

## Programme Specification: Undergraduate

### For students starting in Academic Year 2017/2018

#### 1. Course Summary

<b>Names of programme(s) and award title(s)</b>	Education Education with International Year (see Annex A for details)
<b>Award type</b>	Dual Honours/Major/Minor  Students who study their two Principal subjects in humanities and/or social science subjects will be awarded the degree of Bachelor of Arts (with Honours) (BA Hons).  All students who study a science Principal subject are candidates for the degree of Bachelor of Science (with Honours) (BSc Hons) irrespective of their second Principal subject.
<b>Mode of study</b>	Full time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Duration</b>	3 years 4 years with the International Year
<b>Location of study</b>	Keele University – main campus
<b>Accreditation (if applicable)</b>	Not applicable
<b>Regulator</b>	Higher Education Funding Council for England (HEFCE)
<b>Tuition Fees</b>	<b>UK/EU students:</b> Fee for 2017/18 is £9,250*  <b>International students:</b> Fee for 2017/18 is £13,000** <i>or</i> £14,150** <i>(if combined with a laboratory-based Principal Subject)</i>  The fee for the international year abroad is calculated at 15% of the standard year fee
<b>Additional Costs</b>	Refer to section 18

\* 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/>

\*\* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

**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 Dual Honours programme?

Dual Honours degrees are degrees that are taken in two different subjects, resulting in an *X and Y* degree title, for example *Biology and Mathematics*. If you are taking a Dual Honours programme, these will be the two subjects you applied for. These are referred to as your Principal Subjects.

In a Dual Honours degree you must take at least 120 credits in each Principal Subject, accrued over all three levels of study, with at least 30 credits in Year 1 (Level 4) and at least 45 credits in each of Years 2 and 3 (Levels 5 and 6) in each of two Principal Subjects. The remaining available credits can be filled with modules from these subjects or other subjects entirely.

## What is a Major/Minor programme?

Major/Minor degrees are degrees that are taken in two different subjects, much like a Dual Honours degree, except that you will specialise in the Major subject. In a Major/Minor degree you will need at least 225 credits in your Major subject over your three years of study with at least two modules (30 credits) taken each year in your Major Subject, although some Principal Subjects will require you to take more than this and this will be stated in the relevant programme specification. You will also need 90 credits in your Minor subject with a minimum of 30 credits (two modules) taken in Year 1 (Level 4) and 45 credits (three modules) taken in Year 2 (Level 5).

Students taking the Minor Route in Education might not necessarily be able to demonstrate that they have achieved all of the Programme's learning outcomes.<sup>1</sup>

## 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.

## 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

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<sup>1</sup> Students intending to undertake a teaching degree following the completion of their undergraduate programme should note entry requirements for the appropriate route as set out by the DfE. As a rough guide, it is currently expected that for secondary education courses, at least 50% of your degree should be in your specialist subject area. As entry requirements are subject to change we suggest that you check the DfE website: <https://getintoteaching.education.gov.uk/> for further advice about such entry requirements before making a decision about which degree pathway you will take.

study, and of conducting informed, critical enquiry in your 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 who complete a programme in Education as a Principal or Major subject 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.

### Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

## 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. Most 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/or are 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 indicative 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.

Students who take Education as a Dual Honours Principal subject must accumulate at least 120 credits in Education and their second principal subject to graduate with a named Dual Honours Degree in Education and the other subject they have chosen to study. Students entering their second year of study from September 2014 onwards, will need to pass 120 credits in each principal subject during their degree as detailed above, but with at least 45 subject related credits being obtained at level 5 (second year modules) in each principal subject, and at least 45 subject related credits being obtained at level 6 (third year modules) in each principal subject. Students who choose to take Education as a Major subject must accumulate at least 225 credits in Education. Students who choose to take Education as a Minor subject must accumulate at least 90 credits in Education with at least 45 credits being taken at level 5 (second year modules).

All students **must** take one compulsory core module in each semester in Years 1 and 2.

