



Education Studies

Student Handbook

2015/16

**For the Specialised Awards
in Education Studies Leading
to PGCE Primary and Early
Years**

Contents

Contents

Technical Information

Introduction

[Why Study Education?](#)

Course Content

[Level 4](#)

[Level 5](#)

[Level 6](#)

[Requirements for the BA Ed](#)

5

[Requirements for the BA Ea
Early Years](#)

[Requirements for the BA Int
Early Years](#)

10

[Optional modules and curric](#)

[Requirements for gaining ar](#)

3

Course Aims – What will you l

[What will you learn?](#)

[Knowledge](#)

[Thinking skills](#)

[Subject-Based Practical skill](#)

[Skills for life and work](#)

[General Skills anything to ac](#)

Learning Environment

Assessment

Work experience and placem

Careers

Added Value

Teaching Quality Information

How we support you

How we assure the quality of the course

How we monitor the quality of the course

The role of the course committee

The role of external examiners

[Listening to the views of students](#)

[Listening to the views of others](#)

[Student prizes](#)

[Course structure and regulations](#)

[Regulations, Policies and Guidance](#)

[University policy statement on mitigating circumstances](#)

[University policy statement on resubmission of assignments](#)

[University policy statement on plagiarism/unfair practice](#)

[Staff profiles](#)

Technical Information

Major, Joint or Minor	Specialised Award: Single, Major or Joint in Education Studies leading to PGCE Primary and Early Years
School	School of Education
Department	Department of Education and Childhood Studies
Campus	Newton Park Campus
Final award and UCAS codes	BA (Hons) Specialised Education leading to PGCE X301 BA (Hons) Specialised Early Years Education leading to PGCE X311 BA (Hons) Specialised International Education leading to PGCE X390 BA/BSc (Hons) Specialised Education studies Combined (see prospectus for codes)
Intermediate awards available	None
UCAS code	See above
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Education Studies (2007)
Date specification last updated	2012

Introduction

A warm welcome to you from all the staff and current students in the Department of Education and Childhood Studies. This Student Handbook contains full details of the Specialised Award in Education Studies leading to a Post Graduate Certificate in Education in the Primary and Early Years routes which are available at Bath Spa University (also referred to as the 3+1 or Primary Pathway). It explains the requirements for each of the named awards listed in the box above and how you can ensure you make the most of the opportunities available. You will also find information here about how your work will be assessed and how each degree classification is achieved. Finally, it will tell you where to find further information and how to seek support if required.

Why Study Education leading to a PGCE?

The Specialised Awards can be taken as single honours or combined award in education studies. It is ideal for you if you have the ambition and prerequisites (see entry requirements) to become a primary school teacher. It is also known as the '3+1' route into teaching as it incorporates a three-year honours degree followed by a one-year primary or early years postgraduate certificate of education (PGCE) course, which leads to qualified teacher status (QTS). The award offers you a three year undergraduate programme that will develop your knowledge, critical understanding and skills needed to explore education in a variety of ways. It is not 'teacher training' or a course in 'theory' but is a programme that

will enable you to become someone with a critical understanding of what education is for, how it is constructed, how it succeeds or fails in its aims. It will enable you to understand what education and schooling has been and develop a vision of what education might become in the future. Through meeting challenging and exciting ideas, and challenging and exciting people from a multitude of backgrounds you will be introduced to the world of education.

The award has been designed to allow maximum flexibility, while still retaining a clear focus on the study of education from a variety of perspectives. You will take the core ED modules in each year alongside other students of education. This will enable you to transfer between specialised and non-specialised awards if required. Secondly, you will be required to take a compulsory module each year that will develop your understanding of primary schools, classrooms and teaching. Thirdly, if you are taking the award as a single honours option, you will be required to take a module that explores a particular aspect of education related to either education studies, early years education or international education. If you are taking this award as a combined degree you will take up to half your modules in your other subject. Finally, you will have access to a wide range of optional modules, particularly during years two and three, where you can explore particular areas of interests in some depth.

We believe that education is about change and we hope that you are coming into it to be an active participant. We also want you to be a thoughtful and informed citizen who knows about the world and the society in which you live; to do that we want you to learn about other societies and cultures and their education systems. For example you might additionally apply for our BSU Certificate in Global Citizenship, take an Erasmus placement where you study in one of our partner universities in Europe, or opt for a module that includes a study visit or international placement.

At the end of the three year Honours programme you will have the option to continue onto our PGCE course. This course is an excellent preparation and training for prospective teachers. It has been rated as an 'outstanding' course by OfSTED in 2012. This route into teaching is again very flexible – you do not have to take your place on the BSU PGCE if you change your mind in three years' time. You may wish to apply for a PGCE at another institution. For those on a combined award, it may be possible to transfer onto a secondary teacher training PGCE. Further details can be found in the PGCE course handbook and on our website.

- ***Quotes from graduates of the course***

"I have found my time at BSU engaging, rewarding and unquestionably informative. A learning journey will inevitably create challenges however having inspiring and enthusiastic tutors who provide consistent and invaluable support and encouragement coupled with notable 'senses of humour' is fundamental.

I believe that completing the Education degree prior to starting the PGCE has provided an invaluable 'foundation' to the PGCE course....the knowledge I gained has reaffirmed the

reasons why I want to be a teacher – I want to be one of those teachers that children remember as being ‘inspiring’ when they reflect on education in adulthood. The student base is diverse and I have been fortunate to meet extraordinary people who will remain my friends for life regardless of the different career paths we take.”

Course Content

Course Code	Title	Credits	Single status	Major status
	Level 4		<i>*See detailed requirements below for further requirements in relation to single honours options</i>	
ED4001	Education for change	40	Core	Core
ED4004	Introduction to primary schools	20	Compulsory	Compulsory
ED4005	Childhood narratives	20	*	Optional
ED4006	Philosophy and thinking	20	*	Optional
ED4012	Adolescents in a changing world	20	Optional	Optional
ED4013	Working with young People	20	Optional	Optional
ED4014	Spirituality, culture and civilisation	20		
ED4015	Introduction to International education	20		
ED4016	An Introduction to EY education	20		
	Level 5			
ED5001	Issues in Education Studies	40	Core	Core
ED5002	Values philosophy and education	20	*	Optional
ED5003	Understanding classrooms	20	Compulsory	Compulsory
ED5004/28	Education and International development	20	*	Optional
ED5007	Care and development: birth to 5	20	*	Optional
ED5008	Professional Practice: birth to 5	20	Optional	Optional
ED5010	Learning through drama	20	Optional	Optional
ED5013	Literacy learning in a multimedia	20	Optional	Optional
ED5014	Supporting learners with additional support needs	20	Optional	Optional
ED5016	Environment and education	20	Optional	Optional
ED5017	Sociology of education	20	*	Optional
ED5022	International placement	20	Optional	Optional
ED5025	Supporting children's behaviour	20	Optional	Optional
ED5027	Growing up and living in communities	20	Optional	Optional
ED2028	From the dyslexia friendly classroom to the wider workplace			
	Level 6			
ED6001	Education dissertation	40	Core	Core
ED6002	International placement	20	Optional	Optional
ED6003	Comparative education	20	*	Optional
ED6004	Early childhood education	20	*	Optional
ED6005	Symbolic representations	20	*	Optional
ED6006	Teaching and professionalism	20	Compulsory	Compulsory
ED6012	Education policy equality & society	20	*	Optional
ED6013	Building bridges	20	Optional	Optional
ED6014	Learning in mathematics	20	Optional	Optional
ED6015	Creativity ICT and learning	20	Optional	Optional
ED6016	Education policy and the state	20	*	Optional
ED6017	Language, power and education	20	Optional	Optional
ED6020	Developmental Perspectives in Art Education	20	Optional	Optional
ED6024	Childhood reading and literature	20	Optional	Optional
ED6025	Health education and behaviour	20	Optional	Optional
ED6028	The subject of education	20	*	Optional
ED6030	Young people, identity and subcultures	20		
ED3032	Professional practice, supporting the dyslexic learner	20		
ED3033	Hands on, minds on: children learning in science	20		
ED6117	Leadership and teamwork in EY settings	20		
ED6120	Social and educational inclusion	20		

Requirements for the BA Education Specialised award leading to PGCE Primary and Early Years

The requirements for **all** specialised award students are:

Year one

1. ED4001-40: The subject core module *Education for change*. This introduces key concepts and skills that underpin the subject.
2. ED4004-20: The award-specific compulsory module *Introduction to primary schools*. This module includes a placement in a primary school

