

Programme Specification - BA (Hons) Education Studies

1	Awarding institution/body	University of Worcester
2	Teaching institution University	University of Worcester
3	Programme accredited by:	Not Applicable
4	Final award	BA (Hons)
5	Programme title	BA (Hons) Education Studies
6	Pathways available	Single, Major, Joint, Minor BA Education Studies (Inclusive Education)
7	Mode and site of delivery University of Worcester	Standard taught programme
8	Mode of attendance	Full time and part time
9	UCAS code	L300
10	Subject benchmark statement statement (QAA 2008)	Education Studies Benchmark
11	Date of PS preparation/revision	September 2010/ Revised May 2011

12 Educational aims of the programme

This course is aimed at students who have a broad interest in the field of education. The subject of Education Studies is concerned with the complex and contested nature of education in its widest sense. The emergence of national schooling systems has meant that education is an issue of economic, political, individual and social concern. In recent years ideas of inclusion, lifelong learning and the learning society have become of greater significance in underpinning policy though a new government might well take the debate in a different direction.

Students studying Education Studies engage with the variety of knowledge needed to illuminate and evaluate aims, policy and practice in education. The modules offered provide insights into the world of education through examination of both the macro and micro, local and global perspectives. Students are involved in a range of learning and assessment styles and encouraged to become effective and independent in researching and presenting work. Students undertake an independent study in their third year which allows them, with tutorial support, to focus on a particular area of interest in the field of education. The University of Worcester personal development planning (PDP) scheme is designed to support personal and career development.

In particular the course aims to enable students to:

- a) place their own knowledge and understanding of education within a wider context
- b) appreciate and evaluate the relationship between context, aims and outcomes in the educational enterprise
- c) understand and evaluate the contested and limited nature of educational knowledge
- d) identify the distinction between purposes, processes and outcomes in education
- e) develop and use a range of learning skills as applied to education
- f) become effective independent learners demonstrating a reflexive approach to their own skills and knowledge in the light of their career aspirations
- g) analyse education through a curriculum which is sensitive to diversity and opportunity

13 Intended learning outcomes and learning, teaching and assessment methods

Education Studies provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes. The following learning outcomes have been informed by the QAA Education Studies Benchmark Statement and adapted according to the needs of this particular course.

a) knowledge and understanding

The course aims to offer students the opportunity to demonstrate that they have acquired the ability to understand theoretical knowledge and research evidence about:

1. the processes of learning, including some of the key paradigms and their impact on educational practices
2. relevant aspects of cultural and linguistic differences and societies; politics and education policies; philosophical underpinnings, including issues of social justice, and their effects on learning
3. formal and informal contexts for learning. Educational contexts will include some understanding of the student's own education system and other education systems, and the value systems underpinning the organisation of these
4. the complex interactions between education and its contexts, and relationships with other disciplines and professions.

Examples of learning, teaching and assessment methods used:

Subject knowledge and understanding is acquired in all modules. At level 4 the fundamentals of the discipline are addressed in the mandatory modules (EDST 1001 Foundations of Education & EDST 1009 Education and Policy) and these are complemented by the optional modules available. Learning and teaching methods include lectures, seminars, tutorials, student led presentations, visits to education facilities and e activities. Assessments are varied and include; essays, group presentations, reflective diaries, reviews of literature and audio visual materials and reports.

At level 5 & 6 the mandatory modules focus on research in education; how to engage with it and evaluate it (EDST 2001 Making Sense of Education) and how to plan and implement it (EDST 2002 Investigating Educational Studies). These and the mandatory double module Independent Study at level 6 (3001/2 Independent Study) are inextricably linked with the development of subject knowledge and understanding. There is a range of choice of modules that allow students to develop knowledge and understanding in areas of interest to themselves. Those opting for the 'Inclusive Education' descriptor are directed to particular modules (EDST 2/3021 Disability and Inclusive Schooling & 2/3025 Disaffection and Schooling) further details of which can be found in the student handbook. Learning and teaching methods are varied and include lectures, seminars, tutorials, student led presentations, visits to education facilities, on line activities, and student led research. Examples of assessment include essays, individual and group presentations, poster presentations, literature reviews, research projects.

b) cognitive and intellectual skills

Students will be supported to:

1. analyse educational issues systematically
2. evaluate education policy in an informed and systematic way
3. analyse complex situations concerning human learning and development in particular contexts, including their own learning
4. reflect on their own value systems, development and practices
5. question concepts and theories encountered in their studies
6. interrogate the assumptions underpinning theory and research
7. accommodate to new principles and new knowledge
8. reflect on their own development and practices.

