Programme Specification: Undergraduate

For students starting in Academic Year 2020/21

1. Course Summary

Names of programme and award title(s)	BA (Hons) Education BA (Hons) Education with International Year (see Annex for details)
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years; 4 years with the International Year between years 2 and 3
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	**UK/EU students:** Fee for 2020/21 is £9,250* **International students:** Fee for 2020/21 is £14,750** The fee for the international year abroad is calculated at 15% of the standard year fee

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.*

* 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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2. What is a Single Honours programme?

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

- Introduce students 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 students to become informed and constructive participants in discussions about present and future developments in education and professional practice, against the wider background of social, cultural and economic change.
- Enable students to become competent and confident independent researchers, capable of higher degree study, and of conducting informed, critical enquiry in their chosen profession.
- Contribute to students' 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 students develop skills and attitudes, which will enable them 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)

Subject knowledge and understanding

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

Subject specific skills

Successful students will be able to:

- 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

Key or transferable skills (including employability skills)

Successful students will be able to:

- 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?

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.
- **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, Political and Global Studies.

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 programme to programme, 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 three types of module delivered as part of your programme. They are:

- Compulsory modules - a module that you are required to study on this course;
- Optional modules - these allow you some limited choice of what to study from a list of modules;
- Elective modules - a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

A summary of the credit requirements per year is as follows, with a minimum of 90 subject credits (compulsory plus optional) required for each year.

For further information on the content of modules currently offered, including the list of elective modules, please visit: https://www.keele.ac.uk/recordsandexams/modulecatalogue/

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 4	75	15	15	30	30
Level 5	60	30	60	0	30
Level 6	30	60	90	0	30

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Childhood, Policy and Education	EDU-10029	15	Semester 1
Understanding Learning	EDU-10033	15	Semester 1
Back to the Future: issues in the history of schooling	EDU-10067	15	Semester 1
Education in Britain:past, present, future	EDU-10030	15	Semester 2
Too Poor to Learn: Poverty, Education and Social Policy	EDU-10072	15	Semester 2

Optional modules	Module Code	Credits	Period
Modern Democracies	PIR-10055	15	Semester 2
Classical Sociology	SOC-10014	15	Semester 2

Level 5

Compulsory modules	Module Code	Credits	Period
Play, Power and Pedagogy	EDU-20023	15	Semester 1
Education Matters: Contemporary Issues and Debates in Education	EDU-20024	15	Semester 1
Research Strategies and Methods in Education	EDU-20020	15	Semester 2
COMPARATIVE EDUCATION	EDU-20022	15	Semester 2

Optional modules	Module Code	Credits	Period
Reflective Teaching: Critical and reflective approaches to teaching in secondary education	EDU-20028	15	Semester 1
Progressive Education and its Discontents	EDU-20034	15	Semester 1
Education placement	EDU-20029	15	Semester 1-2
Special Education: introduction to theory and practice	EDU-20019	15	Semester 2

Level 6

Compulsory modules	Module Code	Credits	Period
Independent Research Project - ISP	EDU-30071	30	Semester 1-2

Optional modules	Module Code	Credits	Period
The making of professionals: Education, Health and Social Work	EDU-30064	15	Semester 1
Inclusive Education	EDU-30093	15	Semester 1
SCHOOL ENGAGEMENT AND OUTREACH	EDU-30106	15	Semester 1
Race, Politics and Education	EDU-30072	15	Semester 2
Education, Work and Identity	EDU-30073	15	Semester 2
Higher Education: policy and the student experience	EDU-30074	15	Semester 2
Educating for Global Citizenship	EDU-30082	15	Semester 2

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 4

In Year 1 (Level 4) and Year 2 (Level 5) these learning outcomes are achieved in the compulsory modules which all students are required to take. Some of these outcomes may also be achieved or reinforced in elective modules together with other outcomes not stated here. In Year 3 (Level 6) the stated outcomes are achieved by taking any of the modules offered in each semester.

