



UNIVERSITY OF  
PORTSMOUTH

# COURSE SPECIFICATION

## *BA (Hons) Education Studies*

**Academic Standards, Quality and Partnerships**  
**Department of Student and Academic Administration**

**March 2018**

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# COURSE SPECIFICATION

Please refer to the [Course Specification Guidance Notes](#) for guidance on completing this document.

<b>Course Title</b>	<b><i>BA (Hons) Education Studies</i></b>
Final Award	<i>BA</i>
Exit Awards	<i>N/A</i>
Course Code / UCAS code (if applicable)	<i>C2711P/U2711PTC C2711F/U2711FTC</i>
Mode of study	<i>Part time Full time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>18 months 1 year</i>
Cohort(s) to which this course specification applies	<i>from September 2019 intake onwards</i>
Awarding Body	<i>University of Portsmouth.</i>
Teaching Institution	<i>University of Portsmouth</i>
Faculty	<i>Faculty of Humanities and Social Sciences</i>
School/Department/Subject Group	<i>School of Education and Sociology</i>
School/Department/Subject Group webpage	
Course webpage including entry criteria	<i><a href="http://www.port.ac.uk/courses/education-childhood-and-youth-studies/ba-hons-education-studies-top-up/">http://www.port.ac.uk/courses/education-childhood-and-youth-studies/ba-hons-education-studies-top-up/</a></i>
Professional and/or Statutory Regulatory Body accreditations	<i>None</i>
<a href="#">Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level</a>	<i>Level 6</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Module Web Search](#) for further information on the course structure and modules.

## Educational aims of the course

The [Course Specification Guidance Notes](#) include advice on what to include in this section.

- To provide a progression route for learners who have significant professional experience and/or 240 level 4 and 5 credits, which can be drawn upon in their continuing education studies.
- To enable students to develop as reflective, independent learner with transferable skills.
- To provide a range of flexible, up to date, interdisciplinary units relevant to students developmental and professional needs.
- To critically analyse contemporary professional issues relating to educational policy and practice.
- To enable students to develop skills for, and a commitment to their own continuing professional development.
- To enable progression to Qualified Teacher Status (QTS) (primary only) via an appropriate Initial Teacher Training (ITT) programme.

## Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

### A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	A range of classical, technological and contemporary educational and theories and concepts including social processes underpinning social change and education.	Lectures Seminars Group discussions Practical activities	Essays Reflective commentaries Independent study supported through formative tutorials
A2	Contemporary activities and organisation of main institutions of the British education system as determined through key legislation.	Lectures Seminars	Essays
A3	The diversity of learners and complexities of educational process.	Seminars Group discussions	Reflective portfolios Web design – opportunity for formative peer feedback
A4	Different contexts in which learning can take place and the range of roles of participants in the learning process.	Lectures Seminars Group discussions WBL focus in mentoring module	Reflective portfolio Essays Web design – opportunity for formative peer feedback
A5	The strengths and weaknesses of the range of sociological and educational research methods	Lectures Individual research activities	Essays Formative feedback through dissertation tutorial process

Add additional rows as required.

**B. Cognitive (Intellectual or Thinking) skills, able to:**

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Appreciate the complexity and diversity of educational situations	Group discussions	Reflective work based portfolios
B2	Gather, retrieve and synthesise information in order to make reasoned arguments	Library skills input Journal carousel and group discussions	Essays Dissertation Research proposal
B3	Analyse and evaluate concepts, theories and issues in systematic way	Lectures Seminars Group discussions	Essays Dissertation Research proposal – supported through a formative tutorial
B4	Understand the significance and limitations of theory and research	Lectures Seminars	Essays Dissertation Research proposal
B5	Reflect on own value system.	Application of reflective model to mentoring practice Independent learning	Reflective portfolio Reflexive essay

Add additional rows as required.

**C. Practical (Professional or Subject) skills, able to:**

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Be sensitive to the values and interests of others	Seminars Group discussions	Reflective portfolio Reflexive essay
C2	Analyse and interpret a range of educational and research data and apply this to real-world studies.	Seminars Group discussions	Essays Dissertation Web design
C3	Understand the ethical implications of educational enquiry	Lecture Peer evaluation of dissertation proposal	Dissertation proposal Dissertation – both artefacts supported by peer and tutor formative feedback
C4	Construct an effective educational research proposal.	Lectures Group discussion Work based discussion with line manager	Dissertation proposal – supported through peer formative feedback and formative tutorial with tutor

Add additional rows as required.

**D. Transferrable (Graduate and Employability) skills, able to:**

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
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D1	Critical thinking, learning skills and study skills including time planning and management.	Lectures Input from Learning Development Tutor	Demonstrated through all assessment artefacts
D2	Communicate and present material in a variety of contexts and modes including IT	Seminars Group discussions Work with peers in the work place (mentoring module)	Demonstrated through all assessment artefacts Web design
D3	Demonstrate information retrieval skills in relation to primary and secondary sources of information.	Seminars	Dissertation – supported with formative feedback in tutorials
D4	Work as a member of a group.	Seminars Group discussions	Web design – peer based formative feedback
D5	Undertake independent study and take responsibility for own critically reflective review.	Supported dissertation tutorials	Dissertation

*Add additional rows as required.*

## Academic Regulations

The current University of Portsmouth [Academic Regulations](#) will apply to this course.

## Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

In addition to these University support services this course also provides

- access to two Learning Development Tutors who are based in the School of Education and Sociology.
- Library services

## Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

## Reference Points

The course and outcomes have been developed taking account of:

*Insert additional reference points or delete as required*

- [University of Portsmouth Curriculum Framework Specification July 2018](#)
- [University of Portsmouth Strategy 2025](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Subject Benchmark Statement Education Studies 2019](#)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)

- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff

## Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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## Document details

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