Intellectual skills are practised and developed throughout the programme. All modules encourage learners to engage in discussion of key issues and application of key concepts. A strength of the programme is that staff have wide experience in the field of education and are often involved in research activities themselves. The wide variety of learning, teaching and assessment methods discussed in **section a)** above allow students ample opportunity to develop intellectual and reflective skills. Tutorials within modules play a major role here with students offered the opportunity to discuss the development of their thinking about and analysis of major themes in the modules. In particular the development of research skills in the mandatory level 5 and 6 modules is a key approach in the programme to develop intellectual skills.

c) Practical skills relevant to employment

Students will be supported to;

1. demonstrate the use of examples of the implementation of policies and ideas in practice
2. plan, design and execute a piece of rigorous research or enquiry including the production of a final study
3. collect, synthesise, analyse and interpret different types of evidence in the field of education
4. recognise moral and ethical issues involved in debates, research and practice

(there is much overlap between **c**) and **d**) and so issues with regard to learning, teaching and assessment are discussed below)

d) Transferable skills

Students will be supported to;

1. communicate and present oral and written arguments
2. use Information and Communication Technology, including word processing, data bases, internet communication, information retrieval and on-line searches
3. interpret and present relevant numerical information
4. work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team
5. improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning
6. analyse, synthesise, evaluate, and identify problems and solutions

Although the course is not a practice based one nevertheless practical and transferable skills are addressed implicitly in all modules and explicitly in some. There is a clear progression in skills from level 4 to level 6. The mandatory modules build progressively on reflective, analytical and research skills throughout the course. Many optional modules have a specific focus on particular areas of knowledge and skills that are directly applicable to future workplaces and specifically address transferable skills. For example, EDST 2022 (ICT in Education), EDST 3019 (Relationships in Education), EDST 3026 (Organising Teaching and Learning) and EDST 3029 (Issues in ICT and Education). A key module with regard to these areas is EDST 2/3023 (Work Experience as a School Tutor). Though not a mandatory module any student considering entering into an educational career in whatever capacity is strongly advised to take this module.

Learning and teaching methods which support and develop these practical and transferable skills include, demonstrations, seminars, tutorials, student led presentations, visits to education facilities and on line activities. Assessments are varied and include; essays, group presentations, reflective diaries, reviews of literature and audio visual materials and reports. Examples of assessment include student led presentations, ICT based discussions and presentations, student reflective journals, independent research activity, individual and group presentations, poster presentations, literature reviews, research projects.

Students taking named descriptor (Inclusive Education)

Students wishing to achieve this descriptor the following additional outcomes will demonstrate:

1. a critical understanding of the diversity of learners
2. a critical insight into the purposes of provision for special and inclusive education
3. an ability to formulate and justify means of improvement and evaluate the potential of change in policy and practice

These issues are specifically addressed in EDST 1011 (Mainstream Education For All?)

Mandatory for this descriptor, EDST 1012 (Education and Social Inequality), EDST 2/3021 (Disability and Inclusive Schooling), EDST 2/3025 (Disaffection and Schooling) [*at least one of 2/3021, 2/3025 must be taken for this descriptor*] EDST 3027 (Perspectives on Special Educational Needs), EDST 3001/2 (Independent Study – *must have an 'inclusive' focus*). Students on the Top-up route must focus their Extension Module (EDST 3028) on an inclusion topic.

Learning and teaching methods include lectures, seminars, tutorials, student led presentations, visits to education facilities and on line activities. Assessments are varied and include; essays, group presentations, reflective diaries, reviews of literature and audio visual materials and reports.

