UNIVERSITY OF EAST LONDON

UNDERGRADUATE PROGRAMME SPECIFICATION
BA (Hons) Education Studies (On line Learning)

<table>
<thead>
<tr>
<th>Final award</th>
<th>BA (Hons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate awards available</td>
<td>Cert HE, Dip HE</td>
</tr>
<tr>
<td>Mode of delivery</td>
<td>Distance learning.</td>
</tr>
<tr>
<td>UCAS code</td>
<td></td>
</tr>
<tr>
<td>Details of professional body accreditation</td>
<td>N/A.</td>
</tr>
<tr>
<td>Relevant QAA Benchmark statements</td>
<td>Education Studies 2015</td>
</tr>
<tr>
<td>UEL Academic School</td>
<td>Cass School of Education and Communities</td>
</tr>
<tr>
<td>Date specification last updated</td>
<td>May2016</td>
</tr>
</tbody>
</table>

Alternative locations for studying this programme

This programme is available on campus at UEL or via on line learning only.
The summary - UCAS programme profile

ENTRY REQUIREMENTS

<table>
<thead>
<tr>
<th>280 UCAS tariff points or equivalent</th>
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<tbody>
<tr>
<td>If you are entering from school or college the basic entry requirement is usually a minimum of two A2 subjects, (or equivalent e.g. Baccalaureate, Irish Highers, GNVQ or BTEC awards) and five GCSEs at Grade C. You must have at least grade C in GCSE English, or equivalent. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes. For all programmes we welcome mature students who may not have formal qualifications. Their prior learning and experience will be taken into account as will their attendance at a recognised Access to Higher Education or Access to a Teaching programme. The university of East London actively promotes and celebrates equality and diversity and positively welcomes applicants regardless of race, gender, disability, sexuality, religion or social class. Students may be admitted through Accreditations of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes</td>
</tr>
</tbody>
</table>

| In the case of applicants whose first language is not English, the University’s English Language requirements as detailed on the website at time of the application must be met - see http://www.uel.ac.uk/international/application/english-language-requirements/ |
| Applicants whose first language is not English, will need to have an overall IELTS score of 5.5 with a minimum of 5.5 in Reading, Writing, Listening and Speaking (or a UEL recognised equivalent). |

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

Technical requirements

To participate in the programme you need:

1. Regular access to a PC or Mac capable of running standard MS Office software (or equivalent) for producing word-processed documents, spreadsheets and presentations. Your PC must be capable of running the required plug-ins for the Virtual Learning Environment (Adobe Flash player, Adobe PDF Viewer, Apple QuickTime).
2. Reliable internet access; broadband is highly recommended. For each module that you take, you will be expected to spend approximately 3-6 hours online per week, participating in discussions and accessing resources.
3. The latest version of your chosen Internet browser.
### ABOUT THE PROGRAMME

**What is Education Studies?**

From primary education, through secondary to higher and adult education, this programme investigates contemporary educational issues in lively and exciting ways. Exploring issues such as political ideologies and their influence on education policy, faith schools, multiculturalism, sociology, psychology and the philosophy of education, you will gain an insight into current debates in education. External speakers and a range of stimulating teaching and learning strategies make up the Education Studies programme experience. Education Studies is an up to date and relevant degree for anyone who is interested in pursuing a career in teaching or related fields. Graduates in Education Studies will find themselves prepared to advance their professional skills in terms of progression to initial teacher training programmes. The programme is also relevant for those interested in educational administration or educational support.

**Education Studies at UEL**

Key features of this programme include:
- A credit based programme leading towards an honours degree.
- Available full-time and part-time
- No compulsory requirement to attend classes
- The freedom to continue working while pursuing your studies.
- Academic support from a subject specialist tutor
- An opportunity for students from a wide range of countries and varied educational contexts to interact and exchange ideas.

**Programme structure**

The BA (Hons) Education Studies can be taken full or part-time.

**Learning environment**

Distance learning on this course is supported by our Virtual Learning Environment (VLE), Moodle.

We'll provide you with introductory materials on the use of our VLE, while your module leader/tutor will contact you at the beginning of each module to give you basic information and check for questions.

Each module has a site in Moodle structured around a sequence of weekly topics. These topics contain a lecture – typically, a series of slides and accompanied audio recordings or interactive online materials – supported by guidance on key learning outcomes, self-assessment questions and links to core and additional readings.
This approach encourages deep learning through constructive and critical reflection on a range of theoretical, practical and research issues.

You can evaluate your progress through the self-assessment questions, while our assessments of you give you the opportunity to practice skills and consolidate your learning.

Online discussion forums allow you to communicate with your fellow students and resolves issues related to your studies, while the module tutor will communicate with you individually and as a group via this method.

During your studies you’ll be supported by our team of module leaders and tutors who will offer academic support, guidance and encouragement. You may not be physically present on campus but we’ll treat you as if you were.

**Assessment**

All modules are assessed using various methods, which are chosen as the most appropriate to demonstrate the learning outcomes for each module. Some modules are assessed by means of coursework only. Coursework can take such forms as essays, reports, class presentations, learning journals and book reviews. Regular formative assessment tasks will provide the opportunity for you to monitor your own understanding and engagement, prior to the final assessment activity.