### Year 1 (Level 4)

Core modules	Credits	Optional modules	Credits
Understanding Learning	15	Childhood, Policy and Education	15
Education in Britain: past, present, future	15	Back to the Future: Issues in the History of Schooling	15
		Digital Technologies: Rethinking Learning and Teaching	15
		Too Poor to Learn? Poverty, Education and Social Policy	15
		Electives	15

### Year 2 (Level 5)

Core modules	Credits	Optional modules	Credits
Education Matters: Contemporary Issues and Debates in Education	15	Play, Power and Pedagogy	15
Research Strategies and Methods in Education	15	Reflective Teaching: critical and reflective approaches to teaching in secondary education	15
		Education Placement	15
		Issues in Public Education	15
		Comparative Education	15
		Special Education	15
		Education Placement	15
		Electives	15

### Year 3 (Level 6)

In Year 3, students taking Education as their Major Subject **must** take the dissertation module which is a double module studied in both semesters and is worth a total of 30 credits. They may also choose from a range of other modules approved for the programme.

Students taking Education as their principal subject within a dual honours degree are also expected to take the dissertation module and may also choose from a range of other modules approved for the programme to study alongside the dissertation.

Students taking Education as their Minor subject may take one or two modules in Education in Year 3 but will not normally be allowed to take the dissertation module.

Core modules	Credits	Optional modules	Credits
Dissertation (Independent research project)	30	The Making of Professionals: Education, Health and Social Work	15
		Higher Education: Policy and the Student Experience (sp)	15
		Education, Work and Identity (sp)	15
		Educating for Global Citizenship (t/sp)	15
		Race, Politics and Education (sp)	15
		Inclusive Education	15
		School Engagement and Outreach	15
		Electives	15

### Free-Standing 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. 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](http://www.keele.ac.uk/recordsandexams/az)

## Learning Outcomes

### Year 1 (Level 4)

First year modules are designed so that they establish the themes of the course as a whole. Students will be introduced to core concepts and issues underpinning the study of education as an academic subject. First year modules are also designed to enable students to develop core university study skills.

S1 = semester 1 S2= Semester 2

<b>Subject Knowledge and Understanding</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
a) identify the main phases of education policy in Britain in the period 1870 – 2009	Education in Britain (S2)	Formative Group Presentations Summative Unseen Exam
b) define, describe and work with key concepts such as <i>equality of opportunity, class, gender, marketisation and social exclusion</i>	Education in Britain (S2)	Formative Group Presentations Formative Textual Analysis Summative Unseen Exam
c) relate contemporary education policy to wider processes of global, economic, cultural and social change	Education in Britain (S2)	Formative Group Presentations Summative Textual Analysis Summative Unseen Exam
d) articulate the central contribution of a number of theorists to an understanding of the learning process and some of the limitations and reservations to which they are subject	Understanding learning (S1)	Summative Essay Summative Learning Portfolio
e) comment on ways in which theorists contribute to academic studies in education and educational practice	Understanding learning (S1)	Summative Essay Summative Learning Portfolio
f) reflectively apply their knowledge to some substantial areas related to learning and education including their own learning in the context of higher education	Understanding learning (S1)  Education in Britain (S2)	Summative Learning Portfolio  Formative Group Presentations Summative Unseen Exam
g) recognise and contribute to debates about formal and informal contexts for learning	Understanding learning (S1)	Summative Essay Summative Learning Portfolio

h) communicate ideas and arguments about different Educational learning environments - of their own education system and other educational learning contexts, and the values underpinning their organisation	Understanding Learning (S1) Education in Britain (S2)	All assessments
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<b>Subject Specific Skills</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
a) retrieve, sift and select information from a variety of sources including research evidence in order to develop arguments and judgements about educational issues	Understanding Learning (S1) Education in Britain (S2)	All assessments
b) read and analyse texts in the form of policy documents, speeches or reports for the purpose of communicating ideas about educational issues	Education in Britain (S2)	Formative Group Presentations Summative Textual Analysis Summative Unseen Exam
c) present written work in an appropriate scholarly style using the Harvard system of citation and referencing.	Understanding learning (S1) Education in Britain (S2)	Summative Essay Summative Textual Analysis Summative Unseen Exam
d) Identify and apply key principles across educational environments and contexts	Understanding learning (S1) Education in Britain (S2)	Summative Essay Formative Group Presentations Summative Unseen Exam