First year modules are designed so that they establish the themes of the course as a whole. Students are 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 academic and assessment skills.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
a) identify the main phases of education policy in Britain in the period 1870 - 2015	Education in Britain:past, present, future - EDU-10030 Back to the Future: issues in the history of schooling - EDU-10067
b) define, describe and work with key concepts such as equality of opportunity, class, gender, marketization and social exclusion	Education in Britain:past, present, future - EDU-10030 Too Poor to Learn: Poverty, Education and Social Policy - EDU-10072
c) relate contemporary education policy to wider processes of global, economic, cultural and social change	Childhood, Policy and Education - EDU-10029 Education in Britain:past, present, future - EDU-10030
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	Childhood, Policy and Education - EDU-10029 Understanding Learning - EDU-10033
e) comment on ways in which theorists contribute to academic studies in education and educational practice	Childhood, Policy and Education - EDU-10029 Understanding Learning - EDU-10033
f) reflectively apply their knowledge to some substantial areas related to learning and education including their own learning in the context of higher education	Education in Britain:past, present, future - EDU-10030 Understanding Learning - EDU-10033
g) recognise and contribute to debates about formal and informal contexts for learning	Understanding Learning - EDU-10033
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	Education in Britain:past, present, future - EDU-10030 Understanding Learning - EDU-10033

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
a) retrieve, sift and select information from a variety of sources including research evidence in order to develop arguments and judgements about educational issues	Education in Britain:past, present, future - EDU-10030 Understanding Learning - EDU-10033
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:past, present, future - EDU-10030 Back to the Future: issues in the history of schooling - EDU-10067
c) present written work in an appropriate scholarly style using the Harvard system of citation and referencing.	Understanding Learning - EDU-10033 Education in Britain:past, present, future - EDU-10030
d) identify and apply key principles across educational environments and contexts	Understanding Learning - EDU-10033 Education in Britain:past, present, future - EDU-10030

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
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	Classical Sociology - SOC-10014 Too Poor to Learn: Poverty, Education and Social Policy - EDU-10072
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	Modern Democracies - PIR-10055 Understanding Learning - EDU-10033
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	Education in Britain:past, present, future - EDU-10030 Understanding Learning - EDU-10033
d) interpret, manipulate and present numerical information in support of ideas and arguments	Childhood, Policy and Education - EDU-10029 Education in Britain:past, present, future - EDU-10030
e) identify how they best learn, and the strengths and weaknesses of their individual approach to learning	Classical Sociology - SOC-10014 Understanding Learning - EDU-10033
f) plan, organise and reflect on their learning activities in order to improve the effectiveness of their learning	Understanding Learning - EDU-10033 Modern Democracies - PIR-10055
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:past, present, future - EDU-10030 Classical Sociology - SOC-10014
h) recognise, analyse, synthesise, evaluate, and identify problems and solutions	Understanding Learning - EDU-10033 Education in Britain:past, present, future - EDU-10030

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.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
a) comment on key changes in the aims and purposes of education over recent decades.	Education Matters: Contemporary Issues and Debates in Education - EDU-20024
b) locate educational changes within wider cultural, social and economic contexts.	Reflective Teaching: Critical and reflective approaches to teaching in secondary education - EDU-20028 Education Matters: Contemporary Issues and Debates in Education - EDU-20024
c) identify and discuss key debates and controversies in education.	Education Matters: Contemporary Issues and Debates in Education - EDU-20024 COMPARATIVE EDUCATION - EDU-20022
d) identify and critically discuss underlying principles and aims behind contemporary educational policy and practice	Play, Power and Pedagogy - EDU-20023 Education Matters: Contemporary Issues and Debates in Education - EDU-20024 Progressive Education and its Discontents - EDU-20034
e) draw upon a variety of theoretical resources on contemporary education practice and policy	Progressive Education and its Discontents - EDU-20034 Reflective Teaching: Critical and reflective approaches to teaching in secondary education - EDU-20028 Education Matters: Contemporary Issues and Debates in Education - EDU-20024
f) describe and evaluate the key paradigms of educational research	Research Strategies and Methods in Education - EDU-20020
g) explain the relationship between theory, methodology and method	Research Strategies and Methods in Education - EDU-20020
h) recognise, apply and evaluate particular techniques of data collection used in educational research	Research Strategies and Methods in Education - EDU-20020

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
a) plan, undertake and report on a small-scale independent research project on a chosen aspect of education	Research Strategies and Methods in Education - EDU-20020
b) recognise and apply a variety of theoretical resources for the purpose of communicating ideas about contemporary education practice	Education Matters: Contemporary Issues and Debates in Education - EDU-20024 Research Strategies and Methods in Education - EDU-20020
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: Contemporary Issues and Debates in Education - EDU-20024 Research Strategies and Methods in Education - EDU-20020
d) apply key principles across educational environments and contexts and reflect upon the implications of contemporary educational issues for their future professional role	Progressive Education and its Discontents - EDU-20034 Education Matters: Contemporary Issues and Debates in Education - EDU-20024 Reflective Teaching: Critical and reflective approaches to teaching in secondary education - EDU-20028

