

## Course Specification

A. Course Information															
<b>Final award title(s)</b>	BA (Hons) Education (Top Up)														
<b>Intermediate exit award title(s)</b>	None														
<b>UCAS Code</b>	X300	<b>Course Code(s)</b>	3838												
<b>Awarding Institution</b>	London South Bank University														
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS														
<b>Division</b>	Education														
<b>Course Director</b>	Fabienne Benoist														
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: please specify														
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input checked="" type="checkbox"/> other please specify - Face to face and work-based														
<b>Length of course/start and finish dates</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td style="text-align: center;">1</td> <td>September</td> <td>July</td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	1	September	July	Full time with placement/ sandwich year			
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	Full time	1	September	July											
	Full time with placement/ sandwich year														
<b>Is this course suitable for a Visa Sponsored Student?</b>	No														
<b>Approval dates:</b>	Course(s) revalidated	August 2021													
	Course specification last updated and signed off	August 2021													
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>															
<b>Reference points:</b>	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations													
	External	QAA The UK Quality Code for Higher Education 2018													

		<p>Framework for Higher Education Qualifications  FHEQ Outcome Classification Descriptions for Level 6  Educational Studies Subject Benchmark Statements (2015)  OfS Guidance  PSRBs  SEEC Level Descriptors 2021  Competitions and Markets Authority  Institute for Apprenticeships and Technical Education  EQA Framework (Apprenticeships only)  ds</p>
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>This course is ideal for those already employed in an appropriate educational setting and wish to study whilst working. BA Education (Top Up) is a one day a week taught course for professionals already working in settings where they can engage in study during their working week. As well as the day at LSBU, students are expected to reflect on their academic studies by relating them to their day to day experiences in the workplace. This work-based route allows students to develop transferable work-based analytical and research skills, gain academic recognition for existing skills and improve professional effectiveness.</p>	
<b>Course Aims</b>	<p><b>The BA (Hons) Education (Top Up) course aims to:</b></p> <ul style="list-style-type: none"> <li>• Support students in developing their practice and professional approach in their workplace.</li> <li>• Give students opportunities to link theory and practice, to critically analyse different approaches and to develop the necessary skills to be a reflective and innovative practitioner.</li> <li>• Widen participation to include career changers and mature students with family commitments.</li> </ul> <p>Also, in relation to the student's workplace, the course aims to:</p> <ul style="list-style-type: none"> <li>• Understand the processes of human learning and barriers to learning across different age ranges and learning communities.</li> <li>• Broaden understanding of education in a range of different settings, through relevant practical and professional knowledge and experience.</li> <li>• Develop a range of qualities in students including intellectual independence and critical engagement with evidence.</li> <li>• To provide students with a coherent framework of educational experience within which theory and practice are fully integrated.</li> <li>• To develop the knowledge, skills and understanding needed to become a responsible educational professional who can make positive and informed contributions to the development of policy in educational establishments and in broader professional contexts.</li> <li>• To enable students to reflect critically on their personal and professional development and respond constructively to innovation and change as their career develops.</li> <li>• To foster appropriate values and attitudes, including an informed commitment to the principles of inclusion and equity, and the confidence to identify and contest discriminatory practices, both at a personal and professional level.</li> </ul>	

	<ul style="list-style-type: none"> <li>• To encourage students to become creative and innovative educational professionals.</li> <li>• To provide academically rich and stimulating opportunities.</li> </ul>
<b>Course Learning Outcomes</b>	<p>The course outcomes through the modules are split into five strands. Not all modules include all strands. Learning outcomes reflect the nature of the different modules</p> <p>The learning outcomes fit into the University Teaching and Learning Strategy, but are further divided or focused into sub-categories to reflect the applied nature of a degree in Education Studies.</p> <p>Section A      Knowledge and Understanding</p> <p>Section B      Intellectual Skills - critical thinking and applying theory to practice</p> <p>Section C      Practical Skills</p> <p>Section D      Transferable Skills - these are focused on communication</p> <p style="text-align: center;"><b>A    Students will have <u>knowledge and understanding</u> of: (QAA 2015 – Knowledge and Understanding)</b></p> <p>A1 The meaning and nature of education</p> <p>A2 The historical and contemporary contexts of education, both nationally and globally, including alternative approaches to education</p> <p>A3 The societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process in relation to the workplace</p> <p>A4 The economic, social, historical, philosophical, psychological and cultural underpinnings of educational practice</p> <p>A5 The relationship between education and the concepts of equality, inclusion, citizenship and social justice in relation to the workplace</p> <p>A6 The complex and multi-faceted nature of the field of education</p> <p>A7 Appropriate research methods, drawn from education, psychology and social science.</p> <p style="text-align: center;"><b>B    Students will develop their <u>intellectual skills</u> through: (QAA 2015 – Application and Reflection)</b></p> <p><b>Critical Thinking</b></p> <p>B1      Demonstrate the ability to gather, describe, synthesise and analyse facts, information, theories, paradigms, principles and concepts.</p> <p>B2      Critically assess, interpret and evaluate text and data, using quantitative and qualitative research methods, as well as explore new and emerging practices using a variety of skills and resources</p> <p>B3      Develop a critical understanding of key theoretical approaches and debates relating to the academic study of education and psychology</p> <p>B4      Construct a reasoned argument based on sound theory and be able to substantiate independent points of view</p>

### **Applying Theory to Practice**

B5 Understand the interplay between theory and practice within the field of education

B6 Be able to demonstrate how the knowledge and understanding they have gained from theoretical modules applies in practice.

B7 Discuss the role of key theories and research in relation to education and classroom practices.

B8 Apply knowledge to the solution of familiar and unfamiliar problems, including their own practice

B9 Develop an awareness of how personal understandings of the concepts studied impact on personal practice in educational settings.

B10 Plan and execute an in-depth research project related to their workplace

### **C Students will acquire and develop practical skills such that they are able to: (QAA 2015 – *Transferrable and Application*)**

C1 Develop relationships with a variety of professionals working in wider educational contexts.

C2 Develop teaching and mentoring skills in a different educational setting.

C3 Produce relevant materials and resources to support learners.

C4 Plan effectively and creatively to address the needs of different learners.

C5 Set up and manage a range of accurate records, plans and other professional documentation; adhere to workplace policies, meet deadlines and maintain a high level of personal organisation.

C6 Use digital media and ICT to present ideas and thinking developed on the programme

C7 Apply research skills such as observation and interviewing in the workplace

### **D Students will acquire and develop a range of communication styles which are transferrable skills for employment and further study: (QAA 2015 - *Transferable*)**

D1 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

D2 Demonstrate adequate computer literacy to research and present reports including data in a variety of formats

D3 Research skills necessary to organise and assess evidence including the interpretation of both qualitative and quantitative data

D4 Gather and retrieve ideas and information effectively, using a wide range of primary and secondary sources and materials, and sift, synthesise and organise materials independently

D5 Develop, organise and deploy ideas and information to formulate arguments coherently and communicate them effectively in writing and orally

D6 Plan and work collaboratively in a range of contexts, showing abilities to listen, contribute and lead effectively

	<p>D7 Successfully manage the complex dynamics of settings, manage own learning strategies and organise effective working patterns, including working to deadline and make decisions in unpredictable situations</p> <p>D8 Build and maintain effective professional relationships with learners and educational practitioners</p> <p>D9 Reflect critically and constructively on own performance and adapt practice accordingly.</p>
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### C. Teaching and Learning Strategy

**Practical skills:**

C1 – 7 Will be acquired through the teaching and learning strategies outlined previously, but with an emphasis on applying learning to their workplace and exposure to professional practice. Personal tutorials and oral and written feedback on assessments support student learning at all levels of the programme.

**Communication skills** will be developed through written tasks; structured group work and presentations in taught sessions and workshops; personal organisation to meet assignment requirements; guidance on managing workload and meeting deadlines. Whilst in the workplace, there are opportunities for students to develop skills in the areas of professional cooperation; working in teams; personal and professional organisation; informed decision-making; self-evaluation and reflection. Communication skills are supported through discussions in taught sessions and lectures; seminars and tutorials; guided reading; self-study tasks; structured group tasks; independent inquiry and personal research.

Communication opportunities are afforded through, for example, contributions to taught sessions; e-learning activities; structured group work and presentations; problem-solving; discussions with practitioners; written tasks; group and individual tutorials/seminars.

