



Queen Margaret University  
EDINBURGH

## Programme specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (**BS**)

<b>1</b>	<b>Awarding Institution</b>	Queen Margaret University
<b>2</b>	<b>Teaching Institution</b>	Queen Margaret University
<b>3</b>	<b>Professional body accreditation</b>	NA
<b>4</b>	<b>Final Award</b>	BA (Hons) Education Studies
	<b>Subsidiary exit awards</b>	BA Education Studies
<b>5</b>	<b>Programme Title</b>	BA (Hons) Education Studies
<b>6</b>	<b>UCAS code</b>	
<b>7</b>	<b>SCQF Level</b>	Level 10
<b>8</b>	<b>Mode of delivery and duration</b>	Full time, 4 years
<b>9</b>	<b>Date of validation/review</b>	25 March 2019

### 10. Educational Aims of the programme

Education Studies is a broad-based, interdisciplinary social sciences degree which explores education in its widest sense. The programme examines the historical trajectory of educational provision, current trends and the direction of education for the future, both in the UK and overseas. The course is designed to offer both practical and theoretical opportunities to enable students to meet the challenges as well as recognise the rewards of working in a wide variety of formal and informal educational settings. It will prepare students for a variety of careers that involve working closely with adults, children and young people, and help them develop the knowledge they will need to help shape policies and influence laws and legislation concerning positive educational outcomes. It challenges students to conceptualise education both locally and globally.

The overarching aim of the programme is to produce socially-aware, reflective, skilled researcher-practitioners; educationalists who are able to collaborate with other professionals and ready to the face the challenges *and* reap the rewards of working in a wide range of educational contexts in the 21st century. As well as offering modules in educational and curricular issues, the programme highlights the importance of sociological, psychological perspectives as well as reflective researcher enquiry and critical investigation. This research informed and research led approach, prepares students who wish to pursue further academic study or a career in education related professions.

## 11. Benchmark statements/professional and statutory body requirements covered by the programme

The table below illustrates how QMU categories of outcomes relate to SCQF categories of outcomes:

QMU categories of outcomes	SCQF categories of outcomes
A: Knowledge and understanding	Knowledge and understanding
B: Intellectual skills	Generic cognitive skills
C: Practical professional skills	Practice: applied knowledge and skills
D: Transferable skills	Communication, ICT and numeracy skills Autonomy, accountability and working with others

## 12. Learning Outcomes of the Programme

### A: Knowledge and Understanding

1. *Critically appraise the underlying values, theories and concepts relevant to education studies.*
2. *Demonstrate an in-depth knowledge of the diversity of learners and the complexities of the education process.*
3. *Develop skills to analyse the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and educationalists) can influence the learning process.*
4. *Develop knowledge of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.*

### B: Intellectual Skills

1. *Critically analyse relevant literature, educational concepts, theories and issues of policy in a systematic way.*
2. *Identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts.*
3. *Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding.*
4. *Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.*

### C: Practical Skills

1. *Students should be able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary, to use technology effectively to enhance critical and reflective study.*
2. *Students should have the ability to discuss and debate as part of a group, carry out roles and to fulfil agreed responsibilities allocated by the group and take the lead where appropriate.*
3. *Students should be able to articulate their own approaches to learning and organise an effective work pattern including working to deadlines.*

### D: Transferable Skills

1. *Construct and communicate oral and written arguments; analyse, synthesise, evaluate, and identify problems and solutions.*
2. *Interpret and present relevant numerical information.*
3. *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.*

4. *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.*

### **13. Teaching and learning methods and strategies**

The Education Studies programme is developed from a conceptual base of social reconstructionism and critical pedagogy, and thus will include the following components:

- Critical thinking
- Student collaboration
- Independent learning
- Global real-world issues material
- Interprofessional, interdisciplinary learning
- Practical experience, experiential learning and critical reflection
- Peer/group work
- Inquiry-based learning
- Debate and contention

These will take place through Lectures / seminars / workshops / enquiry-based, student-led activity / independent study / online group tutorials

### **14. Assessment strategies**

Assessments are designed to

- optimise accessibility for students with a range of strengths, abilities or learning needs
- to provide variety of opportunity to be challenged and to excel
- to engage students in the importance of being literate and communicative in a range of formats and media
- to model and demonstrate assessment procedures to support and develop employability skills

Formative Assessment: Students will be given the opportunity to contribute to seminar discussions and debates, during which, feedback will be provided by tutors and peers.

