LSBU
EST 1892

Course Specification

A. Course Information			
Final award title(s)	BA (Hons) Education		
Intermediate exit award title(s)	CertHE in Education ; DipHE in Education		
UCAS Code		**Course Code(s)**	5777
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☒ LSS		
Division	Education		
Course Director	Katherine Pechey, Level 4 Lead Helen Young, Level 5 Lead Fabienne Benoist, Level 6 Lead		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify		

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Full time	3	September	June
	Full time with placement/ sandwich year			
	Part time			
	Part time with Placement/ sandwich year			

Is this course generally suitable for Visa Sponsored students?	Please complete the International Office questionnaire Yes Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.	
Approval dates:	Course(s) validated / Subject to validation	March 2014

	Course specification last updated and signed off	8 December 2021
Professional, Statutory & Regulatory Body accreditation		
Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements 2019 PSRB OfS Guidance Competitions and Markets Authority SEEC Level Descriptors 2021

B. Course Aims and Features		
Distinctive features of course	This programme offers a commitment to studying education in its widest sense, both nationally and globally. The course explores not only educational norms but also a range of issues which can form barriers to learning e.g. inequalities in educational experiences and outcomes; learners with special needs and disabilities; and cultural & linguistic diversity in education. This course also promotes equality, inclusion and citizenship, and analyses how society seeks to meet the needs of diverse communities. Students will be able to apply theoretical learning to practice and develop a critical understanding of these features through work-based placements.
Course Aims	The Education course aims to: • examine the foundations of education in contemporary society, including the philosophical, and sociological underpinnings of education • explore education's relationship to social justice, including questions of equality and inequality • understand the processes of human learning and barriers to learning across different age ranges and learning communities • broaden understanding of education in a range of different settings, through relevant practical and professional knowledge and experience • gain knowledge of the education systems in the United Kingdom, including the nature of educational provision at different educational stages, and core elements of different curricula • understand global issues in education around the world and the importance of international development • assess the possibilities, opportunities and challenges for the future of education • develop a range of qualities in students including intellectual independence and critical engagement with evidence.

Course Learning Outcomes	**A Students will have knowledge and understanding of:**
	A1 The meaning and nature of education
	A2 The historical and contemporary contexts of education, both nationally and globally, including alternative approaches to education
	A3 The societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process in relation to the workplace
	A4 The economic, social, historical, philosophical, psychological and cultural underpinnings of educational practice
	A5 The relationship between education and the concepts of equality, inclusion, citizenship and social justice in relation to the workplace
	A6 The complex and multi-faceted nature of the field of education
	A7 Appropriate research methods, drawn from education, psychology and social science.
	B Students will develop their intellectual skills through:
	Critical Thinking
	B1 Demonstrate the ability to gather, describe, synthesise and analyse facts, information, theories, paradigms, principles and concepts.
	B2 Critically assess, interpret and evaluate text and data, using quantitative and qualitative research methods, as well as explore new and emerging practices using a variety of skills and resources
	B3 Develop a critical understanding of key theoretical approaches and debates relating to the academic study of education and psychology
	B4 Construct a reasoned argument based on sound theory and be able to substantiate independent points of view
	Applying Theory to Practice
	B5 Understand the interplay between theory and practice within the field of education
	B6 Be able to demonstrate how the knowledge and understanding they have gained from theoretical modules applies in practice.
	B7 Discuss the role of key theories and research in relation to education and classroom practices.
	B8 Apply knowledge to the solution of familiar and unfamiliar problems, including their own practice
	B9 Develop an awareness of how personal understandings of the concepts studied impact on personal practice in educational settings.
	B10 Plan and execute an in-depth research project related to their workplace
	C Students will acquire and develop practical skills such that they are able to:

C1   Develop relationships with a variety of professionals working in wider educational contexts.

C2   Develop teaching and mentoring skills in a different educational settings.

C3   Produce relevant materials and resources to support learners.

C4   Plan effectively and creatively to address the needs of different learners.

C5   Set up and manage a range of accurate records, plans and other professional documentation; adhere to workplace policies, meet deadlines and maintain a high level of personal organisation.

