

Education Studies

Final award	B A (Hons)
Intermediate awards available	Cert HE, Dip HE
UCAS code	X300
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Education Studies
Date specification last up-dated	December 2012

Profile

The summary - UCAS programme profile

BANNER BOX:

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 speaker 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. It is also relevant for those interested in educational administration or education support. Graduates in Education Studies will find themselves prepared to advance their professional skills in terms of progression to PGCE courses.

ENTRY REQUIREMENTS

240 UCAS tariff points

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.

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, age, religion or social class.

ABOUT THE PROGRAMME

What is Education Studies?

What kinds of schools should we have; what should be taught in them; what motivates pupils and students to learn; is there too much assessment in the education system; what is the purpose of education?

If these questions interest you, if you are thinking of a career in education or becoming a teacher, then the Education Studies is the programme for you.

Education Studies is an important field of study in its own right. It is central to government policy and affects us all, whether we are students, teachers, policy-makers, employers or parents. This programme offers the chance to explore key issues in education. It draws on the educational aspects of sociology, politics and psychology, as well as exploring the history and philosophy of education, to provide students with an understanding of the themes which underpin current educational thinking and this programme challenges students to make sense of policy decisions by the government and to help recognise the implications for diverse socio-economic and cultural groups in society. The practical and theoretical knowledge gained by students will make them effective practitioners in any employment that demands an understanding of social processes and the implications for the individual.

Education Studies refers to the investigation of education in all of its forms. From primary education, through secondary to higher and adult education you will investigate contemporary educational issues in lively and exciting ways. From looking at how children learn, the issue of 'faith' schools and student experiences of higher education you will gain an insight into current debates in education. The programme will also give you practical experience of education with visits to a variety of educational settings and external speakers built into the programme.

Education Studies at UEL

- For those interested in teaching the programme provides excellent progression to a range of career options in the field of education, including community projects, PGCE Primary and Post-Compulsory teaching courses and higher degrees courses
- Education Studies makes use of contacts and networks of education professionals in local London boroughs reflecting the diversity and innovation within the local areas in Newham – one of England's most diverse and innovative boroughs with regards to educational initiatives.
- The tutors on the Education Studies programme have practical expertise in working in various educational settings, as well as being well known academics in their fields.

Programme structure

The first year of the programme provides a firm grounding in Education Studies. All students at Level 1 take six compulsory courses which includes a skills module and five others representing a broad range of topics. The first year of the programme will provide a toolkit of skills and information that you will need to tackle your programme. This broad range of modules means that within the programme additional areas of speciality can be taken at

Levels 2 and 3. Students may select modules in language, behaviour and Special Education which will give a specialist orientation to the programme.

At level 2 and level 3, core units explore issues of Multicultural Education, examining issues of 'race', ethnicity and faith within educational settings, Issues in Multilingualism and The Philosophy of Education which will enable students to debate the aims of education. A research project will be carried out at Level 3 which will give students the opportunity to focus on an area of particular interest to them.

Learning environment

Education Studies uses a range of learning environments. Aside from lectures and seminars there are a series of talks from external speakers and leading academics and specialists. At Level 1 there is a workshop to the British Library on Ways of Reading where new students will reflect on their own reading, why and how they read, as well as how academic reading differs from other forms of reading.

Assessment

Assessment takes place through academic assignments, comprising of written coursework, presentations and, in some cases such as ED3008 Multilingual Learners in Primary Classrooms, timed open book examinations.

Work experience/placement opportunities

Professional development is a core part of education studies at level 2 through the module ED2001. We actively encourage students to make the most of possible placement and work opportunities in educational settings. At Level 3 there is an option ED3020 Negotiated Work-based Learning.

Project work

Single honours and major joint honours students will conduct research in an educational setting on a contemporary topic of interest as part of their research modules (ED2000 and ED3000). For some modules such as ED2017 there are group presentations.

Added value

Education Studies is an appropriate qualification with which to apply for PGCE courses in Primary and Post-Compulsory Education. It is a well recognised programme which is delivered at many institutions in the United Kingdom and elsewhere. Through studying at UEL, students will gain an understanding of key concepts in Sociology, Philosophy and Psychology as well as the diverse contexts in which education takes place.

IS THIS THE PROGRAMME FOR ME?

If you are interested in...

- Finding out about how children and adults learn
- Debating current issues in education
- Exploring how the education system work
- Gaining the self esteem and confidence to apply for careers in education

If you enjoy...

- Project work
- Working in groups
- Collaborative learning
- Debating and assessing ideas in class

If you want...

To build a portfolio of skills, knowledge and experience which be of benefit in terms of applying for careers in education

Your future career

Education Studies is not only a foundation for the Primary and Post-Compulsory PGCE teacher training courses but provides you with a head start in terms of knowledge and vocabulary concerning the UK education system. It will also give you a broader professional context is you wish to teach abroad or to work in research or educational support

How we support you

The team delivering the Education Studies degree have broad experience of working in educational settings including schools. They will have the practical as well as academic expertise to guide you through your programme of study. We operate a 'student hours' system which is a drop-in tutorial system at regular times during the week, and you will always be welcome to approach us with any concerns or issues which arise during your programme of study. For the Independent Research Project at Level 3 a minimum of three support sessions are arranged for each student on an individual basis.

Bonus factors

- You will have the opportunity to make contact with teachers and other educational professionals as part of the programme.
- We will develop your presentation and professional skills as well as your academic skills.
- As in other programmes students are invited to take part in exchange programmes to such places as Australia and Malaysia.

Outcomes

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.
- Build a portfolio of professional skills.

What will you learn

Knowledge

- Discuss 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:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme

- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - 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 when attended in full-time mode or 6 years in part-time mode. It is possible to move from a full-time mode of study to a part-time mode of 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.

