

Programme Specification

Education (2020-21)

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.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Full-time
Duration in years	3
Accreditation details	None
Final award	Bachelor of Science with Honours (BSc (Hons))
Name of award	Education
Interim Exit awards	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE)
FHEQ level of final award	Level 6
UCAS code	X300
Programme code	5124
QAA Subject Benchmark or other external reference	Education Studies 2007
Programme Lead	Gary Kinchin

Programme Overview

Brief outline of the programme

There is some choice and flexibility designed into the course structure. You will concentrate on:

- Understanding the complex issues involved in children's and adults' learning;
- Establishing a research and evidence-based approach to Education;
- Extending your knowledge and understanding about how educational practice and policy are informed by theory and research.
- Becoming skilled at collecting evidence and communicating complex issues in a rational and logical way;
- Solving problems and extending your study skills;

Employers value the mind-set and the skills you will develop and a range of careers are possible. This degree also provides a useful starting point for further study in Education or Training such as a Masters and/or Doctorate level. The degree also opens up the potential for you to follow a PGCE Primary or other route into initial teacher training.*

*You should ascertain for yourself the specific admissions requirements pertaining to the various routes into initial teacher training programmes

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

Learning and teaching

A good mix of teaching methods are used in a flexible and inclusive way to develop your knowledge and understanding of the many disciplines within Education. Different teaching methods are matched to the material being taught and will provide a variety of learning activities and experiences to encourage deep learning.

These will include:

- Lectures;
- Seminars;
- Workshops;
- Tutorial supervision;
- Small group work;
- Group projects; and
- Independent research.

Evidence of your intellectual skills generally culminates in the generation of a report on an independently conducted and original piece of small-scale research in the final year of your degree. A range of methods are used to develop your intellectual skills, including:

- Questioning;
- Problem solving;
- Student-led seminar discussions;
- Group projects;
- Oral presentations.

Across the degree and within the modules, learning activities are designed to develop your transferable skills.

Assessment

The majority of the assignments are set as coursework. There are relatively few formal examinations. Summative assessment relates to work that in some way counts to your final award. Formative assessment relates to work that contributes to your mastery of the discipline and helps you progress.

In order for you to demonstrate your progress and learning, an appropriate mix of formative and summative assessment methods are used including for example:

- Short Essays;
- Essays;
- Reports;
- Individual and group presentations;
- Academic posters;
- Mini-projects;
- Independent research;
- Dissertation

Special Features of the programme

In each year of the degree there are 'Critical Observations' modules which involve visits to workplaces, schools and colleges. You will be expected to organise your own visits, however advice and guidance about this will be provided. In nearly all instances you will need to obtain and demonstrate up-to-date Disclosure and Barring Service (DBS) certification. You will be responsible for fees related to DBS certification and costs related to travel and subsistence during the visits

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

Educational Aims of the Programme

The aims of the programme are to: The aims of the programme are to develop your knowledge and understanding of:

- The processes of learning, including some of the key paradigms and their impact on educational practices;
- The effects of cultural, societal, political, historical and economic contexts on learning, including education policies, moral, religious and philosophical underpinnings, and issues of social justice;
- Formal and informal contexts for learning in both your own and other educational contexts, and the values underpinning your organisation;
- A range of research perspectives and methodologies applied to education;
- The complex interactions between education and its contexts, and relationships with other disciplines and professions.

The programme aims to give you opportunities to:

- Analyse educational issues systematically;
- Evaluate education policy in an informed and systematic way;
- Assimilate new principles and new knowledge;
- Apply key principles across educational systems.

Programme Learning Outcomes

Having successfully completed this programme you will be able to demonstrate knowledge and understanding of:

Knowledge and Understanding

On successful completion of this programme you will have knowledge and understanding of:

- A1. Underlying values and principles relevant to education studies;
- A2. Diversity of learners and the complexities of the education process;
- A3. Complexity of the interaction between learning and contexts, and the range of ways in which participants (including learners and teachers) can influence the learning process;
- A4. Societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.

Teaching and Learning Methods

An appropriate mix of teaching methods are used to develop your knowledge and understanding including lectures, seminars, and workshops. For example, one-to-one tutorial supervision is provided in the dissertation module, while other modules may use small-group work, group projects, and presentations.

Different teaching approaches are matched to the material being taught, and will provide a variety of learning activities and experiences to encourage deep learning and to recognise and respond to the different preferred learning styles of students as appropriate.