### D. Assessment

**Practical Skills** will be assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: dissertation, poster, debate, media project, case studies, and individual and group oral presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements. The research project is the culmination of students' ability to demonstrate their application of educational research, project planning and problem solving skills. Self-reflection is a key element of assessment of practical skills and knowledge.

**Communication skills** will be assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: dissertation, essays, reports, portfolios, case studies, interactive displays, technology based learning tools, reflective journals and posters. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements.

### E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be Identified here.

## F. Entry Requirements

In order to be considered for entry to the course applicants will be required to have the following qualifications:

- 240 CAT points from two years higher education or equivalent Level 5 qualifications in a relevant academic discipline
- GCSE grade “C” or above in Mathematics and English Language or equivalent qualifications.
- Applicants must be employed in an appropriate educational setting in either a paid or voluntary capacity of a minimum of 20 hours per week.

While a GCSE in science is not an entry requirement to this degree, candidates must note that a GCSE in science or equivalent is required for application to a PGCE or School Direct Teacher Training programme.

The selection process includes participation in an interview which will include a written English assessment.

In the event of non-Standard entry, the applicant must satisfy the conditions of the interview including successfully demonstrating a level of academic writing that it is deemed appropriate for the applicant to be successful on the course and evidence of substantial work experience in education setting.

Applicants are expected to be DBS checked as part of their current employment but should be made aware that they will need to submit themselves for a further DBS check when they undertake the Alternative Educational Setting module.

## G. Course structure(s)

**BA (Hons) Education (Top Up), 1 year full time.**

Level	Semester 1	Credit value	Semester 2	Credit value
6	Project			40
6	The Learning Environment	20	Alternative Educational Setting	20
6	Contemporary Issues in Education	20	Educational Autobiography	20

## H. Course Modules

Module Code	Module Title	Level	Credit value	Assessment
<b>EDU_6_PRJ</b>	Project	6	40	Proposal (10%); dissertation (90%)

<b>EDU_6_CIE</b>	Contemporary Issues in Education	6	20	Essay
<b>EDU_6_TLE</b>	The Learning Environment	6	20	Interactive resource and essay
<b>EDU_6_AES</b>	Alternative Educational Setting	6	20	Presentation and evidence of placement completion
<b>EDU_6_EAB</b>	Educational Autobiography	6	20	Autobiographical account + methodology

**I. Timetable information**

The course is taught on one day a week. Students are required to attend for a full day per week.

**J. Costs and financial support**

**Course related costs**

- There are no set books requiring purchase associated with the course, although students may choose to purchase books to support preparation for specific modules. No specialist equipment is required. Students should dress in a professional manner for the AES placement, but not uniform is required.

**Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

**List of Appendices**

Appendix A: Curriculum Map

Appendix B: Terminology

## Appendix A: Curriculum Map for BA (Hons) Education Studies (work-based)

This map provides a design aid to help course teams identify where programme outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses. For each module, course teams should indicate on the map, where the programme outcomes are; D-developed, T-taught and A-assessed.

Modules			Programme outcomes																
Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
6	Project	EDU_6_PRJ	D	D		A	D		A	A	DA	DA	DA	D		A			DTA
6	Educational autobiography	EDU_6_EAB			DTA	DTA	DTA	DTA	DTA	DTA	DTA							DT A	DTA
6	Contemporary issues in education	EDU_6_CIE	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DT	DT	DTA	DTA		DTA	DTA	DTA		
6	The Learning Environment	EDU_6_TLE	D		A		D	D		D		A		A			D		
6	Alternative Educational Setting	EDU_6_AES		D	TA		DA	TA		TA			D						

Modules			Programme outcomes																
Level	Title	Code	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8	D9	
6	Project	EDU_6_PRJ							DA		DTA	A	DA	A		DA		DTA	
6	Educational autobiography	EDU_6_EAB								DTA		DTA	DTA	DTA					
6	Contemporary issues in education	EDU_6_CIE								DTA	DA	DTA	DTA	DTA	D	DA			
6	The Learning Environment	EDU_6_TLE	A		TA	TA	TA		D	DTA		TA			D	TA	DTA		



6	Alternative Educational Setting	EDU_6_AES	DTA	D	DA	DA	DA	A		D					A	A	D	DA
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## Appendix B: Terminology

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
<b>higher education provider</b>	organisations that deliver higher education

<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website

<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance- based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions