

Course Information Document: Undergraduate

For students starting in Academic Year 2017/2018

1. Course Summary

Names of programme(s) and award title(s)	BA (Hons) Education BA (Hons) Education with International Year (see Annex A for details)
Award type	Single Honours
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Duration	3 years 4 years with International Year
Location of study	Keele University – main campus
Accreditation (if applicable)	Not applicable
Regulator	Higher Education Funding Council for England (HEFCE)
Tuition Fees	UK/EU students: Fee for 2017/18 is £9,250* International students: Fee for 2017/18 is £13,000** The fee for the international year abroad is calculated at 15% of the standard year fee
Additional Costs	Refer to section 16

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on Education. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules outside Education, in other disciplines and in modern foreign languages as

* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

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part of a 360-credit Honours degree. Thus it enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

3. Overview of the Programme

The academic study of Education has evolved from being part of the teacher education programme in the 1960s to a subject in its own right. Education courses vary in their focus but most explore education from many different angles – including how education relates to the economy, how it has been shaped historically, how it affects people's life chances, how it helps form their identities, how those who work in education are organised and how learners learn. Though not a programme of training in itself, an undergraduate Education programme provides knowledge, understanding and critical analysis to inform current and future professionals. The subject offers students a strong basis for a wide range of employment opportunities now available in educational institutions, as well as in other organisations and economic enterprises engaged in education and training.

Education at Keele

Keele's undergraduate degree in Education began in 1994 as a Dual Honours Programme and which has since grown both in the size of the programme and the module offerings. With new markets in education and the need for a programme which focusses studies exclusively on education in 2015 we launched this Single Honours degree programme. What makes the Keele programme particularly distinctive is the strong focus on contemporary issues in education and education policy, driven by the research and scholarship activities of the members of staff teaching on the programme.

4. Aims of the Programme

The broad aims of the programme are to:

- Introduce you to major perspectives from which education may be studied, and to explore the inter-connexions between them. Such perspectives include philosophical, historical, psychological, cultural and sociological approaches
- Enable you to become informed and constructive participants in discussion about present and future developments in education and professional practice, against the wider background of social, cultural and economic change
- Enable you to become competent and confident independent researchers, capable of higher degree study, and of conducting informed, critical enquiry in their chosen profession
- Contribute to your development of a range of skills - including those of independent research, collaborative teamwork, the writing of essays and reports, and the composition of presentations of various kinds, involving both writing and wider, multi-media resources
- Help you develop skills and attitudes which will enable you to become lifelong learners

5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Successful students will be able to:

- Demonstrate a conceptually informed understanding of contemporary education policy in Britain and explain and analyse the significance of historical, social, political and economic contexts on education policy and responses to it.

- Describe and evaluate key educational concepts, theories and issues of policy in a systematic way and apply key principles across educational systems
- Define and describe the process of learning including some of the key paradigms and their impact on educational practices and evaluate their own learning in the context of higher education
- Read, analyse and evaluate key texts in the form of policy documents, speeches or reports for the purpose of engaging in debates about educational issues
- Formulate research questions and identify the most appropriate research strategies for answering them taking into account relevant ethical considerations.
- Present and comment on the conclusions of theoretical and empirical work on education to a range of audiences and in a variety of appropriate formats.
- Use the knowledge and skills they have acquired as the basis for more advanced learning or professional training.

6. How is the Programme taught?

The Education degree programme draws on a range of learning and teaching methods and these vary depending on the module that you will take and your year of study. Modules in year 1 are designed so that they establish the themes of the programme as a whole. Students will be introduced to core concepts and issues underpinning the study of education as an academic subject and will be enabled to acquire the knowledge and understanding required for further specialisation in years 2 and 3. Teaching and learning in the first year is designed to enable students to develop core university study skills. The dissertation and elective modules in year 3 are designed to enable students to demonstrate their knowledge and understanding of educational issues to the highest level.

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Lectures** which provide students with a framework for reading and independent study. Some lectures will draw on the perspectives of professionals or those working in the educational system and/or will make use of video and audio presentations
- **Workshops** where students have the opportunity to work together in smaller groups and interact with the lecturer and reflect on their own learning. A series of essay writing workshops are offered in the first semester of year 1 and the dissertation, in year 3, is also supported by workshops
- **Tutorials and seminars** in small groups where key issues can be discussed in more depth. These meetings rely on the active participation of students and in some cases students will be asked to lead the seminar or tutorial individually, in pairs or groups and to make presentations based on their reading and understanding of key policy and research issues in Education
- **Independent study**, which is supported by directed reading. Module guides or booklets, which accompany each module, specify the weekly content and direct students to key reading from textbooks, research monographs, academic journals, official government publications and the media
- **Web-based learning** using Keele University's virtual learning environment (KLE). The KLE is an online learning environment that provides a range of tools to support your learning, including access to documents and other resources such as quizzes, discussion boards, assignments and announcements.
- **Individual meetings** with members of staff (supervisors) to support students as they engage in a piece of independent research
- **Individual tutorials** may also be arranged informally with module tutors or supervisors and which enable students to discuss particular areas of difficulty and any particular learning needs they may have

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Lectures and independent study allow students to gain a systematic understanding of key concepts, ideas and policy issues and how they may be used in the course of seminars and tutorials to analyse a variety of contemporary educational problems.
- Seminars, tutorials and online discussions provide opportunities for students to ask questions about, and suggest answers to, educational problems, and to present their own ideas to members of staff and other students using an appropriate medium of communication.
- Workshops, seminars, tutorials and web-based activities encourage students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty, perhaps by discussing them with their fellow students or by getting additional help from a member of staff.
- Undertaking a research dissertation with the support of a supervisor (an experienced member of staff) allows students to formulate relevant research questions and devise a feasible and ethically sound strategy for answering them.

7. Teaching Staff

Currently our core teaching staff comprises a number of Professors, senior lecturers and lecturers. A number of our team have doctorates and all are active researchers whose work across many aspects of Education has been widely published in books, research monographs and leading international journals. Students studying Education at Keele benefit from being taught by staff working across a diverse range of Programmes within the School of Social Science and Public Policy.

The current staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK, Greece, Algeria, Egypt, Bahrain and Italy. They all hold teaching qualifications and are (or are in the process of becoming) members of the Higher Education Academy.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are four types of module delivered as part of this programme. They are:

- Compulsory core module – a module that you are required to study on this course;
- Optional core module – these allow you some limited choice of what to study from a list of modules;
- Programme approved elective module – subject-related modules that count towards the number of subject credits required by your degree;
- Free-standing elective module – a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

All standard taught modules are worth 15 credits. The double dissertation module in Year 3 is worth 30 credits. Students must acquire 120 credits per year, totalling 360 credits over the three year degree period.

Students who take Education as a Single Honours course must accumulate at least 255 credits from Education and programme-approved modules. Students must ensure that they have a minimum of 90 credits of Education

and programme-approved modules (six modules) in Year 1 and 90 credits from Education and programme – approved modules (six modules) in Year 2. This will be as follows:

Year 1 (Level 4)

Core modules	Credits	Elective modules	Credits
Understanding Learning	15	Social Inequalities in the Contemporary World	15
Childhood, Policy and Education	15	<i>Freestanding elective</i>	
Back to the Future: Issues in the History of Schooling	15		
Education in Britain: past, present, future	15		
Digital Technologies: Rethinking Learning and Teaching	15		
Too Poor to Learn? Poverty, Education and Social Policy	15		

Year 2 (Level 5)

Core modules	Credits	Elective modules	Credits
Education Matters: Contemporary Issues and Debates in Education	15	Education Placement	15
Play, Power and Pedagogy	15	City, Culture, Society	15
Reflective Teaching: Critical and Reflective approaches to teaching in secondary education	15	Issues in Public Education	15
Research Strategies and Methods in Education	15	Education Placement	15
Comparative Education	15	<i>Freestanding elective</i>	
Special Education	15		

Year 3 (Level 6)

In **Year 3** you will need to obtain 120 credits in total (8 modules), of which 75 credits must be Education modules or programme approved electives. Students **must** take the Dissertation Module EDU-30071 in Semesters 1 and 2 (30 credits) as well as a **minimum of three** other Education modules across the 2 semesters.

Core modules	Credits	Elective modules	Credits
Dissertation (Independent research project)	30	The Making of Professionals: Education, Health and Social Work	15
		Higher Education: Policy and the Student Experience	15
		Education, Work and Identity	15
		Educating for Global Citizenship	15
		Race, Politics and Education	15
		The Sociology of Parenting and Early Childhood	15
		Inclusive Education	15
		<i>Freestanding elective</i>	

Freestanding Electives

In addition to the elective modules listed in this table, students may choose to study modules that are offered as part of other programmes in the Faculty of Humanities and Social Sciences and across the University as a whole.

Your choice of electives must correspond with your year of study, so for example if you are in Year 1, these must be first year electives and so on. These electives include:

- Modules in other subjects closely related to Education such as Sociology, Criminology, Psychology, Management and Politics.
- Modules in other subjects in which they may have a particular interest such as English, History, biology, Maths, Music, International Relations or Law.
- Modules designed to help students for whom it is not their first language to improve their use of English for academic purposes.
- Modern foreign languages modules at different levels in French, German, Spanish, Italian, Russian and Japanese.
- Freestanding modules in subjects of general interest including ethics, contemporary religions and the politics, society and culture of some of Britain's European neighbours.
- Freestanding modules related to student volunteering, studying abroad as part of the University's exchange programme, employability skills and personal development.

For further information on the content of modules currently offered please visit:

www.keele.ac.uk/recordsandexams/az

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

Honours Degree	360 credits	You will require at least 120 credits at levels 4, 5 and 6. You must accumulate at least 255 credits in Education (out of 360 credits overall), with at least 60 credits in each of the three years of study, to graduate with a named single honours degree in Education.
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

Education with International Year: in addition to the above students must pass a module covering the international year in order to graduate with a named degree in Education with International Year. Students who do not complete, or fail the international year, will be transferred to the three-year Education programme.

10. How is the Programme assessed?

The wide variety of assessment methods used within Education at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff take care to apply the principles of assessment laid out in the University's assessment strategy and pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Education:

- **Examinations** in different formats test students' knowledge of educational theories and the findings of educational research and their ability to apply that knowledge to a range of educational and social problems. Examinations may be 'seen', where the essay questions are seen in advance of the

examination, or ‘unseen’ where questions are drawn from module themes but the students do not know the questions in advance of the examination

- **Essays** also test the quality and application of subject knowledge. In addition they allow students to demonstrate their ability to carry out basic bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style using the Harvard system of referencing
- **Reviews** of other scholars’ work or policy initiatives test students’ ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them
- **Research design projects** test students’ knowledge of different research methodologies and the limits and provisional nature of educational knowledge. They also enable students to demonstrate their ability to formulate research questions and to answer them using an appropriate strategy and to report the findings of their research
- **Oral presentations and reports** assess students’ subject knowledge and understanding. They also test their ability to manage their learning and work effectively to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development
- **Portfolios** may consist of a range of different pieces of work but routinely include a requirement that students provide some evidence of critical reflection on the development of their own learning.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	19%	16%	14%
Guided independent Study	78%	78%	86%
Placements	3%	6%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

A student who has completed a semester abroad will not normally be eligible to transfer onto the International Year option.

14. What are the typical admission requirements for the programme?

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
Education (Single Honours)	BBB / ABC	None	32 points	DDM	Obtain Access to Higher Education Diploma with 30 Level 3 credits at Distinction.	Maths or Science @ C (or 4) English Language @ C (or 4)

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<http://www.keele.ac.uk/ga/accreditationofpriorlearning/>

15. Other learning opportunities

Study abroad (semester)

Students on the Education programme have the potential opportunity to spend a semester abroad in their second year studying at one of Keele's international partner universities.

Exactly which countries are available depends on the student's choice of degree subjects. An indicative list of countries is on the website (<http://www.keele.ac.uk/studyabroad/partneruniversities/>); however this does not guarantee the availability of study in a specific country as this is subject to the University's application process for studying abroad.

No additional tuition fees are payable for a single semester studying abroad but students do have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad to be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

Study Abroad (International Year)

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided at Annex A.

Other opportunities

Students are also regularly invited to attend seminars hosted within the School of Social Science and Public Policy and those held more widely within the University.

16. Additional costs

Education Costs

Students registered for the optional second year Education Placement module will be required to complete a DBS check ahead of the start of the module. The current charge is £44. If a student registers for this optional module, they will also be expected to arrange and pay for travel to and from their placement school for each of the six placement visits. Distances vary and indicative distances range from 2 to 7 miles from the Keele Campus.

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

We do not expect any further additional costs for this undergraduate programme.

17. Document Version History

Version history	Date	Notes
Date first created	October 2016	
Revision history		
Date approved		

Annex A

BA (Hons) Education with International Year

International Year Programme
<p>Students registered for Single Honours Education may either be admitted for or apply to transfer during their period of study at Level 5 to the Single Honours 'Education with International Year'. Students accepted onto this programme will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.</p> <p>Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the BA (Hons) Education and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.</p> <p>Study at Level 4, Level 5 and Level 6 will be as per the main body of this programme specification. The additional detail contained in this annex will pertain solely to students registered for 'BA (Hons) Education with International Year'.</p>
International Year Programme Aims
<p>In addition to the programme aims specified in the main body of the programme specification, the international year programme of study aims to provide students with:</p> <ol style="list-style-type: none">1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject2. Experience of a different culture, academically, professionally and socially
Entry Requirements for the International Year
<p>Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.</p> <p>The criteria to be applied are:</p> <ul style="list-style-type: none">• Academic Performance (an average of 60% across all modules at Level 5 is normally required)• General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1st and 2nd year tutors and programme director)
Student Support
<p>Students will be supported whilst on the International Year via the following methods:</p> <ul style="list-style-type: none">• Phone or Skype conversations with Study Abroad tutor, in line with recommended Personal Tutoring meeting points.• Support from the University's Global Education Team
Learning Outcomes
<p>In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:</p> <ol style="list-style-type: none">a. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environmentsb. Discuss the benefits and challenges of global citizenship and internationalisationc. Explain how their perspective on their academic discipline has been influenced by locating it within

an international setting.

In addition, students who complete 'BA (Hons) Education with International Year' will be able to:

- i) Design, plan and critically evaluate research projects with respect to education, record relevant information accurately and systematically and be able to reflect on a range of sources in a critical manner.
- ii) Integrate, apply and develop enhanced principles relating to the analysis of education; recognise, describe and explain cultural phenomena across national boundaries and reflect critically upon problems relating to education.

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

Course Regulations

Students registered for the BA (Hons) Education with International Year' are subject to the course specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline area.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any Education module with significant overlap to Level 6 modules to be studied on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

Additional costs for the International Year

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.