



**North East Surrey College of Technology (NESCOT)**

**BACHELORS OF ARTS HONOURS DEGREE IN EDUCATION STUDIES**

**(BA (HONS) EDUCATION STUDIES)**


**Programme Definitive Document**

**September 2014**

## 1. Programme Information

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

## 2. Programme specification

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

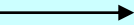
- the processes of learning, including some of the key paradigms and their impact on educational practices
- the effects of cultural, social, political, historical and economic contexts on learning including educational policies, moral, religious and philosophical underpinning of and issues of social 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><b>11. The programme provides opportunities for you to achieve the following outcomes:</b></p> <p><i>These are related to the benchmarking statements for the subject you are studying, described under 8 above.</i></p>	<p><b>The following teaching, learning and assessment methods are used to enable you to achieve and demonstrate these outcomes:</b></p>
<p><b>A. Knowledge and understanding of:</b> →</p>	<p><b>A. Teaching and learning methods:</b></p>
<ul style="list-style-type: none"> <li>i. The underlying values and principles of relevant education studies and develop a personal stance which draws on their knowledge and understanding</li> <li>ii. The diversity of learners and the complexities of the education process</li> <li>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</li> <li>iv. The societal and organisational structures and purposes of educational systems and the possible implications for learner and the learning process.</li> </ul>	<p>Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice</p> <p><b>A. Assessment methods:</b></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>B. Intellectual skills:</b>	<b>B. Teaching and learning methods:</b>
<p>The ability to:</p> <ol style="list-style-type: none"> <li>i. Analyse educational concepts theories and issues of policy in a systematic way</li> <li>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</li> <li>iii. Accommodate new principles and understanding</li> <li>iv. Select a range of relevant primary and secondary sources including theoretical and research based evidence to extend their knowledge and understanding (Honours only)</li> <li>v. Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.</li> </ol>	<p>Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice</p> <hr/> <p><b>B. Assessment methods:</b></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>C. Subject practical skills:</b>	<b>C. Teaching and learning methods:</b>
<ul style="list-style-type: none"> <li>• Reflect on own and others value system</li> <li>• Use knowledge and understanding critically to locate and justify personal position in relation to the subject</li> <li>• Understanding of the significance and limitations of theory and research. (Honours only)</li> </ul>	<p>Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice</p> <hr/> <p><b>C. Assessment methods:</b></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>D. Transferable/key skills:</b>	<b>D. Teaching and learning methods:</b>
<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Construct and communicate oral and written arguments</li> <li>• Use information and communication Technology (ICT), including word processing, databases, internet communication, information retrieval and online searches</li> <li>• Interpret and present relevant numerical information</li> <li>• 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</li> <li>• 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.</li> <li>• Analyse, synthesise, evaluate and identify problems and solutions</li> </ul>	<p>Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice</p> <hr/> <p><b>D. Assessment methods:</b></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"> <li>1. Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries</li> <li>2. Think independently, analytically and creatively, and engage imaginatively with new areas of investigation</li> <li>3. Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them</li> <li>4. Become intellectually curious, responsive to challenges, and demonstrate initiative and resilience</li> </ol> <p><i>Creativity and Enterprise</i></p> <ol style="list-style-type: none"> <li>1. Recognise and create opportunities, and respond effectively to unfamiliar or unprecedented situations or</li> <li>2. Problems</li> <li>3. Generate new ideas and develop creative solutions or syntheses</li> <li>4. Communicate clearly and effectively, in a range of forms, taking account of different audiences</li> <li>5. Make use of familiar and emerging information &amp; communication technologies</li> <li>6. Seize and shape the opportunities open to them on leaving university</li> </ol> <p><i>Cross—cultural and International Awareness</i></p> <ol style="list-style-type: none"> <li>1. Engage effectively in groups whose members are from diverse backgrounds</li> <li>2. Appreciate the importance of behaving sustainably</li> <li>3. Move fluently between different cultural, social and political contexts</li> <li>4. Value the ability to communicate in more than one language</li> </ol>	<p>Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice</p> <hr/> <p><b>E. Assessment methods:</b></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