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
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: Contemporary Issues and Debates in Education - EDU-20024 Research Strategies and Methods in Education - EDU-20020
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	Research Strategies and Methods in Education - EDU-20020 Education Matters: Contemporary Issues and Debates in Education - EDU-20024
c) interpret, manipulate and evaluate numerical information in support of ideas and arguments	Research Strategies and Methods in Education - EDU-20020
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 - EDU-20020
e) work productively with others, and give constructive feedback to peers on their presentations	Education Matters: Contemporary Issues and Debates in Education - EDU-20024 Research Strategies and Methods in Education - EDU-20020
f) recognise, analyse, synthesise, evaluate, and identify problems and solutions	All modules
g) give presentations (individual and group), communicating complex ideas and arguments effectively and to different audiences, as well as 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: Contemporary Issues and Debates in Education - EDU-20024 Research Strategies and Methods in Education - EDU-20020
h) 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	Research Strategies and Methods in Education - EDU-20020 Education Matters: Contemporary Issues and Debates in Education - EDU-20024

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. Optional/ elective modules taken alongside the dissertation also enable students to deepen their knowledge of selected topics at the forefront of the discipline.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
a) recognise, interpret and evaluate theories, concepts, research evidence and policy in defined areas at the forefront of academic studies in Education	Independent Research Project - ISP - EDU-30071
b) apply established theories and methods of inquiry to understanding and resolving new and unfamiliar problems in areas of current research activity	Independent Research Project - ISP - EDU-30071
c) assess the ethical issues that may arise in relation to educational research	Independent Research Project - ISP - EDU-30071
d) critically reflect on the social and political conditions that have brought about particular educational policies and practices	Inclusive Education - EDU-30093 Education, Work and Identity - EDU-30073 Educating for Global Citizenship - EDU-30082 Higher Education: policy and the student experience - EDU-30074 SCHOOL ENGAGEMENT AND OUTREACH - EDU-30106 Race, Politics and Education - EDU-30072 The making of professionals: Education, Health and Social Work - EDU-30064
e) apply, critique and evaluate key concepts and alternative theories about educational policy and practice	Inclusive Education - EDU-30093 Education, Work and Identity - EDU-30073 Educating for Global Citizenship - EDU-30082 Higher Education: policy and the student experience - EDU-30074 Race, Politics and Education - EDU-30072 The making of professionals: Education, Health and Social Work - EDU-30064 SCHOOL ENGAGEMENT AND OUTREACH - EDU-30106
f) compare and contrast different educational and related structures in the UK	SCHOOL ENGAGEMENT AND OUTREACH - EDU-30106 Higher Education: policy and the student experience - EDU-30074 Educating for Global Citizenship - EDU-30082 Education, Work and Identity - EDU-30073 Inclusive Education - EDU-30093 Race, Politics and Education - EDU-30072 The making of professionals: Education, Health and Social Work - EDU-30064

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
a) design, undertake and evaluate an extended piece of research as a project with due regard for the ethical issues posed by such research	Independent Research Project - ISP - EDU-30071
b) describe and make critical judgements about developments in areas of research and policy in education	Independent Research Project - ISP - EDU-30071
c) identify possible directions in which further empirical research and theoretical development might take place in areas of Education	Independent Research Project - ISP - EDU-30071
d) identify and apply key principles across educational environments and contexts	Independent Research Project - ISP - EDU-30071
e) make theoretically informed arguments about contemporary issues relating to the social context and impacts of educational policies and practices	Higher Education: policy and the student experience - EDU-30074 Inclusive Education - EDU-30093 Education, Work and Identity - EDU-30073 Educating for Global Citizenship - EDU-30082 SCHOOL ENGAGEMENT AND OUTREACH - EDU-30106 Race, Politics and Education - EDU-30072 The making of professionals: Education, Health and Social Work - EDU-30064
f) make theoretically-informed judgements about educational policies in relation to their social and political contexts	Education, Work and Identity - EDU-30073 Race, Politics and Education - EDU-30072 The making of professionals: Education, Health and Social Work - EDU-30064 Educating for Global Citizenship - EDU-30082 Inclusive Education - EDU-30093 SCHOOL ENGAGEMENT AND OUTREACH - EDU-30106 Higher Education: policy and the student experience - EDU-30074

