Programme Specification

Middlesex University London

1. **Programme title**	BA (Hons) Education Studies
2. **Awarding institution**	Middlesex University
3a. **Teaching institution**	
3b. **Language of study**	English
4a. **Valid intake dates**	*September (F/T)*
4b. **Mode of study**	☐ On-campus/Blended
4c. **Delivery method**	
5. **Professional/Statutory/Regulatory body**	N/A
6. **Apprenticeship Standard**	N/A
7. **Final qualification(s) available**	BA (Hons) Education Studies
	BA (Ord) Education Studies
	DipHE Education Studies
	CertHE Education Studies
8. **Year effective from**	**2022 – 2023**

9. Criteria for admission to the programme

Normal admission requirements are 96 – 112 UCAS Tariff points inc GCSE Grade C/4 in English

Recognition of Prior Learning (RPL) – prior learning and experience may be applied for accredited according to the university regulations.

Application from mature candidates without formal qualifications are welcomed, provided they can demonstrate appropriate levels of relevant ability and experience.

10. Aims of the programme

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The programme aims to provide students with resources and opportunities to critically reflect and debate a number of theoretical perspectives across a range of disciplines and to nurture their understanding in relevant educational contexts. It will encourage students to critically engage with fundamental questions concerning the educational processes, systems, approaches and its relationship to the cultural, societal, technological, political, historical and social contexts within an ecological perspective. It will provide a flexible and changing curriculum for students to apply their understanding of current research issues, methods of enquiry and debates in education. It will develop in students the ability to participate in and contest changing discourses to construct and sustain a reasoned argument and justify different positions on a wide range of educational matters. It is envisaged that the course will increase students' competence to become autonomous reflective learners, team workers and leaders.

In year 2 students will be required to participate in the placement module EDU2219 Developing Professional Practice in Educational Settings, where they will acquire transferable and employability skills and reflect on their application of knowledge to relevant practice. Students are offered support with DBS clearance, and references where necessary.

11. Programme outcomes*

A. Knowledge and understanding	Teaching/learning methods
On completion of this programme the successful student will have knowledge and understanding of :	Students gain knowledge and understanding through:
	A wide variety of teaching and learning methods including reading, lectures, webinars, seminars, discussions, debates and presentations. Individual and group synchronous and asynchronous, and blended learning activities will be used to support learning.
A1. Formal and informal processes for learning including students' own and other education systems and the values, theories and concepts underpinning complex and diverse changing nature of educational practices.	
A2. The effects of cultural, societal, historical, technological, and economic contexts on learning including education policies, moral, religious, psychological and philosophical underpinnings, and issues of social justice.	**Assessment methods** Students' knowledge and understanding is assessed by:
A3. The diversity and complexity of the interaction between education and its contexts, and relationships with other subjects and professions.	Students' knowledge and understanding, along with research, cognitive and presentation skills, are assessed in a variety of ways that include essays, reports, digital media, exams, case studies, reviews, portfolios, reflective journals, independent and collaborative presentations and research projects.
A4. A range of research perspectives and methodologies applied to education.	

	Through reflection on tutor and peer feedback, in formative and summative assignments, students are able to gain knowledge, produce reasoned arguments, hold justifiable points of view, make effective decisions and solve problems in relation to the learning objectives and outcomes of each module.
B. Skills On completion of this programme the successful student will be able to: B1. Respond positively and constructively to changing environments and reflect on potential connections and discontinuities between education theory, policy and practice. B2. Critically analyse and challenge received views, concepts and theories of education, hold justifiable points of view and show a willingness to accommodate new ideas, make decisions and solve problems B3. Independently and in groups, to accommodate new ideas and construct, communicate and present a reasoned argument based on sound theory B4. Undertake independent research with an educational focus, and make recommendations for future action. B5. Reflect on learning to identify strengths and weaknesses, and with increasing levels of autonomy, and ability to organise own learning by setting achievable goals B6. Work effectively with others as part of a team, planning and meeting agreed responsibilities, leading and supporting colleagues.	**Teaching/learning methods** Students learn skills through applying theoretical knowledge, practical and research skills, modelling and these are experienced through participatory lectures, webinars, seminars, work-shops, role play, presentations, reflective journals, portfolios, work experience and research projects. Individual and group synchronous and asynchronous, and blended learning activities will be used to support learning and develop skills. Group work enables students to develop skills of planning and negotiating agreed goals and responsibilities, with opportunities to lead team players. Students are supported to move from dependence on tutors and others to more independent learning as the course progresses. **Assessment methods** Students' skills are assessed by meeting deadlines, independent and group formative and summative assignments. Presentation, cognitive and research skills are assessed in a range of presentations, written and practical assignments, reflective journals, portfolios, a placement, and independent research skills. Written and practical tasks, such as essays, presentations, group assignments, work experience projects. Students use their communication skills to present ideas in a range of ways and for a range of purposes. The independent research project is the culmination of students' ability to demonstrate their independent and problem-solving skills.

