

Programme Specification: BA (Hons) Education Studies

1. Programme title	BA (Hons) Education Studies
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Programme accredited by	N/A
5. Final qualification	BA (Hons)
6. Academic year	2020/2021
7. Language of study	English
8. Mode of study	Full-time or part-time

9. Criteria for admission to the programme

Normal admission requirements are 96 UCAS points or equivalent at A Level or Vocational Courses or the completion of an Access to Higher Education or Teaching course plus GCSEs English Language and Maths minimum Grade 4 (or C if taken before 2017) or equivalent. Special arrangements can be made for the admission of some mature students who do not have these qualifications. Such applicants may contact the programme leader for advice on admission.

Applicants for whom English is not a first language should have an IELTS grade of 6 with at least 5.5 in each element.

10. Aims of the programme

The programme aims to:

- Increase all participants' competence and independence as learners, and aid understanding of their own learning styles. Further more to develop students' transferable skills.

- Encourage students to draw on a range of intellectual resources, academic disciplines and theoretical perspectives to illuminate their understanding of education in relevant contexts.
- Encourage students to engage with fundamental questions concerning the aims, values, policies and practices of education and its relationship to the social context and society.
- Provide a flexible and changing curriculum that engages with current research issues and debates in education.
- Develop in students the ability to construct and sustain a reasoned argument about a wide range of educational issues in a clear and coherent manner by engaging critically with evidence.
- Aid students in applying theory to practice and prepare them to engage in a range of educational settings.

11. Programme outcomes	
<p>A. Knowledge and understanding</p> <p>On completion of this programme the successful student will have knowledge and understanding of :</p> <p>A1. Current and historical ideologies, philosophies and political ideas, and their influence on education and educators.</p> <p>A2. The diversity, complexity and changing nature of education, and the relationship with society.</p> <p>A3. The main theories and research evidence governing the cognitive, social, emotional and physical development, and well-being.</p>	<p>Teaching/learning methods</p> <p>Education Studies students follow the university and school learning and teaching strategies. The subject intends to enhance practice and improve the learning experience of the student and move them as learners from dependence to independence. This is achieved by initial support in Level 4 and gradually developing the skills to working independently at Level 6 with the completion of a small piece of research. A wide variety of teaching and learning methods including lectures, seminar activities and presentations with both individual and group learning. Students are introduced to research methodology to give them the requisite understanding</p>

<p>A4. The processes of learning and their impact on individuals and educational practices.</p> <p>A5. Relevant research and research methods used in the field of education.</p> <p>A6. Current practice, procedures and professional requirements of those working in educational settings.</p>	<p>to carry out independent research. Application of knowledge and skills to work experience will be encouraged throughout the course.</p> <p>Assessment Method Students' knowledge and understanding is assessed in a variety of ways according to the expected learning outcomes for each module. Modes of assessment are linked to the learning outcomes. Learning outcomes are detailed in the module narratives in the programme handbook, which can be viewed on the university's intranet. Modes of assessment that measure knowledge and understanding include essays, reports, portfolios, reflective journals, group and individual presentations, dissertations and peer assessment.</p>
<p>B. Cognitive (thinking) skills On completion of this programme the successful student will be able to:</p> <p>B1. Identify and reflect on potential connections and discontinuities between education theory, policy and practice.</p> <p>B2. Critically analyse and challenge received views, concepts and theories of</p>	<p>Teaching/learning methods Students develop their cognitive skills through application and critical evaluation of ideas from their reading, seminars and small group discussion; group and individual project work; reflective practice through journals, essays, reports and presentations.</p>

<p>education and show a willingness to accommodate new ideas.</p> <p>B3. Reflect on their own learning processes in relation to learning theories.</p> <p>B4. Demonstrate an understanding of the limitations of theory and research.</p> <p>B5. Construct a reasoned argument based on sound theory and be able to substantiate independent points of view.</p> <p>B6. Carry out a piece of independent individual empirical research based in an educational setting, analyse field work findings against literature based information and make recommendations for future action.</p>	<p>Assessment Method Students' cognitive skills are assessed by exam papers, essays, reports, reflective journals and a research project, and individual and group presentations.</p>
<p>C. Practical skills On completion of the programme the successful student will be able to:</p> <p>C1. Present ideas precisely and convincingly in a variety of written formats.</p> <p>C2. Communicate effectively orally for a range of purposes.</p>	<p>Teaching/learning methods Practical skills are taught, learnt and experienced through participatory seminars and workshops, assignments, work experience and research projects.</p> <p>Assessment Method</p>

