

North East Surrey College of Technology

BA Hons Education Studies (Top-Up) P13159

Programme Definitive Document

March 2017

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1. Programme Information

Award type (s)		BA (Hons) Education Studies Top-up	
Programme title (s)		BA (Hons) Education Studies	
FHEQ Level		6	
Award Bachelor of Arts		Level 6	
Doctoral degrees (e.g., PhD/DPhil) (including new-route PhD), EdD, DBA, DClInPsy)		8	
Master's degrees (e.g., MPhil, MLitt, MRes, MA, MSc) Integrated master's degrees (eg, MEng, MChem, MPhys, MPharm) Postgraduate diplomas Postgraduate Certificate in Education (PGCE) Postgraduate certificates		7	
Bachelor's degrees with honours (e.g., BA/BSc Hons) Bachelor's degrees Professional Graduate Certificate in Education (PGCE) Graduate diplomas Graduate certificates		6	
Foundation Degrees (e.g., FdA, FdSc) Diplomas of Higher Education (DipHE) Higher National Diplomas (HND)		5	
Higher National Certificates (HNC) Certificate in Higher Education		4	
Programme code (s)		P13159	
Mode (s) of study	Full-time v		
	Part-time		
	Online/Distance learning		
	Other (please specify)		

Date of APC authorisation		OCT 2013
External Partner (if applicable)		NESCOT
Nature of external approval	Franchise	Franchised programmes: where a partner delivers an existing (or modified version of a) programme of study that is already formally approved for delivery at the University itself (or at one of its other partners).
	Validation	Validated programmes: where a new programme is designed by the partner themselves, in the standard University of Greenwich format. Course and programme progression records are fully recorded within University's MIS. These are not programmes taught at the University and are likely to be specialist awards particular to that partner.
	<u>External Validation</u>	External validation: approval by University of Greenwich of a partner's own programme of study, designed to reflect requirements of a UK HE award but tailored to local requirements, usually in overseas partners. Student records are maintained by the University. The academic regulations, policies and procedures of the University will be used. Any deviation from the University's regulations, policies and procedures must be approved by Academic Council.
Nature of award	<u>Single Award</u>	Single Award: Whether the student is studying at a partner organisation or at the University, students receive a single University of Greenwich award on successful conclusion of their programme of study.
	Joint Award	Joint Award: Students are registered at one or more institutions and receive, on completion of the full programme of study, a single certificate bearing the logos of all the collaborating Institutions.
	Dual or Multiple Award	Dual or Multiple Award: Students are registered at one or more institutions and receive, on completing the programme of study, a certificate from the University and from each Institution with whom the Partnership is agreed for that programme.

2. Programme Specification

Undergraduate Version

3. 1. Awarding Institution	2. Teaching Institution	3. Faculty/Department	
University of Greenwich	North East Surrey College of Technology	Higher Education/Teacher Education	
4. Final Award	5. Programme Title and approved endorsements:	6. Accredited by:	7. UCAS Code:
BA (Hons)	Education Studies	n/a	
8. Maximum/ Minimum Period(s) of Registration			
F/T: 30 week programme	P/T	SW	D/L
9. Programme Code		10. Last Revision date for Programme Specification	
P13159		August 2014	
11. External Reference Points, e.g. subject benchmark statements and professional body requirements			
<p>The benchmarking statements referenced in the development of this programme are;</p> <ul style="list-style-type: none"> • QAA subject benchmarks for Education Studies 2015 			
12. Entry Requirements			
<p>Holders of Foundation Degree in: Education and Training Education Support/Supporting Teaching and Learning Early Years Or equivalent qualification at Level 5</p>			
13. Educational Aims of the Programme and Potential Career Destinations of Graduates [Maximum 150 words]:			
<p>The current programme provides an academic basis for practitioners in formal and informal contexts of education as well as a framework for understanding of human and social development. Students have the opportunity to engage with a number of different perspectives and to evaluate aims and values, means and ends, and the validity of the education issues in question. 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.</p> <p>To achieve this aim the programme will:</p> <ul style="list-style-type: none"> • 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.