C6   Use digital media and ICT to present ideas and thinking developed on the programme

C7   Apply research skills such as observation and interviewing in the workplace

D   Students will acquire and develop a range of communication skills which are transferrable to employment and further study:

D1 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

D2 Demonstrate adequate computer literacy to research and present reports including data in a variety of formats

D3 Research skills necessary to organise and assess evidence including the interpretation of both qualitative and quantitative data

D4 Gather and retrieve ideas and information effectively, using a wide range of primary and secondary sources and materials, and sift, synthesise and organise materials independently

D5 Develop, organise and deploy ideas and information to formulate arguments coherently and communicate them effectively in writing and orally

D6 Plan and work collaboratively in a range of contexts, showing abilities to listen, contribute and lead effectively

D7 Successfully manage the complex dynamics of settings, manage own learning strategies and organise effective working patterns, including working to deadlines, and make decisions in unpredictable situations

D8 Build and maintain effective professional relationships with learners and educational practitioners

D9 Reflect critically and constructively on own performance and adapt practice accordingly.

C. Teaching and Learning Strategy

The Education course follows the University Learning and Teaching Strategy. Acquisition of A1 – 7 takes place through a combination of taught modules from the Education department and through independent study supported through interactive use of the VLE, the library, the Learning Resource Centre and in their workplace.

The intention of the programme is to support the students in their own development as learners and practitioners, and move them from dependence to independence. This is achieved through targeted and directed support in Year 1 to gradually developing the skills to work independently in Year 3 with the completion of an independent research project directly related to an educational setting (A8). A wide variety of teaching and learning methods are used, including:

- lectures, including invited speakers
- practical experience within the workplace
- discussion groups
- practical workshops
- tutorial/seminar group activities
- self-assessment/auditing and action-planning
- individual and group presentations
- supported self-study and self-directed research
- e-learning and blended learning
- case studies

Additional learning support is provided through the University VLE. Regular personal tutorials and oral and written feedback on performance and assessments support student learning at all levels throughout the programme.

Intellectual skills are modelled within most taught sessions. Participation in structured individual and group tasks support the critical acquisition of knowledge and theories relating to the field of study. The particularities of B5 are interrogated in the L5 module Alternative Educational Setting Placement and in the student's workplace at each level of the course. Written tasks, adhering to set criteria, encourage the development of cognitive skills. By engaging in debates with practitioners, theoretical perspectives considered during the taught sessions are developed through first-hand experience in their workplace and other educational settings. Students further progress their intellectual skills both within and outside of the workplace context through reading, seminars and small group discussion; group and individual project work; critical thinking; reflective practice through learning logs, essays, reports and presentations.

Practical skills C1 – 5 will be acquired through the teaching and learning strategies outlined previously, but with an emphasis on applying learning to their workplace and exposure to professional practice. C6 is a specific practical skill which is developed through taught modules in general and modules such Study Skills in Education. The particularities of C7 are explored through L6 Project module. Personal tutorials and oral and written feedback on assessments support student learning at all levels of the programme.

Communication skills will be developed through written tasks; structured group work and presentations in taught sessions and workshops; personal organisation to meet assignment requirements; guidance on managing workload and meeting deadlines. Whilst in the workplace, there are opportunities for students to develop skills in the areas of professional cooperation; working in teams; personal and professional organisation; informed decision-making; self-evaluation and reflection. Communication skills are supported through discussions in taught sessions and lectures; seminars and tutorials; guided reading; self-study tasks; structured group tasks; independent inquiry and personal research.

Communication opportunities are afforded through, for example, contributions to taught sessions; e-learning activities; structured group work and presentations; problem-solving; discussions with practitioners; written tasks; group and individual tutorials/seminars.

D. Assessment

The different forms of **knowledge and understanding** gained through the programme are assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: dissertation, essays, reports, portfolios, case studies, reflective journals, and individual and group oral presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements.

Intellectual skills will be assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: dissertation, essays, reports, portfolios, case studies, reflective journals, and individual and group oral presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements.

As students' progress through the programme, assessment methods reflect the expectation that students will exhibit greater autonomy in their learning, will refine their intellectual skills and will approach their work in a more critical and analytical way. Students are expected to undertake greater independent study for practical and written projects, culminating in the research project at L6.