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

The programme is studied over three years full time or studied on a part time basis up to a maximum of six years. The year-long modules consist of twenty two teaching weeks plus two study weeks and three weeks of assessment by examination and submission of course work material at the end of the year. Full time students study four modules per year, and part-time students can study up to three modules per year.

Each module is designated as Level 4, 5 or 6 equating to the stage of study reached and representing progression in the demand and nature of the expected learning outcomes. Students have to follow compulsory modules which make the core of the programme, and can then choose from optional modules to complete their credit accumulation (see diagram). To receive the award of BA Hons. a student must be successful in 360 credits of study.

At Level 4, all modules are compulsory.
At Level 5, students study three compulsory modules (EDU2201, EDU2205 & EDU2219) plus one optional module.
At Level 6, students study an independent research module (EDU3294) plus three optional modules.

Education Studies Programme Planning Map

Year 1

EDU1201	Historical, Sociological and Political Perspectives on Education
EDU1202	Approaches to Learning
EDU1213	Learning through the Lifespan: social context and contemporary policies
EDU1205	Questions in Philosophy of Education
Part-time students	Choose two or three of the above

Year 2

Compulsory EDU2201	Introduction to Research Methods in Early Childhood and Education Studies
EDU2205	Equality, Diversity and Inclusion
EDU2219	Developing Professional Practice in Educational Settings

Plus ONE of the following:	
EDU2303	Comparative Education & Children's Rights in a global context
EDU2314	Curriculum Studies: Primary Education
EDU2218	Families, Schools and Education
Part-time students	Choose two or three of the above

Year 3

Compulsory	
EDU3294	Independent Research Project (pre-requisite EDU2201)
Plus THREE of the following options	
EDU3202	Special Educational Needs, Disability and Inclusion
EDU3307	Social and Emotional Aspects of Learning in Education and Early Years
EDU3208	Youth Studies: Critical debates and contemporary issues Issues and Perspectives
EDU3211	Creativity and the Arts in Education
EDU3312	The Digital Child: Childhood in the Contemporary Media Landscape
Part-time students	Choose two or three of the above

12.2 Levels and modules		
Level 4		
COMPULSORY	**OPTIONAL**[*]	**PROGRESSION REQUIREMENTS**
Students must take all of the following: EDU1201 Historical, Sociological and Political Perspectives on Education EDU1202 Approaches to Learning EDU1205 Questions in Philosophy of Education EDU1213 Learning through the Lifespan: social context and contemporary policies	None	All modules are compulsory. EDU1201 and EDU1202 are core modules and must be passed before students can progress to Year 2. Students must achieve 90 credits at Level 4 (inc EDU1201 and EDU1202) to continue on the award. Students with a credit deficit will need to make up the outstanding 30 credits at a later point. Compensation: Students cannot be compensated for the core modules. Students can only be compensated for 30 credits at this level.
Level 5		
COMPULSORY	**OPTIONAL** *	**PROGRESSION REQUIREMENTS**