14. 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

15. The programme provides opportunities for students to achieve the following outcomes:

Knowledge and understanding of:

This programme enables students to demonstrate that they have acquired the ability to understand theoretical knowledge and research evidence about:

- the processes of learning, including some of the key paradigms and their impact on educational practices
- the effects of cultural, societal, political, historical, technological and economic contexts on learning, including education policies, moral, religious and philosophical underpinnings, and issues of social justice
- 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
- a range of research perspectives and methodologies applied to education
- the complex interactions between education and its contexts, and relationships with other subjects and professions.

In addition, the Programme provides opportunities for students to:

- analyse educational issues systematically
- evaluate education policy in an informed and systematic way
- accommodate new principles and new knowledge
- apply key principles across educational systems.

The Programme also enables students to apply their subject knowledge and understanding through:

- the analysis of complex situations concerning human learning and development in particular contexts, including their own learning
- the use of examples of the implementation of policies in practice
- the accommodation of 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 and social inclusion
- consideration of the international and intercultural dimension of education, the effect of new technologies, and the impact of increased worldwide mobility

16. The programme provides opportunities for students to develop the following skills:

Intellectual skills

The ability to:

- Analyse educational concepts theories and issues of policy in a systematic way
- 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
- Accommodate new principles and understanding
- Select a range of relevant primary and secondary sources including theoretical and research based evidence to extend their knowledge and understanding (Honours only)
- Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.

Subject practical skills

The ability to:

- 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)

Transferable/key skills

The ability to:

- construct and communicate oral and written arguments
- make effective use of technology
- interpret and present relevant numerical information
- work effectively with others as part of a team, taking different roles
- improve their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning
- identify, synthesise, evaluate, and analyse problems and solutions
- respond positively and constructively to changing environments.

Graduate Attributes

Scholarship and Autonomy

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

Creativity and Enterprise

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

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

17. Teaching, Learning and Assessment Methods related to the programme learning outcomes and skills sets

The ways in which teaching and learning take place in education studies reflect and inform the principles of the subject itself. Attention is therefore given to the ways in which students develop:

- knowledge and understanding
- application of key principles to related contexts
- the ability to reflect on salient issues
- transferable skills.

There is an understanding that teaching, learning and assessment are closely interrelated, and are seen by students to be related. Approaches to assessment challenges and supports all student learning and the teaching which promotes that learning. This is made explicit, with aims, tasks and criteria for grading clearly defined. Assessment is characterised by innovative practice and formative feedback which develops the learning of students.

The Programme provides a mixture of delivery methods to support a constructivist approach to learning that recognises the diversity and breadth of participant experiences, including lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, and demonstration of professional practice

All courses have a variety of formative and summative assessment: case studies, skills audits, reports, critical reflections, oral presentations, group and individual seminars opportunities for self- assessment. Each course has one or more summative assessment

18. Programme Structure: Levels, Courses ¹ and Credits		Awards and Credits
Level 4	<p>Compulsory Courses</p> <p>Optional Courses</p> <p>Courses required for named endorsements (if applicable)</p>	Certificate of Higher Education (Cert. HE)
Level 5	<p>Compulsory Courses</p> <p>Optional Courses</p> <p>Optional courses required for named endorsements (if applicable)</p>	Diploma of Higher Education (Dip. HE)
Level 6	<p>Compulsory Courses</p> <p>3.1 ACAD 1321 Contemporary Issues in Education (15 credits) Term 1 3.2 ACAD 1420 Social History of Education in England (30 credits) Term 1 3.3 ACAD 1419 Leadership and Innovation in Education (30 credits) Term 1/2 3.4 ACAD 1324 Comparative Education and Training (15 Credits) Term 2/3 3.5 ACAD 1326 Research Project (30 Credits) Term 2/3</p> <p>Optional Courses</p> <p>Optional courses required for named endorsements (if applicable)</p>	Honours Degree

¹ Please indicate clearly whether a course runs in Term 1, Term 2 or across the academic year

3. Partner Background and Details

Nescot has successful programmes in Foundation degrees in Education and Training, 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 serves 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 runs a BA Honours degree for those who seek to progress from the College's current Foundation Degree programmes to an Honours degree. It seeks 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 are informed by the Quality Assurance Agency for Higher Education Framework for Higher Education Qualifications including relevant benchmarks for Education Studies (2015) and results from internal market research and feedback processes.