Practical Skills will be assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: dissertation, portfolio, poster, debate, case studies, and individual and group oral presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements. The research project is the culmination of students' ability to demonstrate their application of educational research, project planning and problem solving skills. Self-reflection is a key element of assessment of practical skills and knowledge.

Communication skills will be assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: dissertation, exams, e- portfolio, poster, case studies, and individual and group oral presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

In order to be considered for entry to the course applicants will be required to have the following qualifications:

- 240 UCAS points

- CCC at A Level or equivalent

- BTEC Level 3 Qualifications or a combination of A Level and Level 3 BTEC qualifications

- All Level 3 qualifications welcome, including the Access to HE Diploma with a minimum of 21 Level 3 credits at Merit

- Plus five GCSEs including mathematics and English.

We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.0, TOEFL - 550 (print-based), TOEFL- 80 (internet-based), Cambridge Proficiency or Advanced Grade C.

While a GCSE in science is not an entry requirement to this degree, candidates must note that a GCSE in science or equivalent is required for application to a PGCE or School Direct Teacher Training programme.

G. Course structure(s)

Course overview

BA (Hons) Educational Studies, 3 years full time.

Level	Semester 1	CAT	Semester 2	credits
4	What is Education?	20	Developing Mathematical Thinking	20
4	Study Skills for Education	20	Language, Literacy and Learning: Reading Mentor Placement	20
4	Community, Family and Children	20	Constructing Childhood	20
5	Interpersonal Interactions	20	Barriers to Learning	20
5	An introduction to Technology and Education	20	Alternative Educational Setting Placement	20
5	Equality, Culture and Citizenship	20	Anti-racist education practice	20
6	Project			40
6	The Learning Environment		Educational Autobiography	20
6	Contemporary Issues in Education	20	Contextualising Education Globally	20

H. Course Modules

Reference Code	Module Title	Assessment	Level	Credit value
EDU_4_EDS	What is Education?	Journal [CW1, 30%; CW2, 70%]	4	20
EDU_4_SSE	Study Skills for Education	Portfolio	4	20
EDU_4_CFC	Community, Family and Children	Essay	4	20
EDU_4_DMT	Developing Mathematical Thinking	Presentation	4	20
EDU_4_LLL	Language, Literacy and Learning: Reading Mentor Placement	Placement portfolio OR Essay	4	20
EDU_4_CNC	Constructing Childhood	Journal	4	20
EDU_5_ITI	Interpersonal Interactions	Review of literature	5	20
EDU_5_ITE	Introduction to Technology in Education	Portfolio	5	20
EDU_5_BTL	Barriers to Learning	Case study	5	20
EDU_5_ECC	Equality, Culture and Citizenship	Journal	5	20
EDU_5_ARE	Anti-racist education practice	Essay	5	20
EDU_5_ESP	Alternative Educational Setting Placement	Placement journal	5	20
EDU_6_PRJ	Project	Proposal (10%); dissertation (90%)	6	40
EDU_6_TLE	The Learning Environment	Interactive resource and essay (100%)	6	20
EDU_6_CIE	Contemporary Issues in Education	Essay	6	20
EDU_6_EAB	Educational Autobiography	Autobiographical account and essay (100%)	6	20
EDU_6_CEG	Contextualising Education Globally	Essay	6	20

I. Timetable information

The course is full time. Students should usually expect to attend university on three days per week. During placements, students are expected to attend the placement setting on days indicated in the module guide.