Depending on whether you are taking this award as a single honours or combined honours award, the following modules are also compulsory:

- Single honours Education Studies (specialised): One of ED4005-20 (*Childhood narratives*) ED4006-20 (*Philosophy and thinking*), ED4015-20 (*Introduction to international education*) or an Open Module e.g. OM4004-20 or OM4004-40; a complementary module in another subject 40 credits
- Single honours Early Years Education (specialised): ED4016-20 (*An introduction to early years education*); a complementary module in another subject 40 credits
- Single honours International Education (specialised): ED4015-20 (*Introduction to international education*): complementary module in another subject

All single honours specialised students are required to take a complementary module in a nominated subject: A limited range of subjects will be available to you, typically Psychology, Sociology, History, Geography, Study of Religions and Creative Writing. You need to select that subject's 40 credit core module. The university will decide which subjects and open modules are available.

- Combined awards: You must take the core 40 credit module in your second subject.

Year two

1. ED5001-40: The subject core module *Issues in education studies*. This develops your understanding of key concepts and includes a compulsory placement in a primary school.
2. ED5003-20: The award-specific compulsory module *Understanding classrooms*. This module explores roles and relationships within primary schools and classrooms.
3. Depending on whether you are taking this award as a single honours or combined honours award, the following modules are also compulsory¹:

¹ These modules are subject to availability and award leaders may nominate alternative modules

- Single honours Education Studies (specialised): One of ED5002-20 (*Values, philosophy and education*), ED5004-20 (*Education and development*) or ED5017-20 (*Sociology of education*) .
- Single honours Early Years Education (specialised): ED5007-20 (*Care and development: birth to five*)
- Single honours International Education (specialised): ED5004-20 (*Education and development*)
- Combined awards: You must take the core 40 credit module in your second subject.

4. You also need to select two optional 20 credit modules. You are free to choose from all other ED5 or OM5 modules, including one 20-credit elective module from another subject in the modular programme. All options are subject to availability. Alternatively, you can study abroad in another European country under the ERASMUS scheme for half an academic year. If you take this option you must discuss your learning agreement with the Specialised Award leader prior to the placement.

Year three

1. ED6001-40: The subject core module *Education dissertation*. This is largely an independent study of your choosing, with guidance from your award leader and supervising tutor.

2. ED6006-20: The award-specific compulsory module *Teaching and Professionalism*. This module will explore critically the ways in which you become a 'professional' educator. It will include a placement in a primary school.

3. Depending on whether you are taking this award as a single honours or combined honours award, the following modules are also compulsory:

- Single honours Education Studies (specialised): One of ED6012-20 (*Education policy equality and society*), ED6016-20 (*Education policy and the state*) or ED6028-20 (*The subject of education*).
- Single honours Early Years Education (specialised): ED6004-20 (*Early childhood education*) or ED6005-20 (*Symbolic representations*).
- Single honours International Education (specialised): ED6003-20 (*Comparative Education*)
- Combined awards: You must take the core 40 credit module (or other compulsory modules) in your second subject.

4. There are further opportunities to follow your interests through selecting from a wide range of optional modules taught by expert staff. You may also choose an elective module from another subject in the modular programme.

If you do not pass the compulsory elements of this award you will be offered a transfer to the equivalent non-teaching (specialised) award.

In summary, the compulsory elements of this specialised award are:

- Level 4: ED4001, ED4004
- Level 5: ED5001, ED5003
- Level 6: ED6001, ED6006
- You must pass an assessed placement in a **primary school or early years setting**. Usually this will be in year two, as part of ED5001 or year three (ED6006). This placement must be supervised by a qualified teacher. There will be an evaluation, agreed by the school, of your suitability to teach as shown through your professional conduct.
- You must confirm your intention to progress to our PGCE by application through UCAS by the set deadline in the year prior to the start of the PGCE course. (Usually the end of November in the preceding year.)
- You will also need to meet any further statutory requirements set by DfE or the national College for Teaching and Leadership e.g. the professional skills tests in English and mathematics.
- You must take part in any introductory day to the PGCE course arranged by the PGCE programme leaders, and complete any audits or tasks required by them.

Course Aims – What will you learn?

