



North East Surrey College of Technology (NESCOT)

BACHELORS OF ARTS HONOURS DEGREE IN EDUCATION STUDIES

(BA (HONS) EDUCATION STUDIES)

Programme Definitive Document

September 2014


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1. Programme Information

Award type (s)	BA (Hons) Degree	
Programme title (s)	Education Studies	
FHEQ Level	6	
Programme code (s)	P13159	
Mode (s) of study	Full-time	
	Part-time	✓
	Online/Distance learning	
	Other (please specify)	
Date of APC authorisation		
External Partner (if applicable)	NESCOT	
Nature of external approval	Franchise	
	Validation	✓
	External Validation	
	Joint Award	
	Dual Award	
Programme Leader (UK)		
Programme Leader (Partner)	Dr Seidu Salifu	
Link Tutor		

2. Programme specification

1. Awarding Institution  UNIVERSITY of GREENWICH	2. Teaching Institution North East Surrey College of Technology	3. School/Department Initial Teacher Education Department	4. UCAS Code: N/A
5. Final Award BA (Hons)	6. Programme Title Education Studies		7. Accredited by: N/A

8. Quality Assurance Agency (QAA) Benchmarking Group(s)

Benchmarking statements for the subject you are studying define what a student is expected to learn from studying that subject. They are defined by academic staff in the field and provided to students and universities by the Quality Assurance Agency (QAA). Benchmarking statements are explained and described on the Agency's website at: <http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>

The overall aim of the Programme is to provide Award holders an academic basis for practitioners in formal and informal context of education as well as a framework for understanding some aspects of human and social development. The context and phases encompass a diverse range of groups with educational setting: educational administration, community development; health and social care environment; human resources and the voluntary sector. Within this context the programme will develop student's knowledge and understanding through:

- I. the development of underlying values and principles relevant to education studies and developing personal stance which draws on their knowledge and understanding
- II. the diversity of learners and the complexities of the education process
- III. the complexity of the interaction between learning and contexts, and the range of ways in which participants (including learners and teachers) can influence the learning process
- IV. the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
- V. the analysis of educational concepts, theories and issues of policy in a systematic way
- VI. the identification and reflection on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts
- VII. the accommodation of new principles and understandings of development and change
- VIII. the ability to select a range of relevant primary and secondary sources including theoretical and research based evidence, to extend their knowledge and understanding
- IX. the use of range of evidence to formulate appropriate and justified ways forward and potential changes in practice.

The benchmarking statements referenced in the development of this programme are;

- QAA subject benchmarks for Education Studies 2007

9. Entry Requirements

Holders of Foundation Degree in:

Teaching and Learning in the Lifelong Learning Sector

Education Support

Early Years

10. Educational Aims of the Programme and Potential Career Destinations of Graduates [Maximum 150 words]:

The programme aims to provide an academic basis for practitioners in formal and informal contexts of education as well as a framework for understanding of human and social development. The programme seeks to prepare students for the diverse range of groups within educational settings for potential careers in Further Education Sector teachers, Nursery Nurses, Teaching Assistants, education administration, community development, health and social care environments human resources, youth work and the voluntary sector. To achieve this aim the programme will:

- Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the context within which it takes place
- Provide students with a broad and balanced knowledge and understanding of the principles features of education in a wide range of contexts
- Encourage students to engage with fundamental questions concerning the aims and values of education and its relationship to society
- Provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice
- Encourage the interrogation of educational process in a wide variety of contexts
- Develop in students the ability to construct and sustain a reasonable argument about educational issues in a clear lucid and coherent manner
- Promote a range of qualities in students including intellectual independence and critical engagement with evidence.

11. Summary of Skills Development for Students within the Programme [Maximum 150 words]:

On completion of this programme, students will be able to demonstrate that they have acquired the ability to understand theoretical knowledge and their practical implications with research evidence about:

- the processes of learning, including some of the key paradigms and their impact on educational practices
- the effects of cultural, social, political, historical and economic contexts on learning including educational policies, moral, religious and philosophical underpinning of and issues of social justice
- formal and informal context for learning. Educational contexts will include some understanding of their own educational system and other educational systems, and the values underpinning their organisation
- a range of research perspectives and methodologies applied to education (Honours only) the complex interactions between education and its contexts, and relationships with other disciplines and professions
- performance and improvement of their own learning including the development of study skills, information retrieval, a capacity to plan and manage learning and to reflect on their own learning

<p>11. The programme provides opportunities for you to achieve the following outcomes:</p>	<p>The following teaching, learning and assessment methods are used to enable you to achieve and demonstrate these outcomes:</p>
<p><i>These are related to the benchmarking statements for the subject you are studying, described under 8 above.</i></p>	
<p>A. Knowledge and understanding of: →</p>	<p>A. Teaching and learning methods:</p>
<ul style="list-style-type: none"> i. The underlying values and principles of relevant education studies and develop a personal stance which draws on their knowledge and understanding ii. The diversity of learners and the complexities of the education process iii. The complexity of the interaction between learning and contexts, and the range of ways in which participants (including learners and teachers) can influence the process iv. The societal and organisational structures and purposes of educational systems and the possible implications for learner and the learning process. 	<p>Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice</p> <p>A. Assessment methods:</p> <p>All courses have a variety of formative and summative assessment, case studies strategies including portfolio for workbased practice, skills, essays, exams, reports, reflections, oral presentations, opportunities for self-assessment. Each course has one or more summative assessment.</p>

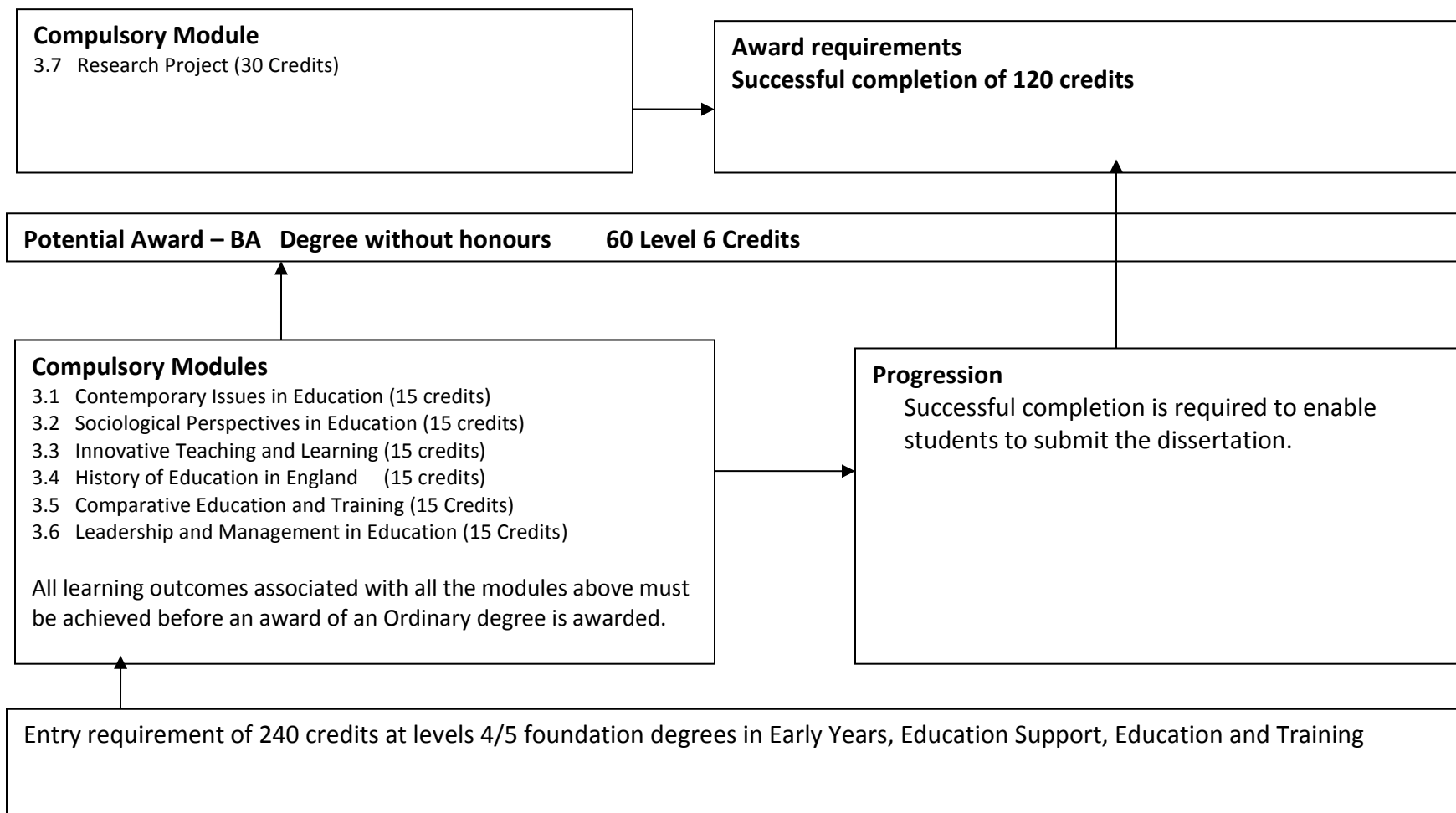
B. Intellectual skills: —————→	B. Teaching and learning methods:
<p>The ability to:</p> <ol style="list-style-type: none"> i. Analyse educational concepts theories and issues of policy in a systematic way ii. Identify and reflect on the potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and context iii. Accommodate new principles and understanding iv. Select a range of relevant primary and secondary sources including theoretical and research based evidence to extend their knowledge and understanding (Honours only) v. Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice. 	Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice
	B. Assessment methods:
	All courses have a variety of formative and summative assessment, case studies strategies including portfolio for workbased practice, skills, essays, exams, reports, reflections, oral presentations, opportunities for self-assessment. Each course has one or more summative assessment.

C. Subject practical skills: —————→	C. Teaching and learning methods:
<ul style="list-style-type: none"> ● Reflect on own and others value system ● Use knowledge and understanding critically to locate and justify personal position in relation to the subject ● Understanding of the significance and limitations of theory and research. (Honours only) 	Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice
	C. Assessment methods:
	All courses have a variety of formative and summative assessment, case studies strategies including portfolio for workbased practice, skills, essays, exams, reports, reflections, oral presentations, opportunities for self-assessment. Each course has one or more summative assessment

D. Transferable/key skills: →	D. Teaching and learning methods:
<p>Ability to:</p> <ul style="list-style-type: none"> • Construct and communicate oral and written arguments • Use information and communication Technology (ICT), including word processing, databases, internet communication, information retrieval and online searches • Interpret and present relevant numerical information • Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals and work as a member of a team • Improve own learning performance, including the development of study and research skills, information retrieval and a capacity to plan and manage learning, and to reflect on own learning. • Analyse, synthesise, evaluate and identify problems and solutions 	<p>Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice</p> <hr/> <p>D. Assessment methods:</p> <p>All courses have a variety of formative and summative assessment, case studies strategies including portfolio for workbased practice, skills, essays, exams, reports, reflections, oral presentations, opportunities for self-assessment. Each course has one or more summative assessment</p>

E. Graduate Attributes:	E. Teaching and learning methods:
<p><i>Scholarship and Autonomy</i></p> <ol style="list-style-type: none"> 1. Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries 2. Think independently, analytically and creatively, and engage imaginatively with new areas of investigation 3. Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them 4. Become intellectually curious, responsive to challenges, and demonstrate initiative and resilience <p><i>Creativity and Enterprise</i></p> <ol style="list-style-type: none"> 1. Recognise and create opportunities, and respond effectively to unfamiliar or unprecedented situations or Problems 2. Generate new ideas and develop creative solutions or syntheses 3. Communicate clearly and effectively, in a range of forms, taking account of different audiences 4. Make use of familiar and emerging information & communication technologies 5. Seize and shape the opportunities open to them on leaving university <p><i>Cross—cultural and International Awareness</i></p> <ol style="list-style-type: none"> 1. Engage effectively in groups whose members are from diverse backgrounds 2. Appreciate the importance of behaving sustainably 3. Move fluently between different cultural, social and political contexts 4. Value the ability to communicate in more than one language 	<p>Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice</p> <hr/> <p>E. Assessment methods:</p> <p>All courses have a variety of formative and summative assessment, case studies strategies including portfolio for workbased practice, skills, essays, exams, reports, reflections, oral presentations, opportunities for self- assessment. Each course has one or more summative assessment.</p>

Potential Awards – BA (Hons) Degree in Education Studies



3. Partner background and details (for collaborative course provision)

Nescot has successful programmes in Foundation degrees in Teaching and Learning in the Lifelong Learning sector, Early Years education and Education Support. Experience in these programmes has identified a need to provide local progression routes to a Bachelor degree in Education Studies. Students who have completed these foundation degree courses have often approached the College seeking progression routes. A BA (Hons) in Education Studies will serve as the most appropriate means of meeting the needs for these students who, for a variety of reasons, are often tied to the local area, and need to continue in employment, at least part time, while accessing opportunities to study in Higher Education.