Summative Assessment: Using a variety of formats e.g. essays, reports, oral presentations, posters, blogs, sequences of lesson plans and activities, artefacts e.g. teaching resources

### **15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)**

The BA Hons Education Studies is an undergraduate, modular degree and has 480 credits. There are components (University-based) which are assessed at SCQF Levels 7 - 10. To be awarded the BA Hons Education Studies students must pass all modules.

The BA Hons Education Studies comprises of a 120 credits each year. Over the four years students will study

Education Studies	320 credits
Psychology	80 credits
Sociology	80 credits

There is flexibility built into the programme to allow for enhanced optionality in future years. The BA Hons Education Studies is also designed with a view to feeding into a Masters in Education / Professional Doctorate in the future, which will:

- Extend and deepen the conceptual framework of critical pedagogy
- Be grounded in psychological and sociological theory of education
- Focus on topical, 21<sup>st</sup> century socio-political themes in education

## Structure of the programme

### Level One

Code	Module Title	Credits	Coordinator	Semester
X1033	Introduction to Education Studies in 21 <sup>st</sup> century	20 credits	Geetha Marcus	Sem 1&2
X1034	Developing Academic Literacies	20 credits	Helen Coker	Sem 1&2
X1023	Introduction to Psychology 1*	20 credits	Vivienne Chisholm	Sem 1
X1036	Learning through the Lifespan	20 credits	Sian Jones	Sem 2
X1035	Sustainable human behaviour Learning for sustainability	20 credits	Christopher Green	Sem 2
X1037	Diversity, Identity and Well-Being	20 credits	Marion Ellison	Sem 2

\*X1023 and X1021 are also taken by sociology and psychology students.

### Level Two

Code	Module Title	Credits	Coordinator	Semester
X2045	Creativity, Culture & Learning in 21 <sup>st</sup> Century	20 credits		Sem 1
X2040	Early Childhood Learning in Context*	20 credits	Sian Jones	Sem 1
X2047	Developmental & Social Psychology	20 credits	Vivienne Chisholm	Sem 1
X2048	Education Race and Ethnicity	20 credits		Sem 2
X2043	Society & Sustainable Lifestyles	20 credits		Sem 2
X2022	Engaged Sociology	20 credits	John Hughes	Sem 2

\*This is also an optional module for Psychology & Sociology students

### Level Three

Code	Module Title	Credits	Coordinator	Semester
X3055	Inclusive Practice: Difference & Diversity	40 credits		Sem 1&2
X3056	Social Psychology and Social Justice	20 credits	Sian Jones	Sem 1
OR				

X3032	Developmental Psychology	20 credits	Viv Chisholm	Sem 1
X3059	Research Methods	20 credits		Sem 1
X3057	Global Health and International Education	20 credits		Sem 2
X3045	Poverty & Social Exclusion	20 credits	Marion Ellison	Sem 2

## Level Four

Code	Module Title	Credits	Coordinator	Semester
	Dissertation	40 credits		Sem 1&2
X4081	Peer Relations in Childhood & Adolescence*	20 credits	Sian Jones	Sem 1
X4069	Contemporary Issues in Psychology	20 credits	Olivia Sagan	Sem 1
X4079	Community-based Education	20 credits		Sem 2
X4032	European Social Policy and Politics	20 credits	Marion Ellison	Sem 2

\*This module is also available to Psychology & Sociology students

## 16. Criteria for admission

### Minimum entry requirements:

**Scottish Higher:** BBCC

**A Level:** CCD

**Irish Leaving Certificate:** H3 H3 H3 H3

**International Baccalaureate:** 26 points

**International:** IELTS of 6.0 with no element lower than 5.5

**Required subjects:** Maths and English at S/Int2/Nat 5/GCSE

**Mature/Access:** We welcome applications from mature students with relevant qualifications and/ or experience - see [www.qmu.ac.uk/study-here/access-to-higher-education/college-leavers-and-mature-students/](http://www.qmu.ac.uk/study-here/access-to-higher-education/college-leavers-and-mature-students/)

### Direct Entry:

- Year One - HNC in a related subject with B in the graded unit - see [www.qmu.ac.uk/college-qualifications](http://www.qmu.ac.uk/college-qualifications).

## 17. Support for students and their learning

QMU programmes normally provide the following student support:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support

- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

*Delete any which are not applicable and add others as appropriate.*

## **18. Quality Assurance arrangements**

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <https://www.qmu.ac.uk/about-the-university/quality/>

*From academic entry 2020/21 onwards students will require PVG clearance in order to undertake community based education experiences.*