14 Assessment strategy

The approach to assessment is to use a wide range of assessment techniques (see the assessment table in section 4.1 of the Education Studies student handbook). Many modules have two different types of assessment which provides a variety of assessment types and opportunities for students. Formative assessment (whether formally through a formative assignment, or informally via a timetabled face to face, e based or phone tutorial) is available in all modules though students are expected to be progressively more self directed as the course progresses from level 4 to level 6.

The assessment structure has been developed to support student learning by providing assessment procedures that reflect the nature of the learning experience of each module, and by ensuring that the students are able to demonstrate ability in a wide range of qualities and skills appropriate to the course. This structure is under continuous review via course quality enhancement procedures including student feedback, comments from the external examiner and other review processes.

A range of assessment items is utilised to assess the learning outcomes of the course. Amongst others; essays, reflective journals, group and individual presentations, poster presentations, reviews of literature and AV materials, reports, e based discussions, portfolios, case studies and an independent study. There is one seen exam paper in EDST 1009 (Education and Policy).

Each assessment item is specifically linked to the Learning Outcomes for the module contained with the module outline and are graded according to the relevant assessment criteria for each level of study.

Appropriate support in teaching, learning and assessment for students with disabilities is provided in conjunction with the University Disability and Disability Dyslexia Service.

15. Programme structures and requirements.

See end of document for Level 4, 5, and 6 Award Maps.

16. QAA Academic Infrastructure

This course is consistent with the Education Studies Benchmark framework (2008). This framework is reflected in the outline of subject knowledge and skills students gain on this programme. Assessment criteria for the programme build upon the Framework for Higher Education Qualifications as appropriate to level. The independent study and school based work are all informed by the codes of practice (work placements) and the UW ethical guidance. The curriculum has been designed to incorporate the benchmark statements

The QAA Subject Benchmark statement for Education Studies bachelor's degrees with honours articulate the knowledge, skills and categories of achievement to be expected of successful honours graduates in the field (QAA, 2008). The programmes at the University of Worcester are compliant with the Benchmark Statement; all the Programme Learning Outcomes are based on this and can be mapped to individual module outlines (see student handbook).

In addition, the programme conforms to the requirements of the Framework for Higher Education Qualifications (FHEQ), and thus aims to support Honours graduates to:

- Develop an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline.
- Develop analytical techniques and problems-solving skills that can be applied in many types of employment.
- Evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively.
- Develop the qualities needed for employment including the exercise of personal responsibility and decision-making in complex and unpredictable circumstances.

17. Support for students and their learning

The following activities and facilities have been put in place to provide support for undergraduate students studying Education Studies within the Institute of Education:

- Education Studies runs a week of induction events at the start of the academic year. This varies in detail from year to year but includes the following elements: Introduction to the course; introduction to fellow students; campus and facility tours; meetings with personal tutors; introduction to key ICT resources; introduction to study skills; a social event; introduction to group activities.
- All students have a personal tutor who guides the process of personal development planning and offers general support. Tutorials operate alongside the core curriculum. Students are expected to become more independent in their studies and personal development planning as they progress from level 4 to 6 but the tutorial support remains in place throughout.
- The Education Studies course provides students with a range of opportunities to develop their study skills. Support for developing these is built into the programme especially the mandatory modules at level 4. A number of modules at level 4 and 5 have input from the Education librarian. The Education Studies Course Handbook and individual module guides provide students with information on Information and Learning Services, support and study skills advice and the range of student services available including the Disability and Dyslexia Service.
- Education Studies also offers
 - Opportunities to take an IT module
 - Study skills provided by the Student Services.
 - Opportunities to study abroad (optional).
 - Information and Learning Services (Library, IT, Media and Print).
 - Learning and Peer Group Support
 - Independent Study Support

18. Admission Policy

The course seeks to recruit students who wish to understand the provision of education in a range of contexts. Many of these students are considering working within education in a variety of roles. Those students who wish to progress from the foundation degree are admitted at Level 6 of the course programme which enables them to build upon their specific skills and knowledge and to progress to an honours degree.