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 BA (Hons) Education Studies provides 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, Aims and Philosophy

The programme complements the existing teaching education programmes at foundation degree level at Nescot. The programme 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.

This programme is informed by the Quality Assurance Agency for Higher Education (2015) benchmark statements for Education Studies. As such candidates will have knowledge of relevant 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 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.

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- 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

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.

5. Curriculum Content, Design and Delivery

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 programme content 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 content 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 courses on the programme therefore consider historic, sociological, economic, cultural and political frameworks of Education in England and the influence of the British Education system as a whole.

The delivery methods embedded in the programme support the rationale and the content focus, giving participants the opportunity to explore a range of theories, concepts and contexts through interactive taught sessions and self-directed study. Peer learning, collaborative research practices and discussion forums are used to enhance the course content providing a strong structure and foundation for written and oral summative assessment.

The newly proposed design, structure, and course content details are located in the D7 document.

6. Teaching, Learning and Assessment Strategy

The teaching methodology of the programme 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 programme 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 programme 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.

7. Outline of Student Support and Learning Resources

The week one Induction is aimed to welcome and orientate students to both the College and the programme, introducing them to the team who will be facilitating their learning. Students are introduced to all aspects of the programme content and assessment processes, and made aware of

their identity as a student with both institutions. 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, and how to access electronic policies and procedures linked to both partner institutions.

There is a dedicated Learning Resource Librarian for the Programme as well as a Learning Support Tutor for all H.E students at the college. Students will also be directed to relevant professionals who can offer personal and financial support advice.

1. Teaching Accommodation

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

2. 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. There is a dedicated learning area for HE students.

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) with later closing times for evening programmes.

3. 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 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.

4. 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.

5. Maximum New Entrant Number (collaborative programmes only)

Twenty (20) Students

6. 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.

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

7. Staff Availability

Staff involved in delivery

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

Head of Department: Dr Seidu Salifu (FT staff)

Programme Leader: Paul Banthorpe (FT staff)

Proposed staff allocation to programme courses

3.1 Contemporary Issues in Education	Seidu Salifu
3.2 Social History of Education in England	Paul Banthorpe
3.3 Leadership and Innovation in Education	Seidu Salifu/Paul Banthorpe
3.5 Comparative Education and Training	Seidu Salifu
3.7 Research Project	Paul Banthorpe/Seidu Salifu

8. Research 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 Programme Leader in consultation with the students and other members of the teaching team. 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 project supervisor and their employer (if applicable) 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 Research Project 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 key criteria for success will be based on:

- 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 meaningful interpretation and analysis of data.
- Evidence of originality and synthesis in analysis, reflective evaluation and recommendations for future research.

9. 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 6. above. Each student is assigned a personal tutor at the start of the programme.

8. Operational management for the programme

1. Student Registration Arrangements

As specified by the University Regulations, applicants will be expected to provide satisfactory evidence of their ability to study and fund participate. The course is intended for candidates who have at least a level 5 qualification in a relevant area.

All suitable applicants will be interviewed by a member of the Programme team. Offer of a place on the programme is at the discretion of the Programme Leader. Where appropriate, additional support needs will be discussed so that suitable adjustments can be explored.

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

Responsibility for the day-to-day management of the programme rests with the Programme Leader under the guidance and direction of the Head of Department. Nescot Programme Leaders 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 the Academic Registrar and/or Student Performance Manager who directly support the work of the 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 Programme Leader include;

- Day to day management including monitoring and reporting upon quality of programme delivery and the student experience
- Liaison with course leaders in relation to all teaching, learning and assessment issues
- Guiding and making appropriate referrals for students experiencing difficulty
- Coordinating the development of published information about the programme including student handbooks and contributing to marketing information
- Liaising with the University Link tutor and the External Examiner;

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

A formal Greenwich University Board of Studies is held each semester. Arranged in liaison with the Quality Department these provide a forum for the review and assessment of the quality of the programme. Each Board of Studies includes a student representative whose role is to present the views of peers on the programme and to feed back to the cohort after the meeting. At a purely Programme level there is a Staff Student Consultation Committee which is held to discuss specific teaching, learning and assessment issues on the programme. This Committee provides an open forum for the staff team to meet with student representatives from the programme to discuss pertinent programme issues and give the Programme Leader an opportunity to feedback new initiatives and developments. Relevant points from the SSCC are brought to the Board of Studies.

