Education Studies

Final award  BA (Honours) Education Studies
Intermediate awards available  Cert HE, Dip HE, BA
Mode of delivery  UEL on campus
UCAS code  X300
Details of professional body accreditation  N/A
Relevant QAA Benchmark statements  Education Studies
UEL Academic School  Cass School of Education and Communities
Date specification last up-dated  June 2014

Profile

The summary - UCAS programme profile

BANNER BOX:

ENTRY REQUIREMENTS

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240 UCAS tariff points or equivalent

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. Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.

The University of East London actively promotes and celebrates equality and diversity and positively welcomes applicants regardless of race, gender, disability, sexuality, age, religion or social class.

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.
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 application must be met – see http://www.uel.ac.uk/international/application/english-language-requirements/

In the case of applicants whose first language is not English, then IELTS 5.5 (or equivalent) is required.

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

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 PGCE courses. The programme is also relevant for those interested in educational administration or educational support.

Education Studies at UEL

The BA (Hons) Education Studies programme is a challenging and highly rewarding programme 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

Programme structure

Students may study full-time or part-time to complete the BA (Hons) Education Studies degree. A full-time programme would typically take three academic years to complete with students taking four modules per year. If studying part-time, students would take a maximum of three modules each academic year

Learning environment
The learning/teaching strategies adopted by the programme aim to encourage independent and active learning. A wide range of active teaching methods will be employed throughout the programme including:

- **Practical workshops** - enabling examination and the analysis and discussion of issues, documents and materials;
- **Lectures** - providing the opportunity for the presentation of an extended and coherent line of argument;
- **Seminars** - to generate group and individual creativity, discussion and reflection;
- **Guided reading and independent study** - to enable participants to engage with relevant and appropriate debate;
- **Supported self-study using relevant materials** - to promote individual enquiry and development;
- **Individual tutorials** - to enable a more extended, in-depth analysis and support of self-study;
- **E-learning opportunities** - involving the use of interactive packages and virtual learning environment.

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**

Students will have the opportunity to complete an optional volunteering module at Level 6 of their studies.

**Project work**

At level six, students are expected to carry out an independent research project on a topic relevant to the field of Education Studies. Students are supported through tutorial and seminar sessions throughout the year thus developing research skills which are valuable in both understanding and evaluating published research and empowering students to become researchers themselves. The project builds on previous research related modules at levels 4 and 5.

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**
This programme will help students develop both a reflective approach to Education Studies as well as critical thinking skills which are transferable to the workplace. Students on the programme complete a tailored personal development plan (PDP) alongside their studies to develop their employability skills and make informed career choices. There are frequent opportunities to meet practitioners and potential employers as well as dedicated careers workshops and events.

**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 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 GTTP primary) 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 others have gone into journalism, started up their own charities or embarked on a career abroad.

**How we support you**
Each student is allocated a personal tutor who will meet with you once each semester in order to work with you to plan your learning and ensure that you are making progress. Your personal tutor will also help you with any personal or academic difficulties you may be having. Tutorials may be held with other students or individually.

We provide students with a range of printed materials including Student Handbooks designed for each degree programme. Individual module guides are provided for each module which detail the requirements for attendance, course work preparation and other academic conventions.

Academic Writing and Study Skills modules are a core part of the programme. Support is also provided for students who have additional needs such as English language or dyslexia.

Student Representatives are nominated and elected from each degree programme by their fellow students. They represent the student views on the degree programme committee meeting which reports to the Early Childhood and Education Subject Area Committee.

Bonus factors

UEL offers PGCEs in Primary Education and a number of secondary subjects. Students are offered support in their application for placements and PGCE staff are readily available for advice.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

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.
- Develop professional skills and networks which will be recorded in a personal development portfolio (PDP)

What will you 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

**Subject-Based Practical skills**
- Presentation skills – self presentation; presenting to groups
- Development of pedagogical skills

**Skills for life and work (general skills)**
- Report writing
- Developing professional capacities

**Structure**

**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>N</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>4</td>
<td>ED4006</td>
<td>Philosophy of Education</td>
<td>N</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>4</td>
<td>ED007</td>
<td>Education and Psychology</td>
<td>N</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>4</td>
<td>ED4008</td>
<td>The Language of multilingual communities</td>
<td>N</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>5</td>
<td>ED5009</td>
<td>Education, Identity and Social Justice</td>
<td>N</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>5</td>
<td>ED5010</td>
<td>Families, Children and Education</td>
<td>N</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>5</td>
<td>ED5011</td>
<td>Comparative Educational Ideology and Policy</td>
<td>N</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>5</td>
<td>ED5012</td>
<td>Researching Issues in Education</td>
<td>N</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

<table>
<thead>
<tr>
<th>Units</th>
<th>Code</th>
<th>Title</th>
<th>Required</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>ED6015</td>
<td>Dissertation</td>
<td>N</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>6</td>
<td>ED6011</td>
<td>Debates in Educational Ideology and Policy</td>
<td>N</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>6</td>
<td>ED6012</td>
<td>Language, Pedagogy and Cultural Diversity</td>
<td>N</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>6</td>
<td>ED6002</td>
<td>Volunteering</td>
<td>N</td>
<td>30</td>
<td>Option</td>
</tr>
<tr>
<td>6</td>
<td>ED6010</td>
<td>Critical Pedagogies</td>
<td>N</td>
<td>30</td>
<td>Option</td>
</tr>
</tbody>
</table>
In order to gain a Certificate of Higher Education in Education Studies you will need to obtain 120 credits at level four 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 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 an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level four higher
- A minimum of 120 credits at level five or higher
- A minimum of 120 credits at level six or higher

**Degree Classification**

Where a student is eligible for an Honours degree by passing a valid combination of module 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:

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

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</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>
Further information

Teaching, learning and assessment

Teaching and learning

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 Cass School of Education

Thinking skills are developed through

- Analysing and applying theory through coursework
- 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
- Professional placement
- Individual work which requires learner strategies in planning, reflecting, time management, meeting deadlines
- ICT skills

**Assessment**

Knowledge is assessed by

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

Thinking skills are assessed by

- Coursework assignments
- Presentations
- Examinations
- 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

**Summary table of assessment by module**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Component of Assessment</th>
<th>Percentage</th>
<th>Word count / Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED4005</td>
<td>Sociology of Education</td>
<td>Portfolio</td>
<td>100</td>
<td>5,000</td>
</tr>
<tr>
<td>ED4007</td>
<td>Education and Psychology</td>
<td>Portfolio</td>
<td>100</td>
<td>5,000</td>
</tr>
<tr>
<td>ED4006</td>
<td>Philosophy of Education</td>
<td>Portfolio</td>
<td>100</td>
<td>5,000</td>
</tr>
<tr>
<td>ED4008</td>
<td>The language of multilingual communities</td>
<td>An annotated bibliography (2000 words)</td>
<td>40</td>
<td>5,000</td>
</tr>
</tbody>
</table>
Quality

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 field 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.

**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:

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• Module evaluations
• Moodle Student forum
• Student representation on the Programme Committees (meeting twice a year)
• Student/Staff consultative committee

Students are notified of the action taken through:

• circulating the minutes of the programme committee
• providing details on the programme noticeboard
• providing details through Moodle student forum and student emails

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

Further Information

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/)