

**PROGRAMME SPECIFICATION  
(Undergraduate)**



<b>1 Awarding Institution</b>	Newcastle University
<b>2 Teaching Institution</b>	Newcastle University
<b>3 Final Award</b>	BA (Hons)
<b>4 Programme Title</b>	Education Education (with Placement Year)
<b>5 UCAS/Programme Code</b>	X390 1494U
<b>6 Programme Accreditation</b>	N/A
<b>7 QAA Subject Benchmark(s)</b>	Education Studies
<b>8 FHEQ Level</b>	Level 6
<b>9 Last updated</b>	July 2021

**10 Programme Aims**

1. To provide students with a learning environment that cultivates personal and academic development by offering intellectually exciting and challenging experiences.
2. To produce graduates who can interpret, analyse and exercise critical judgement in the evaluation of theories, concepts, accounts and explanations produced within the fields of Education within a national and international context.
3. To equip graduates with a knowledge and understanding of Education across historical, national, global and contemporary contexts.
4. To enable graduates to apply theories and concepts to the field of Education within a national and international context and critically reflect on the reliability and validity of the resulting explanations.
5. To enable graduates to investigate problems and generate solutions by selecting and employing the most appropriate research methods and analytical frames.
6. To help form innovative and versatile professionals who are able to effectively create, manage and disseminate information textually, verbally and visually.
7. To provide students with the necessary transferable intellectual, vocational and employability skills appropriate to the contemporary employment market and post-graduate study (in relation to the existing Masters' and PGCE programmes).
8. To provide a programme which satisfies the requirements of a level 6 programme under the FHEQ.
9. To provide a programme that complies with prevailing University policies and QAA codes of practice.

**For Students Undertaking a Placement Year**

10. Provide students with the experience of seeking and securing a position with an employer.
11. Facilitate independent self-management and proactive interaction in a non-university setting.
12. Provide a period of practical work experience that will benefit current academic study and longer term career plans.
13. Enable students to ethically apply their knowledge and skills in the work place, reflect upon their development and effectively evidence and articulate their learning in relevant future settings.

## **11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the QAA's subject benchmark statements for Education Studies (2007) (see Annex for grids locating learning outcomes relating to teaching methods and assessment strategies across the degree programme).

### **Knowledge and Understanding**

On completing the programme students should demonstrate a critical understanding of:

- A1 The underlying values and principles relevant to education studies and a developing personal stance which draws on their knowledge and understanding.
- A2 The diversity of learners and the complexities of the education process.
- A3 The complexity of interaction between learning and contexts, and the range of ways in which participants (including learners and teachers) can influence the learning process.
- A4 The societal and organisational structures and purposes of education systems, and the possible implications for learners and the learning process.

#### For Students Undertaking a Placement Year

A5 Apply personal and professional development strategies to prioritise, plan, and manage their own skills development and learning.

A6 Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.

A7 Demonstrate an understanding of a work environment, how it functions and their contribution to it.

A8 Relate their work based learning to other areas of personal development, including academic performance.

### **Teaching and Learning Methods**

Realizing the outcomes for 1-4 is achieved mainly through lectures by staff who are both scholars with national and international reputations in their fields and professional educators able to draw on their experience and expertise of teaching and learning. These methods and strategies are supported by the use of a range of resources that also include film, television and the internet. These are supplemented by seminars (1-4), workshops (1-4), fieldwork (2-4), drop-in surgeries (1-4), employer-based learning (2-4) and guided independent study sessions (1-4) as well as ICT and on-line communications.

At Stage 1 students are given foundational knowledge in Educational Studies. At Stage 2 and 3 this knowledge and understanding is further developed and students are introduced to research methods which forms the basis for their research dissertation completed in Stage 3. Throughout the three Stages all students undertake a careers and employability pathway which at Stages 2 and 3 is workplace-based.

### **Assessment Strategy**

Knowledge and understanding are assessed by means of coursework, presentations and timed assessment:

*Coursework:* essays, reflective journals, reports and posters (1-4);

*Presentations:* individual and group oral presentations (1-4);

*Research-Led:* research proposals, dissertation (1-4);

**Exams:** oral, and unseen / seen written examinations (1-4).

The aim of *Coursework* is to enable students to explore their knowledge and understanding. Such methods encourage more sophisticated and critically inflected understanding of knowledge, theory and concepts. *Presentations* enable students to demonstrate their knowledge and understanding in different mediums, whilst the *Research-Led* assessment encourages deeper understanding and sustained engagement with particular knowledge's, theories and concepts. *Exams* are primarily used to provide students with the opportunity to demonstrate the understanding of key concepts.

### **Intellectual Skills**

On completing the programme students should be able to:

- B1 Collect and select relevant information from a variety of sources including journals, archives, databases, reports, monographs, web pages and research papers.
- B2 Manage multiple sources of information containing a variety of perspectives and effectively disseminate ideas in an organized, coherent and logical manner.
- B3 Devise research questions in areas of Educational Studies and select the most appropriate methods and resources to explicate those questions.
- B4 Evaluate the impacts of 'how we get to knowledge' (epistemology) on the methods selected and the nature of the evidence that is consequently generated.
- B5 Filter research data through coding strategies and provide critical interpretations of the significance of the data to the field of study.
- B6 Reflexively recognise how biography, norms and values, ethical standpoints, cultural context and chronology may shape the research process.

### **Teaching and Learning Methods**

Students are given the opportunity to develop their subject specific skills in a range of forums. Across the degree, students are required to support their knowledge and understanding, subject specific skills and cognitive skills through the collection of supporting evidence. Achievement of all the outcomes in this area is underpinned by lectures (1-6), workshops (1, 3, 6), seminars (1, 3, 4, 5, 6), drop-in surgeries (1-5), individual research supervision (1-4) and guided independent study sessions (1-6). The development of these skills is also enhanced by the use of group led learning sessions (1, 2).

The main emphasis in this area is that of research inquiry. Core modules at Stages 1 and 2 facilitate students' awareness of the variety of research methods that are appropriate to Education Studies. It is important that students' relationship with methodology intensifies as their degree progresses and they develop a methodology of research as part of their research led dissertation module at Stage 3.

### **Assessment Strategy**

Subject specific skills are assessed through coursework, presentations and timed assessment:

*Coursework:* essays, reports, reflective journals or logs, (1-6);

*Presentations:* individual and group presentations (1-6);

*Research-Led:* research proposals and dissertation (1-6);

*Exams:* oral examinations, seen and unseen examinations (1-6).

The aim of *Coursework* is to enable the measurement of students' ability to interpret, analyse and recognise how different knowledge's and understandings shape the fields within Education Studies. *Presentations* enable the demonstration of the application of their specific subject skills. *Research-Led* methods of assessment allow students to apply perspectives in order to explain phenomena and they enable students to adapt their skills to the everyday world. *Exams* are primarily used to provide students with the opportunity to demonstrate their understanding of core knowledge and skills.

### **Practical Skills**

According to the benchmark statements for practical skills pertaining to Education Studies on completing the programme students should be able to

- C1 Analyse educational concepts, theories and issues in a systematic way.
- C2 Identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts.
- C3 Accommodate new principles and understandings.
- C4 Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding.
- C5 Use a range of evidence to formulate appropriate and justified ways forward and potential change in practice.
- C6 Reflect on their own and others' value systems.
- C7 Use their knowledge and understanding critically to locate and justify a personal position in relation to the subject.
- C8 Demonstrate an understanding of the significance and limitations of theory and research.

### **Teaching and Learning Methods**

Developing students' interpreting, analysing and exercising critical judgement in the evaluation of the field of Education Studies is accomplished through lectures (1-8), workshops (1, 3, 5, 6) and fieldwork (6-8). However small group teaching sessions and guided independent study are predominantly used as a means to enable students to discuss, learn to evaluate and demonstrate their skills (1-8). Specific teaching strategies such as research supervision are also used to facilitate students' critical appreciation and application of theories and concepts in the field of Education Studies (1-8). Drop-in surgeries are also used where students can have one to one contact on a designated basis (4, 5, 8).

Such strategies operationalise a range of resources that include academic studies, literature, film and television and internet are used to stimulate discussions that application of theories and concepts to 'real world' contexts (1, 2, 4, 5, 8).

### **Assessment Strategy**

Subject specific skills are assessed by means of coursework, presentations and timed assessment:

*Coursework*: essays, reflective journals and logs, reports, posters and seminar presentation; *Presentations*: individual and group presentations;

*Research-Led*: research proposals, dissertation;

*Exams*: oral examinations and unseen / seen examinations.

These methods of assessment provide students with the opportunity to demonstrate a thorough and systematic application of their cognitive skills. *Coursework* allows students to put into effect their rational thinking, analytic skills and capacity for critical thinking and evaluation. *Presentations* enable students to translate abstract thinking into practical contexts requiring clarification and audience awareness. *Research-Led* methods of assessment provide students with the opportunity to apply their cognitive thinking to 'real world' contexts in the field of Education Studies. *Exams* ensure students grasp the basic precedents of cognitive thinking.