The Teaching and Learning, Academic Development and Strategy Group (TALADS) is the strategic 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;

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- Nescot on-programme surveys
 - Nescot course evaluations
 - National student surveys
 - Destination surveys
 - Board of Studies
 - 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 evaluations 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 TALADS 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.

4. Link tutoring arrangements

The current Link Tutor from the University of Greenwich is Nevin Mehmet who has provided valued support to the Programme Leader in the run up to this validation process. Nevin attends Board of Studies at the college and advises on University policies and processes.

5. Setting exam papers and assessments

Assessment moderation 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.

6. 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. Students are made aware of the process at the start of the programme

7. Annual monitoring arrangements

Annual reporting to the University of Greenwich will be in accordance with their requirements, culminating in the reporting of student attainment at the Progression and Awards Board.

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/or 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

8. External Examining

External examination reports are managed using a rigorous procedure which ensures reflection at all levels in the College. The Academic Registrar and/or 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.

9. Programme specific regulations

N/A

10. Management of AP(E)L procedures

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

11. 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

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- 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.

12. 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.

13. Appeals

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

9. Course Specifications

Faculty	Education & Health				
Department	Education & Community Studies				
Code	ACAD 1321				
Course Title	Contemporary Issues in Education				
Course Coordinator	Seidu Salifu				
Level <i>(please tick)</i>	4	5	6	✓	7
Credit	15				
Pre-requisites	L5				

Aims

The course aims to enable students develop the skills and ability to analyse complex situations concerning contemporary issues and recent developments in particular education contexts. It will enable them to accommodate new ideas on the purpose of education, assess the influence of recent centralised policy initiatives and in doing so reflect on own education autobiography. Broad concepts to be studied in relation to contemporary issues in education include education philosophy, political influences, sustainable development and provision, social inclusion and the knowledge economy.

Learning Outcomes

On completing this course successfully you will be able to:

- 1 Examine the purpose of current educational systems and structures and their possible implication for wider society
- 2 Analyse the potential connections and discontinuities between education philosophy, political ideology and the provision of education and training
- 3 Critically analyse arguments, assumptions and concepts of contemporary issues in a selected education context
- 4 Critically locate and justify own personal position for contemporary issues within a selected education context

Indicative Content

1. Philosophy of education and contemporary discourses on learning
2. Purpose and function of educational systems and structures
3. Recent change and continuity in the educational system
4. Educational Policies, sustainable development, social inclusion and the knowledge economy
5. Education provision in selected contexts i.e. *elementary/primary; secondary; further/tertiary education; private sector; vocational training; adult/lifelong learning; higher education; special educational needs*

Learning and Teaching Activities

Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, reflective practice

Assessment Details:

Methods of SUMMATIVE Assessment	Seminar Paper with presentation on a specific education context			
Nature of FORMATIVE assessment supporting student learning	Academic discussion, peer supervised seminars, VLE learner posted forums			
Outcome(s) assessed by summative assessment <i>(Please use the numbers above to refer to these)</i>	1-4			
Grading Mode	%			
Weighting %	100%			
Pass Mark	40%			
Word Length	1500-2000			
Outline Details	Paper presents a critical analysis of issues that currently affect a selected educational context			
Last Item of Assessment	Seminar Paper			
Are students required to pass all components in order to pass the course?				One component

Indicative Course Materials (*Essential reading)

Author	Date	Title	Publisher
Adams, P.	2014	<i>Policy and education.</i>	Abingdon: Routledge
*Beauchamp, G. et al.	2016	<i>Teacher education in times of change: responding to challenges across the UK and Ireland.</i>	Bristol: Policy Press
*Ball, S. J	2013	<i>The education debate. 2nd edn.</i>	Bristol: Policy Press

*Bartlett, S. and Burton, D.	2016	(2016) <i>Introduction to education studies</i> . 4th edn.	London: SAGE
Chitty, C.	2014	<i>Education policy in Britain</i> . 3 rd edn.	Basingstoke: Palgrave Macmillan
Curtis, W. and Pettigrew, A.	2010	<i>Education studies, reflective reader</i> .	Exeter: Learning Matters
*Haralambos, M. and Holborn, M.	2013	<i>Sociology: themes and perspectives</i> . 8th edn.	London: Collins.
Sharpe, R. and Beetham, H.	2013	<i>Rethinking pedagogy for a digital age: designing for 21st century learning</i> . 2 nd edn.	Abingdon: Routledge

*denotes core text.

Banner Data

Course Status	Core		Option	
Replacement for existing course?	Yes		No	
IF YES - Course being replaced				
IF Course is a replacement for an existing course, Programme(s) affected				
Transfer students to new course?	Yes		No	
Effective Start Date	Sept 2017			
Term of Delivery	Term 1			
Donor Teaching				
Donor Department				
Partner College				
Linked Course				
External Examiner	Hayley Wood			

KIS Data

Activity	Hours	Overall percentage of total
Scheduled teaching, seminars, tutorials	30	20%
Guided Independent Study	120	80%
Placement / Year Abroad	-	%
Total	150	100%

Course Specification	
Faculty	Education & Training
Department	ECS
Code	ACAD 1419
Course Title	Social History of Education in England
Course Coordinator	Paul Banthorpe
Level <i>(please tick)</i>	4 5 6 ✓ 7
Credit	30
Pre-requisites	L5

Aims

To study the complex social, cultural and political history of education in England from the early 1800s. With particular reference to the key sociological ideologies of the 20th Century which shaped the nature and purpose of education itself. Notions of social justice and equality prevail with links to recognisable and deep-rooted economic and political agents of change in the English Education system.

Learning Outcomes

On completing this course successfully you will be able to:

1. Review the sociological ideologies and perspectives that have shaped the education landscape in England since the early 1800s
2. Critically examine the ways in which education policy has developed in relation to equality and social justice.
3. Evaluate the influence of selected centralised policy on the principles of equality and social justice in the education System
4. Critically assess the impact of social, political and economic factors on the historical development of a selected education context
5. Reflect on own autobiography and history and the ways in which personal experience has shaped own value systems and perceptions of education

Indicative Content

1. The meaning and purpose of education in C19th and C20th
2. Key sociological and political ideologies and perspectives i.e. Marxism, functionalism, Feminism, post modernism, social-interactionism.
3. Selected educational contexts i.e. *elementary/primary; secondary; further/tertiary education; private sector; vocational training; adult/lifelong learning; higher education; special educational needs*
4. Key events, places and people in the historical development of education in England i.e The road to state education 1800-1870 ; The first stages of elementary schooling 1870–1902 ; Establishment of Secondary schools and Local Authorities 1902-1944 ; Universal Secondary Education – the tripartite system 1944–1965; Comprehensive schooling 1965- 1988; Thatcherism and the marketisation of Education in England 1979 -1990; New Labour and beyond
5. Significance of social, historical and cultural contexts in the construction of discourses in education

6. Equality and social justice through the design and implementation of centralised education policy

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.

Assessment Details:

Methods of SUMMATIVE Assessment	Essay			
Nature of FORMATIVE assessment supporting student learning	Seminar presentation on selected educational context ; critical review of historical narrative; on-line debate forums			
Outcome(s) assessed by summative assessment <i>(Please use the numbers above to refer to these)</i>	1-5			
Grading Mode	%			
Weighting %	100%			
Pass Mark	40%			
Word Length	3000-4000			
Outline Details	Critical examination of the historical development of education in England with particular reference to equality and social justice			
Last Item of Assessment	Essay			
Are students required to pass all components in order to pass the course?				One component

Indicative Course Materials: (*Essential reading)

*Bartlett, S. and Burton, D	2016	<i>Introduction to education studies.</i> 4 th edn.	London: Sage.
Benn, M.	2011	<i>School wars: the battle for Britain's education.</i>	London: Verso.
Chitty, C.	2014	<i>Education policy in Britain.</i> 3 rd edn. Basingstoke.	Palgrave Macmillan
*Gillard, D.	2011	<i>Education in England: A brief History,</i> http://www.educationengland.org.uk/history	Website
*Haralambos, M	2011	Sociology: themes and perspectives 7 th ed	Collins

and Holborn M			
*Jones, K	2015	<i>Education in Britain: 1944 to the present. 2nd edn.</i>	Cambridge: Polity Press
Sharpe, R and Beetham, H	2010	Rethinking pedagogy for a digital age: designing and delivering e-learning	Routledge
Trowler, P.	2003	(2003) <i>Education policy, 2nd edn.</i>	Abingdon: Routledge

*denotes core text.