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The Institute of Education works closely with central student support services, including the Admissions Office, Student Services and the

International Centre, to support students from a variety of backgrounds. We actively encourage and welcome students from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

Entry requirements:

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3.5 A levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus. Please note that to progress to a PGCE programme a student will need to have the requisite GCSE (or equivalent grades in Maths, English and Science).

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions Procedures

Full-time applicants apply through UCAS (BA Education Studies L300)

Part-time applicants apply directly to University of Worcester (UW)

Full time or part time applicants for the Top-up course who have a foundation degree in a suitable subject from the University of Worcester should apply directly to the University of Worcester. Those with a suitable foundation degree from elsewhere should apply through UCAS (unless applying for a part time route in which case they should apply directly to the University).

Each application will be considered by UW Registry Admissions and the Course Leader.

Evidence of qualifications will be checked.

References and personal statements will be examined.

Potential students are encouraged to meet members of the course team at the various University Open Days.

Admissions / Selection Criteria

The Admissions Tutors will pay particular attention to personal statements as well as predicted grades. In particular they will be looking for evidence of an interest in the subject and a clear explanation as to why the applicant is keen to pursue the course.

19. Methods for evaluating and improving the quality and standards of teaching and learning.

Mechanisms for review and evaluation of teaching, learning and assessment, the curriculum and outcome standards include:

- Student Module evaluation and feedback
- An Annual Evaluation Report completed by Course Leader
- Periodic Review and revalidation including external scrutiny
- Peer teaching observation
- External Examiners' Reports
- Academic staff annual appraisal
- Staff Development Away Days and other events
- Moderation of Student Work

Committees with responsibility for monitoring and evaluating quality and standards:

- Institute of Education (IoE) Quality Committee

- Education Studies Course Management Committee
- Academic Quality Standards and Quality Enhancement Committee
- IoE and UW Ethics Committees
- Learning, Teaching and Student Experience Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Module feedback questionnaires
- Feedback from Student Academic Representatives (StARs)
- Education Studies Course Management Committee
- Meetings with module tutors and personal tutor
- National Students Survey
- Induction, exit and other ad hoc surveys

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see the Undergraduate Regulatory Framework.

Retrieval of failure

- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required

- to withdraw from the University.
Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

classification determined on the profile of the best 3 module (45 credits) grades attained at Level 5 and the best 8 module (120 credits) at Level 6 or

classification determined on the best 8 module (120 credits) grades attained at Level 6 only.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

21 Indicators of quality and standards

External examiners have consistently stated that our standards are the equivalent of standards in other UK higher education institutions. They are particularly impressed with the quality of teaching and feedback on offer to students.

“As in previous years students across the cohort have been able to demonstrate their learning and explore their own stance in relation to the issues and values of the modules. Students are encouraged to be reflective, as well as articulate learners, which is an additional strength. I commend the University’s consistent emphasis on academic writing skills.” (External Examiner’s report 2010)

The following elements of good practice were identified by the Periodic Review panel in its report of April 2011:

1. The improvement in retention through increased monitoring and supporting of students from the commencement of the course, resulting in a changed ethos and greater group cohesion.
2. The achievement of students from non-traditional backgrounds, particularly those progressing from a Foundation Degree.
3. The high quality of some Independent Studies, which has had a major impact the course has had on the student experience.
4. The Course Leader’s communication with students, particularly through the publication of an informal newsletter sent electronically to all students.
5. The students’ participation in the Worcester Award Scheme and the opportunities provided for them to discuss their experiences with their peers.
6. Talks provided by PGCE staff to students which are recorded and made available

through the website for others to access.

7. The quality of teaching supported by the commitment and support of the course team.

In April 2011, the University was audited by the Quality Assurance Agency.

22. Employability and Graduate Destinations

Education Studies graduates have the ability to understand learning, teaching and education. They are equipped with the skills to work independently and in a team, communicate effectively, respond constructively to feedback, and produce a coherent and reasoned argument.

Students are well suited to meet the changing market in Educational careers either through progressing via post-graduate teacher training into teaching or via new emerging professional support and administrative roles.

Graduates have entered the following occupations:

- teaching (after further post graduate study)
- learning support
- careers advice,
- social welfare
- personnel,
- housing association work,
- lecturing
- education administration.