J. Costs and financial support

Course related costs

There are no set books requiring purchase associated with the course, although students may choose to purchase books to support preparation for specific modules. No specialist equipment is required. Students should dress in a professional manner for the LLL and AES placements, but no uniform is required.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Programme outcomes																
Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
4	What is Education?	EDU_4_EDS	DTA	DTA	DTA	DTA	DTA	DTA	D	DTA	D	D	D						
4	Study Skills in Education	EDU_4_SSE						D	DT		C								
4	Community, Family and Children	EDU_4_CFC	DTA	DT	DTA	DT	DTA	DT	D	DTA	DTA	DTA	DTA	D		D		D	
4	Constructing Childhood	EDU_4_CNC	DTA	DTA	DTA	DTA	DTA	DT	D		DT	DTA	DTA	D		D		D	
4	Language, Literacy and Learning	EDU_4_LLL	DT	DT	DTA	DT	DT	D	DTA		DT	DT		DT		DT			
4	Developing Mathematical Thinking	EDU_4_DMT	DT	DT	DTA	D	DT	D	DT		DT	DT						DTA	
5	Interpersonal Interactions	EDU_5_ITI	DTA	DTA	DTA	DTA	DTA	DT	D	DTA	DTA	D	DTA		DT	DT	DTA	DTA	
5	Introduction to Technology in Education	EDU_5_ITE	DT	DT	DTA	DT	DT	DTA	DTA					DTA	DT	DT	DT		
5	Barriers to Learning	EDU_5_BTL	DTA	DT	DTA	DTA	DTA	DT	DTA	DT		DT	DTA	DT	DT	DTA	DT	DTA	
5	Anti-racist education practice	EDU_5_ARE	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA		
5	Alternative Educational Setting Placement	EDU_5_ESP	D	DTA	D	D	D	D	DA					D	DT	DTA	DTA	DTA	
5	Equality, Culture and Citizenship	EDU_5_ECC	DT	DT	DTA	DT	DTA	DTA	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA		DTA	
6	Project	EDU_6_PRJ	D	D	D	D	D	D	DTA	DTA	DTA	DTA	DTA	DTA	DTA			DTA	DTA
6	The Learning Environment	EDU_6_TLE	D		A		D	D		D		A		A			D		
6	Contemporary Issues in Education	EDU_6_CIE	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DT	DT	DTA	DTA		DTA	DTA	DTA		
6	Educational autobiography	EDU_6_EAB			DTA	DTA	DTA	DTA	DTA	DTA	DTA							DTA	DTA
6	Contextualising Education Globally	EDU_6_CEG	DT	DTA	DA	DTA	DTA	DT	DT	DTA	DTA	DTA	DTA			DTA	DTA		

Level	Title	Code	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8	D9
	Modules		**Programme outcomes**															
4	What is Education?	EDU_4_EDS								DTA	DTA	D	DTA	DTA	DTA	D	DA	DT
4	Study Skills for Education	EDU_4_SSE						DT		DTA	DTA	DTA	DTA	D	D	D	D	DT
4	Community, Family and Children	EDU_4_CFC						D		DTA	DA	DTA	DTA	DTA	D	DA	D	DT
4	Developing Mathematical Thinking	EDU_4_DMT				DTA				D	D	D	D	DTA	DTA	DTA	D	DT
4	Language, Literacy and Learning	EDU_4_LLL	D	DTA	DT	DT	D		D	D	D	D	D	DTA	DTA	DTA	D	DT
4	Constructing Childhood	EDU_4_CNC						D		DTA	DA	D	DTA	DTA	DTA	D	DA	DT
5	Interpersonal Interactions	EDU_5_ITI								DTA	DA	DTA	DTA	DTA	D	DA	D	DT
5	Introduction to Technology in Education	EDU_5_ITE				DTA		DTA		DTA	DA	D	DTA	DA	D	D		
5	Alternative Educational Setting Placement	EDU_5_ESP	DTA	DT	DT	DT	DT		DT	D		D	D	D	DTA	DTA	DTA	DTA
5	Barriers to Learning	EDU_5_BTL				DTA	DTA			DTA	D	D	DTA	D	D	DA	DA	DT
5	Anti-racist education practice	EDU_6_ARE								DTA		DTA	DTA	DTA				
5	Equality, Culture and Citizenship	EDU_5_ECC								DTA	DA	DTA	DTA	DTA	D	DA	D	DT
6	Project	EDU_6_PRJ						DTA	DA	DTA	DTA	DTA	DTA	DTA	D	DTA	D	DTA
6	The Learning Environment	EDU_6_TLE	A			TA	TA	TA		D	DTA		TA			D	TA	DTA	
6	Contemporary Issues in Education	EDU_6_CIE								DTA	DA	DTA	DTA	DTA	D	DA		
6	Educational autobiography	EDU_6_EAB								DTA		DTA	DTA	DTA				
6	Contextualising Education Globally	EDU_6_CEG							DTA	DTA	DA	DTA	DTA	DTA	D	D	D	DT

Appendix B: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions