BA (Hons) Education Studies

Programme Specification

1. Programme title	BA (Hons) Education Studies
2. Awarding institution	Middlesex University
3a Teaching institution	Middlesex University (Hendon and Dubai)
3b Language of study	English
4a Valid intake dates	September
4b Mode of study	Full-time or Part-time
4c Delivery method	☒ On-campus/Blended ☐ Distance Education
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. Academic year effective from	2024/25

9. Criteria for admission to the programme

An inclusive approach to admissions reflects a personalised approach which values the breadth of relevant individual experiences and expertise that applicants may possess. Details are available at (under 'entry requirements'):

https://www.mdx.ac.uk/courses/undergraduate/education-studies-degree

10. Aims of the programme

The ambitious and challenging programme offers a synergy of critical academic and theoretically informed insight, invaluable sector related legislation and policy knowledge, as well as placement and practice related experiences. The programme enables, inspires and supports students to develop as reflexive, confident, skilled and inclusive education professionals with clear career aspirations and goals. In particular:

-The programme aims to provide students with resources and opportunities to critically reflect and debate theoretical perspectives across a range of disciplines and to nurture their understanding in relevant educational contexts.

-It aims to encourage students to critically engage around fundamental questions concerning educational processes, systems, approaches and the relationship between education and cultural, societal, technological, political, historical contexts within an ecological perspective.

-The programme aims to provide an inclusive, flexible, responsive and adaptable curriculum experience and offer a wide range of personalised opportunities and contexts for students to gain insight into current and emerging research issues, methods of enquiry, debates in education, employer demands, expectations of being an Education professional and personal career goals.

-It aims to develop students' abilities 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 this will increase students' competence to become autonomous reflective learners, team workers and leaders.

-The programme aims to inspire students to develop and assess their professional skills and knowledge base as well as to identify priority areas for professional development to achieve career goals. It aims to achieve this through a range of embedded and engaging teaching and learning practices, formative and summative assessments, academic tutoring and the Year Two placement. Employability skills -with clear links to the Middlesex Graduate Competencies (hereafter MGCs)- are embedded throughout the programme to develop essential skills in critical and independent-thinking, group work and collaboration, communication, time management and leadership.

11. Programme outcomes*

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

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.

Teaching/learning methods

Students gain knowledge and understanding through:

-research and practice informed learning and teaching approaches as well as activities which draw upon a range of disciplines and international perspectives.

-learning and teaching approaches that advocate sustainable development, through embedding Sustainable Development Goals (hereafter SDGs) within a range of modules to develop sustainable and ethical ways of working with learners, families and stakeholders.

-learning and teaching methods that are inclusive, supporting students in developing their academic voice, and communicating ideas with integrity that celebrate their background or characteristics, with a commitment to decolonising curricula.

-a wide variety of inclusive, interactive and engaging teaching and learning approaches, including seminars, discussions, individual and group activities, debates and presentations.

-experiential, hands on learning, through placement and through a range of engaging classroom activities, which support creative and critical thinking, reflection and professional development.

-learning and teaching approaches which enable a flexible, responsive and adaptable curriculum experience and offer a wide range of personalised opportunities.

-interactions on placement and in class (e.g. with guest speakers) to consider and engage with employer perspectives.

-individual and group guided independent study, including key concept videos provided in advance, and directed reading which support learning.

-individual tutorials and academic tutoring which support learning and assessment preparation. Embedded academic tutoring (encouraging students to build a supportive relationship with a named member of the staff team) in seminars and individual 1:1 tutorials support students with settling into university life, planning academic study and progression, overcoming challenges, and planning learning goals.

Assessment methods

Students' knowledge and understanding is assessed by:

-a wide variety of formative and summative authentic assessment methods that include essays, reports, digital media, designing classroom resources, case studies, micro-teaching, book reviews, portfolios, reflective journals, posters, presentations, placement reflections and research projects. Choice is often built into assessments, allowing a wide range of personalised opportunities for study and flexible learning.

-continual formative feedback through the semester in a range of formats (tutor led, peer review), which monitor learning, focus teaching, and feed directly into summative assessments. These enable students 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.

-a limited number of end-point summative assessments, each that builds upon a number of formative assessments providing continuous feedback.

B. Skills

On completion of this programme the successful student will be able to:

B1. Respond positively and constructively to changing environments and industry sector expectations, and reflect on potential connections and discontinuities between 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. Accommodate new ideas and construct, communicate and present reasoned arguments, both working independently with others as part of a team, effectively planning and meeting agreed responsibilities, leading and supporting colleagues.

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: be a reflexive, confident, skilled education professional, with an ability to recognise competencies and strengths, and identify clear career aspirations and goals.

Teaching/learning methods

Students learn skills through:

-applying theoretical knowledge and learning to practice, as well as applying and developing professional, practical and research skills. The varied ways of gaining skills include participation in activities in seminars, workshops, role play, presentations, reflective journals, portfolios, work experience and research projects. This is supplemented by a range of digital learning formats, including EduCare professional short online courses (widely recognized across the Education sector and by Ofsted).

-undertaking group work that enables students to develop skills of communication, planning and negotiation, providing opportunities to gain experience working collaboratively as team players.

-gaining valuable experience of developing a range of professional skills, both in class (e.g. auditing skills, self-reflection, public speaking, delivering a micro teach session) and through undertaking work-based learning in the Year Two placement.

-engaging with employers to reflect on professional skills, both in the placement and in class (e.g. through guest speakers)

-being supported to move from dependence on tutors and others to developing more independent learning skills and confidence as the programme progresses.

-developing co-leadership skills. Student voice is gathered by module evaluations, PVG, during student-led learning activities, and the completion of feedback loops support co-leadership

-employability skills embedded throughout the programme (and explicitly linked to the MGCs at each level) which nurture the development of necessary skills in leadership, critical and independent-thinking, group work and collaboration, communication, time management and self-management, to develop a career.

-individual tutorials and academic tutoring which support the development of professional skills, career development and the mapping of MGCs.

Assessment methods

Students' skills are assessed by:

-undertaking a range of varied formative and summative authentic assessment methods that assess a range of skills, including:

- critical analysis (e.g. reports)
- an ability to reflect (e.g. in reflective accounts)
- time management skills
- skills relevant to classroom teaching (e.g. inclusive resources, micro-teach)
- a range of written and communication skills, to present ideas in a range of ways and for a range of purposes (e.g. public speaking through presentations)
- digital literacy skills
- group work skills (demonstrating team work and leadership)
- an ability to recognise competencies, strengths, and identify clear career aspirations and goals.
- the independent research project, which is the culmination of students' ability to demonstrate their independent and problem-solving skills.

-continual formative feedback through the semester in a range of formats (tutor led, peer review) which monitor learning, focus teaching, and feed directly into summative assessments. These enable students to undertake audits of current skills, reflect on practice, and identify future career development goals.

-a limited number of end-point summative assessments, each that builds upon a number of formative assessments providing continuous feedback.

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. Modules are semester long. Full time students study four modules per year, and part-time students study two modules per year, one in each semester.

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 Honours a student must be successful in 360 credits of study.

At Level 4, all modules are compulsory.
At Level 5, all modules are compulsory.
At Level 6, students study an independent research module (EDU3294) plus a compulsory module (ED3402 Childhood, Youth and Families in Context) plus two option modules.

FULL TIME STRUCTURE

Year 1 / Level 4

Semester 1
- EDU1401 (30 credits)
- EDU1402 (30 credits)

Semester 2
- EDU1403 (30 credits)
- EDU1404 (30 credits)

Exit Award: CertHE Education Studies (*exit with 120 credits*)

Year 2 / Level 5

Semester 1
- EDU2201 (30 credits)
- EDU2405 (30 credits)

Semester 2
- EDU2219 (30 credits)
- EDU2314 (30 credits)

Exit Award: DipHE Education Studies (*exit with 240 credits*)

Year 3 / Level 6

Semester 1
- Choose one from: EDU3202 / EDU3307 / EDU3211 / EDU3401 (30 credits)
- Choose one from: EDU3202 / EDU3307 / EDU3211 / EDU340 1(30 credits)

Semester 2

- EDU3402 (30 credits)
- EDU3294 (30 credits)

Exit Award: Ordinary Degree Education Studies (*exit with 300 credits)* Or BA (Hons) Education Studies (*Completion with 360 credits*)

Part Time Structure

<u>Year 1 / Level 4</u>
Semester 1
- EDU1401 (30 credits)
Semester 2
- EDU1403 (30 credits)

Exit Award: Not awarded

<u>Year 2 / Level 4</u>

Semester 1
- EDU1402 (30 credits)
Semester 2
- EDU1404 (30 credits)

Exit Award: CertHE Education Studies (*exit with 120 credits*)

<u>Year 3 / Level 5</u>
Semester 1
- EDU2201 (30 credits)
Semester 2
- EDU2219 (30 credits)

Exit Award: CertHE Education Studies (*exit with 120 credits*)

<u>Year 4 / Level 5</u>

Semester 1
- EDU2405 (30 credits)
Semester 2
- EDU2314 (30 credits)

Exit Award: DipHE Education Studies (*exit with 240 credits*)

Year 5 / Level 6

Semester 1
- Choose one from: EDU3202 / EDU3307/ EDU3211 / EDU3401 (30 credits)

Semester 2
- EDU3402 (30 credits)

Exit Award: Ordinary Degree Education Studies (*exit with 300 credits)*

Year 6 / Level 6

Semester 1
- Choose one from: EDU3202 / EDU3307 / EDU3211 / EDU3401 (30 credits)

Semester 2
- EDU3294 (30 credits)

Exit Award: BA (Hons) Education Studies (*Completion with 360 credits*)

12.2   Levels and modules

Level 4
Compulsory
Students must take all of the following:
- EDU1401: Psychological Approaches to Learning
- EDU1402: Historical and Contemporary Issues in Education
- EDU1403: Equity, Diversity and Inclusion in Educational Contexts
- EDU1404: Literacy, Language and Learning Through the Lifespan

Optional
N/A

Progression requirements
All modules are compulsory.

EDU1402 and EDU1403 are core modules and must be passed before students can progress to Year 2.

Students must achieve 90 credits at Level 4 (including **EDU1402** and **EDU1403**) 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
Students must take all of the following:
- EDU2201 Researching Lives: Social Investigation in the Contemporary World
- EDU2405 Education for Social Justice
- EDU2219 Developing Professional Practice in Educational Settings
- EDU2314 Curriculum Studies: Primary Education

Optional
N/A

Progression requirements

Students must pass the core modules: EDU2201 and EDU2405.
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
Students must take all of the following:

- EDU3294 Dissertation Module for Education Studies
- EDU3402 Childhood, Youth and Families in Context

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

Optional
Students must also choose TWO from the following:

- EDU3202 Special Educational Needs, Disability and Inclusion
- EDU3307 Social and Emotional Aspects of Teaching and Learning
- EDU3401 Comparative Education and Children's Rights in a global context
- EDU3211 Creativity and the Arts in Education

Progression requirements

Students must pass the core module: EDU3294.
For the Honours Degree students need to pass EDU3294.
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.

Barred combination: EDU2303 in and prior to 2023-24 & EDU3401 in 2024-25

12.3 Non-compensatable modules

Module level – Level 4
Module Code – EDU1402, EDU1403

Module level – Level 5
Module Code – EDU2201, EDU2405

Module level – Level 6
Module Code – EDU3294, EDU3402

13. Information about assessment regulations

The 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 are required to undertake a placement at Level 5 through EDU2219, which enable them to assess and develop their professional skills and knowledge base, as well as to identify priority areas for professional development to achieve career goals. Students may identify an educational setting of their own choice, helping to support their personalised learning. Tutors, in conjunction with the University Careers and Employability Service in London, and the Careers and Employability Services in Dubai, provide students with support to find a suitable placement that will enable them to undertake practice-led learning, obtain skills and apply their knowledge to relevant practice. The placement is verified with the Module Tutor as suitable. London students are expected to go through the DBS clearance process upon joining the University. Dubai students will need an up to date police certificate.

Students develop a placement plan, based upon an audit of their current skills, and draw upon MGCs to identify what sorts of placement experiences and skills can help support their long term career goals and enhance their employability. Students need to undertake at least 40 hours on placement, ideally over a number of weeks. Whilst there is no direct observation of practice (as the focus is on experiential learning and its impact upon professional development), placement providers are required to confirm that at least 40 hours placement has been undertaken.