Assessment Methods

The intended learning outcomes will be summatively assessed through a variety of assessments. Modules may have more than one item of assessment. The principles of the assessment design have been established (see Appendix 3). The assessment methods are varied as appropriate, in order to allow you to demonstrate the intended learning outcomes. For example you may be asked to write an individual essay or you may be asked as a group to present an academic poster and respond individually to defend issues involved.

Summative assessment relates to work that in some way counts to your final award. Formative assessment relates to work that contributes to your mastery of the discipline and helps you progress. Formal summative feedback will normally include formative comments. Other feedback will be provided by responding to your questions and/or through tutorials.

Subject Specific Intellectual and Research Skills

On successful completion of this programme you will be able to:

- B1. Systematically analyse educational concepts, theories and issues of policy;
- B2. Identify and reflect critically across aspects of subject knowledge and their application in educational contexts and policies;
- B3. Select and apply a range of relevant theoretical and research-based evidence (primary and secondary sources), to extend your knowledge and understanding;
- B4. Formulate and justify potential changes to educational practice;
- B5. Adopt an objective approach, reflecting on your own and others' value systems;
- B6. Locate and justify a personal position in relation to the subject;
- B7. Communicate your understanding of the significance and limitations of theory and research.

Teaching and Learning Methods

An appropriate mix of teaching methods are used to develop your subject specific intellectual and research skills including lectures, seminars, and workshops. For example, one-to-one tutorial supervision is provided in the dissertation module, while other modules may use small-group work, group projects, and presentations.

Different teaching approaches are matched to the material being taught, and will provide a variety of learning activities and experiences to encourage deep learning and to recognise and respond to the different preferred learning styles of students as appropriate.

Assessment Methods

A variety of assessment methods are used across the programme in order for you to be able to demonstrate that you have met the intended learning outcomes for intellectual and research skills. Assignments typically include essays; individual and group presentations, examinations, and the final dissertation.

Transferable and Generic Skills

On successful completion of this programme you will be able to:

- C1. Organise and articulate opinions and arguments in speech, writing and other appropriate media using relevant specialist vocabulary;
- C2. Use your digital capability to support your study and in other appropriate situations;

- C3. Collect and apply numerical data appropriately, present data in a variety of formats including graphical and tabular and analyse and interpret both qualitative and quantitative data;
- C4. 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;
- C5. Articulate your own approaches to learning and organise an effective work pattern including working to deadlines;
- C6. 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.

Teaching and Learning Methods

An appropriate mix of teaching methods are used to develop your transferable and generic skills including lectures, seminars, and workshops. For example, each module will make extensive use of the University's virtual learning environment. You will have an opportunity to join student-based online social networks. Modules may set individual reading or learning activities, use small-group work activities, set group projects, and presentations.

Different teaching approaches are matched to the material being taught, and will provide a variety of learning activities and experiences to encourage deep learning and to recognise and respond to the different preferred learning styles of students as appropriate.

Assessment Methods

Assessments are designed to help you expand and develop your transferable and generic skills. A mix of activities will be used across the programme in order for you to be able to demonstrate that you have met the intended learning outcomes. Assignments typically include essays; individual and group presentations, examinations, and problem-solving activities. The principles of the assessment design have been established (see Appendix 3).

Programme Structure

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Part I

Typical Programme Content

The programme design offers sufficient flexibility for you to focus on areas of interest. The programme comprises three parts, each part corresponding to one year of full-time study taught over two semesters. Each part comprises a similar number of modules. The modules you follow will be defined as: Core; Compulsory; and Option. In some cases, an Option module once selected is treated as a 'Core' module.

The Core and Compulsory modules deliver the programme outcomes through the study of a broad range of educationally relevant topics. In the second semester of the first Part of your programme you can choose an Option module: you can either take one of the 'EDUC' modules being offered from Southampton Education School OR you can choose to study other modules being taught elsewhere across the University (subject to prerequisites and timetable). In the second and third Part of your programme, you have to select three modules; at least two have to be EDUC modules. You will be told which modules are available to you as free choice options at appropriate times throughout the programme and your personal academic tutor will be able to advise and support your Option module choices.

A number of the Option modules include in their title 'Critical Observations'. These modules provide you with the chance to organise observational visits to a range of different educational contexts. In each case, a similar delivery format is adopted. The principle is to 'critically observe' theory, policy, research and practice. The assessment adopted varies depending on the context. An enhanced Disclosure and Barring Service (DBS) check at an appropriate

level required for these modules

The option modules shown below constitute an indicative list; there will always be a choice, but the options might vary between years. A full list of modules and rules will be available to you via the Student Record Self-Service system once you enrol at the University

It is not possible to take Psychology as a minor subject.