How the teaching year is divided

The teaching year begins in September and ends in June, but some programmes also allow students to join at the start of Semester B, in February. A student, normally registering for 6 modules in one year (3 modules in each Semester) would do so in a full-time attendance mode of study and a student registering for up to 4 modules in one year (2 modules in each Semester) would do so in part-time attendance mode of study.

What you will study when

This programme is part of a modular degree scheme. A typical full-time student will take six 20 credit modules per year. An honours degree student will complete six modules at level one, six at level 2 and six at level 3.

It is possible to bring together modules from one subject with modules from another to produce a combined programme. Subjects are offered in a variety of combinations:

- Single - 120 credits at levels one, two and three
- Major - 80 credits at levels one, two and three
- Joint - 60 credits at levels one, two and three
- Minor - 40 credits at levels one, two and three

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified modules within the field
- University wide option - Select from a wide range of modules across the University

The following are the core and optional requirements for the single and major pathways for this programme.

Where students have a major and minor, the Skills Curriculum Module will become a core component of the major discipline. Where students have a joint programme, the students will chose the Skills Module in one discipline. This will be made clear to students so that they neither miss out on their entitlement nor are assessed twice for the same Indicative Learning Outcomes.

LEVEL	TITLE	SKILLS MODULE	CREDITS	STATUS SINGLE	STATUS MAJOR	STATUS JOINT	STATUS MINOR
1	ED1000: Critical Reading and Writing	Y	20	Core	Core	Option*	-
1	ED1002: The Sociology of Education	-	20	Core	Core	Core	Core
1	ED1004: Communities, Learning and Education	-	20	Core	Core	Option	-
1	ED1025: Introduction to Special Education	-	20	Core	-	-	-
1	ED1031: Introduction to Education Studies	-	20	Core	Core	Core	Core
1	ED1045: The Language of Multilingual Communities	-	20	Core	-	-	-
2	ED2000: Research Design and Method	Y	20	Core	Core	Option*	-
2	ED2001: Professional Development	Y	20	Core	Core	Option*	-
2	ED2003: Challenging Disability	-	20	Option	-	Option	-
2	ED2012: Children, Reading and Writing	-	20	Option	-	Option	Option
2	ED2017: Family Sociology	-	20	Core	-	Option	Option
2	ED2019: Understanding and Supporting Behaviour	-	20	Option	-	-	-

2	ED2028: Multicultural Education	-	20	Core	Core	-	-
2	ED2051: Issues in Multilingualism	-	20	Core	Core	Option	Option
2	ED2905: Language Change, Contact and Creoles	-	20	Option	-	-	-
3	ED3000: Independent Research project	-	40	Core	Core	Option	-
3	ED3002: Contemporary Issues in Education: Politics and Ideology	-	20	Option	-	Option	-
3	ED3004: Critical Issues in Special Education	-	20	Option	-	Option	Option
3	ED3008: Multilingual Learners in Primary Classrooms	-	20	Core	Core	-	-
3	ED3029: The Philosophy of Education	-	20	Core	Core	Option	-
3	ED3031: Education Systems in Comparative Perspective	-	20	Option	-	Option	-
3	ED3020: Negotiated Work- based Learning	-	20	Option	-	Option	Option
3	ED3033: E- Learning: Communication, Cooperation and Collaboration Online	-	20	Option	-	Option	Option
3	ED3902: Language Identity and Community	-	20	Option	-	-	-

*The Skills Modules listed in the Joint Route are Core, unless the equivalent Skills Modules are taken in your other combined subject.

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 one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three 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 one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three 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 one or higher and 120 credits at level two or higher

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

In order to gain a Foundation Degree you will need to obtain a minimum of 240 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher

(A foundation degree is linked to a named Honours degree onto which a student may progress after successful completion of the Foundation degree.)

Degree Classification

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

$$\frac{\text{The arithmetic mean of the best 100 credits at level 3}}{\times 2/3} + \frac{\text{The arithmetic mean of the next best 100 credits at levels 2 and/or 3}}{\times 1/3}$$

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

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division

40% - 49% Third Class Honours

0% - 39% Not passed

Assessment

Teaching, learning and assessment

Teaching and learning

List here the key teaching and learning methods used. In order to demonstrate that you have covered the learning outcomes it may be useful to sub-divide this as follows

Knowledge is developed through

- Lectures
- Tutorials
- Directed readings

Thinking skills are developed through

- Group work
- Self-directed study
- Directed readings

Practical skills are developed through

- Presentations
- Other pedagogical activities
- Skills module
- Attending workshop

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

- Professional development sessions

Assessment

Knowledge is assessed by

- Report writing
- Essays
- Presentations
- Written, timed examinations

Thinking skills are assessed by

- Report writing
- Essays
- Presentations

- Written, timed examinations

Practical skills are assessed by

- Presentations
- Pedagogic activity

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

- Presentations
- Pedagogic activity

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 our 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.

Listening to the views of students

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

- Module evaluations
- Student representation on programme committees (meeting 6 times year)
- Student/Staff consultative committee (meeting 3 times a year)

Students are notified of the action taken through: .

- circulating the minutes of the programme committee
- providing details on the programme noticeboard

Listening to the views of others

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

- Annual student satisfaction questionnaire
- Follow up interviews with former students

Further Information

The last Academic Review was in March 2012.

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-

Where you can find further information

Further information about this programme is available from:

- The UEL web site
- The Student Handbook
- The Clearing House for Postgraduate Courses in Clinical Psychology
<http://www.leeds.ac.uk/chpccp>
- UEL Manual of Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- Guide to Single & Combined Honours Programmes
- UEL's School of Education: <http://www.uel.ac.uk/education>