<b>Key or Transferable Skills (graduate attributes)</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will have the opportunity to develop:</i>		
a) Participate in group discussion and make presentations that communicate information, ideas and arguments effectively and to different audiences making use of appropriate visual presentation aids such as projected slides, handouts, posters, and web pages to enhance the quality of their presentation	Education in Britain (S2)	Formative Group Presentations

b) communicate ideas and arguments in written format and for different purposes such as essays, exams and presentations using language appropriate to a variety of audiences	Understanding Learning  Education in Britain (S2)	Summative Essay Summative Learning Portfolio Summative Textual Analysis Summative Unseen Exam
c) make use of information retrieved from closed (Virtual learning environments including KLE) and open Web sources including library catalogues, databases and on-line searches to present ideas and arguments	Understanding Learning (S1)  Education in Britain (S2)	All assessments
d) interpret, manipulate and present numerical information in support of ideas and arguments	Education in Britain (S2)	Summative Unseen Exam
e) identify how they best learn, and the strengths and weaknesses of their individual approach to learning	Understanding Learning (S1)	Summative Learning Portfolio
f) plan, organise and reflect on their learning activities in order to improve the effectiveness of their learning	Understanding Learning (S1)	Summative Learning Portfolio Formative Group Presentations
g) work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, share goals, and work as a member of a team	Education in Britain (S2)	Formative Group Presentations
h) recognise, analyse, synthesise, evaluate, and identify problems and solutions	Understanding Learning (S1) Education in Britain (S2)	All assessments

## Year 2 (Level 5)

The second year builds on the foundations laid in the first year. Modules provide a comprehensive introduction to the research methods and strategies utilised by education. Second year modules also look in detail at how educational researchers have tried to understand and conceptualise debates about the purpose of and values underpinning the structure of the education system in Britain against the background of globalisation and other processes of social change.

*S1 = semester 1 S2= Semester 2*

<b>Subject Knowledge and Understanding</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
a. Comment on key changes in the aims and purposes of education over recent decades.	Education Matters (S1)	Summative Seen Exam

b. Locate educational changes within wider cultural, social and economic contexts.	Education Matters (S1)	Summative Policy Review Summative Seen Exam
c. Identify and discuss key debates and controversies in education.	Education Matters (S1)	Summative Seen Exam Summative Policy Review
d. Identify and critically discuss underlying principles and aims behind contemporary educational policy and practice.	Education Matters (S1)	Summative Seen Exam Summative Policy Review
e. Draw upon a variety of theoretical resources on contemporary education practice and policy	Education Matters (S1)	Summative Seen Exam Summative Policy Review
f. Describe and evaluate the key paradigms of educational research	Research Strategies and Methods in Education (S2)	Summative Written Report of Research Project
g. Explain the relationship between theory, methodology and method	Research Strategies and Methods in Education (S2)	Summative Written Report of Research Project
h. Recognise, apply and evaluate particular techniques of data collection used in educational research	Research Strategies and Methods in Education (S2)	Summative Written Report of Research Project

<b>Subject Specific Skills</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
a. Plan, undertake and report on a small-scale independent research project on a chosen aspect of education	Research Strategies and Methods in Education (S2)	Summative Written Report of Research Project
b. Recognise and apply a variety of theoretical resources for the purpose of communicating ideas about contemporary education practice	Education Matters (S1) Research Strategies and Methods in Education (S2)	All assessments
c. Analyse and evaluate texts in the form of policy documents, speeches or reports for the purpose of communicating ideas about educational issues	Education Matters (S1)	Summative Policy Review