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
a) work productively in a largely unstructured context exercising initiative and personal responsibility	Independent Research Project - ISP - EDU-30071
b) manage their own learning making use of appropriate theories, research and policy evidence in a current area of research activity	Independent Research Project - ISP - EDU-30071
c) confidently communicate complex ideas to a variety of different audiences in an appropriate scholarly style including referencing	Independent Research Project - ISP - EDU-30071
d) recognise, analyse, synthesise, evaluate, and identify problems and solutions	Independent Research Project - ISP - EDU-30071
e) orally present and discuss their analysis of policies and practices, and respond to questions	Inclusive Education - EDU-30093 Education, Work and Identity - EDU-30073 The making of professionals: Education, Health and Social Work - EDU-30064 Race, Politics and Education - EDU-30072 SCHOOL ENGAGEMENT AND OUTREACH - EDU-30106 Higher Education: policy and the student experience - EDU-30074 Educating for Global Citizenship - EDU-30082
f) analyse primary sources to see how theories and values are reflected in policy documentation	Higher Education: policy and the student experience - EDU-30074 Educating for Global Citizenship - EDU-30082

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 270 credits in your main subject (out of 360 credits overall), with at least 90 credits in each of the three years of study, to graduate with a named single honours degree in this subject.
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

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

10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme 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 on your programme:

- **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.
- **Workshops** require students to design a teaching and learning activity that can be used in school-based settings, preparing students for a teaching career.

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

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	17%	83%	0%
Year 2 (Level 5)	14%	80%	6%
Year 3 (Level 6)	11%	85%	4%

12. Accreditation

This programme does not have accreditation from an external body.

13. University 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?

See the relevant course page on the website for the admission requirements relevant to this programme: https://www.keele.ac.uk/study/

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.

Recognition of Prior Learning (RPL) 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.
- 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 Services.
- All members of teaching staff on the Education SH 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 SH 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 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 in the Annex for the International Year.

Other opportunities

Students are also regularly invited to attend seminars hosted within the School of Social, Political and Global Studies and those held more widely within the University. Students also learn through placements in schools and in the wider community.

18. Additional Costs

Students registered for the optional second year Education Placement module or the School Engagement and Outreach 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 any of these optional modules, they will also be expected to arrange and pay for travel to and from their placement school for each of the six placement visits (Education Placement Module). Students in the School Engagement and Outreach module may also be required to travel to their placements (but there will also be placements available on campus) and they will be expected to cover travel costs. Distances vary and indicative distances range from 2 to 7 miles from the Keele Campus.

Activity	Estimated Cost
Field courses - optional (for students taking 'Education Placement' and 'School Engagement and Outreach') - DBS check	£44
Travel - (for students taking optional modules 'Education Placement' and 'School Engagement and Outreach') - travel to and from placements (when required)	£30
Total estimated additional costs	**£74**

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 costs for this undergraduate programme.

19. Quality management and enhancement

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

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the 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.
- 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 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 annual programme review.
- Findings related to the programme 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 programme is considered and acted on at regular meetings of the Student Staff Voice 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/qa/externalexaminers/currentexternalexaminers/

20. The principles of programme design

The programme described in this document has 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) https://www.qaa.ac.uk/quality-code/subject-benchmark-statements?indexCatalogue=document-search&searchQuery=education&wordsMode=AllWords
c. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations

21. Annex - International Year

Education with International Year

International Year Programme

Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option 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.

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 standard programme 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 the International Year option.

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

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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 in Semester 1 at Level 5 is normally required. Places on the International Year are then conditional on achieving an average mark of 54% across all Level 5 modules with no module fails. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- 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)

Students may not register for both an International Year and a Placement Year.

Student Support

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

- 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

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:

1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
2. Discuss the benefits and challenges of global citizenship and internationalisation
3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.
4. 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.
5. 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.

Regulations

Students registered for the International Year are subject to the programme-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 module with significant overlap to the Level 6 modules they will study 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.

Version History

This document

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Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2019/20	EDWARD MCCAULEY	18 June 2019	