In line with Nescot Higher Education (HE) strategic development plan, the College is proposing to run a BA Honours degree for those who seek to progress from the College's current Foundation Degree programmes to an Honours degree. It is meant to develop career prospects of those whose role in the Education environment is required to possess a degree or higher qualification to function effectively.

The courses proposed are informed by the Quality Assurance Agency for Higher Education Framework for Higher Education Qualifications including relevant benchmarks for Education Studies (2007) and results from NESCOL market research (2011).

The University of Surrey has already validated a Foundation Degree for post-compulsory education teachers and a Foundation Degree Education Support and a BA in Education Studies which are currently enjoying high enrolment levels and success rates at Nescot. The teacher education department was graded, along with its partner institutions as "Good" by Ofsted inspectors in December 2010 after a week-long inspection. The department has professional and experienced teacher educators whose experience would contribute to the success of the proposed BA (Hons) Education Studies programme.

The college has a proven record of supporting learners from non-academic backgrounds who have gone on to achieve successfully in their academic performance. As an Honours programme, the proposed BA (Hons) Education Studies will provide participants with the required skills to improve their current practice as well as achieve their ambition of achieving a Higher Education qualification. Above all students are able to work and earn income at the same time benefiting from a higher education opportunity without having to travel out of their locality.

4. Programme Rationale

1. Rationale and context for the development of the programme

The proposed programme complements the existing teaching education programmes at foundation degree level in Nescot. The course enables participating students to deepen their understanding of educational practice. The rationale being that effective practice is based upon an awareness of the complex and contested nature of practical educational issues rather than through uncritical acceptance of prescription.

The programme is designed to enable individual participants who have no first degree to gain bachelors of honours in Education. Education as a discipline is broad and continues to grow in reputation and in importance to a diverse range of groups within an educational setting: education administration, community development, health and social care, early year's practitioners, human resources and the

voluntary sector. For its scope, the course draws on educational aspects of sociology, politics, history, psychology and philosophy to give students the appreciation of education as a field of study.

This course provides the chance for students to explore key issues in education that influence debates about the type of education required for current socio-economic and political needs of the world they live in. Students from different sections of education such as teaching assistants from schools, teachers and learning support workers from further and higher education, specialist provisions e.g. prisons, special educational needs, local community provisions will gain immensely as the programme contextualises all the different segments together. In effect the programme seeks to provide an academic basis for practitioners in formal and informal contexts of education as well as a framework for understanding aspects of human social development.

The course aims to provide course members with a range of insights into learning and teaching so that they might develop their analytical and evaluative skills, as well as their critical awareness of educational practice. It seeks to enable them to ground their theoretical explorations in the real life of their continuing teaching and learning, and come to understand the essential place of theory *in* practice. It also aims to support them in locating their own understanding of education and, in turn, their own educational practices, within the wider social, economic, political and moral context of which they are a part.

2. Target market

This programme holds appeal for a variety of individuals who hold vocational and teaching qualifications but without a full honours degree. Nescot currently runs three education related foundation degree programmes: foundation degree education support, foundation degree early years and foundation degree in teaching and learning in the lifelong learning sector. These programmes feed into the current existing BA (Hons) Education Studies. The BA Education Studies programme is keenly sought for as a majority of students on this foundation degree ultimately aspire to obtain a full degree. The programme is also considered as CPD for holders of the Certificate in Education who need to upgrade their current diplomas to a full degree.

3. Consultation with employers and Career Options for Students

NESCOT Senior Management Team currently sponsor their teaching staff on the BA (Hons) as an accepted CPD pathway; as a must have qualification for all teachers delivering HNC, HND and Foundation degree programmes. Students on the current BA Education Studies includes a wide patronage of students from the NHS, Pupil Referral Units, private training providers and local schools and colleges for special needs education. As sponsors, the college is in touch with these organisations whose comments and recommendations contribute to the development of the programme.

4. Entry criteria and admissions process

Individual offers may vary but a minimum entry requirement for applications are:
As specified by the University regulations, applicants will be expected to provide satisfactory evidence of ability to pursue successfully the BA Honours Degree programme. The course is intended for candidates who have completed Foundation Degree (normally with a merit) or its equivalent with minimum credits of 240 credits at HE1 and HE2 of which 120 should be at HE2.

All applicants have a GCSE (A-C) equivalent qualification in English Language and Mathematics. All candidates will be interviewed by a member of the programme team. Where appropriate, additional support needs will be discussed so that suitable adjustments can be explored.

5. Recruitment strategy and AP(E)L

Nescot recognises that a great deal of learning can and does take place outside the formal institutional structures of a higher education institution. It is therefore committed to recognising the formal and informal learning of applicants whenever it takes place in order to gain advance standing or exemption from some for requirements for awards and actively encourages students to take advantage of this facility.

There are currently three existing foundation degree programmes in the college which feeds directly into the BA top up. The three programmes are Foundation Degree Education Support, Foundation degree Education and Training and Foundation degree Early Years Education. These programmes provide their graduates with the needed 240 credits required to progress onto the Top Up BA Education Studies.

Nescot is also committed to follow the policy and procedure implemented in accordance with the University of Greenwich Academic a Regulations for Undergraduate Taught Awards (September 2012).

Maximum APL/APEL credit

Within the BA Education Studies programme APL will only be permitted for Level 4 and 5. All claims will be negotiated on an individual basis with the programme leader before being presented for consideration by the College.

5. Curriculum Content, Design and Delivery

1. Rationale for the programme and its structure

This programme is fully informed by the Quality Assurance Agency for Higher Education (2007) benchmark statement for Education Studies. Its learning outcomes have been drafted to map against the Framework for Higher Education Qualifications (FHEQ) including the qualification descriptors. Candidates will have completed HE1&2 courses and will have knowledge of the underlying concepts and principles and an ability to evaluate and interpret these within the context of that area of study. They will be able to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will evaluate different approaches to solving problems and communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will further be aware of the need to undertake further training and develop new skills within a structured and managed environment. Finally they will develop qualities and transferable skills necessary for employment requiring appropriate levels of personal responsibility.

The BA Honours Education Studies students will have demonstrated the competencies of the Certificate of Higher Education and additionally have knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed. They will be able to apply underlying concepts and principles outside the context in which they first studied and application of those principles in an employment context. They will demonstrate knowledge of the main methods of enquiry in their subject and ability to evaluate critically the appropriateness of different

approaches to solving problems in the field of study. They will have developed an understanding of the limits of their knowledge and how this influences analyses and interpretations based on that knowledge. Students will have used a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They can communicate effectively and present information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. The successful students will be aware of the need to undertake further training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations. Graduating students will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

The defining principles of the BA Honours Education Studies have been considered in the design of the award. Like many subjects, education studies have been in a constant state of change and development, whereas the benchmark statements have been set in time and place. The programme recognises that education studies provide an academic basis for practitioners in formal and informal contexts of education. The programme therefore sets out a framework for understanding key aspects of human and social development.

The defining principles of BA Honours Education Studies are to:

- draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the contexts within which it takes place.
- provide students with a broad balanced knowledge and understanding of principal features of education in a wide range of context.
- encourage students to engage with fundamental questions concerning aims and values of education and its relationship to society
- provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice.
- encourage the interrogation of educational process in a wide variety of contexts
- develop students with the ability to construct and sustained reasoned argument about educational issues in a clear, lucid and coherent manner
- promote a range of qualities in students including intellectual independence and critical engagement with evidence

Students who successfully complete a degree in Education Studies should be able to demonstrate:

- knowledge and critical understanding of the well-established principles in Education Studies and the way in which those principles have developed;
- the diversity of learners and the complexity of the educational process;
- ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context;
- knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context;
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context.

Typically, holders of BA Honours Education Studies would be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in Education studies and in a work context;
- effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively in their field of study and in a work context;
- undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations;

and have:

- qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making;
- the ability to utilise opportunities in a variety of ways within the educational system.

Relevant subject benchmarks have been consulted in education studies to design this programme. These were published in 2007 to reflect the expected standards of an Honours Degree. However, there are aspects of the programme that share characteristics with teacher education, in particular an understanding of the principles, practices and theories of education.

2.QAA Benchmark Statements

- 3.1 Contemporary Issues in Education
- 3.2 Sociological Perspective in Education
- 3.3 Innovative Teaching and Learning
- 3.4 History of Education in England
- 3.5 Comparative Education and Training
- 3.6 Leadership and Management in Education
- 3.7 Research Project

Benchmarks	3.1	3.2	3.3	3.4	3.5	3.6	3.7
Knowledge and understanding							
<ul style="list-style-type: none"> • Evidence the processes of learning, including some of the key paradigms and their impact on educational practices 	X	X		X	X	X	X
<ul style="list-style-type: none"> • Analyse the effects of cultural, societal, political, historical and economic contexts on learning, including 	X	X	X	X	X	X	X

education policies, moral, religious and philosophical underpinnings and issues of social justice	X	X	X	X	X	X	X
<ul style="list-style-type: none"> Identify and analyse formal and informal contexts for learning. Educational contexts will include some understanding of their own education system and other education systems and the values underpinning their organisation 	X	X		X	X	X	X
<ul style="list-style-type: none"> Use and evaluate a range of research perspectives and methodologies applied to education 	X	X	X	X	X	X	X
<ul style="list-style-type: none"> Highlight the complex interactions between education and its contexts, and relationships with other disciplines and professions 	X	X	X	X	X	X	X
<ul style="list-style-type: none"> Analyse educational issues systematically Evaluate education policy in an informed and systematic way Accommodate 	X	X	X	X	X	X	X

<p>new principles and new knowledge</p> <ul style="list-style-type: none"> Apply key principles across educational systems 							
<p>Application</p> <ul style="list-style-type: none"> Analyse complex situations concerning human learning and development in particular contexts, including their own learning Show examples of the implementation of policies in practice Accommodate new ideas and the provision of well-argued conclusions relating to issues such as the impact of globalisation on education systems, social justice, sustainable development, social inclusion and the knowledge economy Consider the international and intercultural dimension of education, the effect of the increasing use of the internet and 	X			X	X	X	X
	X		X			X	X
	X		X	X		X	X
	X		X	X	X	X	X

the impact of increased worldwide mobility							
Reflection <ul style="list-style-type: none"> • Reflect on own value systems, development and practices • Question concepts and theories encountered in their studies • Interrogate the assumptions underpinning theory and research • Reflect on own development and practices 	X	X	X	X	X	X	X
	X	X		X	X		X
	X	X				X	X
						X	X
Transferable skills <ul style="list-style-type: none"> • Construct and communicate oral and written arguments • Use information and communication technology (ICT) including word processing, databases, internet communication, information retrieval and online searches • Interpret and present relevant numerical information • Work with others, as a result of the development of 	X	X	X	X	X	X	X
	X	X	X	X	X	X	X
		X	X	X	X	X	X
	X	X	X		X	X	
				X	X	X	X

interpersonal skills, to demonstrate the capacity to plan to share goals and work as a member of a team	X	X					
• Improve own learning and performance, including the development of study and research skills, information retrieval, and capacity to plan and manage learning and to reflect on their own learning	X	X	X	X	X	X	X
• Analyse, synthesise, evaluate and identify problems and solutions	X	X	X	X	X	X	X

3 Professional, Statutory and Regulatory Body requirements

N/A

4 Greenwich Graduate Attributes and support for University policies and strategies

Nescot staff subscribe to the Greenwich Graduate Attributes and support for University policies and strategies to provide quality of learning experience to students. The College will work alongside the University of Greenwich to ensure the graduate attributes are achieved by students upon graduation through teaching and assessment of learning within the programmes stated above.

