

Middlesex University

**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	2015 / 16
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 240 – 260 points at A Level or the completion of an Access to Higher Education or Teaching course plus GCSEs English Language and Maths Grade A-C 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 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>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>Teaching/learning methods 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 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</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>received views, concepts and theories of 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>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. C6. Apply research skills such as observation and interviewing in real life situations.</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 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. Inmanagement of the presentation of work, projects and problem solving skills.</p>
<p>D. Graduate Skills 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>Teaching/learning methods 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>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>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>	<p>Assessment method Students' graduate skills are assessed in formative and summative assignments developmentally across the levels.</p>
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12. Programme structure

12. 1 Overall structure of the programme

The programme is studied over three years full time or studied on a part time basis. The year-long modules consist of twenty two teaching weeks plus two study weeks and three weeks of assessment by examination and submission of course work material at the end of the year. Full time students study four modules per year, and part-time students can study up to three modules per year.

Each module consists of a total of 300 hours of study time which is sub-divided into contact time and non-contact (self-directed) 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. Students have to follow compulsory modules which make the core of the programme, and can then choose from optional modules to complete their credit accumulation (see diagram). To receive the award of BA Hons. a student must be successful in 360 credits of study.

Students on this Single Honours route must complete a dissertation module. In year 2, students study two compulsory modules plus two optional modules. In year 3, students study a dissertation module which offers a research-only or a research and professional practice option (EDU3294), plus three 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: Primary and Secondary Education</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. Students will need to make up the outstanding 30 credits at a later point either by re-taking the module or taking relevant summer school modules.</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>Students must pass all the modules to gain the award</p>

12.3 Non-compensatable modules

Module level	Module code
	<i>No modules are compensatable</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)

It is strongly recommended that students gain work experience in an educational setting. This is to enable them to relate theory to practice (see 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 placements are further supported across the University by the Employability Office but 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 ECH ITT, PGCE or the School Direct can be obtained from relevant tutors or other staff in the school. Students develop graduate skills throughout the programme and the dissertation module gives students the possibility 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 course handbook. The Level 4 modules introduce students to the study skills required by successful graduates and these are developed throughout the course. Students are provided with a module

introduction and supporting materials by individual tutors. Seminars are run using group work and discussion and all students are encouraged to participate and support each other. Seminar tutors are on hand to clarify ideas and assessment requirements. In addition to this tutors are available during office hours for booked tutorials. Dissertations are supported by personal supervision by a named tutor. Within the department Graduate Academic Assistants and Student Learning Assistants provide further guidance and support. The Student Academic Achievement team can be contacted regarding general attendance, achievement and progression issues. The University has a central support system for students – Learning Development Unit (LDU) which provides extra support for students who require help with areas such as essay writing. Students with disabilities will receive support from central university services and their learning will be supported by the provision, where possible, of materials in a suitable format.

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

20. Reference points
<ul style="list-style-type: none">• 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.

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Curriculum Map for Programme Outcomes

Module Title	Module Code by Level	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	D 7
Historical, Sociological and Political Perspectives on Education	EDU1201	X			X	X	X	X	X		X	X		X		X	X					X		X	X	
Approaches to Learning	EDU1202	X		X	X		X			X	X	X		X						X	X					
Early Childhood Development	EDU1203	X		X	X	X					X		X	X				X								
Key Thinkers in Philosophy of Education	EDU1205	X	X									X		X			X									
Researching Lives: Social Investigation in the Contemporary World	EDU2201		X			X				X	X		X	X	X	X	X	X	X			X	X	X	X	X
Comparative Education	EDU2303	X		X							X	X														
Curriculum Studies: Primary and Secondary Education	EDU2304	X			X		X			X							X									

Equality, Diversity and Inclusion	EDU2205	X		X	X		X				X	X		X						X				
Education and The Social World	EDU2308	X		X			X	X		X	X		X	X	X	X	X			X		X	X	
Insights into Play	EDU2309	X	X	X		X		X	X		X	X		X	X		X			X		X	X	
Professional Practice and Leadership in Educational Contexts	EDU2210				X					X				X					X					
Special Education Needs, Disability and Inclusion	EDU3202	X	X		X					X														
Children's Literature	EDU3304				X					X			X											
The Social and Emotional Aspects of Teaching and Learning	EDU3307	X		X					X	X	X		X			X								
Being Young: Issues and Perspectives in Youth Studies	EDU3208		X							X	X		X			X								
The Child in Context: the Influence of Socio-Cultural Factors on Development	EDU3309		X	X		X				X	X					X						X	X	X