Please note This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Uploaded June 2011

AWARD MAP FOR BA (Hons) EDUCATION STUDIES PROGRAMME

Year: 2010-11

Last Updated: May 2011

LEVEL 4								
SEM	Module Code	Module Title	Credits	Single Hons	Major	Joint	Minor	Pre-requisites
1	EDST 1001	Foundation Studies in Education	15	M	M	M	M	None
1	EDST 1005	Ideas in Education: Learning and Teaching	15	O	O	O	O	None
1	EDST 1011	Mainstream Education for all?	15	O	O	O	O	None
2	EDST 1004	The Psychology of Teaching and Learning	15	O	O	O	O	None
2	EDST 1008	Inner-City Education	15	O	O	O	O	None
2	EDST 1009	Education and Policy	15	M	M	M	M	None
2	EDST 1012	Education and Social Inequality	15	O	O	O	O	None

*This module is mandatory for those wishing to add the 'Inclusive Education' descriptor

1. General Note: The assignment of modules to particular semesters is merely indicative.

2. Single Honours Requirements at Level 4: Single Honours students must take six (6) Mandatory modules i.e. EDST 1001, EDST 1009, plus four (4) other modules from those listed above.

3. Major, Joint and Minor Pathway Requirements at Level 4: Major, Joint and Minor Pathway students must take the three (3) Mandatory modules i.e. EDST 1001, EDST 1009 plus one (1) other module from those listed above

4. In addition: All Single Honours/Major/Joint and Minor Students are permitted to choose two (2) Free Choice modules at Level 4 from other Open modules within the Undergraduate Regulatory Framework or two (2) further Optional modules from as listed above, subject to availability.

LEVEL 5								
SEM	Module Code	Module Title	Credits	Single Hons	Major	Joint	Minor	Pre-requisites
1	EDST 2001	Making Sense of Education	15	M	M	M	M	1001/1009
1	EDST2011	Policy Making: The search for solutions in Education	15	O	O	O	O	1001/1009
1	EDST 2025*	Disaffection and Schooling	15	O	O	O	O	1001/1009
1	EDST 2031	The Global Dimension in Education	15	O	O	O	O	None
1 and 2	EDST 2023	Work Experience as Volunteer School Tutor	15	O	O	O	O	1001/1009
2	EDST 2002	Investigating Education Studies	15	M	M	M	M	1001/1009
2	EDST 2020	ICT and Education	15	O	O	O	O	None
2	EDST 2021*	Disability in Inclusive Schooling	15	O	O	O	O	None
2	EDST 2022	Morality and Religion in Contemporary Education	15	O	O	O	O	None
1	SOCG 2044	Gender and Education	15	O	O	O	O	1001/1009
2	SOCG 2036	People and Community Power	15	O	O	O	O	1001/1009
1	ECST 2509	Managing People in Organisational Settings	15	O	O	O	O	1001/1009
2	ECST 2601	Children as Learners	15	O	O	O	O	1001/1009

*One of these modules are mandatory for those wishing to add the 'Inclusive Education' descriptor

1. General Note: The assignment of modules to particular semesters is merely indicative.
2. Single Honours Requirements at Level 5: Single Honours students must take two (2) Mandatory modules (EDST 2001, EDST 2002) plus four (4) other modules from those listed above.
3. Major Pathway Requirements at Level 5: Major Pathway students must take two (2) Mandatory modules (EDST 2001, EDST 2002) plus two (2) other modules from those listed above.
4. Joint Pathway Requirements at Level 5: Joint Pathway students must take three (3) modules from the above (EDST 2001, EDST 2002). Students intending to complete their Independent Study in Education Studies (EDST3001/2) must include EDST 2001, EDST 2002 (or equivalent).
5. Minor Pathway Requirements at Level 5: Minor Pathway students must take one (1) Mandatory module (either EDST 2001 or EDST 2002) plus one (1) other module from those listed above.
6. In addition: All Single Honours/Major/Joint and Minor Students are permitted to choose two (2) Free Choice modules from other Open modules within the Undergraduate Regulatory Framework or two (2) further Optional modules from those listed above (including the shared modules from other subject areas), subject to availability and satisfying any pre-requisites.