Scholarship and Autonomy

On graduating with an honours degree in Education Studies, students should be able to:

1. Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries
2. Think independently, analytically and creatively, and engage imaginatively with new areas of investigation, appreciate disciplines and forms of professional practice beyond their own, and draw connections between them

3. Become intellectually curious, responsive to challenges, and demonstrate initiative and resilience

Creativity and Enterprise

On graduating with an honours degree in education studies, students should be able to:

1. Recognise and create opportunities, and respond effectively to unfamiliar or unprecedented situations or problems
2. Generate new ideas and develop creative solutions or syntheses
3. Communicate clearly and effectively, in a range of forms, taking account of different audiences
4. Make use of familiar and emerging information & communication technologies
5. Seize and shape the opportunities open to them on leaving university

Cross—cultural and International Awareness

On graduating with an honours degree in education studies, students should be able to :

1. Engage effectively in groups whose members are from diverse backgrounds
2. Appreciate the importance of behaving sustainably
3. Move fluently between different cultural, social and political contexts
4. Value the ability to communicate in more than one language

5 Employer links and engagement with the programme

N/A

6 Work-Based Learning Opportunities

N/A

6 Teaching, Learning and Assessment

1. Overall aims of the Teaching, Learning and Assessment Strategy

The teaching methodology of the course is based on a mixture of constructivist approaches recognising the diversity and breadth of experiences of the participants. The sessions are delivered in a manner that promotes active learning and a range of teaching and learning strategies are modelled throughout. The significance of the role of ILT is recognised and practiced, as is the importance of embedding functional skills in vocational and academic areas. Throughout the course, emphasis is placed on formative assessment to support and develop students' knowledge and skills related to teaching and learning, prior to course summative assessments.

The course commences with an induction that aims to familiarise students with each other, the course requirements, the college environment, learner support, policies and practices and academic writing conventions. Within induction there will be opportunities for students to meet the course team, their tutor and college support staff.

It is the course team's intention to adopt flexible and adaptable teaching and learning strategies which can accommodate the range of learners and satisfy the requirements of the QAA and personal aspirations of the students.

In order for students to experience a range of teaching strategies each course will involve a variety of methods depending on the learning outcomes, the needs of the students and the resources available. These strategies will include:

- Establishing an intellectually stimulating and challenging learning environment through which students are supported to develop the attributed essential for employment in Education Support
- Actively support the development of skills and attributed of all students to encourage reflective practice and inspire lifelong learning.
- Practice approaches to assessment that stimulate learning
- Implement flexible method of learning and teaching

Emphasis is placed on a spiral nature of delivery, as well as a constructivist and andragogical approaches to teaching and learning. A safe and supportive environment allows for active student participation and experimentation with new ideas and strategies.

In order to ensure all students receive extensive support throughout the teaching and learning programme, tutors will play an important developmental role. Each student will be responsible for identifying their own individual needs and in negotiation with the course tutor identify strategies for meeting these needs.

2. Elements of Teaching, Learning and Assessment

Each course within the programme has specified assessment strategies. In line with the University's assessment policy the 30 credit courses have where appropriate, two elements of summative assessment. The 15 credit courses have one element of summative assessment. All courses will utilise formative assessment throughout their duration to enable students assess their own progress and obtain feedback prior to the summative assessment (see appendix Seven)

Teaching and Learning strategies

Varied teaching and learning strategies have been incorporated into courses. These have been mapped to ensure that strategies have been included to accommodate the differing learning styles of students.

Level 6 study places more emphasis on synthesis and evaluation and encourages the student to critically examine and reflect on theoretical perspectives and apply these to practice, whilst continuing to encourage the student to further develop their skills of reflection within a portfolio and who accepts responsibility as an independent learner for own learning. Educational practice based learning at Level 6 further increases skills acquisition at complex care level and develops the students' teaching expertise, focusing on the elements of practice required by a teacher.

Key Skills

The Quality Assurance Agency (QAA) and the Qualifications and Curriculum Authority (QCA) have deemed key and transferable skills as an essential feature of education studies degrees. Given that these skills are being assessed within a higher education environment they will be assessed at Level 6, depending upon their location within the programme. Key skills are integrated throughout the programme.

Each assignment will have a submission deadline by which formal submission should take place, this will be a date and may also specify a time of day. All assessment submissions must be submitted formally. The declaration of authenticity and fitness to participate must be completed and the

assessment submission must be submitted electronically using Weblearn or 'signed in' and date stamped. Unless an extension has been granted or there is evidence of extenuating circumstances, work not formally submitted by the deadline will be penalised.

Late submissions

The College believes that handing work in on time is a valuable discipline which helps to develop the ability to plan and organise time effectively in preparation for jobs which include a need for time management. In all cases of late submission the regulations of the awarding body will be followed. The University regulations specifying the penalties for late submission or non- submission of coursework and non-attendance for in-course tests can be viewed in [section 7 of the student handbook](#).

Extensions for assignment submission

Failure to complete or submit an assessment on time is usually penalised, extensions to assessment deadlines are not normally provided. A claim for an authorised extension to an assessment deadline is a request for recognition that serious circumstances may prevent students from meeting deadlines. The College understands that exceptional circumstances may occur and in such cases students may wish to make a formal claim for an authorised extension to the programme coordinator.

Further information about the type of circumstances considered, together with the claim form, are available to students in the 'Authorised Extension to Assessment Deadline student guide' available on Weblearn or from the Academic Registrar in CW88. Claims for an authorised extension to an assessment deadline must normally be made no later than two working days in advance of the submission deadline.

Fitness to participate

To confirm students are fit to take an assessment the College requires them to sign a declaration ('fit to sit') when submitting work and/or sitting examinations. If students are taken ill or are affected by unforeseen circumstances during or immediately prior to an examination but choose to continue, they must sign the declaration accordingly and advise the invigilator of circumstances: the invigilator will endorse the fit to sit declaration.

Extenuating Circumstances

The College wants all students to participate in all parts of their programme, pass their assessments at the first attempt and make good progress throughout. However the College understands there may be serious and significant situations, which may be considered to be extenuating circumstances, and that these may inhibit the student from completing assessments or participating fully in the assessment process. If a student considers their performance has been affected by extenuating circumstances students may wish to make an extenuating circumstances claim. Claims must be submitted using the College documentation, clear and convincing reasons must be given and supporting evidence provided to the Academic Registrar in CW88. Further information about the type of circumstances considered, how to make a claim and the claim form are available to students in the 'Extenuating Circumstances student guide' available on Weblearn or from the Academic Registrar in CW88. Extenuating circumstances claims must normally be claimed no later than five working days after the examination or assessment date.

Procedure in the event of illness

If a learner fails to sit or submit all or part of an assessment due to medically certified illness or other valid cause, s/he may be permitted to sit/resubmit the failed assessment(s) as if for the first time by a

date to be determined in accordance with the Extenuating Circumstances policy. This is only permitted if application has been made in accordance with the Extenuating Circumstances policy.

Access arrangements for students with learning difficulties or disabilities

Students are entitled to special access arrangements in all examinations, internal and external, so that they are not at a disadvantage due to a learning difficulty or disability. Examples of access arrangements include extra time, use of a reader, scribe or laptop.

Students are encouraged to inform the college at an early stage if they believe they need access arrangements. Referral to Learning Support in the early stage of the programme enables full benefit to be derived from learning support and enables any applications for access arrangements to be made at the appropriate time to the relevant examination board.

Learning Support staff will assess students' access arrangement needs, if this assessment has not been carried out previously, and will inform the programme leader of the arrangements to which the student is entitled.

Assessment returns

The date by which assessed work will be returned to learners is identified on the assessment schedule included in this handbook. This is usually expected to be within 15 working days.

Assessment and classification

Assessment of each course will be by methods which reflect the specific aims, learning outcomes, content and teaching/learning strategies of that course. Assessment of each course will normally be completed by the end of the semester in which the course has been studied. A variety of assessment methods will normally be employed, for example coursework and end of course examination. All assignments will be marked against the specified criteria and the University's generic criteria which can be found in the Regulations. The following table shows the percentage bands for each grade.

Each piece of work will be marked and returned to candidates with an 'indicative classification and specific feedback. Following moderation, at the end of the course, a final grade point will be awarded. All assessed work is subject to internal moderation.

The marking for each piece of work will be in percentages and they relate to the degree classifications:

Class	Percentage
First	70+
Second (upper division)	60-69
Second (lower division)	50-59
Third	40-49

The table below provides assessment descriptors for work at level 6, where it is related to degree classifications.

BA (Hons) %	Assessment Descriptors for Level 6 (HE3)
1 (70-100)	Outstanding work showing synthesis of information and ideas, critical analysis of data and argument and an awareness of the context within which the work is set Demonstrates originality, creativity and clarity of expression free from misunderstandings and errors of reasoning or fact
2.1 (60-69)	Demonstrates good understanding of the subject with all essential principles and much relevant information. Evidence of wide reading and an ability to integrate and organise information in a coherent account and/ or apply it to the analysis and solution of problems.
2.2 (50-59)	Satisfactory work with relevant information integrated into a structured account but lacking sufficient depth or breadth or with significant aspects omitted. Demonstrates an understanding of the essentials of the subject and ability to solve some limited problems.
3 (40-49)	Just adequate, shows general understanding with a minimum of relevant information but is very limited in depth or breadth; contains deficiencies but none so serious as to require the student to 're-sit' the assessment.
0-39	Fail. Inadequate, irrelevant or erroneous content

Ordinary Degree

An academic award made for successfully completing a programme of studies that includes a minimum of 60 credits at HE Level 3. Ordinary degrees are not honours degrees and are therefore not classified.

3 Expected contact and Personal Study Hours

Attendance at classes is compulsory. Students are required to attend all classes on time and to take responsibility for their own learning. Learning is a shared group experience and all students are expected to play their part in the group in promoting a collective understanding. Each course has a contact time which students are expected to attend. At the start of each course the course brief will inform students the expected number of attendance each session lasting not less than 3hrs. Substantial amount of personal study hours is required of each student including time for preparation and assignment, project, coursework or presentation. The required number of personal study time is indicated in each course brief.

Notification of absence

If students are planning to be absent they must contact the programme coordinator or other agreed member of staff prior to the time of absence. If they are unexpectedly absent they are asked to notify an agreed member of staff as soon as possible.

4 Development of Student Skills

Each course within the programme is meant to enable students to develop the required skills expected of a graduate spelt out by the QAA benchmark for graduates in Education Studies. Students are at this point expected to chart the various theoretical, historical and ideological trajectories that inform education today. The development of criticality when translating theory into practice in their various respective educational fields is what this programme is meant to equip its participants.

5. Assessment Feedback

Most often feedback will be written, however feedback about work may also be verbal or may take place in informal/formal work in progress meetings. Any questions about any assessment decisions should be raised in the first instance with the course tutor concerned.

6. Progression through the Programme

The main assessment strategy for this programme will through written assignments and seminar presentations. The rationale for this choice to encourage independent study as they progress through the programme, this design is to enable develop the graduate attribute across the various courses within the programme.

7. Assessment Map

Term 1 Sept–Oct	Term1 Nov-Dec	Term 2 Jan-Feb	Term 2 Mar-Apr	Term 3 Apr-May	Term 3 May-June	Term 4 Sept–Oct	Term 4 Nov-Dec
Contemporary Issues in Education 15 credits 30 minutes Seminar presentation 40% written report (1000 words) Project report 60% (2000 words)	Sociological Perspectives in Education 15 credits Essay 100% 3000 words	Innovative Teaching and Learning Environments 15 credits Essay 60% (2000 words) and 40% 30 minutes Seminar paper (1000 words)	Leadership and Management In Education 15 credits Essay 70% (2000) and 30% (1000) words reflective writing	Research Project 15 credits Methodology and Literature review	Research Project 15 credits Research project 100% (8000 words)	History of Education in England 15 credits Essay 100% (3000 Words)	Comparative Education and Training 15 credits Essay 60% (2000 words) 30 minutes Seminar presentation reflective report 40% (1000 words)

7. Student Support and Learning Resources

1. Week One

The week one (induction) is aimed to welcome and orientate students to both the College and the programme, it is meant to introduce them to the team who will be teaching them. Students are introduced into the initial socialisation of their cohort programme and their identity as a student. Enrolment ensures that students are given access to college facilities (access to Learning Resource Centre and VLE etc.) which is required as early as possible. During this time students will have some teaching which will include sessions on appropriate documentation such as the programme handbooks.

2. Teaching Accommodation

Teaching will take place in purpose-built and comfortable teaching accommodation is available with full internet access and interactive whiteboards.

3. Library Facilities

The Learning and Resource Centre (LRC) provides a comprehensive collection of text books and other study aids including journals, newspapers and audio-visual materials. Many of these resources can be accessed remotely from the Nescot website and the virtual learning environment (Weblearn). There are a range of on-line databases suitable for educational research and all students are able to acquire an Athens password for access.

As part of Nescot's commitment to this programme, books and online subscriptions to education studies journals have been purchased. The curriculum team compile a reading list drawn from books/journals reviewed and recommended by academic and subject librarians to ensure students use a wide range of recommended resources and varying texts.

The LRC is a bright and comfortable learning environment with facility for group and silent study, access to PCs, photocopying, DVDs, learner support and guidance from LRC staff. It opens Monday to Friday throughout the year (excluding the Christmas break).

4. IT Facilities

Laptop access in the classroom supports teaching, learning and assignment completion. The LRC provides ready access to PCs and on-line resources as well as assistive technology and IT support staff. The IT support staff offer a range of workshops to develop students' IT skills in such areas as word-processing, internet searching, etc. All teaching sessions are roomed with access to 'Smartboard' (interactive whiteboard) to allow for maximum modelling of good practice in the use of ILT for teaching and learning.

Nescot uses a Weblearn (VLE) to provide an environment for teaching and learning which can be accessed remotely and at any time. The Online software aids students by creating, managing, organising and housing a Web-based learning environment. Examples of facilities are posting lecture notes, and information, quizzes, assignment course and assignment remits, course handbook, video clips glossary and a forum for bulletin board and links to appropriate educational websites. Weblearn allows students access to information at any time be it night or day, home or college.

5. Specialist Physical Resources

Under the Special Education Needs Act the College will be obliged to provide any specialist Physical Resources when required by a student.

6. Maximum New Entrant Number (collaborative programmes only)

Twenty (20) Students

7. Personal Tutoring

The College operates a tutorial programme to provide the opportunities for students to develop their potential academically, socially and personally whilst they go through their journey at Nescot. The support offered is personalised for each student, and effective tutoring encourages students to become more responsible for their own learning. The tutoring programme complements and underpins the course experience. More information about tutorials can be found in the Programme Handbook.

Tutorials are designed to fulfil a range of purposes. They will provide opportunities to support delivery of course content, to provide support in the workplace for students and for one-to-one academic or pastoral support. On this programme a combination of one-to-one and group tutorials are encouraged. Tutorials will be undertaken by both course and personal tutors.

Each student will be allocated a personal tutor from the teaching team. The tutor will be responsible for:

- Identifying learner needs and initiating learner support
- Conducting tutorials to advise and guide students.
- Keeping records of tutorials and other meetings.
- Assisting students to identify strengths and weaknesses and actions related to these;
- and where appropriate refer
- Production of student references
- Supporting shared learning
- Providing academic leadership

8. Staff Availability

Staff involved in delivery

The following staff will be involved in the delivery of the programme:

Head of Department: Dr Seidu Salifu

Programme Leader: Seidu Salifu (provisional)

Proposed staff allocated to programme courses

3.1 Contemporary Issues in Education	Krystyna Summers
3.2 Sociological Perspectives of Education	Paul Banthorpe
3.3 Innovative Teaching and Learning	Judith Lawler
3.4 History of Education in England	Paul Banthorpe
3.5 Comparative Education and Training	Seidu Salifu
3.6 Leadership and Management in Education	Seidu Salifu
3.7 Dissertation Course	All team members above led by Seidu Salifu

9. Project Supervision and Management

A research project handbook will be issued to students at the commencement of the course. The handbook will contain general guidelines relating to structure and presentation of the project report, details of the supervision process, a research log and declaration on plagiarism.

Teaching will take the form of one to one project supervision. Project supervisors will meet students on at least five occasions and the outcomes of these tutorials will be recorded in the research log. Project supervisors will be chosen by the course leader in consultation with the students and the course co-ordinator to supervise individual student's dissertation. The project supervisor will be a member of the teaching team for this programme as this will facilitate the maintenance of close links with the student and provide for regular opportunities to give advice, support and guidance on the research project.

Ethical considerations

Students will be required to secure the agreement from their dissertation tutor and their employer that proposed investigations and activities fall within the policies and processes of the education setting. In some cases, employers may require the proposal to be considered by their own Ethics Committee. In such cases the approval of the Ethics Committee will be taken into consideration by the employer before they grant their agreement.

Assessment

The dissertation will be assessed by the individual project supervisor whose assessment will be internally moderated by a second member of the programme team. In exceptional cases e.g. where there is disagreement between the project assessor and internal moderator, the University of Greenwich regulations will apply. The principal assessment criteria will be as follows:

The presentation of the Research Project to the appropriate academic standard

- Evidence of planning, organisation and appropriate research design for the project.
- Evidence of sufficient and appropriate reading.
- The interpretation and analysis of data.
- Evidence of originality and synthesis in analysis, reflective evaluation and recommendations for future research.

10. Pastoral Support

The programme benefits from the College central pastoral system. This includes student services and programme support available via programme and course leaders who will be available to discuss any issues raised by student(s) for the duration of their studies. Refer to Personal tutoring 7. above. Each student is assigned a personal tutor at the start of the programme.

8. Quality Management

1. Student Registration Arrangements

As specified by the University Regulations, applicants will be expected to provide satisfactory evidence of ability to pursue successfully Foundation degree education support. The course is intended for candidates who have at least level 5 qualification in relevant area.

All suitable applicants will be interviewed. At interview, the admissions tutor would evaluate the extent and quality of work previously undertaken at foundation degree level. Offer of a place is at the discretion of the admissions tutor. Where appropriate, additional support needs will be discussed so that suitable adjustments can be explored.

2. Staff and roles (Programme Leader, Course Coordinators, Link Tutor etc)

Responsibility for the day-to-day management of the programme rests with the programme co-ordinator under the guidance and direction of the Head of Department. Nescot Programme Coordinators and teams work with Heads of Department to implement the quality assurance procedures which support the maintenance of academic standards and the quality of learning opportunities. Operational responsibility for the management of quality is devolved to Directors of Faculty. The Academic Registrar and Student Performance Manager supports the Directors of Faculty in their work with Heads of Department. The Deputy Principal has oversight of all matters related to higher education on behalf of the Senior Management Team. Clear information about the processes used to assure standards and quality is provided for staff in the College Quality Assurance Handbook. Roles and responsibilities of the Course Coordinator include;

- Day to day management including monitoring and reporting upon quality of programme delivery and the student experience
 - Liaison with programme contributors including tutors and mentors
 - Guiding and making appropriate referrals for student experiencing difficulties
 - Coordinating the development of published information about the programme including coordinating student handbooks and contributing to marketing information
- Roles and responsibilities of the link tutor;

3. Composition and function of the Programme Committee and how the University will consider student feedback from external partner students

A formal Board of Study is held each semester for each programme. Arranged by the Programme Coordinator these provide a forum for regular review and assessment of the quality of the programme. Each Board of Study includes a student representative whose role is to present the views of their peers on the programme and feedback to their peers after the meeting.

The Higher Education College Management Group is the operational group with collective responsibility for the management of higher education across the College. The Group is also an effective means of supporting Directors of Faculty and Heads of Department in their work with programme teams to assure quality and academic standards. The Higher Education Practitioners Group, comprised of all those involved in delivery of HE programmes, is a forum for sharing best practice and discussion of higher education related matters.

Nescot Academic Board receives reports, monitors actions on matters referred by the awarding body and advises the Senior Management Team on higher education related matters.

Nescot programmes are constantly monitored as part of a process of continuous improvement. Student views are considered an important element of the monitoring and evaluation process. Well established means for gathering student opinion include;

- Nescot surveys
- Nescot course reviews
- National student survey
- Destination survey

- Board of Study
- Learner voice
- Student Council

Nescot Surveys occur twice each year, generally early in the academic year and again towards the middle of the academic year. Nescot course reviews are short questionnaires generally undertaken at the end of each course. Course tutors use these to capture the views of learners and make adjustments to the delivery of future courses if appropriate. Where appropriate for specific matters focus groups are also used to gather student opinion. Findings from college wide surveys are reported to Higher Education College Management Group and findings from each survey form part of the Annual Programme Review action planning for each programme.

Nescot Student Council is an opportunity for nominated student representatives from each programme to meet formally as a group with senior. This structured forum enables students to share ideas and inform decision making. Students propose and debate developments on their course and the wider college. Nescot also has a well established Student Voice forum in which students give their opinion about ways in which the College can improve.

Reporting of this information to the awarding body will be in accordance with awarding body requirements (to be advised).

5. Link tutoring arrangements

To be advised

6. Setting exam papers and assessments

Assessment verification processes are applied to enable judgements to be made about the quality of assessment feedback and vocational relevance. This enables teams to assure the consistency and fairness of assessment tools. Staff are supported in their implementation of these processes through clear explanations in the HE Assessment Moderation handbook.

7. Marking and moderation arrangements

Assessment moderation and/or double marking processes are applied to assure the consistency and fairness of assessment tools and decisions. These processes are clearly described in the HE Assessment Moderation handbook.

8. Annual monitoring arrangements

Annual reporting to the awarding body will be in accordance with awarding body requirements (to be advised).

Internal annual reporting is informed by phased annual programme review which prompts reflection on programme performance at key points in the academic year with reference to key performance indicators. The Academic Registrar and Student Performance Manager collates information including performance data, feedback from external examiners, student feedback and assists in preparing the structured annual review documentation for each programme. Annual programme reviews inform the College Annual Monitoring Report received by Academic Board

9. External Examining

External examination reports are managed using a rigorous procedure which ensures reflection at all levels in the College. The Academic Registrar and Student Performance Manager logs reports, collates matters raised and liaises with the programme teams to ensure reported matters are addressed. Directors of Faculty approve the action plan prepared by teams and regularly monitor progress with actions planned. Matters reported by external examiners are addressed in each annual programme review and a clear overview is provided in the College annual external examiner report summary received by Academic Board. Progress against actions arising from external examiner reports are also explicitly addressed at each assessment board. Matters arising from external examiner reports are shared with students during Board of Studies or in class sessions.