Banner Data

Course Status	Core		Option	
Replacement for existing course?	Yes		No	
IF YES - Course being replaced				
IF Course is a replacement for an existing course, Programme(s) affected				
Transfer students to new course?	Yes		No	
Effective Start Date	Sept 2017			
Term of Delivery	Term 1			
Donor Teaching				
Donor Department				
Partner College				
Linked Course				
External Examiner	Hayley Wood			

KIS Data

Activity	Hours	Overall percentage of total
Scheduled teaching, seminars, tutorials	60	20%
Guided Independent Study	240	80%
Placement / Year Abroad	-	%
Total	300	100%

Course Specification	
Faculty	Education & Health
Department	ECS
Code	ACAD 1420
Course Title	Leadership and Innovation in Education
Course Coordinators	Seidu Salifu/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	30
Pre-requisites	L5

Aims

This course gives learners an opportunity to identify the responsibilities and skills required to fulfil roles of leadership and management in an educational setting. It requires learners to differentiate between leadership and management and evaluate the effectiveness of different hierarchical structures and models in an education context. The course also focuses upon the concept of innovation and how creative ideologies, pedagogies and resources can enhance the learning environment. In particular students are asked to review examples of emerging technologies that shape learning environments. Learners are asked to critically reflect upon their own skillset to meet the needs of the education sector.

Learning Outcomes

On completing this course successfully you will be able to:

1. Analyse the principles and characteristics of successful leadership within the education and training sector
2. Critically assess leadership and management models, styles and associated skillsets within a selected education context
3. Critically reflect upon own strengths and development needs required to become an effective leader in a selected education context
4. Examine the notion of innovation in education through critical analysis of contemporary ideologies and pedagogies
5. Evaluate the effectiveness of emerging technologies in selected learning environments

Indicative Content

1. Leadership styles, structures and models in education
2. Managing development and change in educational contexts
3. Roles, responsibilities and accountability of leadership in education
4. Communication theory, skills and processes
5. Innovative principles and practices in education environments
6. Emerging ideologies and technologies in education and learning
7. Personal audit of own skillset for leadership in a chosen education setting

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.

Assessment Details:

Methods of SUMMATIVE Assessment	Essay	Presentation		
Nature of FORMATIVE assessment supporting student learning	Case study evaluation; peer discussions; self assessment of leadership skillset	Seminar forums, peer reflections on case study examples; peer to peer critical reviews		
Outcome(s) assessed by summative assessment <i>(Please use the numbers above to refer to these)</i>	1-3	4,5		
Grading Mode	%	%		
Weighting %	70%	30%		
Pass Mark	40%	40%		
Word Length	3000-4000	1000 word equivalent		
Outline Details	Critical examination of leadership in education with audit of own skillset in relation to a leadership role in a selected education context	Formal presentation of a selected innovation and potential impact on learning environments		
Last Item of Assessment	Presentation			
Are students required to pass all components in order to pass the course?				Two components

Indicative Course Materials: (*Essential reading)

Author	Date	Title	Publisher
Barron, Ann E. et al	2006	<i>Technologies for education : a practical guide.</i> 5 th ed	Libraries Unlimited
Brundett, M. and Rhodes, C.	2011	<i>Leadership for quality and accountability in education.</i>	Abingdon: Routledge.