LEVEL 6								
SEM	Module Code	Module Title	Credits	Single Hons	Major	Joint	Minor	Pre-requisites
1 or 2	EDST 3001	Education Studies Independent Study (taken in one semester)	30	M	M	O	O	2001/2002 Or equivalent
Over 2 Sem's	EDST 3002	Education Studies Independent Study	30	M	M	O	O	2001/2002 Or equivalent
1	EDST 3011	Policy Making: The search for solutions in Education	15	O	O	O	O	1001/1009
1	EDST 3015	Education and Citizenship	15	O	O	O	O	None
1	EDST 3019	Relationships in Education	15	O	O	O	O	None
1	EDST 3025	Disaffecting and Schooling	15	O	O	O	O	1001/1009
1	EDST 3029	Issues in ICT and Education	15	O	O	O	O	None
1 and 2	EDST 3023	Work Experience as Volunteer School Tutor	15	O	O	O	O	1001/1009
2	EDST 3016	Values in Education	15	O	O	O	O	None
2	EDST 3021	Disability and Inclusive Schooling	15	O	O	O	O	None
2	EDST 3026	Organising Learning and Teaching	15	O	O	O	O	None
2	EDST 3027	Perspectives on 'Special Educational Needs': Process and Practice	15	O	O	O	O	None
1	SOCG 3055	Race, Ethnicity and Education	15	O	O	O	O	1001/1009
2	SOCG 3057	Education and the Sociological Imagination	15	O	O	O	O	1001/1009

1. General Note: The assignment of modules to particular semesters is merely indicative.
2. Single Honours Requirements at Level 6: Single Honours students must take the double mandatory Independent Study module (EDST 3001/2) over one or two semesters, plus six (6) other modules from those listed above.
3. Major Pathway Requirements at Level 6: Single Honours students must take the double mandatory Independent Study module (EDST 3001/2) over one or two semesters, plus four (4) other modules from those listed above.
4. Joint Pathway Requirements at Level 6: Joint Pathway students must take the mandatory Independent Study module (either EDST 3001/2 or equivalent in their Joint subject) plus two (2) other modules from those listed above. Joint pathway students who choose to place their Independent Study in their other joint subject must choose two (2) additional modules from those listed above.
5. Minor Pathway Requirements at Level 6: Minor Pathway students do not have any mandatory module requirements at Level 6. However, they must take two (2) modules from those listed above.

LEVEL 6 Top-up (for those progressing from a suitable Foundation Degree)					
SEM	Module Code	Module Title	Credits	Single Hons	Pre-requisites
1 or 2	EDST 3001	Education Studies Independent Study (taken in one semester)	30	M	None
Over 2 Sem's	EDST 3002	Education Studies Independent Study (taken over 2 semesters)	30	M	None
1	EDST 3011	Policy Making: The search for solutions in Education	15	O	None
1	EDST 3015	Education and Citizenship	15	O	None
1	EDST 3019	Relationships in Education	15	O	None
1	EDST 3025	Disaffecting and Schooling	15	O	None
1	EDST 3029	Issues in ICT and Education	15	O	None
1 and 2	EDST 3023	Work Experience as Volunteer School Tutor	15	O	None
2	EDST 3016	Values in Education	15	O	None
2	EDST 3021	Disability and Inclusive Schooling	15	O	None
2	EDST 3026	Organising Learning and Teaching	15	O	None
2	EDST 3027*	Perspectives on 'Special Educational Needs': Process and Practice	15	O	None
1 or 2	EDST 3028	Extension Module	15	M	None
1	BAED 3056	Special Educational Needs in an Inclusive Setting	15	O	None
2	BAED 3057	Social, Emotional and Behavioural Difficulties	15	O	None
1	SOCG 3055	Race, Ethnicity and Education	15	O	None
2	SOCG 3057	Education and the Sociological Imagination	15	O	None

*One of these modules is mandatory for those wishing to add the 'Inclusive Education' descriptor

Students must take eight (8) of the modules listed above including the two (2) Mandatory Modules EDST 3001/2