Opportunities for external examiners to comment are provided at the end of each Departmental Assessment Panel and Progression and Award Board, through the formal external examiner's report and during the external examiners' meetings. Each external examiner receives a copy of the approved action plan the programme team devises in response to their report.

10. Programme specific regulations

N/A

11. Management of AP(E)L procedures

AP(E)L procedures will follow the University of Greenwich regulations.

12. Plagiarism procedures

The College regards academic misconduct very seriously. Academic misconduct can be considered to be any act whereby a candidate seeks to obtain an unfair advantage for themselves or another candidate. As such these are acts which undermine the integrity and validity of assessment. It is important that learners are aware of the seriousness of academic misconduct and the procedures in place for any case of suspected academic misconduct. Academic misconduct can be considered to include;

- Impersonation
- Misrepresentation
- Collusion
- Fabrication
- Communicating
- Unauthorised material/objects
- Plagiarism (intentional or otherwise)

Declaration of authorship is signed for each assessment and submission is through software which provides an originality report.

For any case of suspected academic misconduct there is a staged investigation procedure. The management of suspected academic misconduct is clearly described in the associated policy and procedures.

13. Complaints procedures

Nescot sets high standards and is committed to achieving excellence in the delivery of education and training services. Therefore feedback from students and members of the public is welcome and encouraged because feedback is used to make improvements to services. A guide to students is available on the virtual learning environment.

14. Appeals

Procedures for appeal are in accordance with the Academic Appeal Regulations of the University. Student handbooks provide links to these regulations.

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9. Course Specifications

Course Specification	
Faculty	Education & Health
Department	Education & Community Studies
Code	ACAD 1321
Course Title	3.1 Contemporary Issues in Education
Course Coordinator	Paul Banthorpe
Level (please tick)	4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/>
Credit	15
Pre-requisites	L5

Aims

The course aims to enable students develop the skills and ability to analyse complex situations concerning human learning and development in particular contexts including their own. It will also enable them accommodate new ideas and the provision of well argued conclusions relating to issues, such as the impact of globalisation on education system, social justice, sustainable development, social inclusion and the knowledge economy.

Learning Outcomes

On completing this course successfully you will be able to:

- Examine the societal and organisational structures and the purposes of the educational systems and their possible implications for learners and the learning process
- Analyse the potential connections and discontinuities between aspects of knowledge and their applications in educational policies and contexts of your chosen educational system
- Critically locate and justify your personal position within the context of vocational and academic education and suggest alternatives
- Critically analyse arguments, assumptions and concepts of a key aspect of a specific area of interest
- Use academic writing conventions appropriate to the level of study.

Indicative Content

1. Societal and organisational structures
2. Purposes of educational systems
3. Change and continuity of the educational system
4. Educational Policies and Contexts
5. Learning in the 21st Century

Learning and Teaching Activities

The taught sessions will comprise a mixture of lecture, presentations, seminars, student centred activities, tutorials, discussion groups, case studies, web-based activities and independent guided study.

Learning Time (1 credit = 10 hours)

Scheduled contact hours: Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work, fieldwork, external visits.	lectures	21
	seminars	
	supervised practical sessions	
	tutorials	7
	formative assessment	
	other scheduled time	
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	122
	Independent laboratory work	
	other non-scheduled time	
Placements & year abroad	Work placements	
	Work based learning	
	Year abroad	
	Other placement	
Total hours ('Should be equal to credit x 10')		

Assessment Details:

Methods of Assessment	Essay	Seminar Paper presentation		
Grading Mode	%			
Weighting %	60	40		
Pass Mark	40	40		
Word Length	2000	1000		
Outline Details	An essay providing a critique on the contemporary British educational system and use a range of evidence to formulate alternatives or potential changes to practice in order to meet current economic and social demands	30 minutes Seminar presentation on relevant topic agreed by course tutor		

Last Item of Assessment				
Are students required to pass all components in order to pass the course	Yes			

Indicative Course Materials and Reading:

Author	Date	Title	Publisher
Ball, S. J	2006	Education Policy and social class: the selection works of Stephen J. Ball	Routledge
Ball, S.J.	2003	Class Strategies and the education market: the middle classes and social advantages	Falmer
Barlett, S and Burton, D	2012	Introduction to education Studies 4 th ed.	Sage
Bartlett, S and Burton, D	2003	Education Studies: Essential issues	Sage
Chitty, C.	2004	Education Policy in Britain	Macmillan
Claxton, G.	2008	What's the point of schooling? Rediscovering the heart of education	Onewold
Curtis, W and Pettigrew, A	2010	Education Studies, reflective reader	Learning Matters
Curtis, W and Pettigrew, A	2009	Learning in contemporary culture	Learning Matters
Derek, K	2006	Education Studies: issues and critical perspectives	OUP
Freire, P	1996	Pedagogy of the oppressed	Penguin
Gillborn, D.	2008	Racism and education: coincidence or conspiracy?	Routledge
Haralambos, M and Holborn M	2011	Sociology: themes and perspectives 7 th ed	Collins
Murphy, L.etal	2009	Education studies and introduction	OUP

Jeffs, T and Smith, M	2005	Informal Education: conversation, democracy and learning	OUP
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COURSE SPECIFICATION: ADMINISTRATIVE DATA for PAS/BANNER/LQU	
Term of Delivery: (Term A, Term B, Standard Double Term, Term 3, February cross sessional start and finish and May cross sessional start and finish, and Summer)	Term 1
Donor Teaching: (<i>% of teaching from another School</i>)	
Donor School: (<i>providing the additional teaching</i>)	
Partner College: (<i>give College name if course is only available at a Partner College</i>)	
Linked Course: (<i>if this course is taught with another but assessed separately, state with which course</i>)	
External Examiner: <i>Please provide the full name and period of tenure for the examiner appointed to this course.</i>	

Course Specification	
Faculty	Education & Training
Department	ECS
Code	ACAD 1322
Course Title	3.2 Sociological Perspectives in Education
Course Coordinator	Paul Banthorpe
Level <i>(please tick)</i>	4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/>
Credit	15
Pre-requisites	L5

Aims

To study the political sociology of education in relation to notions of social justice of educational provision and experience.

Learning Outcomes

On completing this course successfully you will be able to:

- Demonstrate an understanding of the sociological and educational theories and concepts used in relationship to equality and diversity in education
- Critically examine an in-depth knowledge and understanding of the ways in which policy developed in the UK in relation to issues of equality and diversity in education.
- Reflect on autobiography and history and the ways in which these shape own value system and perceptions of education
- Evaluate strategies developed to address the issue of equality and diversity in an educational setting of your choice
- Examine the influence and significance of social, historical and cultural contexts in the construction of discourses on equality and diversity and education.

Indicative Content

1. The meaning of education
2. Educational ideologies
3. Key sociological theories on education
4. Significance of social, historical and cultural contexts in the construction of discourses
5. Education and social justice
6. The ways in which value systems shape perceptions of equality and diversity of education

Learning and Teaching Activities

The taught sessions will comprise a mixture of lecture, presentations, seminars, student centred activities, tutorials, discussion groups, case studies, web-based activities and independent guided study.

Learning Time (1 credit = 10 hours)

Scheduled contact hours: Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work , fieldwork, external visits.	lectures	21
	seminars	
	supervised practical sessions	
	tutorials	7
	formative assessment	
	other scheduled time	
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	122
	Independent laboratory work	
	other non-scheduled time	
Placements & year abroad	Work placements	
	Work based learning	
	Year abroad	
	Other placement	
Total hours ('Should be equal to credit x 10')		

Assessment Details:

Methods of Assessment	Essay			
Grading Mode	%			
Weighting %	100			
Pass Mark	40%			
Word Length	3000			
Outline Details	An essay providing a critique on the contemporary British educational system and use a range of evidence to formulate alternatives or potential changes to practice in order to meet current economic and social demands			
Last Item of Assessment				
Are students required to pass all components in order to pass the course	Yes			

Indicative Course Materials and Reading:

Ball, S.J.	2003	Class Strategies and the education market: the middle classes and social advantages	Falmer
Barlett, S and Burton, D	2012	Introduction to education Studies 4 th ed.	Sage
Bartlett, S and Burton, D	2003	Education Studies: Essential issues	Sage
Chitty, C.	2004	Education Policy in Britain	Macmillan
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Derek, K	2006	Education Studies: issues and critical perspectives	OUP
Freire, P	1996	Pedagogy of the oppressed	Penguine
Gillborn, D.	2008	Racism and education: coincidence or conspiracy?	Routledge
Haralambos, M and Holborn M	2011	Sociology: themes and perspectives 7 th ed	Collins
Murphy, L.etal	2009	Education studies and introduction	OUP
Jeffs, T and Smith, M	2005	Informal Education: conversation, democracy and learning	OUP
Sharpe, R and Beetham, H	2010	Rethinking pedagogy for a digital age: designing and delivering e-learning	Routledge
Trowler, P	2003	Education Policy 2 nd ed.	Routledge

COURSE SPECIFICATION: ADMINISTRATIVE DATA for PAS/BANNER/LQU

Term of Delivery: (Term A, Term B, Standard Double Term, Term 3, February cross sessional start and finish and May cross sessional start and finish, and Summer)	Term 1
Donor Teaching: (<i>% of teaching from another School</i>)	
Donor School: (<i>providing the additional teaching</i>)	
Partner College: (<i>give College name if course is only available at a Partner College</i>)	
Linked Course: (<i>if this course is taught with another but assessed separately, state with which course</i>)	
External Examiner: <i>Please provide the full name and period of tenure for the examiner appointed to this course.</i>	

Course Specification	
Faculty	Education & Health
Department	ECS
Code	ACAD 1323
Course Title	3.3 Innovative Teaching and Learning Environments
Course Coordinator	Paul Banthorpe
Level <i>(please tick)</i>	4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/>
Credit	15
Pre-requisites	L5

Aims

This course gives learners an opportunity to develop an appreciation of a broad range of approaches to supporting learning within a variety of contexts. The expectation is that students will justify, use and evaluate creative strategies in order to reflect critically and constructively on their impact on the learning process.

Learning Outcomes

On completing this course successfully you will be able to:

- Research the critical of underlying values, principles of educational concepts/theories to support learning and how these influence practice.
- Produce a synthesis of own understanding of the diversity of learners and the complexity of the interaction between learning, contexts and participants.
- Demonstrate the application of effective and innovative principles and practices in a learning environment.
- Critically reflect on own values and practices in relation to current research on teaching and learning
- Use own knowledge and understanding critically to locate and justify a personal position in relation to the key aspect of a specific area of interest.
- Organise and articulate opinions and arguments in relation to a specific area of interest.