An enhanced Disclosure and Barring Service (DBS) check is required for the following modules and must be in place before the start of the second week of the Semester.

EDUC 1035

EDUC 1041

PLEASE NOTE: DBS can take up to ten weeks to obtain; failure to meet this requirement will result in you having to choose an alternative module. It is your responsibility to obtain the DBS clearance at your own cost. Please contact the student office at: eds-studentoffice@soton.ac.uk regarding application.

Part I Compulsory

Code	Module Title	ECTS	Type
EDUC1036	An Introduction to Teachers and Teaching	7.5	Compulsory
EDUC1033	Contemporary Education Issues, Problems and Policies	7.5	Compulsory
EDUC1059	Digital Society: Education and Learning	7.5	Compulsory
EDUC1039	Education in other countries	7.5	Compulsory
EDUC1042	Special Educational Needs	7.5	Compulsory

Part I Core

Code	Module Title	ECTS	Type
EDUC1060	Researching Learning	15	Core

Part I Optional

Students may also select FREEXY15, LANGXX15 or a maximum of 15 credits in any level NQF5 module in subject UOSM

Code	Module Title	ECTS	Type
EDUC1035	Primary Education: Critical Observations	7.5	Optional
EDUC1041	Secondary Education: Critical Observations	7.5	Optional

Part II

Part II Compulsory

Code	Module Title	ECTS	Type
EDUC2055	Research Methods in Education	15	Compulsory

Part II R1 Optional Semester 1

You must select three modules (45 Credits) from the list of available Semester 1 modules.

At least two modules (30 credits) must be from EDUC.

Please Note: If selecting options from Free electives or Languages, only select modules taught in Semester 1.

An enhanced Disclosure and Barring Service (DBS) check is required for the following modules and must be in place before the start of the second week of the Semester; EDUC 2038.

PLEASE NOTE: DBS can take up to ten weeks to obtain; failure to meet this requirement will result in you having to choose an alternative module. It is your responsibility to obtain DBS clearance at your own cost. Please contact the Student Office at eds-studentoffice@soton.ac.uk regarding application.

Must take 45 credits from the following: -

Students may also select FREEXY15, LANGXX15 or a maximum of 15 credits in any level NQF5 module in subject UOSM

Code	Module Title	ECTS	Type
EDUC2038	Early Years Education: Critical Observations	7.5	Optional
EDUC2028	Employability	7.5	Optional
EDUC2037	Internationalisation and Education	7.5	Optional
EDUC2029	Leading and Managing in Education	7.5	Optional

Part II R2 Optional Semester 2

You must select three modules (45 Credits) from the list of available Semester 2 modules.

At least two modules (30 credits) must be from EDUC.

Please Note: If selecting options from Free electives or Languages, only select modules taught in Semester 2.

Must take 45 credits from the following:-

A maximum of 15 credits in any level NQF5 module in subject UOSM.

Code	Module Title	ECTS	Type
EDUC2030	Adult Learners and Learning	7.5	Optional
EDUC2045	Cognitive Psychology in Education	7.5	Optional
EDUC2057	Curriculum Design	7.5	Optional

Part III

Part III Core

Code	Module Title	ECTS	Type
EDUC3027	Dissertation	15	Core

Part III R1 Optional Semester 1

You must select 3 modules (45 Credits) from the list of available semester 1 modules.

At least two modules (30 credits) must be from EDUC:

Please Note: If selecting options from Free electives or Languages, only select modules taught in Semester 1.

An enhanced Disclosure and Barring Service (DBS) check is required for the following module and must be in place before the start of the second week of the Semester: EDUC3038.

PLEASE NOTE: DBS can take up to ten weeks to obtain; failure to meet this requirement will result in you having to choose an alternative module. It is your responsibility to obtain DBS clearance at your own cost. Please contact the Student Office at: eds-studentoffice@soton.ac.uk regarding application.

Must take 45 credits from the following:-

A maximum of 15 credits in any level NQF5 module in subject UOSM.

Code	Module Title	ECTS	Type
EDUC3022	Advanced Research Methods	7.5	Optional
EDUC3021	Current Issues in Teaching and Learning in Schools, Colleges and Higher Education	7.5	Optional
EDUC3038	Post-16 Education: Critical Observations	7.5	Optional
EDUC3029	Sociology of Education	7.5	Optional

Part III R2 Optional Semester 2

You must select 3 modules (45 Credits) from the list of available semester 2 modules.