Author	Date	Title	Publisher
*Burgess, D. and Newton, P. (eds.)	2015	<i>Educational administration and leadership : theoretical foundations.</i>	Abingdon: Routledge.
*Bush, T. and Middlewood, D.	2013	<i>Leading and managing people in education.</i> 3 rd edn.	London: SAGE.
Covilli, J. and Provenzano, N	2015	<i>Classroom in the cloud : innovative ideas for higher level learning.</i>	Thousand Oaks, CA: Corwin.
*Pacansky-Brock, M	2013	<i>Best practices for teaching with emerging technologies.</i>	Abingdon: Routledge.
*Preedy, M., Bennett, N., Wise, C. (eds)	2012	<i>Educational leadership : context, strategy and collaboration..</i>	London: SAGE

*denotes core text.

Banner Data

Course Status	Core		Option	
Replacement for existing course?	Yes		No	
IF YES - Course being replaced				
IF Course is a replacement for an existing course, Programme(s) affected				
Transfer students to new course?	Yes		No	
Effective Start Date	Sept 2017			
Term of Delivery	Term 1/2			
Donor Teaching				
Donor Department				
Partner College				
Linked Course				
External Examiner	Hayley Wood			

KIS Data

Activity	Hours	Overall percentage of total
Scheduled teaching, seminars, tutorials	60	20%
Guided Independent Study	240	80%
Placement / Year Abroad	-	%
Total	300	100%

Course Specification	
Faculty	Education & Health
Department	ECS
Code	ACAD 1324
Course Title	Comparative Education and Training
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 will provide students with knowledge and understanding of models and analytical frameworks that can be employed in the comparative study of education. They will critically review educational provision in a range of international settings using recognised analytical methods. Several themes will be the subject of critical reflection to underpin arguments, assumptions and evaluation in a comparative investigation of two chosen international settings.

Learning Outcomes

On completing this course successfully, you will be able to:

1. Review the development, structure and organisation of educational and training provision in international settings.
2. Analyse key themes (i.e. early years' provision, access to education; achievement; transition from school to work; lifelong learning opportunities; apprenticeships; inclusion etc) in relation to education and training provision in international contexts.
3. Evaluate the impact of economic, political and social change on key features of education and training in the international context.
4. Critically compare the education and training structures, systems and provision in two selected international settings.

Indicative Content

1. The development of education and training provision in Western Europe, North America, Australasia and other selected countries
2. The economic, demographic, political and cultural challenges facing global educational provision and the responses to these challenges
3. Convergence and divergence in educational provision
4. Current themes in education where appropriate for each chosen setting:
 - 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 lectures, guest speakers and independent guided study.

Assessment Details:

Methods of SUMMATIVE Assessment	Formal Presentation			
Nature of FORMATIVE assessment supporting student learning	Peer review of national provision; peer to peer analysis; formal presentation criteria audit			
Outcome(s) assessed by summative assessment (Please use the numbers above to refer to these)	1-4			
Grading Mode	%			
Weighting %	100%			
Pass Mark	40%			
Word Length	1500-2000 word equiv.			
Outline Details	A comparison of education and training provision in two countries supported by research data and findings			
Last Item of Assessment	Presentation			
Are students required to pass all components in order to pass the course?				One component

Indicative Course Materials: (*Essential reading)

Author	Date	Title	Publisher
Arnové, R., Torres, C. and Franz, S. (eds)	2013	<i>Comparative education : the dialectic of the global and the local.</i> 4 th edn.	Lanham, MD: Rowman and Littlefield
*Bray, M., Adamson, B. and Mason, M.	2013	<i>Comparative education research: approaches and methods.</i> 2 nd edn.	Hong Kong: Columbia University Press.
*Brock, C. and Nafsika, A.	2013	<i>Education around the world : a comparative introduction.</i>	London: Bloomsbury Academic.

Author	Date	Title	Publisher
Crossley, M. et al	2011	<i>Changing educational contexts, issues and identities: 40 years of comparative education.</i>	Abingdon: Routledge.
*Marshall, J.	2014	<i>Introduction to comparative and international education.</i>	London: SAGE.
Matheson, D.	2015	<i>An introduction to the study of education.</i> 4th edn.	Abingdon: Routledge
*Phillips, D. and Schweisfurth M.	2014	<i>Comparative and international education : an introduction to theory, method and practice.</i> 2 nd edn.	London: Bloomsbury Academic.

*denotes core text.