#### **Transferable/Key Skills**

On completing the programme students should be able to:

- D1 Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary, including by means of well prepared, clear and confident presentation and coherent, concise written documents.
- D2 Use ICT in their study and other appropriate situations.
- D3 Use library and other information sources skilfully and appropriately.
- D4 Collect, apply and present data in a variety of formats including graphical and tabular.
- D5 Analyse and interpret both qualitative and quantitative data.
- D6 Work independently or collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.
- D7 Articulate their own approaches to learning and organise an effective work pattern including working to deadlines.
- D8 Process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.
- D9 Identify and create action plans on the basis of career / employability modules.

#### For Students Undertaking a Placement Year

D10 Reflect on and manage own learning and development within the workplace.

D11 Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.

D12 Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.

#### **Teaching and Learning Methods**

Teaching methods and strategies that are employed to achieve these outcomes are standard lectures (1,2,4-8), workshop sessions (2,5), fieldwork and employer-based learning (6-7), practicals (1-7), drop-in surgeries and small group teaching (1-9) as well as guided independent study (1-9).

At all Stages students have the opportunity to complete modules which allow them to develop skills covering employability in the field of Education Studies including international contexts. These modules involve the direct application of theories, concepts and perspectives within a workplace setting. Seminars where appropriate involve presentations

by students providing discussion and analysis of research / case study explorations. Across the three Stages students undertake a number of projects relating the workplace and learning contexts.

### **Assessment Strategy**

Key skills are assessed through:

*Coursework:* Essays (1-8), reports, posters, reflective journals and logs (1-4,6-9), professional skills assessment (9)).

*Presentations:* Individual and group presentations (1-8);

*Research-Led:* Research proposals (1,2,3,4,5,7,8), Dissertation (1,2,3,4,5,7,8);

*Exams:* oral examination, seen and unseen examinations (1-8).

The aim of *Coursework* is to enable students to practice and refine their key skills constituting the broader process of completing a degree. Such methods encourage more sophisticated and critically inflected understanding of knowledge, theory and concepts.

*Presentations* enable students to demonstrate their knowledge and understanding in different mediums, whilst the *Research-Led* assessment encourages deeper understanding and sustained engagement through the processing and synthesis of empirical and theoretical data. *Exams* are primarily used to provide students with the opportunity to demonstrate articulation and analysis of options and arguments.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

- a. The programme is studied over three years full-time based on 30 weeks per annum. It is a full time course.
- b. The programme is made up of three stages. Stage 1 modules are Certificate level; Stage 2 modules are Intermediate level; Stage 3 modules are Honours level. Students are required to study 90 credits at the appropriate level.
- c. The overall credit value is 360.
- d. Each Stage requires the study of modules with a credit value of 120. Each Stage is made up of compulsory / core modules which ensure a baseline of Certificate, Intermediate and Honours level of knowledge, skills and understanding acquired by all students. Until it is clear that student numbers are sustainable all modules will initially be compulsory. However should student number permit a number of optional modules from outside the School will be offered as early as the second year of the degree being introduced.
- e. Students have the option to take part in a Careers Placement Year in-between Stage 2 and 3 of their programme. They will be transferred on to programme code 1494U.

### **Key features of the programme (including what makes the programme distinctive)**

The programme contains a number of distinctive features;

- Research-informed teaching and practice by leading academics and professional practitioners is a central concern of the programme.
- The inclusion of a core strand of the international perspectives and contexts based on the internationally-renowned work of the EG West Centre located within ECLS.
- The opportunity to contextualise Education Studies within a workplace setting
- Innovative teaching methods introduced by staff who are scholars with national and international reputations in their fields as well as professional educators able to draw on their experience and expertise of teaching and learning.

**Stage One:**

All Stage 1 students are introduced to the key theories and concepts and in the area of Educational Studies. Furthermore, students are facilitated in making connections between knowledge, understanding and subject skills, and the workplace context. This is facilitated by students' engagement with the three generic strands of the programme:

*Education: Critical & Contextual Studies:* This strand provides students with introductory knowledge and understanding in the fields of the sociology, philosophy and history of education.

*International Perspectives and Contexts:* This strand provides students with introductory knowledge and understanding of the role education in international development (including the use of innovative technologies), British and comparative education. Within this strand all students will be required to study at least one foreign language.

*Career / Employability:* This strand allows students to have critical and practical experience of studying and learning.

**Programme regulations (link to on-line version)**

[X390, 1494U Programme Regulations 23-24](#)

**13 Support for Student Learning**

Generic information regarding University provision is available at the following link.

[gsh\\_progspec\\_generic\\_info.docx \(sharepoint.com\)](#)

**14 Methods for evaluating and improving the quality and standards of teaching and learning**

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

*Accreditation reports*

n/a

*Additional mechanisms*

Consistent with the university's emphasis on quality assurance the programme will also feature peer observation on a regular basis.

**15 Regulation of assessment**

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/degrees/#subject>

Degree Programme and University Regulations:

<https://www.ncl.ac.uk/regulations/docs/>

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.