In addition, it is also strongly recommended that students gain additional work/ voluntary experience in an educational setting throughout the programme to give them the

opportunity to link theory with practice, gain broader experiences to enhance their employability and to enable them to reach their career goals. 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

Graduates from the programme are reflexive, confident, highly skilled and inclusive education professionals with clear career aspirations and goals, and they enter a wide range of highly skilled professional careers and destinations.

Students completing the programme may apply for the PGCE / QTS Training in Education (Primary and Early Years) or related professional programmes, such as Social Work and Youth Work programmes. Students also progress onto other careers in the Education sector, including 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 and 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 programme or taking up work as research assistants.

Students receive input on career progression at Level 4 – 6. Advice on progressing to ITT, PGCE or School Direct can be obtained from relevant tutors or the university Careers and Employability Service. Students develop graduate and transferable skills throughout the programme, and through placement and academic tutoring, students are enabled to map their progress in achieving the MGCs.

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

Students attend an induction programme. 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 programme. Students are provided with a module introduction and supporting materials, as well as uploaded materials thereafter via the University VLE.

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. Embedded academic tutoring encourages students to build a supportive relationship with a named member of the programme team, and advise on settling into university life, planning academic study and progression, overcoming challenges, and planning career development goals.

Students are supported with a range of specialist digital resources, including those developed by the programme team (such as short video briefings focusing on module introductions, key concepts or individual assessments), online quizzes and discussion boards. Students also have access to wider digital resources, and professional online certificated training courses support formative assessment in modules across the three years, including those by EduCare (widely recognised across the Education sector and by Ofsted). Students are also supported to navigate the contemporary digital landscape and the complexities around AI and learning. Through interactive and engaging activities students explore the possibilities and limitations of using AI to support learning and assessment, and they are briefed on some of the potential consequences relating to plagiarism. Assessment guidelines prompt students to engage with specific recommended reading (which AI has been known to struggle with).

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

Both London and Dubai campuses have a centralised support system for supporting students in their learning - in London this is the Learning Enhancement Team (LET), and in Dubai, the Centre for Academic Success (CAS). The Learning Enhancement Team support students and colleagues across the University to develop advanced Maths Statistics and Numeracy skills and Academic Writing and Language skills which are fundamental to success in assignments and to future life, work, and studies. Support for these skills are integrated into the curriculum of core programmes, and additional opportunities can be accessed on a one-to-one or group basis here: [Learning Enhancement | UniHub (mdx.ac.uk)](#) 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 (2018) 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

- 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 on the VLE 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 industry sector expectations 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, solve problems
B3	To accommodate new ideas and construct, communicate and present reasoned arguments, both working independently with others or as part of a team, effectively planning and meeting agreed responsibilities, leading and supporting colleagues.
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	Be a reflexive, confident, skilled education professional, with an ability to recognise competencies and strengths, and identify clear career aspirations and goals.

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 Outcomes:

A1	A2	A3	A4	B1	B2	B3	B4	B5	B6

Highest level achieved by all graduates

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
Psychological Approaches to Learning	EDU1401		X				X	X		X	X
Historical and Contemporary Issues in Education	EDU1402	X	X	X		X	X	X			X
Equity, Diversity and Inclusion in Educational Contexts	EDU1403	X	X					X	X	X	X
Literacy, Language and Learning through the Lifespan	EDU1404	X	X	X		X	X	X			X
Researching Lives: Social Investigation in the Contemporary World	EDU2201	X		X	X	X	X	X	X		
Education for Social Justice	EDU2405	X	X	X			X	X		X	X
Developing Professional Practice in Educational Settings	EDU2219		X			X				X	X
Curriculum Studies: Primary Education	EDU2314	X		X		X	X			X	X
Dissertation Module for Education Studies	EDU3294	X	X	X	X	X	X	X	X	X	
Special Education Needs, Disability and Inclusion	EDU3202	X	X			X	X	X			X
Social and Emotional Aspects of Teaching and Learning	EDU3307		X	X		X	X	X			X
Creativity and the Arts in Education	EDU3211		X	X			X	X	X		X
Comparative Education & Children's Rights in a global context	EDU3401		X	X			X	X			X
Childhood, Youth and Families	EDU3402	X	X	X		X	X	X		X	X