At least two modules (30 credits) must be from EDUC:

Please Note: If selecting options from Free electives or Languages, only select modules taught in Semester 2.

An enhanced Disclosure and Barring Service (DBS) check is required for the following module and must be in place before the start of the second week of the Semester: EDUC3037.

PLEASE NOTE: DBS can take up to ten weeks to obtain; failure to meet this requirement will result in you having to choose an alternative module. It is your responsibility to obtain DBS clearance at your own cost. Please contact the Student Office at: eds-studentoffice@soton.ac.uk regarding application.

Must take 45 credits from the following:-

A maximum of 15 credits in any level NQF5 module in subject UOSM.

Code	Module Title	ECTS	Type
EDUC3039	Autism Spectrum Disorders (ASD)	7.5	Optional
EDUC3028	Contemporary Debates and Issues in Education	7.5	Optional
EDUC3025	Social Justice & Inclusive Education	7.5	Optional
EDUC3037	Supporting Additional Learning Needs: Critical Observations	7.5	Optional

Progression Requirements

The programme follows the University's regulations for [Progression, Determination and Classification of Results : Undergraduate and Integrated Masters Programmes](#) and [Progression, Determination and Classification of Results: Postgraduate Master's Programmes](#) Any exemptions or variations to the University regulations, approved by AQSC are located in [section VI of the University Calendar](#).

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.

- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- Module handbooks/outlines. These will be available at the start of each module (normally in online format). The module handbook includes the aims and learning outcomes of the module, the methods of assessment, relevant background material to the module and a session-by-session breakdown of the module together with appropriate reading/resource lists.
- Module co-ordinators support. Module co-ordinators will be available at various times during the week to discuss issues related to the particular modules you are studying at the time. This will be in addition to class contact time;
- Personal Academic Tutor (PAT). As soon as you register on this programme, you will be allocated a personal tutor. S/he is a member of the academic team and will be available to discuss general academic issues related to the programme as well as offer advice and support on any personal issues that may affect your studies;
- Senior Tutor. Education has a dedicated Senior Tutor that is available to meet with students and discuss any general academic issues as well as offer advice and support on any personal issues that may affect your studies.

Within the Faculty:

- Your Student Office deals with student records and related issues and with queries related to your specific degree programme provides administrative support;
- The Faculty Student HUB: An information resource for students.

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme.
- Acting as a student representative on various committees, e.g. Staff/Student Liaison Committees, School Programmes Committee OR providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation.
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group.

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

Career Opportunities

Transferrable and intellectual skills are embedded in the programme. Employers value the mind-set and the skills you develop. A range of careers are possible.

After postgraduate training, graduates pursue careers in teaching, social/educational research, educational welfare, local government, educational and community development, charitable and third sector, as well as human resources, marketing and business-focused roles. Typically, career opportunities include:

- Primary school teacher (following further study)
- Teaching in the post-compulsory sector (following further study)
- Further study (masters or PhD)
- Social or educational researcher
- Employment within local government
- Educational and community development
- Educational welfare
- Education-related work with voluntary organisations
- Employment overseas

External Examiner(s) for the programme

Name: Dr Lucy Taylor - University of Leeds

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

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 they take full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

Type	Details
Accommodation and Travel	Travel and travel insurance costs in connection with Observation Visits. Travel costs and insurance for travel to and from the University and various campus locations.
Approved Calculators	Candidates may use calculators in the examination room only as specified by the University and as permitted by the rubric of individual examination papers. The University approved model is Casio FX-570 This may be purchased from any source and no longer needs to carry the University logo.
Conference expenses	
Costs of attending a graduation ceremony (e.g. hiring a gown for graduation)	
Occupational Health, DBS checks or vaccinations	Obtaining Disclosure and Barring Certificates (DBS) in advance of Observation visits.
Other	Official Certified Translation costs
Parking costs (including on placements at hospitals)	
Placements (including Study Abroad Programmes)	Some optional modules may require attendance at schools or other educational institutions. You will be required to pay for any travel costs incurred in attending these institutions.
Printing and Photocopying Costs	Printing and Photocopying Costs (such as Printing coursework for submission, Printing and binding dissertations or theses, Academic Poster (A1) printing).
Professional exams	Professional exams/registrations
Replacing lost student ID cards	
Stationery	You will be expected to provide your own day-to-day stationery items, e.g. pens, pencils, notebooks, etc.). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	<p>Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source.</p> <p>Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.</p>

In some cases, you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.