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

**Work experience/placement opportunities**

During the degree programme 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.

**Project work**

At Level six students are expected to carry out an empirical research project on a topic relevant to the field of Education Studies, this is a core module (ED6015). Students are supported through tutorial and seminar sessions throughout the module thus developing research skills, which are valuable in both understanding, and evaluating published research and empowering students to become researchers themselves.

In addition, students are involved in a number of collaborative projects throughout the degree which benefit them by developing project management, time management and interpersonal team work skills.

**Added value**

Education Studies is an interesting multi-disciplinary field of study providing wide options in employment and postgraduate study. The programme will help students develop both a reflective approach to Education Studies as well as critical thinking skills which are transferable to the workplace. Prepared for a range of professions and occupations, our recent graduates have obtained employment in a diverse selection of fields.
IS THIS THE PROGRAMME FOR ME?

If you are interested in ......

| Developing a knowledge and understanding of sociological, philosophical and psychological and policy issues in education |
| Exploring how the education system develops and changes |
| Learning theories and personal development |

If you enjoy....

| An intellectual challenge |
| Working in groups and collaborative learning |
| Using theory to inform practical application in the workplace |
| Carrying out independent research |

If you want....

| To build a portfolio of skills, knowledge and experience which will be of benefit in terms of applying for careers in education |
| To develop professional skills and a personal development portfolio |
| To build the foundations of a successful career in teaching, education and related fields |

Your future career

Successful completion of the BA (Hons) Education Studies degree programme will enable you to apply for an appropriate teacher training programme (e.g. a PGCE or School Direct) if desired. Teachers with this degree may choose to teach in mainstream inclusive schools or in special schools and more unusual settings like environmental education centres. Some of our graduates have gone on to pursue careers in research, academia, journalism started up their own charities or embarked on a career abroad.

How we support you

On enrolment, you will be provided with introductory materials on the use of the UEL Virtual Learning Environment (VLE).

The induction week of the module study guide includes most of the information that you require regarding VLE access, the other facilities available to you, and the various sources of support. Your module leader/tutor will contact you at the beginning of each module to provide basic information and check if you have any questions. The module leader/tutor will post a welcome message for you on the VLE advising you where and how to start your study, how you can contact your tutor, and how to find other information about the module including assessments.
During your studies, you will be supported by our team of module leaders and tutors who will offer academic support, guidance and encouragement. Our administrators can offer support on module registration, examination arrangements, payment, and other general queries.

The programme fully implements our Skills Curriculum, which will provide you with additional support in your study habits and in being an effective distance learner.

We also provide useful advice and information on our VLE.

Programme aims and learning outcomes

What is this programme designed to achieve?  
This programme 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.  
- Become a skilful and adaptable graduate.  
- Be part of University of East London’s commitment to widening access to higher education

What will you learn?

<table>
<thead>
<tr>
<th>Knowledge</th>
<th></th>
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</table>
| • Examine key concepts related to learning, education and pedagogy.  
• Analyse differences between systems of education  
• Critique the purposes of education |  |

<table>
<thead>
<tr>
<th>Thinking skills</th>
<th></th>
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</thead>
</table>
| • 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 early education careers |  |

<table>
<thead>
<tr>
<th>Subject-Based Practical skills</th>
<th></th>
</tr>
</thead>
</table>
| • 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 |  |

<table>
<thead>
<tr>
<th>Skills for life and work (general skills)</th>
<th></th>
</tr>
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</table>
| • Developing professional capacities  
• Demonstrate autonomy, self-reliance, teamwork and leadership.  
• Develop transferable graduate skills in communication and interpersonal relationships |  |
The programme structure

Introduction

All programmes 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 programme
4 equivalent in standard to the first year of a full-time undergraduate degree programme
5 equivalent in standard to the second year of a full-time undergraduate degree programme
6 equivalent in standard to the third year of a full-time undergraduate degree programme
7 equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 360 credits.

Typical duration

The expected duration of this programme is 3 years full-time or 6 years part-time.

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. A student cannot normally continue study on a programme after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a programme in part time mode is 8 years from first enrolment.

How the teaching year is divided

The teaching year begins in September and ends in June

A typical student, in full-time attendance mode of study, will register for 120 credits in an academic year. A student in a part-time mode of study may register for up to 90 credits in any academic year.
What you will study when

A student registered in a full-time attendance mode will take 120 credits per year. Typically this will be comprised of four 30 credit modules. The exact number may differ if the programme is comprised of 15, 45 or 60 credits modules. An honours degree student will complete modules totalling 120 credits at level four, modules totalling 120 credits at level five and modules totalling 120 credits at level six.