<p>C3. Use ICT resources effectively for communicating, researching and producing materials.</p> <p>C4 Participate and contribute to groups in a variety of learning situations.</p> <p>C5. Engage effectively in problem solving.</p> <p>C6. Apply research skills such as observation and interviewing in real life situations.</p>	<p>Written and practical tasks, such as essays, presentations, group assignments, work experience projects and individual projects. The dissertation is the culmination of students' ability to demonstrate their independent and problem solving skills.</p> <p>inmanagement of the presentation of work, projects and problem solving skills.</p>
<p>D. Graduate Skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>D1. Identify strengths and weaknesses in learning effectiveness and map these to personal and career development and aspirations.</p> <p>D2. Use knowledge of learning theories and styles to identify suitable learning opportunities, to enhance their own learning.</p> <p>D3. Organise own learning and demonstrate increasing levels of autonomy</p> <p>D4. Work as a team member, collaborate, plan and fulfil agreed responsibilities.</p> <p>D5. Use resources and time effectively.</p>	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through learning and rehearsing key skills within all Level 4 modules, thereafter skills are nurtured and developed throughout the programme.</p> <p>Assessment method</p> <p>Students' graduate skills are assessed in formative and summative assignments developmentally across the levels.</p>

<p>D6. Learn independently in familiar and unfamiliar situations with open mindedness and in the spirit of critical enquiry.</p> <p>D7 Interpret and use data.</p>	
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12. Programme structure

12. 1 Overall structure of the programme

The programme is studied over three years full time with the completion of four modules per academic year or studied on a part-time basis with the completion of up to three modules per year (in 4-6 years). The year-long modules consist of twenty-two teaching weeks, two study weeks and three weeks of assessment by examination and/or submission of course work assignments.

Each module consists of a total of 300 hours of study time which is sub-divided into contact time with tutors (sometimes on-line) with self-paced learning materials and non-contact (self-directed / independent) learning time. Each module is designated as Level 4, 5 or 6 equating to the stage of study reached and representing progression in the demand and nature of the expected learning outcomes year on year. To gain a BA Hons, students must acquire 360 credits.

Students on the programme are following Education Studies as a single honours degree. They follow 4 compulsory modules in Year 1; in Year 2 they study 2 compulsory modules and 2 optional modules and in Year 3 students study a compulsory dissertation (EDU3294) plus 3 optional modules.

Discontinuation of the programme will mean the academic exit award made will reflect academic credit achieved, but have a non-professional title of:

Cert HE Education Studies (minimum 120 credits)

Dip HE Education Studies (minimum 240 credits)

BA Education Studies (Ordinary – minimum 300 credits)

In some cases, the awards may be in 'Combined Studies'.

12.2 Levels and modules		
Level 4 (1)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: EDU1201 Historical, Sociological and Political Perspectives on Education EDU1202 Approaches to Learning EDU1203 Early Childhood Development EDU1305 Key thinkers in Philosophy of Education	None	Students must pass all of the modules to continue on this award.

Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take the following:</p> <p>EDU2201 Researching Lives: Social Investigation in the Contemporary World</p> <p>EDU2205 Equality, Diversity and Inclusion</p>	<p>Students must also choose two of the following:</p> <p>EDU2303 Comparative Education</p> <p>EDU2304 Curriculum Studies</p> <p>EDU2308 Education and the Social World</p> <p>EDU2309 Insights into Play</p> <p>EDU2210 Professional Practice and Leadership in Educational Contexts</p>	<p>Students must pass the compulsory modules and in addition must achieve 90 credits at Level 5 to continue on this award.</p> <p>Students will need to make up the outstanding 30 credits at a later point either by re-taking the module or alternative module.</p>
Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

<p>Students must take one of the following:</p> <p>EDU3294 Dissertation Module for Education studies (Pre-requisite EDU2201)</p>	<p>Students must also choose THREE from the following:</p> <p>EDU3202 Special Educational Needs, Disability and Inclusion</p> <p>EDU3304 Children's Literature</p> <p>EDU3307 The Social and Emotional Aspects of Teaching & Learning</p> <p>EDU3208 Being Young: Issues and Perspectives in Youth Studies</p> <p>EDU3309 The Child in Context: the Influence of Socio-Cultural Factors on Development</p> <p>EDU3310 Children's Rights and Self Determination: Theory into Practice</p> <p>EDU3211 Creativity and the Arts in Education</p> <p>EDU3212 The Digital Child: Childhood in</p>	<p>Students must pass all the modules to gain the award</p>
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	the Contemporary Meida Landscape	
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12.3 Non-compensatable modules

Module level	Module code
	<i>Modules are compensatable, except for the core modules</i>

13. Curriculum map

See attached.