Indicative Content

1. The roles and responsibilities of practitioners within contemporary education with reference to- Initiative, personal responsibility, self-direction, autonomy, and critical and reflective thinking.
2. Principles of learning, assessment and motivation
3. Personalised learning within a variety of contexts
4. Creative and innovative teaching and learning strategies, including new and emerging technologies

Learning and Teaching Activities

The taught sessions will comprise a mixture of lecture, presentations, student-centred activities, tutorials buzz groups, reflection and reflective writing, debates, use of multi-media resources and independent guided study

Learning Time (1 credit = 10 hours)

Scheduled contact hours: Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work, fieldwork, external visits.	lectures	21
	seminars	
	supervised practical sessions	
	tutorials	7
	formative assessment	
	other scheduled time	
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	122
	Independent laboratory work	
	other non-scheduled time	
Placements & year abroad	Work placements	
	Work based learning	
	Year abroad	
	Other placement	
Total hours ('Should be equal to credit x 10')		

Assessment Details:

Methods of Assessment	Essay	Seminar Paper presentation		
Grading Mode	%			
Weighting %	60	40		
Pass Mark	40%	40%		
Word Length	2000	1000		
Outline Details	Critically evaluate examples of a creative teaching strategies	30 minutes Seminar paper presentation of an innovative and effective teaching and learning strategy		
Last Item of Assessment				
Are students required to pass all components in order to pass the course	Yes			

Indicative Course Materials and Reading:

Author	Date	Title	Publisher
Barron, Ann E. et al	2006	<i>Technologies for education : a practical guide. 5th ed</i>	Libraries Unlimited
Ferguson, L.	2001	<i>Designing personalized learning for every student</i>	ASCD
Harmin, M. and Toth, M	2006	<i>Inspiring active learning : a complete handbook for today's teachers. 2nd ed</i>	ASCD
Illeris, K (ed)	2009	Contemporary theories of learning: learning theorists.. their own words	Routledge
Lemov, D.	2010	Teach like a champion: 49 techniques that put students on the path to college	Jossey Bass
McDougall, Anne et al (eds)	2010	Researching IT in education: theory practice and future directions	Routledge
Monteith, M (ed)	2009	ICT for Curriculum enhancement	Intellect
Salmon, G.	2002	Eivities: the key to active online learning	Routledge
Weyers, M	2006	Teaching the FE curriculum: encouraging active learning in the classroom	Continuum

COURSE SPECIFICATION: ADMINISTRATIVE DATA for PAS/BANNER/LQU

Term of Delivery: (Term A, Term B, Standard Double Term, Term 3, February cross sessional start and finish and May cross sessional start and finish, and Summer)	Term 2
Donor Teaching: (<i>% of teaching from another School</i>)	
Donor School: (<i>providing the additional teaching</i>)	
Partner College: (<i>give College name if course is only available at a Partner College</i>)	
Linked Course: (<i>if this course is taught with another but assessed separately, state with which course</i>)	
External Examiner: <i>Please provide the full name and period of tenure for the examiner appointed to this course.</i>	

Course Specification	
Faculty	Education & Health
Department	ECS
Code	HIST 1044
Course Title	3.4 History of Education in England
Course Coordinator	Paul Banthorpe
Level (please tick)	4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/>
Credit	15
Pre-requisites	L5

Aims

This course aims at introducing students to the historical, social and institutional contexts in which education is located and by which education as a practice is shaped. Students will study the question of what kinds of education and educational practices are ethically justifiable.

Learning Outcomes

- On completing this course successfully you will be able to:
- Examine that the history of education within a chosen context
- Demonstrate knowledge and understanding of the main features of the history of education and education policy
- Evaluate awareness of the social, political, economic, religious and cultural reasons for the provision of education in its current form.
- Investigate an educational policy by selecting, evaluating and analysing relevant sources of information before drawing and defending conclusions.

Indicative Content

1. The road to state education 1800-1870
2. The first stages of elementary schooling 1870–1902
3. Establishment of Secondary schools and Local Authorities 1902-1944
4. Universal Secondary Education – the tripartite system 1944–1965
5. Comprehensive schooling 1965- 1988
6. Thatcherism and the Marketisation of Education in England 1979 -1990
7. New Labour and beyond

Learning and Teaching Activities

The taught sessions will comprise a mixture of lecture, presentations, seminars, student centred activities, tutorials, discussion groups, case studies, web-based activities and independent guided study.

Learning Time (1 credit = 10 hours)

Scheduled contact hours: Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work , fieldwork, external visits.	lectures	21
	seminars	
	supervised practical sessions	
	tutorials	7
	formative assessment	
	other scheduled time	
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	122
	Independent laboratory work	
	other non-scheduled time	
Placements & year abroad	Work placements	
	Work based learning	
	Year abroad	
	Other placement	
Total hours ('Should be equal to credit x 10')		

Assessment Details:

Methods of Assessment	Essay			
Grading Mode	%			
Weighting %	100			
Pass Mark	40			
Word Length	3000			
Outline Details	<i>ReCommended educational contexts: elementary/primary; secondary; further/tertiary education; private sector; vocational training; adult/lifelong learning; higher education; special educational needs</i>			
Last Item of Assessment				
Are students required to pass all components in order to pass the course	Yes/No			

Indicative Course Materials and Reading:

Author	Date	Title	Publisher
Bartlett, S. and Burton, D	2012	<i>Introduction to Education Studies 2nd Edn</i>	Sage
Benn C and Chitty C	1996	<i>Thirty years on: is comprehensive education alive and well or struggling to survive?</i>	David Fulton
Chitty, C.	2009	<i>Education Policy in Britain, 2nd Edn</i>	Macmillan
Chitty C and Dunford J	1999	<i>State schools: New Labour and the Conservative legacy</i>	Woburn
Derek, K et al (eds)	2006	Education Studies: issues and critical perspectives	OUP
Gillard, D.	2011	<i>Education in England: A brief History,</i> http://www.educationengland.org.uk/history	Website
Jones K	2003	<i>Education in Britain: 1944 to the present</i>	Polity Press
Rampton, A	1981	<i>West Indian Children in our Schools</i> Interim report of the Committee of Inquiry Cmnd 8273	HMSO
Ribbins, P and Sherrat B	1997	<i>Conservative Secretaries of State and Radical Educational Reform Since 1973</i>	Cassell
Swann, M	1985	<u>Education for All</u> Report of the Committee of Enquiry Cmnd 9453	HMSO

COURSE SPECIFICATION: ADMINISTRATIVE DATA for PAS/BANNER/LQU	
Term of Delivery: (Term A, Term B, Standard Double Term, Term 3, February cross sessional start and finish and May cross sessional start and finish, and Summer)	Term 1
Donor Teaching: (<i>% of teaching from another School</i>)	
Donor School: (<i>providing the additional teaching</i>)	
Partner College: (<i>give College name if course is only available at a Partner College</i>)	
Linked Course: (<i>if this course is taught with another but assessed separately, state with which course</i>)	
External Examiner: <i>Please provide the full name and period of tenure for the examiner appointed to this course.</i>	

Course Specification	
Faculty	Education & Health
Department	ECS
Code	ACAD 1324
Course Title	3.5 Comparative Education and Training
Course Coordinator	Seidu Salifu
Level <i>(please tick)</i>	4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/>
Credit	15
Pre-requisites	L5

Aims

This course will provide students with knowledge and understanding of:
 Models and analytical frameworks that can employed in comparative study
 Educational provision in modern industrial societies
 The response of industrialised states to globalisation and post industrialism

Learning Outcomes

On completing this course successfully you will be able to:

- Critically review the development, structure and organisation of educational provision in a range of international settings.
- Analyse key themes (e.g. pre-school, access; achievement; participation; transition from school to work; lifelong learning; skills development; inclusion) in relation to educational provision in range of industrial societies.
- Evaluate the impact of economic and social change on key features of education and training in a range of industrial states.
- Analyse and reflect upon own educational experiences to date, using the themes of the course as a framework.
- Critically analyse arguments, assumptions and concepts of a key aspect of a specific area of interest.

Indicative Content

1. The development of educational provision in Western European, Scandinavian States and the United States of America
2. The economic, demographic, political and cultural challenges facing educational provision and the responses to these challenges
3. Convergence and divergence in educational provision
4. Current themes in education where appropriate for each pathway:
 - Inclusion and inclusive practices
 - Age and compulsory education
 - Early Years provision (extent, nature, purpose)
 - 14-19 Education
 - Lifelong Learning/ Continuing Vocational training (participation; organisation; funding; qualifications)
 - Apprenticeships and work-based training
 - Achievement and Skills formation

Learning and Teaching Activities

The taught sessions will comprise a mixture of lecture, guest speakers and independent guided study.

Learning Time (1 credit = 10 hours)

Scheduled contact hours: Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work , fieldwork, external visits.	lectures	21
	seminars	6
	supervised practical sessions	
	tutorials	7
	formative assessment	
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	other scheduled time	
	Independent coursework	116
	Independent laboratory work	
Placements & year abroad	other non-scheduled time	
	Work placements	
	Work based learning	
	Year abroad	
	Other placement	
Total hours ('Should be equal to credit x 10')		

Assessment Details:

Methods of Assessment	Essay	Seminar presentation and a reflective report		
Grading Mode	%	%		
Weighting %	60	40		
Pass Mark	40%	40%		
Word Length	2000	1000		
Outline Details	Make a comparison of two countries of socio-economic development and how education is organised in response to social and economic needs of your chosen countries.	30 minutes Seminar presentation and Reflective report on educational provisions in modern industrial societies.		
Last Item of Assessment				
Are students required to pass all components in order to pass the course	Yes			

Indicative Course Materials and Reading:

Author	Date	Title	Publisher
Armstrong, A. C. et al.	2009	<i>Inclusive education : international policy and practice</i>	Sage
Arnove, R. and Torres, C	2003	<i>Comparative education: the dialectic of the global and the local</i>	Rowan and Littlefield
Beauchamp, W.	2003	Comparative education reader	Routledge Falmer
Bignol, W and Gayton, L	2009	Global issues and comparative education	Learning Matters
Bray, M.	2007	Comparative education research: approaches and methods.	CERC
Crossley, M	2011	Changing educational contexts, issues and identities:40 years of comparative education	Routledge
Green, A et al	1999	Convergence and divergence in Education and training systems	Institute of Education
Kubow, P.K and Fossum, P. R.	2007	Comparative education: exploring issues in international context	Pearson Education
Penn, H.	2011	Quality in early childhood services: an international perspectives	OUP
Phillips, D. and Scheweisfurth M	2008	Comparative international education	Continuum

COURSE SPECIFICATION: ADMINISTRATIVE DATA for PAS/BANNER/LQU	
Term of Delivery: (Term A, Term B, Standard Double Term, Term 3, February cross sessional start and finish and May cross sessional start and finish, and Summer)	Term 1
Donor Teaching: (<i>% of teaching from another School</i>)	
Donor School: (<i>providing the additional teaching</i>)	
Partner College: (<i>give College name if course is only available at a Partner College</i>)	
Linked Course: (<i>if this course is taught with another but assessed separately, state with which course</i>)	
External Examiner: <i>Please provide the full name and period of tenure for the examiner appointed to this course.</i>	

Course Specification	
Faculty	Education & Health
Department	ECS
Code	ACAD 1325
Course Title	3.6 Leadership and Management in Education
Course Coordinator	Seidu Salifu
Level (please tick)	4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/>
Credit	15
Pre-requisites	L5

Aims

This course gives learners an opportunity to identify the responsibilities and skills required to fulfil the roles of leadership and management in an educational setting.

It requires learners to differentiate between leadership and management and their varied hierarchies.

Learning Outcomes

On completing this course successfully you will be able to:

- Critically analyse organisational structures, roles and responsibilities in relationship to leadership and management within an educational setting
- Analyse and critically assess leadership and management models, styles and associated skills within an educational setting
- Evaluate strengths and development needs required to become a successful leader in the current educational environment
- Critically analyse arguments, assumptions and concepts of a key aspect of a specific area of interest
- Organise and articulate opinions and arguments in relation to a specific area of interest.