Students must take all of the following: EDU2201 Introduction to Research Methods in Early Childhood and Education Studies EDU2205 Equality, Diversity and Inclusion EDU2219 Developing Professional Practice in Educational Settings	Students must also choose ONE from the following: EDU2303 Comparative Education and Children's Rights in a global context EDU2314 Curriculum Studies: Primary Education EDU2218 Families, Schools and Education	An enhanced DBS is required in order to complaint the placement module. Students must pass the core modules: EDU2201 and EDU2205. Students must achieve 90 credits at Level 5 to continue on this award. Students with credit deficit will need to make up the outstanding 30 credits at a later point. Compensation: Students cannot be compensated for the core modules. Students can only be compensated for 30 credits at this level.
Level 6		
COMPULSORY	**OPTIONAL ***	**PROGRESSION REQUIREMENTS**
Students must take the following: EDU3294 Independent Research Project for Education Studies (Pre-requisite EDU2201)	Students must also choose THREE from the following: EDU3202 Special Educational Needs, Disability and Inclusion EDU3307 Social and Emotional Aspects of Learning in Education and Early Years EDU3208 Youth Studies: Critical debates and contemporary issues EDU3211 Creativity and the Arts in Education EDU3312 The Digital Child: Childhood in the Contemporary Media Landscape	Students must pass the core module: EDU3394. For the Honours Degree students need to pass EDU3394. Students must achieve 120 credits at Level 6 to be eligible for the full honours award. Compensation: Students cannot be compensated for the core module. Students can only be compensated for 30 credits at this level. NB: Students can only be compensated for 60 credits across the three years.

*Please refer to your programme page on the website re availability of option modules

12.3 Non-compensatable modules	
Module level	**Module code**
Level 4	EDU1201, EDU1202

Level 5	EDU2201, EDU2205
Level 6	EDU3394

13. Information about assessment regulations

This programme assessment and progression rules will run in line with general University Regulations*:*   https://www.mdx.ac.uk/about-us/policies

14. Placement opportunities, requirements and support (if applicable)

Students will be required to participate in the placement module at Level 5. Students may identify an educational setting of their own choice, which will be verified with the Module Tutor as suitable. Tutors, in conjunction with MDXWorks in Hendon, and the Careers and Employability Services in Dubai, will provide students with an opportunity to attend a compliant and suitable placement that will enable them to obtain skills and apply their knowledge to relevant practice. All Hendon students will be expected to go through the DBS clearance process upon joining the University. Dubai students will need an up to date police certificate. The number of hours and type of placement required for placement module will be clarified in Year 2.   It is also strongly recommended that students gain work experience in an educational setting throughout the programme to give them to opportunity to link theory with practice. The timetable is arranged to permit students to participate in a work setting for at least 1 day a week during the University academic year. Additionally there may be an opportunity to find a block work experience during the three years, including the summer break.

15. Future careers / progression

Students completing this course may apply for the PGCE / QTS Training in Education (Primary and Early Years) or Social Work programmes, Careers in Special Educational Needs support services, unqualified teaching positions in independent and free schools, teaching assistant roles in Primary and Higher Education, Local Authority Education Administration, Parenting Support Programmes.
Others seeking a more academic or research route may continue to develop their careers studying for Masters Programmes, including our very own MA; 'Education and Childhood in Diverse Societies ' or taking up work as research assistants.
Students receive input on career progression at Level 4 – 6. Advice on progressing to ITT, PGCE or the School Direct can be obtained from relevant tutors or the Employability Office MDX Works. Students develop graduate and transferable skills throughout the programme.

A first rate education system has been a fundamental pillar for the development of the UAE, and the sector has been experiencing a steady growth as a result. As well as

applying for teaching positions in schools with a broad range of international curricular, Dubai students also have the opportunity to work for a diverse range of companies in the UAE's private education industry. These include tutoring companies and businesses that manage schools and nurseries.

16. Particular support for learning (if applicable)

Students attend an induction programme and receive a course handbook. The Level 4 modules introduce students to the academic literacy and study skills required by successful graduates, and these are developed, and mapped throughout the course. Students are provided with a module introduction and supporting materials, and uploaded materials thereafter via the University 'Myunihub' study platform.

Seminars are run using group work and discussion and all students are encouraged to participate and support each other. Seminar tutors are on hand to clarify ideas and assessment requirements. In addition to this tutors are available during office hours for booked tutorials.

Independent Research Projects are supported by personal supervision by a named tutor. Within the department Graduate Academic Assistants and Student Learning Assistants provide further guidance and support. The Progression and Support Team can be contacted regarding, achievement and progression issues.

Both Hendon and Dubai campuses have a centralised support system for supporting students in their learning - in Hendon this is the Learning Enhancement Team (LET), and in Dubai, the Centre For Academic Success (CAS). Both teams provide extra support for students who require personal academic support. Students with disabilities will receive support from central university services and reasonable adjustments will be made to facilitate their learning.

17. HECos code(s)	CAH22-01
18. Relevant QAA subject benchmark(s)	Education Studies (2019)

19. Reference points

- The QAA (2014) UK Quality Code for Higher Education ; https://www.qaa.ac.uk/quality-code
- QAA Subject Benchmark Statements for Education Studies (Dec 2019) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5
- University's Regulations.   https://www.mdx.ac.uk/about-us/policies
- University's Learning and Teaching Strategy https://www.mdx.ac.uk/study-with-us/autumn-2022-coronavirus/teaching-learning-plans
- National Qualifications Framework https://www.gov.uk/what-different-qualification-levels-mean

- SEEC level descriptors https://www.uall.ac.uk/networks/seec

20. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

21. Curriculum map for BA (Hons) Education Studies

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

	Knowledge and understanding
A1	Formal and informal processes for learning including students' own and other education systems and the values, theories and concepts underpinning complex and diverse changing nature of educational practices.
A2	The effects of cultural, societal, historical, technological, and economic contexts on learning including education policies, moral, religious, psychological and philosophical underpinnings, and issues of social justice
A3	The diversity and complexity of the interaction between education and its contexts, and relationships with other subjects and professions.
A4	A range of research perspectives and methodologies applied to education.
	Skills
B1	Respond positively and constructively to changing environments and reflect on potential connections and discontinuities between education theory, policy and practice.
B2	Critically analyse and challenge received views, concepts and theories of education, hold justifiable points of view and show a willingness to accommodate new ideas, make decisions and solve problems
B3	Independently and in groups, to accommodate new ideas and construct, communicate and present a reasoned argument based on sound theory
B4	Undertake independent research with an educational focus, and make recommendations for future action.
B5	Reflect on learning to identify strengths and weaknesses, and with increasing levels of autonomy, and ability to organise own learning by setting achievable goals
B6	Work effectively with others as part of a team, planning and meeting agreed responsibilities, leading and supporting colleagues

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

A1	A2	A3	A4	B1	B2	B3	B4	B5	B6
6	6	6	6	6	6	6	6	6	6

Module Title	Module Code by Level	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6
Historical, Sociological and Political Perspectives on Education	EDU1201	X	X	X		X	X			X	
Psychological Approaches to Learning	EDU1202		X				X	X		X	
Learning through the Lifespan: social context and contemporary policies	EDU1213	X	X	X		X				X	
Questions in Philosophy of Education	EDU1205	X		X			X	X			X
Introduction to Research Methods in Early Childhood and Education Studies	EDU2201	X		X	X	X	X	X	X		X
Equality, Diversity and Inclusion	EDU2205	X	X	X			X	X		X	X
Developing Professional Practice in Educational Settings	EDU2219		X			X				X	X
Comparative Education & Children's Rights in a global context	EDU2303		X	X			X	X			X
Curriculum Studies: Primary Education	EDU2314	X		X		X	X			X	X
Families, Schools and Education	EDU2218	X	X	X			X			X	
Special Education Needs, Disability and Inclusion	EDU3202	X	X			X	X	X			
Social and Emotional Aspects of Learning in Education and Early Years	EDU3307		X	X		X	X				X

Youth Studies: Critical debates and contemporary issues	**EDU3208**	X	X	X		X	X			X	
Creativity and the Arts in Education	**EDU3211**		X	X			X	X	X		X
The Digital Child: Childhood in the Contemporary Media Landscape	**EDU3312**		X	X			X			X	X
Independent Research Project	**EDU3294**	X	X	X	X	X	X	X	X	X	x