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Distance learning</th>
<th>Credits</th>
<th>Status*</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>ED4005</td>
<td>Sociology of Education</td>
<td>Y</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>4</td>
<td>ED4006</td>
<td>Philosophy of Education</td>
<td>Y</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>4</td>
<td>ED4007</td>
<td>Education and Psychology</td>
<td>Y</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>4</td>
<td>ED4008</td>
<td>The Language of multilingual communities</td>
<td>Y</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>5</td>
<td>ED5009</td>
<td>Education, Identity and Social Justice</td>
<td>Y</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>5</td>
<td>ED5010</td>
<td>Families, Children and Education</td>
<td>Y</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>5</td>
<td>ED5011</td>
<td>Comparative Educational Ideology and Policy</td>
<td>Y</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>5</td>
<td>ED5012</td>
<td>Researching Issues in Education</td>
<td>Y</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>6</td>
<td>ED6015</td>
<td>Dissertation</td>
<td>Y</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>6</td>
<td>ED6011</td>
<td>Debates in Educational Ideology and Policy</td>
<td>Y</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>6</td>
<td>ED6012</td>
<td>Language, Pedagogy and Cultural Diversity</td>
<td>Y</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>6</td>
<td>ED6010</td>
<td>Critical Pedagogies</td>
<td>Y</td>
<td>30</td>
<td>Core</td>
</tr>
</tbody>
</table>

*Please Note – A core module for a programme 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 programme is a module selected from a range of modules available on the programme.

Requirements for gaining an award

In order to gain an Honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 120 credits at level six or higher
In order to gain an **Ordinary degree** you will need to obtain a minimum of 300 credits including:
- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 60 credits at level six or higher

In order to gain a **Diploma of Higher Education** you will need to obtain at least 240 credits including a minimum of 120 credits at level four or higher and 120 credits at level five or higher

In order to gain a **Certificate of Higher Education** you will need to obtain 120 credits at level four or higher

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**Degree Classification**

Where a student is eligible for an Honours degree by passing a valid combination of modules to comprise an award and has gained the minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating:

\[
\text{The arithmetic mean of the best 90 credits at level 6} \times 0.8 + \text{The arithmetic mean of the next best 90 credits at levels 5 and/or 6} \times 0.2
\]

and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% - 100%</td>
<td>First Class Honours</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>Second Class Honours, First Division</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>Second Class Honours, Second Division</td>
</tr>
<tr>
<td>40% - 49%</td>
<td>Third Class Honours</td>
</tr>
<tr>
<td>0% - 39%</td>
<td>Not passed</td>
</tr>
</tbody>
</table>
Teaching, learning and assessment

Teaching and learning

Teaching and learning strategies within the Education Studies programme 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
- Guided reading
- Knowledge-based activities with feedback
- Online discussions and activities

Thinking skills are developed through
- Reflective activities with feedback
- Online discussions and activities

Practical skills are developed through
- IT activities with feedback
- Research skills-based activities with feedback

Skills for life and work (general skills) are developed through
- The demands of the study medium (e.g. distance learning)
- Planning activities with feedback
- Project work

Assessment

For each module there are a number of assignments, always linked to learning outcomes. The assignments may take a variety of forms but what is important is that the evidence (the actual work written or something recorded from presentations) is carefully graded, according to agreed criteria, moderated to make sure that the marking is fair and then presented to an Assessment Board.

Knowledge is assessed by
- Coursework
- Self-reflective assignments
- Essays

Thinking skills are assessed by
- Coursework
- Self-reflective assignments

Practical skills are assessed by
- Practical reports
- Portfolio completion
Skills for life and work (general skills) are assessed by
• Project work

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:
• There would be enough qualified staff to teach the programme;
• Adequate resources would be in place;
• The overall aims and objectives were appropriate;
• The content of the programme met national benchmark requirements;
• The programme met any professional/statutory body requirements;
• The proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:
• External examiner reports (considering quality and standards);
• Statistical information (considering issues such as the pass rate);
• Student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures. There are two programme representatives nominated for each level of the programme, they will collate feedback from all students and pass this on during the programme committee which will occur virtually either via skype or through email.
The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

• To ensure the standard of the programme;
• To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

• Approving exam papers/assignments;
• Attending assessment boards;
• Reviewing samples of student work and moderating marks;
• Ensuring that regulations are followed;
• Providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the school notice board under the section entitled ‘External Examiner Reports & Responses’. You can also view a list of the external examiners for the UEL School by clicking on the link below.

http://www.uel.ac.uk/qa/externalexaminersystem/currentexaminers/

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

• Module evaluations;
• Programme evaluations;
• Polls and surveys online;
• Moodle student forum;
• Student representation on programme committees (meeting 2 times year).

Students are notified of the action taken through:

• Circulating the minutes of the programme committee;
• Providing details on the programme noticeboard;
• Individual responses to students as required;
• Postings on our online discussion forums.

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

• Annual student satisfaction questionnaire;
• Questionnaires to former students;
• Liaison with Local Authorities
• Liaison with local schools
• Liaison with employers
Where you can find further information

Further information about this programme is available from:

- The UEL web site (http://www.uel.ac.uk)
- The programme handbook
- Module study guides
- UEL Quality Manual (http://www.uel.ac.uk/qa/policies/qualitymanual/)
- School web pages (https://www.uel.ac.uk/schools/CASS)