Indicative Content

1. Team dynamics and cohesion
2. Leadership and Management structures in education
3. Managing development and change in an educational setting
4. Management and leadership models, structures & hierarchies in education
5. Roles, responsibilities, styles and skills of leadership and management
6. Leader-follower concepts in an educational environment
7. Communication skills and processes
8. Educational policies; accountability and autonomy

Learning and Teaching Activities

The taught sessions will comprise a mixture of lecture, presentations, student-centred activities, tutorials case studies, peer to peer teaching, critical incident analysis, and interactive activities using ILT, question and answers and independent guided study

Learning Time (1 credit = 10 hours)

Scheduled contact hours: Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work, fieldwork, external visits.	lectures	21
	seminars	
	supervised practical sessions	
	tutorials	7
	formative assessment	
	other scheduled time	
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	122
	Independent laboratory work	
	other non-scheduled time	
Placements & year abroad	Work placements	
	Work based learning	
	Year abroad	
	Other placement	
Total hours ('Should be equal to credit x 10')		

Assessment Details:

Methods of Assessment	Essay	Reflective Report		
Grading Mode	%			
Weighting %	80	20		
Pass Mark	40%	40%		
Word Length	2000	1000		
Outline Details	Justification for a new leadership/management post within an educational organisation	Reflective writing on own strengths and development in relation to a leadership or management role		
Last Item of Assessment				
Are students required to pass all components in order to pass the	Yes			

course			
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Indicative Course Materials and Reading:

Author	Date	Title	Publisher
Bennett, N. et al. (eds)	2003	<i>Effective educational leadership</i>	Paul Chapman
Bush, T. and Middlewood, D	2005	<i>Leading and managing people in education</i>	Sage
Bush, T.	2008	Leadership and management development in education	Sage
Bush, T .	2011	Theories of educational leadership and management	Sage
Bush, T. et al	2010	The principles of educational leadership and management	Sage
Coleman, M.	2010	Educational Leadership and Management: Developing Insights and Skills	OUP
Glickman, C.D. et al	2004	Supervision and instructional leadership: a developmental approach	Ally and Bacon
O'Connell, B.	2005	Creating an outstanding College	Nelson Thornes

COURSE SPECIFICATION: ADMINISTRATIVE DATA for PAS/BANNER/LQU	
Term of Delivery: (Term A, Term B, Standard Double Term, Term 3, February cross sessional start and finish and May cross sessional start and finish, and Summer)	Term 2
Donor Teaching: (<i>% of teaching from another School</i>)	
Donor School: (<i>providing the additional teaching</i>)	
Partner College: (<i>give College name if course is only available at a Partner College</i>)	
Linked Course: (<i>if this course is taught with another but assessed separately, state with which course</i>)	
External Examiner: <i>Please provide the full name and period of tenure for the examiner appointed to this course.</i>	

Course Specification	
Faculty	Education & Health
Department	ECS
Code	ACAD 1326
Course Title	3.7 Research Project (Dissertation)
Course Coordinator	Seidu Salifu
Level <i>(please tick)</i>	4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/>
Credit	30
Pre-requisites	L5

Aims

This course will provide students with knowledge and understanding of personal qualities of self-motivation and self-discipline in relation to time management and judgement in regard to the chosen topic for study. It will also enable students to select a topic for study, whilst developing the capacity to examine the problem critically and reflectively. Students will develop skills in research design and methods of data collection and analysis. In the process students will enhance their critical evaluation techniques necessary to make valid judgements, which facilitate the formulation of ideas and hypotheses.

Learning Outcomes

On completing this course successfully you will be able to:

- Demonstrate knowledge of different and appropriate educational research methods, designs and research questions
- Evaluate different views about the nature of educational research knowledge and its purpose
- Select a range of relevant primary and secondary sources, including theoretical and research-based evidence to extend knowledge and understanding
- Critically evaluate the complexities of collecting analysing and interpreting educational research data
- Critically analyse arguments, assumptions and concepts of a key aspect of a specific area of interest.
- Use own knowledge and understanding critically to locate and justify a personal position in relation to the key aspect of a specific area of interest.
- Organise and articulate opinions and arguments in relation to a specific area of interest.
- Use academic writing conventions appropriate to the level of study

Indicative Content

1. Philosophical stances in research
2. Positivist and interpretivists approaches to research
3. Quantitative and qualitative data
4. Survey methods of generating data
5. Questionnaire construction and design
6. Conducting different types of interviews
7. Observation
8. Validity and reliability
9. Triangulation
10. Ethical considerations
11. Data analysis and presentation
12. Evaluation of the research process

Learning and Teaching Activities

Tutor presentation, individual research, group work, validation groups, and seminars, presentation of research proposals independent guided study, use of multi-media, VLE and one to one tutorials with supervisory tutors.

Administration and supervision

A research project handbook will be issued to students at the commencement of the course. The handbook will contain general guidelines relating to structure and presentation of the project report, details of the supervision process, a research log and declaration on plagiarism.

Teaching will take the form of one to one project supervision. Project supervisors will meet students on at least five occasions and the outcomes of these tutorials will be recorded in the research log.

Project supervisors will be chosen by the course leader in consultation with the students and the course co-ordinator to supervise individual student's dissertation. The project supervisor will be a member of the teaching team for this programme as this will facilitate the maintenance of close links with the student and provide for regular opportunities to give advice, support and guidance on the research project.

Ethical considerations

Students will be required to secure the agreement from their dissertation tutor and their employer that proposed investigations and activities fall within the policies and processes of the education setting. In some cases, employers may require the proposal to be considered by their own Ethics Committee. In such cases the approval of the Ethics Committee will be taken into consideration by the employer before they grant their agreement.

Assessment

The dissertation will be assessed by the individual project supervisor whose assessment will be internally moderated by a second member of the programme team. In exceptional cases e.g. where there is disagreement between the project assessor and internal moderator, the University of Greenwich regulations will apply. The principal assessment criteria will be as follows: The presentation of the Research Project to the appropriate academic standard

- Evidence of planning, organisation and appropriate research design for the project.
- Evidence of sufficient and appropriate reading.
- The interpretation and analysis of data.
- Evidence of originality and synthesis in analysis, reflective evaluation and recommendations for future research.

Learning Time (1 credit = 10 hours)

Scheduled contact hours: Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work , fieldwork, external visits.	lectures	42
	seminars	
	supervised practical sessions	
	tutorials	12
	formative assessment	
	other scheduled time	
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	
	Independent laboratory work	246
	other non-scheduled time	
Placements & year abroad	Work placements	
	Work based learning	
	Year abroad	
	Other placement	
Total hours ('Should be equal to credit x 10')		

Assessment Details:

Methods of Assessment	Project			
Grading Mode	%			
Weighting %	100%			
Pass Mark	40%			
Word Length	8000			
Outline Details	There will be 3 parts to this project: Part A & B will comprise the literature review and Methodology (4000) to be submitted and assessed before part C which will comprise the findings and recommendations (4000)			
Last Item of Assessment				
Are students required to pass all components in order to pass the course	Yes/No			

Indicative Course Materials and Reading:

Author	Date	Title	Publisher
Bell, J.	2010	Doing your research project: a guide to first time researchers in education health and social sciences	OUP
Blaxter, L. et al	2010	How to research	OUP
Coghlan, D. and Brannick T.	2010	Doing action research in your own organisation 3 rd ed.	Sage
Cohen, L. et al	2011	Research Methods in education 7 th ed	Routledge
Descombe, M.	2010	The good research guide for small scale social research projects	OUP
Evans, L.	2002	Reflective practice in educational research: developing advanced skills	Continuum
Hopkins, D.	2008	A Teacher's guide to classroom research 4 th ed.	OUP
McNiff, J	2012	<i>Action research principles and practice 3rd ed.</i>	Routledge
McNiff, J. and Whitehead, J.	2002	<i>Doing and writing action research</i>	Sage
Reason, P and Bradbury, H	2005	<i>Handbook for action research</i>	Sage
Seale, C. et al (eds)	2007	<i>Qualitative research practice</i>	Sage
Silverman, D.	2011	<i>Interpreting qualitative data 4th ed</i>	Sage
Silverman, D.	2011	<i>Qualitative research 3rd ed</i>	Sage
Thomas, G.	2011	<i>How to do your case study a guide to student and researchers</i>	Sage

COURSE SPECIFICATION: ADMINISTRATIVE DATA for PAS/BANNER/LQU

Term of Delivery: (Term A, Term B, Standard Double Term, Term 3, February cross sessional start and finish and May cross sessional start and finish, and Summer)	Term 2 and 3
Donor Teaching: (% of teaching from another School)	
Donor School: (providing the additional teaching)	
Partner College: (give College name if course is only available at a Partner College)	

Linked Course: <i>(if this course is taught with another but assessed separately, state with which course)</i>	
External Examiner: <i>Please provide the full name and period of tenure for the examiner appointed to this course.</i>	

10. Appendices

1. Staff Curricula Vitae



CURRICULUM VITAE (for Partner Institution staff)

Name of Partner Institution

Surname: Salifu

First Name(s) Seidu

Qualifications, with dates and institution attended (most recent first)

University of Central Lancashire 2001 – 2007	Preston, Lancashire <i>Doctor of Philosophy - (Sociology of Education)</i>
University of Central Lancashire 2001 to 2002	Blackburn Campus <i>Post Graduate Certification in Education (PGCE Post Compulsory)</i>
University of Central Lancashire 1996 - 1998	Preston, Lancashire <i>Master of Arts - Social Work and Welfare Studies.</i>
University of Cape Coast 1989 - 1993	Cape Coast, Ghana <i>Bachelor of Arts (Honours) Dip Ed</i> History and Religions, Diploma in Education (Teacher status)

Current and previous posts, with dates; include industrial and commercial experience

Jan 2009 to Present	North East Surrey College of Technology (NESCOT) <i>Head of Department for Teacher Education</i> Epsom
Oct 2002 to Dec 2008	Yeovil College (full time) <i>Teacher Training programme Area co-ordinator</i> <i>PGCE(PCE) Course Director</i> Yeovil
Sept 2000 to 2002	University of Central Lancashire (par-time) <i>Lecturer in Sociology and Education Studies</i> Preston
Sept 2001 to July	Blackburn College (Part time)

2002	<i>Lecturer in Sociology</i>	Blackburn
Sept 1999 to July 2002	Preston College (part-time) <i>Lecturer in Economics</i>	Preston

Subjects and courses taught in the last 5 years (indicating level)

Teacher Education (Post Compulsory) Level s 4-6

Foundation Degree Education Support Levels 4-5

Staff development activities (during last 5 years, with dates)

- How to support outstanding staff 2014
- Outstanding Teaching, Learning & Assessment 2012
- Weblearn for assessment 2012
- Management Training 2012
- Supported Experiments Project Review 2012
- Emergency First Aid at Work 2012
- Effective Peer Observation 2011
- HE Work Experience Training 2011
- Observation of Teaching and learning 2011

Publications/research/consultancy (during last 5 years, with dates)

A curriculum fit for purpose discourse analysis of the Ghanaian curriculum conference paper July 2013 University for Development Studies, Tamale.

Membership of Professional bodies/institutions

MifL, ASAUK

Your expected involvement in this development, if approved

Course Leader and Lecturer

CURRICULUM VITAE (for Partner Institution staff)

Name of Partner Institution

Surname **Banthorpe**

First Name(s) **Paul**

Qualifications, with dates and institution attended (most recent first)

MA in Tourism Studies (University of North London) 2001

PGCE in Further Education (Surrey University) 1996

BSc in Business and Sports Studies (Roehampton University) 1988

Assessor Awards: D32 D33 D34

Internal Verifier for GNVQ, AVCE, BTEC, HND, NVQ: Levels 2-5

Lead Internal Verifier Travel and Tourism Level 2/3 (current)

External Verifier for BTEC Edexcel from 2008/9

Subject Learning Coach (2006- present)

Current and previous posts, with dates; include industrial and commercial experience

Lecturer based in the Teacher Education Department (FT from Sept 2013)

Cross College role (current): Lead Teaching and Learning Coach coordinating a team of coaches to support the development of teaching and learning (2012 -)

Lecturer in Travel and Tourism Dept/0.4 in Teacher Education/Advanced Practitioner 2004 – 2013

Lecturer in Leisure, Travel and Tourism Croydon College 1994 - 2004

Leisure and Recreation Industry – 4 years (Duty Officer, Kingston Upon Thames) 1989 - 93

Secondments and research whilst in teaching profession: working with the Travel and Tourism Programme (producing educational materials for leading London attractions); retail travel agency experience (independent and multiples), liaising with tour operations (Kuoni, Newmarket) – organising work experience programmes, marketing and input into training material for staff.