14. Information about assessment regulations

The assessment and progression rules are those that apply under the University regulations. All EDU modules provide 30 credits. Modules may be assessed by examination, coursework or a combination of the two. Assessment criteria are provided in each module narrative. Students who fail an assignment have one chance to resubmit the coursework or resit the examination. The final degree classification for students following the three year BA programme is based on grades received in Levels 5 & 6.

15. Placement opportunities, requirements and support (if applicable)

Over the three years, it is strongly recommended that students gain paid or voluntary work experience in an educational setting, including early years settings.

A number of modules require students to relate theory to practice (see for example notes on module narratives: EDU1203, EDU2304, EDU2210 and EDU3294). All students are offered support with DBS application through the employability office.

A number of students may be working in early years' settings and schools. However, during the course some may choose to work in, for example, learning centres, special schools, museums etc. The timetable is arranged to permit students to participate in a work

setting for at least 1 day a week during the University academic year. There is also the opportunity to find related work-experiences during the summer in, for example, private nurseries and summer camps. Students should not carry out work experience in an organisation which does not comply with legal health and safety requirements. Tutors will support students in taking up work experience, where appropriate, with information and references. All students will be expected to go through the DBS clearance process upon joining the University. Work experience is further supported across the University by the Employability Office but students will be expected to be proactive in this regard.

16. Future careers (if applicable)

Students receive input on career progression at Level 4 – 6. Advice on progressing to EYITT and Schools Direct can be obtained from relevant tutors or other staff in the school. Students develop graduate skills throughout the programme and work-orientated modules give students the opportunity of working in an environment they may consider as a career possibility.

17. Particular support for learning (if applicable)

Students attend an induction programme and receive a programme handbook providing a strong base for a successful start to their studies. It is the intention to make the course more inclusive and flexible, many aspects are already provided online, including some recorded lectures, e-textbooks, online assessment guidance and feedback, as standard. This means that the course is well-positioned for providing an engaging learning experience from Autumn 2020.

At the start of each module, students are provided with a module introduction and supporting materials by the Module Leader or seminar tutor. For the first term, students will be taught through a mixture of online face to face sessions, recorded lectures and interactive seminars, where it will be possible to discuss key topics

with academic staff and other students, in smaller groups. Students are encouraged to participate and support each other in these live sessions, to get to know their peers and get the full experience of a university seminar. Seminar tutors are on hand in these sessions to clarify ideas, and discuss assessment requirements. In addition to this tutors are available during office hours for booked online tutorials. Dissertations are supported by personal supervision by a named tutor.

Learning will be supported with a range of other resources and activities, presented on Myunihub, encouraging self-paced and independent learning before, during and after sessions. The Level 4 modules introduce students to the study skills required by successful graduates and these are developed throughout the course. There is also the opportunity for one-to-one support time with a personal tutor. The library staff can help identify a range of on-line books and resources, relevant to learning and assessment of each of the modules. Within the department Graduate Academic Assistants and Student Learning Assistants provide further online guidance and support.

The University provides a central support system for students – The Progression and Support Team can be contacted regarding general attendance, achievement and progression issues, and The Learning Enhancement Team (LET), currently online which provides extra support for students who require help with areas such as essay writing. Students with disabilities will receive online support from central university services and their learning will be supported by the provision, where possible, of materials in a suitable format. There is also online welfare support through Student Services. Once it is safe to do so, some sessions, support and services will be available on the campus for those students who are able or willing to attend in person. Staff will stay connected with student, updating them on any changes to delivery.

18. JACS code (or other relevant coding system)	X300
19. Relevant QAA subject benchmark group(s)	Education Studies

20. Reference points

- The QAA FHEQ Education Studies Benchmarks
- University's Regulations
- University's Learning and Teaching Strategy
- National Qualifications Framework
- SEEC level descriptors

21. Other information

The programme is available for full-time and part-time study.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the University Regulations.

