

COURSE SPECIFICATION

Course Aim and Title	BA (Hons) Education Studies
Intermediate Awards Available	Cert HE, Dip HE, BA
Teaching Institution(s)	University of East London
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Cass
UCAS Code	X300
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	Education Studies 2015
Additional Versions of this Course	BA (Hons) Education Studies (On line Learning)
Date Specification Last Updated	March 2019

Course Aims and Learning Outcomes

The BA (Hons) Education Studies course is a challenging and highly rewarding course with a set of modules that together provide a fascinating journey through the diverse areas of education – philosophy, psychology, sociology, policy, special needs, multiculturalism and language

This course is designed to give you the opportunity to:

- Develop an understanding of the nature of education systems in the UK and elsewhere
- Analyse concepts related to learning, education and pedagogy.
- Develop professional skills and networks

What you will learn:

Knowledge

- Examine key concepts related to learning, education and pedagogy.
- Analyse differences between systems of education
- Critique the purposes of education

Thinking skills

- Critical thinking skills regarding the construction of arguments concerning educational issues

- Plan, manage and reflect on their own learning and progression in acquiring graduate attributes appropriate for entry to teacher training or other education careers

Subject-Based Practical skills

- Communicate appropriately and effectively in a range of modes and media
- Relate appropriate theory to education
- Demonstrate understanding of research methodology by applying this knowledge to undertake a small-scale research project
- Development of pedagogical skills

Skills for life and work (general skills)

- Developing professional capacities

Learning and Teaching

Teaching and learning strategies within the Education Studies courses expect students to be active learners. Strategies vary depending upon the type of module and the learning outcomes for the module.

Knowledge is developed through

- Lectures
- Seminars
- Workshops and practical sessions
- Online discussions and activities
- Research projects and group work
- Individual reading
- Research seminars organised by staff in the School of Education

Thinking skills are developed through

- Analysing and applying theory through course work and examination preparation
- Discussing key theoretical issues raised in lectures and readings
- Group activities in class sessions
- Keeping of learning/reflective logs and journals

Practical skills are developed through

- Undertaking tasks in seminars and workshops
- Group work
- Individual research projects and observations

Skills for life and work (general skills) are developed through

- Group work which enables skills in planning, negotiation, working with others to develop
- Individual work which requires learner strategies in planning, reflecting, time management, meeting deadlines
- ICT skills

Assessment

Knowledge is assessed by

- Coursework assignments
- Examinations
- Self-reflective assignments
- Presentations
- Individual tutorials

Thinking skills are assessed by

- Coursework assignments
- Examinations
- Presentations
- Project Work
- Participation in sessions

Practical skills are assessed by

- Group and individual presentations
- Portfolio completion
- Dissertation

Skills for life and work (general skills) are assessed by

- Report writing
- Working in groups
- Independent work

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

Work or Study Placements

Fieldwork offers students the opportunity not only to widen their experiences, but also to reflect on their practice and the practice of others. During the degree Course there will be several opportunities to observe within fieldwork settings. There may also be the opportunity for students to undertake some of their studies abroad, and in levels five and six there is the opportunity to engage in assessed volunteer work. These volunteering and work place experiences are supported and the UEL Volunteering Hub; <https://volunteering.uel.ac.uk/vk/volunteers/index.htm>

Course Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
4	ED4066	Mental Wealth: Academic and Professional Skills for Life 1.	20	Core	Y
4	ED4064	Exploring Social Worlds	20	Core	Y
4	ED4068	Key Principles for Inclusion and Diversity	20	Core	Y
4	ED4062	Emerging Research Communities	20	Core	Y
4	ED4067	Philosophy of Education	20	Core	Y
4	ED4069	Sociology of Education	20	Core	Y
5	ED5076	Mental Wealth: Academic and	20	Core	Y

		Professional Skills for Life 2.			
5	ED5077	Contemporary issues in Education	20	Core	Y
5	ED5078	Identity and Social Justice	20	Core	Y
5	ED5079	Building Research Communities	20	Core	Y
5	ED5080	Ideology, Politics, and Policy in Education	20	Core	Y
5	ED5081	Education Practice	20	Core	Y
6	ED6065	Mental Wealth: Academic and Professional Skills for Life 3.	20	Core	Y
6	ED6076	Critical and global perspectives on education	20	Core	Y
6	ED6078	Language, Pedagogy and Cultural Diversity	20	Core	Y
6	ED6079	Volunteering	20	Core	Y
6	ED6088	Replaced by Independent Research Project	40	Core	Y

Additional detail about the course module structure:

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional

module for a course is a module selected from a range of modules available on the course.

The overall credit-rating of this course is 360 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

N/A

Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The expected duration of this course is three years full-time or six years part-time.

A student cannot normally continue study on a course after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a course in part time mode is 7 years from first enrolment.

Further Information

More information about this course is available from:

- The UEL web site (www.uel.ac.uk)
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

There may be some additional travel costs when studying particular modules which require field trips, observations of learning in the community or volunteering. The

costs here would be for the travel to and from the non-university setting. Details of these as advertised well in advance in lectures and via the Virtual Learning Environment.

DBS may be required

Alternative Locations of Delivery

N/A