Subjects and courses taught in the last 5 years (indicating level)

Level 3 Award in Education and Training; PGCE/Cert Ed/Foundation Degree in Teaching in the Lifelong Learning Sector Level 4-6 ; FDEg in Education Support Level 4/5; BA Education Studies Level 6 ; HNC/D in Travel and Tourism Management Level 4/5

Staff development activities (during last 5 years, with dates)

Coordinator for Innovation Learning Fair 07/13

Differentiation for Stretch and Challenge 01/13

Teaching and Learning Launch Event (LSIS) 11/12

Observation Training 10/12

Working with How2Teach 09/12

Supported Experiments Review 02/12

LSN Managing Teaching and Learning 06/11

Managing Student Attainment 04/11

Child Protection Awareness 08/09

Embedding E and D into the Curriculum 07/09

Protocol Observation Training 07/09

Publications/research/consultancy (during last 5 years, with dates)

n/a

Membership of Professional bodies/institutions

n/a

Your expected involvement in this development, if approved

Programme Coordinator BA Education Studies

Course Leader PGCE/Cert Ed in Education and Training

Course Leader FDEg in Education Support

CURRICULUM VITAE (for Partner Institution staff)

Name of Partner

Institution

Nescot College

Surname: Summers

First Name(s) Krystyna

Margaret

Qualifications, with dates and institution attended (most recent first)

Certificate in Counselling Concepts – Nescot 20

Subject Learning Coach - 20

BTEC PDA Teaching at Levels 1 and 2 –Nescot 2002

Certificate in Further Education Teaching (QTFE) –Nescot 2003

Post Graduate Diploma Social Work Studies –London School of Economics 1976

Certificate of Qualification in Social Work - London School of Economics 1976

BA (Hons) Sociology 2.2 – University of Leicester 1974

Current and previous posts, with dates; include industrial and commercial experience

Lecturer (ATP) Health & Social Care and Teacher Training 2010-present

Head of Department Care and Early Years-Nescot College 2008-2010

Lecturer (ATP) Health & Social Care -2005-2008

Lecturer in Health and Social Care – Nescot College 2000-2005

Lecturer Health and Social Care East Surrey College 1999-2000

Programme Area Manager, Care Services -East Surrey College 1995-1999

Lecturer Health and Social Care East Surrey College 1989-1995

Senior (Practitioner) Social Worker, London Borough of Wandsworth 1979-1987

Social Worker, London Borough of Wandsworth 1976-1979

Social Worker, London Borough of Hammersmith 1974-75

Subjects and courses taught in the last 5 years (indicating level)

Psychology, Sociology, Human Growth and Development –Levels 2 and 3

Teacher Training – Levels 4 and 5

Staff development activities (during last 5 years, with dates)

In- house Management training 2008-2010

In –house half day and whole day staff development in Teaching and Learning strategies 2010-present

In –house training in lesson observation 2010-present

Publications/research/consultancy (during last 5 years, with dates)

N/A

Membership of Professional bodies/institutions

N/A

Your expected involvement in this development, if approved: Teaching, Tutoring.

Course Tutor BA Education Studies

Course Tutor PGCE/Cert Ed in Education and Training

Course Tutor FDEg in Education Support

CURRICULUM VITAE (for Partner Institution staff)

Name of Partner Institution Nescot

Surname Lawler **First Name(s)** Judith

Qualifications, with dates and institution attended (post A Levels)

AQA Assessing Vocational Achievement Certificate, NCFE, L3 [June 2013]
QTLS [2009]
PG Dip in Teaching & Learning [Distinction] (2006)
Tutoring On-line, NEC (2002 - 2003)
Key Skills IT [L4] 2002
Key Skills IT [L3], Comms [L3] & AoN [L3] 2001
C&G 9281-02, Initial Certificate in Teaching Basic Skills, 1997
B.Ed(Hons) 2ii (1979 -1980)
Cert Ed [Distinction] 1976 -1979

Current and previous posts, with dates; include industrial and commercial experience

Currently:

Teacher Trainer (FD/PGCE/Cert Ed [2007 to date] & PTLLS/AET [2005 to date]);
Programme Coordinator (FD/PGCE/Cert Ed T&L in LLS [2007 to date]);
Module tutor for BA (Hons) Education Studies & dissertation supervisor [2013 to date];
Mentor to support staff before & following lesson observations [2007 to date]; and
In-house staff development provider & Advanced Teacher Practitioner [2005 to date]

Previously:

Course leader for C&G DTLLS (7305), [2005-2013] and 7407 stages 1,2,3 [2005-2008]
Learning Development Advisor, Nescot, [1997-2005] and Advanced Practitioner, [2002 to date]
IT Support Assistant, Nescot [1995-1997]
Head of IT & Business Studies, The Green School, Hounslow, (Comprehensive, 11-18) [1989-1995]
Head of Computer Studies & IT, The Green School, Hounslow [1983-1989]
Teacher (Maths, Geography, French & Computer Studies), Exams Assistant, St Mark's School, Hounslow (Comprehensive 11-18) [1980-1983]

Subjects and courses taught in the last 5 years (indicating level)

BA (hons) Education Studies (L6) – Module tutor for 'Innovative Teaching & Learning Environments' and dissertation supervisor [2013 to date]
PGCE/Cert Ed (L4&5) – Module tutor for all modules, lesson observer and personal tutor [2007 to date]
FD (L5) - Module tutor for 'Professional Reflective Practice Skills' and personal tutor [2007 to date]
C&G AET (L3) and previously PTLLS (L3&4) – Tutor and assessor for all units [2005 to date]
In-house staff development provider – 'bite-size' events on differentiation, innovative lesson starting points, questioning techniques, lesson planning [2009 to date]

Staff development activities (during last 5 years, with dates)

Consultation event on the Professional Standards [Feb 2014]
In-house Teaching & Learning training sessions – various (T&L strategies, outstanding lessons, stretch & challenge, differentiation, formative assessment by Petty, Powell, William, Lightbody) [2011 to date]
LSIS ITE qualification update [Nov 2012]
Introduction to NLP [Nov 2012]
London Festival of Education (IoE) [Nov 2012]
Educare Data Protection & Safeguarding [2012]
Observation training (in-house, Alastair Taylor, Tony Davies) [2008 to date]
In-house IT update training sessions – various (VLE & IWB) [2010 to date]
City & guilds preparation for new PTLLS, DTLLS & AET [2011, 2012 & 2013]
Supported Experiments, Joanne Miles [2011 – 2012]
In-house HE Practitioner group [2010 to date]
Ofsted preparation – whole college & ITT [Sept/Oct 2010]
Higher Education in FE annual conference [2009 – 2012]
Safeguarding Training – Nescot [2009 to date]
Mental Health & Adult Learning & Skills [2010]

Publications/research/consultancy (during last 5 years, with dates)

n/a

Membership of Professional bodies/institutions

Learning Innovation group [2013 to date]
Good Practice Group with Farnborough & Highbury Colleges [2007 to date]
HE Practitioner Group, Nescot [2010 to date]
AoSEC member [2005 – 2012]

Your expected involvement in this development, if approved

Programme Coordinator, Course Tutor & Personal Tutor for FD and FT & PT modes of Cert Ed & PGCE in Education & Training
Course tutor for BA (Hons) Education Studies

Appendix 2

Mapping Assessment to Learning Outcomes

3.1 Contemporary Issues in Education

Learning Outcomes	2000 word Essay	1000 word Seminar Paper presentation
1. Examine the societal and organisational structures and the purposes of the educational systems and their possible implications for learners and the learning process	√	
2. Analyse the potential connections and discontinuities between aspects of knowledge and their applications in educational policies and contexts of your chosen educational system	√	
3. Critically locate and justify your personal position within the context of vocational and academic education and suggest alternatives		√
4. Critically analyse arguments, assumptions and concepts of a key aspect of a specific area of interest	√	
5. Use academic writing conventions appropriate to the level of study.	√	√

3.2 Sociological Perspectives in Education

Learning Outcomes	3000 Word Essay
1. Demonstrate an understanding of the sociological and educational theories and concepts used in relationship to equality and diversity in education	√
2. Critically examine an in-depth knowledge and understanding of the ways in which policy developed in the UK in relation to issues of equality and diversity in education.	√
3. Reflect on autobiography and history and the ways in which these shape own value system and perceptions of education	√
4. Evaluate strategies developed to address the issue of equality and diversity in an educational setting of your choice	√
5. Examine the influence and significance of social, historical	√

and cultural contexts in the construction of discourses on equality and diversity and education.	
6. Demonstrate an understanding of the sociological and educational theories and concepts used in relationship to equality and diversity in education	√

3.3 Innovative Teaching and Learning Environments

Learning Outcomes	2000 Essay	Word	1000 Seminar Presentation	Word
1. Research the critical of underlying values, principles of educational concepts/theories to support learning and how these influence practice.	√			
2. Produce a synthesis of own understanding of the diversity of learners and the complexity of the interaction between learning, contexts and participants.	√			
3. Demonstrate the application of effective and innovative principles and practices in a learning environment.			√	
4. Critically reflect on own values and practices in relation to current research on teaching and learning	√			
5. Use own knowledge and understanding critically to locate and justify a personal position in relation to the key aspect of a specific area of interest.	√		√	
6. Organise and articulate opinions and arguments in relation to a specific area of interest.			√	

3.4 History of Education in England

Learning Outcomes	3000 Word Essay
1. On completing this course successfully you will be able to:	√
2. Examine that the history of education within a chosen context	√
3. Demonstrate knowledge and understanding of the main features of the history of education and education policy	√

4. Evaluate awareness of the social, political, economic, religious and cultural reasons for the provision of education in its current form.	√
5. Evaluate the success of the intervention used	√

3.5 Comparative Education and Training

Learning Outcomes	2000 Word Essay	1000 Seminar Paper Presentation
1. Critically review the development, structure and organisation of educational provision in a range of international settings.		√
2. Analyse key themes (e.g. pre-school, access; achievement; participation; transition from school to work; lifelong learning; skills development; inclusion) in relation to educational provision in range of industrial societies.	√	
3. Evaluate the impact of economic and social change on key features of education and training in a range of industrial states.	√	
4. Analyse and reflect upon own educational experiences to date, using the themes of the module as a framework.		√
5. Critically analyse arguments, assumptions and concepts of a key aspect of a specific area of interest.	√	

3.6 Leadership and Management in Education

Learning Outcome	2000 Word Essay	1000 Word Reflective report
1. Critically analyse organisational structures, roles and responsibilities in relationship to leadership and management within an educational setting	√	

2. Analyse and critically assess leadership and management models, styles and associated skills within an educational setting	√	
3. Evaluate strengths and development needs required to become a successful leader in the current educational environment	√	
4. Critically analyse arguments, assumptions and concepts of a key aspect of a specific area of interest		√
5. Organise and articulate opinions and arguments in relation to a specific area of interest.		√

3.7 Research Project (Dissertation)

Learning Outcomes		8000 Word Research project
1. Demonstrate knowledge of different and appropriate educational research methods, designs and research questions	√	
2. Evaluate different views about the nature of educational research knowledge and its purpose	√	
3. Select a range of relevant primary and secondary sources, including theoretical and research-based evidence to extend knowledge and understanding	√	
4. Critically evaluate the complexities of collecting analysing and interpreting educational research data	√	
5. Critically analyse arguments, assumptions and concepts of a key aspect of a specific area of interest.	√	
6. Use own knowledge and understanding critically to locate and justify a personal position in relation to the key aspect of a specific area of interest.	√	
7. Organise and articulate opinions and arguments in relation to a specific area of interest.	√	
8. Use academic writing conventions appropriate to the level of study	√	