<b>Key or Transferable Skills (graduate attributes)</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will have the</i>		

<i>opportunity to develop:</i>		
a. make presentations (individual and group) that communicate complex ideas and arguments effectively and to different audiences making use of appropriate visual presentation aids such as projected slides, handouts, posters, and web pages to enhance the quality of their presentation	Education Matters (S1) Research Strategies and Methods in Education (S2)	Formative Group Presentations & Seminar Activities  Seminar Activities
b. confidently communicate ideas and arguments in written format and for different purposes such as essays, exams and presentations using language appropriate to a variety of audiences	Education Matters (S1) Research Strategies and Methods in Education (S2)	All Written Assessments
c. interpret, manipulate and evaluate numerical information in support of ideas and arguments	Research Strategies and Methods in Education (S2)	Summative Written Report of Research Project
d. design and execute a research plan and evaluate their learning in order to improve the effectiveness of their learning	Research Strategies and Methods in Education (S2)	Summative Written Report of Research Project Seminar Activities
e. work productively with others, and give constructive feedback to peers on their presentations	Education Matters (S1) Research Strategies and Methods in Education (S2)	Seminar Activities
f. recognise, analyse, synthesise, evaluate, and identify problems and solutions	All modules	All assessments

### Year 3 (Level 6)

In the third year students who have opted for the Dissertation module work independently, guided by a supervisor and a programme of workshops to produce a significant piece of original research for their dissertation. Elective modules taken alongside the dissertation (not listed here) will also enable students to deepen their knowledge of selected topics at the forefront of the discipline.

*S1 = semester 1 S2= Semester 2*

<b>Subject Knowledge and Understanding</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
a. Recognise, interpret and evaluate theories, concepts, research evidence and policy in defined areas at the forefront of	Dissertation (S1 and 2)	Dissertation Formative and Summative

academic studies in Education		
b. Apply established theories and methods of inquiry to understanding and resolving new and unfamiliar problems in areas of current research activity	Dissertation (S1 and 2)	Dissertation Formative and Summative
c. Assess the ethical issues that may arise in relation to educational research	Dissertation (S1 and 2)	Dissertation Formative and Summative
d. Critically reflect on the social and political conditions that have brought about particular educational policies and practices	Race (S2); The Making of Professionals (S1); Higher Education (S2); Educating for Global Citizenship (S1); Policy, Work and Identity (S2); Inclusive Education (S1)	All written assignments Document analysis Formative presentations Seminar activity (debate)
e. Apply, critique and evaluate key concepts and alternative theories about educational policy and practice	Race (S2); The Making of Professionals (S1); Higher Education (S2); Educating for Global Citizenship (S1); Policy, Work and Identity (S2); Inclusive Education (S1)	All written assignments Document analysis Formative presentations Seminar activity (debate)
f. Compare and contrast different educational and related structures in the UK	Race (S2); The Making of Professionals (S1); Higher Education (S2); Educating for Global Citizenship (S1); Policy, Work and Identity (S2); Inclusive Education (S1)	All written assignments Document analysis Formative presentations Seminar activity (debate)

<b>Subject Specific Skills</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
a. design, undertake and evaluate an extended piece of research as a project with due regard for the ethical issues posed by such research	Dissertation (S1 and 2)	Dissertation Formative and Summative
b. describe and make critical judgements about developments in areas of research and policy in education	Dissertation (S1 and 2)	Dissertation Formative and Summative
c. Identify possible directions in which further empirical research and theoretical development might take place in areas of Education	Dissertation (S1 and 2)	Dissertation Formative and Summative
d. identify and apply key principles across educational environments and contexts	Dissertation (S1 and 2)	Dissertation Formative and Summative

e. Make theoretically informed arguments about contemporary issues relating to the social context and impacts of educational policies and practices	Race (S2); The Making of Professionals (S1); Higher Education (S2); Educating for Global Citizenship (S1); Policy, Work and Identity (S2); Inclusive Education (S1)	All written assignments Document analysis Formative presentations Seminar activity (debate)
f. Make theoretically-informed judgements about educational policies in relation to their social and political contexts	Race (S2); The Making of Professionals (S1); Higher Education (S2); Educating for Global Citizenship (S1); Policy, Work and Identity (S2); Inclusive Education (S1)	All written assignments Document analysis Formative presentations Seminar activity (debate)

<b>Key or Transferable Skills (graduate attributes)</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
a. work productively in a largely unstructured context exercising initiative and personal responsibility	Dissertation (S1 and 2)	Dissertation Formative and Summative
b. manage their own learning making use of appropriate theories, research and policy evidence in a current area of research activity	Dissertation (S1 and 2)	Dissertation Formative and Summative
c. confidently communicate complex ideas to a variety of different audiences in an appropriate scholarly style including referencing	Dissertation (S1 and 2)	Dissertation Formative and Summative
d. recognise, analyse, synthesise, evaluate, and identify problems and solutions	Dissertation (S1 and 2)	Dissertation Formative and Summative
e. orally present and discuss their analysis of policies and practices, and respond to questions	Race (S2); The Making of Professionals (S1); Higher Education (S2); Educating for Global Citizenship (S1); Policy, Work and Identity (S2); Inclusive Education (S1)	Formative presentations Seminar activity (debate)
f. analyse primary sources to see how theories and values are reflected in policy documentation	Higher Education (S2); Educating for Global Citizenship (S1)	Document analysis

## 9. Final and intermediate awards

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

<b>Honours Degree</b>	360 credits	You will require at least 120 credits at levels 4, 5 and 6
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		<p>The number of Education credits a student requires depends on whether Education is taken as a Dual, Major or Minor subject.</p> <p><b>Dual Honours:</b> You will require at least 120 credits in both Education and your other principal subject (out of 360 credits overall), with at least 30 credits in Year 1 (Level 4) and at least 45 credits in each of Years 2 and 3 (Levels 5 and 6) in each of your two Principal Subjects. You will also be required to take at least one Independent Study Project in your final year.</p> <p><b>Major Route:</b> You will require at least 225 credits in Education and at least 90 credits in their other Minor subject over the course of their degree. Students taking Education as a Major subject must obtain at least 30 credits in Education at each level of study.</p> <p><b>Minor Route:</b> You will require at least 90 credits in Education and at least 225 credits in their other Major subject over the course of their degree. Students taking Education as a Minor subject must obtain at least 30 credits in Education in Year 1 (level 4) and 45 credits in Year 2 (level 5).</p>
<b>Diploma in Higher Education</b>	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
<b>Certificate in Higher Education</b>	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 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 (Dual)	BBB / ABC	None	32 points	DDM	Obtain Access to	Maths or Science

Honours)					Higher Education Diploma with 30 Level 3 credits at Distinction.	@ C (or 4) English Language @ C (or 4)
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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/qa/accreditationofpriorlearning/>

## 15. How are students supported on the programme?

Support for student learning on the Programme is provided in the following ways:

- Module and tutorial group leaders are responsible for providing support for learning on the modules and in the tutorial groups for which they are responsible. They also give individual feedback on in-course assessments and more general feedback on examinations.
- Every student is allocated to a personal tutor who is responsible for reviewing and advising on students' academic progress in Education and on their other Principal subject.
- Personal tutors also act as a first point of contact for students on non-academic issues, which may affect their learning and can refer students on to a range of specialist health, welfare and financial services co-ordinated by the University's Student Support and Development Services (SSDS).
- Additional help with University level study skills is available from the Learning Support Officer in the Faculty of Humanities and Social Sciences.
- All members of teaching staff on the Education Principal Programme are available to see students during advertised weekly office hours and at other times by appointment.
- Keele Student Union runs an independent advice service (ASK) which is located on the ground floor of the Student Union building. For more information see <https://keelesu.com/advice/>
- In addition to the University's personal tutoring system, Education students achieving a mark of less than 50% in any module will be invited to attend a progress meeting with a member of staff in Education.

