philosophical, and political dimensions of childhood and education.	
BHONS03 Doing (D1): Examine contemporary issues, challenges, and policies which impact children, families and education considering implications for practitioners.	
BHONS04 Doing (D2): Discuss and evaluate relevant research methods in childhood and education to investigate relevant topics and draw informed conclusions.	
BHONS05 Being (B1): Communicate ideas effectively using appropriate academic conventions and digital tools, showing consideration for audience and purpose.	
BHONS06 Being (B2): Demonstrate self-reflection and awareness of own values and inclusive and ethical practice when working with children and families both in and outside of educational contexts.	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

The course is thoughtfully structured to build your confidence by introducing foundational concepts early on, using scaffolded learning that gradually progresses to more complex ideas and skills. You will follow a carefully sequenced curriculum meaning that your modules in your first year of study provide knowledge which will then be built up and revisited in more complex ways throughout the rest of your degree.

Throughout the course you will be supported to develop as an independent learner and will also work collaborative with your peers both in the classroom and via online digital spaces. Online resources, such as tutorials, quizzes, lecture recordings and discussion boards complement in-person sessions, enabling you to revisit key concepts at your own pace.

In the second year of your course the placement module will help you to build links between theoretical perspectives and practical experience, enabling you to apply the knowledge you have developed directly to real world professional contexts. You will develop your knowledge in promoting inclusive practice using a range of strategies which you will be able to apply in your professional practice. We embed a range of guest speakers across the course from a variety of professional contexts including schools, alternative educational provision, family support and early help services. You will also develop your connections to the education and family support sector through “meet the professional events” and employability fairs and you will also benefit from enrichment visits to industry professional events such as the Schools and Academies show in Birmingham.

In-person and online activities are designed to complement each other, offering flexible and inclusive learning experiences through face-to-face taught sessions and online resources. You will be supported in developing academic and digital skills through embedded workshops, guided tasks, and access to tailored resources that prepare you for group work, research, and independent study. The course also promotes digital fluency by embedding the ethical use of digital tools into learning activities and

developing your AI literacy, encouraging you to critically engage with emerging technologies as part of your academic and professional development.

Assessment Methods/Assessments:

This course uses a range of assessments designed to support your learning journey while helping you demonstrate your knowledge, skills, and progress. You will complete assessments in a mix of formats offering varied opportunities for you to demonstrate your strengths. Many of our assessments relate to real-world practices, such as lesson planning, writing safeguarding reports and developing school improvement plans. Importantly, we do not use exams at any point across the course. Your assessments are designed not only to develop your communication skills but also your self-awareness, emotional intelligence and your skills in critical thinking and reflective practice. You will often have autonomy in terms of your assignment topics to allow you to focus on issues most relevant to your areas of interest or future career goals

Throughout the course we place a strong emphasis on assessment support and scaffolding to ensure you feel clear and confident and can achieve your full potential. All modules include a range of assessment support to demystify assessment processes, clarify expectations, and equip you to succeed to the best of your ability. Inclusivity is a core principle in your course, with clear guidance, accessible formats, and support for different learning needs ensuring you can engage meaningfully.

Each module you study includes a formative assessment, which offers a safe and comfortable way for you to get meaningful feedback on your work in progress before your final assessment. Through engaging with formative work, you can refine and strengthen your work in a low-pressure environment where your learning is prioritised over grading, encouraging your continuous progress throughout the course.

Further Information for Student:

The BA (Hons) Childhood, Family and Education Studies is designed to help you to develop the skills, knowledge and confidence to succeed in your studies. The curriculum will be relatable to you through our inclusive approaches to your teaching and learning experience. We value and promote your individual engagement, progression and success as all our staff will recognise and support your unique learning needs. Your first module “Succeeding at University” will develop your academic skills through the lens of exploring contemporary educational issues, supporting you in developing the skills you will need to succeed in your studies. The course team place an emphasis on support, not only in your first year but across your degree, to ensure you have the best chance of success.

You will also be introduced to your personal tutor, who will act as a key point of contact throughout your studies, providing both pastoral and academic support. Your tutor will help you navigate university systems, offer guidance on managing workload, and support your personal wellbeing. They will also assist with academic development by discussing feedback, helping you set goals, and signposting additional resources when needed. Regular meetings ensure that any challenges are addressed promptly, and your progress is monitored in a supportive and proactive way.

Formative assessments are embedded in all your modules and provide you with opportunities to practice and develop your academic skills. These assessments are accompanied by timely, constructive feedback that not only highlights strengths but also identifies areas for improvement, enabling you to build confidence and competence as you progress. We ensure your assessment feedback is supportive and developmental fostering a growth mindset in our students.

In your second year of study, you will be supported to undertake a placement module to help you develop the specialist skills and knowledge you need to be a professional who works with children and families. You will be thoroughly prepared through placement workshops, and guidance on professional expectations and will engage in structured reflection activities and action planning.

We are committed to hearing the voices of our students and your feedback plays an important role in shaping your course experience by providing insights into what is working well for you and what improvements may be helpful. We regularly gather feedback through early module evaluation, end of module evaluations, student forums and informal discussions. This allows us to adapt teaching strategies, resources, and support to best meet your needs.

The University provides a wide range of academic and pastoral support to help you succeed in your

studies and personal development. This includes access to the Library and Skills for Learning service, academic coaching for Level 3 and 4 students, and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students' Union for advocacy, societies, and further peer-led services

Currency:

Education and working with children, young people and families are rapidly changing areas and course content is updated regularly to reflect this. Our curriculum and module content is reviewed each year to ensure it remains relevant and contemporary. You will engage with educational research through your use of academic literature, problem solving tasks, and opportunities to explore work conducted by University of Wolverhampton staff, fostering a strong foundation in research literacy and critical thinking.

All staff within the course team are active researchers and can feed their expertise into their teaching. Staff are members of professional networks such as the British Educational Research Association and the International Education Studies Association and regularly engage with sector conferences and networking events to ensure curricular content is underpinned by emerging primary research in the sector. As students you will be equipped to develop your own academic research skills which will culminate in an independent research project on a topic of your choice in your final year of study.

The curriculum encourages you to think creatively and critically about real-world issues related to childhood and education through applied projects and problem-solving activities. For example, you will examine real life case studies and develop informed solution-focused thinking about how to address practical challenges such as when working with families facing poverty or homelessness, or how best to support children with mental health difficulties.

The University's Graduate Attributes are embedded throughout the course, guiding your development as an adaptable, future-ready graduate equipped to work in a range of educational contexts. Lifelong learning is supported by reflective practice, digital fluency, and opportunities to explore different professional contexts, helping you to prepare for the complexities of your future career.

Personalisation Opportunities:

Childhood, Family and Education Studies provides an academic study of formal and informal contexts of education as well as a framework for understanding aspects of human and social development. You will gain a broad and balanced knowledge and understanding of the principal features of Childhood, Family and Education Studies and engage with key questions concerning the aims, values and outcomes of education and its relationship to society. You will explore issues around risk and resilience for children and youth and consider how social policies and inequality influence the everyday life of children and families

Childhood, Family and Education Studies aims to promote your knowledge and skills of learning, teaching, and education systems. You will actively engage in investigating the cultural, sociological, psychological, and political and language dimensions of teaching and learning in a range of contexts. In addition, this programme will offer a focus on children and young people including issues of empowerment of individuals and groups, social justice, and partnership working to effect change. You will develop personal and professional attributes to become an ethical, respectful, and reflective worker able to sensitively engage with children and young people to encourage them to shape their own lives, often within constrained circumstances.

The course is designed with flexibility in assessments enabling you to tailor your learning to areas that are linked to your personal interests and career aspirations. For example, you can select essay topics, case studies, or research projects that draw on your own experiences or focus on issues that you are passionate about, such as inclusive education, or the impact of adverse childhood experiences.

The course content fosters your autonomy, curiosity and engagement, and independent study opportunities allow you to pursue specialist areas, ensuring that learning feels relevant and meaningful to your own individual career goals. Although you are independent as a learner you are not on your own and will be supported at each step of your student journey by passionate and knowledgeable staff who

really care about your success.

Employability in the Curriculum/Employability and Professional Development:

The course actively supports you in exploring and preparing for diverse career pathways through integrated opportunities such as placements, and industry-linked assessment and projects that connect academic learning with real-world practice. You are guided to build a professional identity through reflective tasks, career-focused modules, and engagement with employers and practitioners. Our curriculum integrates professional best practice for working with children, families, and in education, helping you understand and meet the benchmarks required across the sector. Employability skills are developed through workshops, mock interviews, CV writing sessions, and networking events, alongside regular feedback and opportunities for self-assessment. You will receive academic and career guidance to make informed choices about modules or specialisms that align with your aspirations, helping you shape a clear and confident path toward your future professional goals.

The course is designed to embed employability throughout its structure, enabling you to explore diverse career pathways and prepare for professional roles in education and related sectors. Opportunities for real-world engagement are integrated through professional placements and industry-linked assignments. For example, in your second year of study the placement module allows you to develop practical experience in a professional setting. Furthermore, modules like Policy and Practice in Learning and Teaching and Contemporary Issues in Education require you to design lesson plans and create innovative solutions to contemporary educational challenges, ensuring that you can apply theoretical knowledge to practical contexts. Global perspectives on children and childhood are integrated into the course, developing your knowledge as a global citizen and broadening your understanding of career opportunities in diverse settings. You will also study modules related to family support, examining how social factors and policy influence the lives of children and families.

You will be supported in developing a professional identity throughout the course. Reflective practice is embedded across the curriculum, enabling you to evaluate your strengths, values, and aspirations, and connect these to their career ambitions. Autonomy in assignments and research topics allow you to tailor your learning to your career interests, supported by structured guidance and reflective activities that link academic development to your own career goals.

Ethical and inclusive practice is emphasised across the course with a specific focus on challenging inequality in when working with children and families. Digital fluency and responsible use of AI are also embedded, ensuring you can meet contemporary industry standards for technology use, such as by utilising AI for generating lesson plans and teaching and learning activities.

The course provides you with the knowledge and skills to work in a range of roles with children and families, both in and outside of educational settings. If you are considering becoming a teacher, we offer the guarantee of a Postgraduate Certificate in Education (PGCE) in Primary Education interview upon completion of this degree (providing you are on track to achieve a 2:2 or above and meet the course entry requirements). We offer next steps into a range of postgraduate study options, whether you want to progress to a Master’s degree, train as a secondary or further education teacher, or make a difference through a career in social work.