Banner Data

Course Status	Core		Option	
Replacement for existing course?	Yes		No	
IF YES - Course being replaced				
IF Course is a replacement for an existing course, Programme(s) affected				
Transfer students to new course?	Yes		No	
Effective Start Date	Sept 2017			
Term of Delivery	Term 2/3			
Donor Teaching				
Donor Department				
Partner College				
Linked Course				
External Examiner	Hayley Wood			

KIS Data

Activity	Hours	Overall percentage of total
Scheduled teaching, seminars, tutorials	30	20%
Guided Independent Study	120	80%
Placement / Year Abroad	-	%
Total	150	100%

Course Specification	
Faculty	Education & Health
Department	ECS
Code	ACAD 1326
Course Title	Research Project (Dissertation)
Course Coordinator	Paul Banthorpe/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 an understanding of personal qualities of self-motivation and self-discipline in relation to time management and judgement in regard to a chosen topic for academic study. It will develop their capacity to examine an issue critically and reflectively. Students will continue to develop skills in research design and methodology, and in doing so will enhance their critical evaluation techniques necessary to make valid judgements, leading to facilitation of personal ideas and hypotheses.

Learning Outcomes

On completing this course successfully, you will be able to:

1. Construct a literature review on a selected area of interest to inform direction and scope of research
2. Demonstrate knowledge of different and appropriate educational research methods, designs and research questions
3. Justify the selection of 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 in a specific area of interest.
6. Use own knowledge and understanding to locate and justify a personal position in relation to a specific area of interest.

Indicative Content

1. Philosophical stances in research
2. Positivist and interpretivist approaches to research
3. Literature review
4. Quantitative and qualitative data
5. Survey methods of for generating data
6. Questionnaire construction and design
7. Conducting different types of interviews
8. Observation techniques
9. Validity and reliability
10. Triangulation
11. Ethical considerations

-
12. Data analysis and presentation
 13. 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 other stakeholders that proposed investigations and activities fall within the policies and processes of the education setting. In some cases, stakeholders may require the proposal to be considered by their own Ethics Committee.

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.

As well as adhering to the Course learning outcomes grading will also reflect

- The presentation of work to the appropriate academic standard
- Evidence of planning, organisation and appropriate research design.
- 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.

Assessment Details:

Methods of SUMMATIVE Assessment	Research Project (Dissertation)			
Nature of FORMATIVE assessment supporting student learning	Tutorial supervision and feedback for Literature Review and Methodology; on-line			

	student research practice forum; peer presentations of primary research progress			
Outcome(s) assessed by summative assessment (Please use the numbers above to refer to these)	1-6			
Grading Mode	%			
Weighting %	100%			
Pass Mark	40%			
Word Length	5000-6000			
Outline Details	There will be 2 components to this project: Part A will comprise the Literature Review and Methodology to be submitted and formatively assessed before Part B is written which will comprise the research findings, conclusions and recommendations			
Last Item of Assessment				
Are students required to pass all components in order to pass the course?				One compon

Indicative Course Materials: (*Essential reading)

Author	Date	Title	Publisher
*Bell, J. and Waters, S	2014	<i>Doing your research project : a guide for first-time researchers.</i> 6 th edn.	Maidenhead: Open University Press.
Coghlan, D. and Brannick, T.	2014	<i>Doing action research in your own organization.</i> 4th edn.	London: SAGE.
*McNiff, J.	2014	<i>Writing and doing action research.</i> London: SAGE.	London: SAGE.
Silverman, D.	2016	<i>Qualitative research.</i> 4 th edn.	London: SAGE.
*Thomas, G.	2016	<i>How to do your case study.</i> 2 nd edn.	London: SAGE.

*denotes core text.

Banner Data

Course Status	Core		Option	
Replacement for existing course?	Yes		No	

IF YES - Course being replaced				
IF Course is a replacement for an existing course, Programme(s) affected				
Transfer students to new course?	Yes		No	
Effective Start Date	Sept 2017			
Term of Delivery	Term 2/3			
Donor Teaching				
Donor Department				
Partner College				
Linked Course				
External Examiner	Hayley Wood			

KIS Data

Activity	Hours	Overall percentage of total
Scheduled teaching, seminars, tutorials	80	25%
Guided Independent Study	220	75%
Placement / Year Abroad	-	%
Total	300	100%