## 16. Learning Resources

The teaching for the BA Education takes place in modern rooms almost all of which are equipped with computers, internet access and electronic whiteboards or projection equipment. Teaching rooms may be arranged to facilitate a traditional lecture format or they may be arranged to allow students to work together in small groups. The learning resources available to students on the Programme include:

- Education learning materials and resources including books, journals and government publications are held in the **University Library**. Much of this material is also accessible online to Keele students from anywhere in the world with a University username and password.
- The Education **Resources Room** houses a smaller collection of materials. This room is located in the University's main Chancellor's Building and is open at regular times during teaching periods. Resources

are specifically related to the needs of students on the Education Principal Programme.

- The **Keele Learning Environment (KLE)** provides easy access to a wide range of learning resources including lecture notes, electronic materials available in a repository maintained by the University Library and other resources – video, audio and text-based – accessible from external providers via the Internet.

## **17. 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.

### **Exchange**

One of the distinctive features of the Education programme is its exchange with students and staff from the Education faculty of Bowling Green State University, Ohio. Annually, in the second year of their study, students have the opportunity to work alongside these exchange students and to take the elective in Comparative Education which is specifically designed to enable comparative work to be undertaken. Subject to availability, an elective module on Special Education may facilitate further comparative work in the area of inclusive education.

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.

## **18. 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 anticipate any further additional costs for this undergraduate programme.

## **19. Quality management and enhancement**

The quality and standards of learning in Education are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Social Science and Public Policy is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Education Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Education module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the Education Programmes from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the Education Programme is considered and acted on at regular meetings of the Programmes Staff/Student Liaison Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/ga/externalexaminers/currentexternalexaminers/>

## **20. The principles of programme design**

The Education Programmes described in this document have been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:  
<http://www.qaa.ac.uk/quality-code>

- b. QAA Subject Benchmark Statement: Education Studies (February 2015)  
[http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-education-studies-15.pdf?sfvrsn=959cf781\\_8](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-education-studies-15.pdf?sfvrsn=959cf781_8)
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

## 21. Document Version History

Version history	Date	Notes
Date first created	October 2016	
Revision history	V1.1: December 2018	Additional level 6 optional module [minor change – no reissue]
Date approved		

## Annex A

### Education with International Year (Dual Honours)

Please note: in order to be eligible to take the International Year option your other subject must also offer this option. Please refer to the information published in the course document for your other subject.

#### International Year Programme

Students registered for Dual Honours Education may either be admitted for or apply to transfer during their period of study at Level 5 to the Dual Honours programme in both their principal subjects, providing that they meet the progression criteria outlined in this document. Students accepted onto the International Year programme will have an extra year of study at an international partner institution after they have completed Year 2 (Level 5) at Keele.

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 Dual Honours programme without the International Year and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for 'Education with International Year'.

#### International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

#### Entry Requirements for the International Year

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.

The criteria to be applied are:

- 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 2<sup>nd</sup> semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1<sup>st</sup> and 2<sup>nd</sup> year tutors and programme director)

#### Student Support

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutors, in line with recommended Personal Tutoring meeting points.
- Support from the University's Global Education Team

#### Learning Outcomes

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:

- a. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments

- b. Discuss the benefits and challenges of global citizenship and internationalisation
- c. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.

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

- i) Identify and analyse the contextual factors that affect students learning in particular cultural settings.
- ii) Demonstrate critical awareness of learning and teaching issues in a range of settings
- iii) Create an initiative, programme or activity appropriate to the professional and national context of practice in education to address a specified issue.
- iv) Critically reflect on the impact of the International Year programme on their understanding of International Education.

Please note that students on Dual Honours programmes with International Year must meet the subject-specific learning outcomes for BOTH their principal subjects.

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 '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 areas.

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](http://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.