The aims for all the programmes in education are:

1. to provide a stimulating programme which examines and questions educational theory and practice in local and global contexts;
2. to explore the social, cultural, political and economic contexts of education;
3. to develop an awareness of learning experiences in educational settings;
4. to equip you to understand the role of educational research and enquiry and to carry out research in educational contexts;
5. to provide a variety of teaching and assessment strategies which employ transparent criteria and provide clear expectations for learning;
6. to provide support for the learning of all students and to maximise their participation;
7. to develop the knowledge, skills and competences that enable progression to a range of employment or postgraduate study in related educational contexts;
8. to transform your understanding of your role in social and educational change through an awareness of global issues.

Knowledge

You will gain knowledge and understanding of:

- a range of perspectives on learning, the diversity of learners and the complexities of the learning process

- the disputed nature of curricula and the contested nature of knowledge
- the nature, purposes and development of schooling, teaching and education policy in the UK and internationally in a range of formal, non-formal and informal settings
- the wider economic, political and socio-cultural contexts of education
- the main methods of enquiry in education
- the impact of inequalities in gender, race, class and disability

Thinking skills

You will acquire and develop thinking skills to enable you to:

- read challenging texts critically and analytically
- synthesise, summarise and critically evaluate information and data from a variety of sources
- analyse viewpoints and formulate arguments, using a variety of evidence
- assess your own learning through reflective analysis

Subject-Based Practical skills

You will acquire practical skills to enable you to:

- prepare and present, both verbally and in written form, discussions of educational issues drawing on published materials
- employ accurate and conventional academic discourse
- participate through listening to, and contributing to, seminar debate
- process and synthesise data to present and justify a chosen position having drawn upon relevant theoretical perspectives

Skills for life and work

You will acquire and develop the key life skills to enable you to:

- organise and articulate opinions and arguments in speech and writing for a variety of audiences
- use ICT critically and confidently in education and other related contexts
- work effectively as part of a team including working through difficulties and conflicts
- articulate your own preferred learning styles and strategies and actively manage their development to organise an effective work pattern
- interpret graphical and tabular presentation of data to collect and present numerical data and to use graphical and tabular information appropriately
- manage your time effectively

Optional modules and curriculum pathways – more details

There are about 50 modules available in Education Studies. Details of these modules can be found through the student portal or on the BSU website. Please note optional modules are available *subject to student demand and staff availability*. We have grouped the modules into pathways **at levels 5 and 6**. Their purpose is to help you make informed decisions and to give you the opportunity to follow a personal route through your award which is closely tailored to your interests and aspirations. Your choice will be informed and supported

through the Personal Academic Tutor mentoring arrangements which, together with the guidance provided by award leaders, will enable students to take increasing responsibility for recording and reflecting upon your own learning.

There are six pathways, identified as a way of describing the breadth and coherence of the curriculum. There is no requirement for any student to follow any particular pathway. There are no pre-requisites for any modules. An updated list of modules and pathways will be provided at the start of each academic year. The pathways are:

Pathway 1 - Childhood studies. With national policy changes resulting in the remodelling of the children's workforce there is a growing demand for expertise in Childhood Studies, which includes youth studies. Example modules: ED4005, ED5062, EDED6030

Pathway 2 - International and global education has always been an important feature of education studies at BSU. This pathway supports students who wish to further develop their understanding of the international dimension of education within their awards. Example modules: ED4002, ED5004, ED6003.

Pathway 3 - Inclusion and diversity. This pathway allows you to explore a range of issues concepts, theory and practice associated with providing for a diverse range of learners needs. Some modules will focus on the multi-agency approach educational provision, while others will look in detail at specific learning difficulties. Example modules: ED4010, ED5011, ED6026.

Pathway 4 - Philosophy, politics and sociology. Education studies draws upon a number of key disciplines. The distinctive nature of these is introduced in the core modules at level 4 and 5. This pathway enables student to further apply discipline specific methodologies and concepts to further their understanding of selected educational issues. Example modules: ED4006, ED5002, ED6017.

Pathway 5 - Educational settings and learning. This pathway will be of particular interest to students who wish to explore aspects of teaching and learning within educational settings. You may already be anticipating a teaching career, or may have developed an interest into research into learning. Some modules will provide opportunities for you to work with learners in a variety of educational settings and therefore help you consider potential employment choices. Example modules: ED4004, ED5016, ED6014.

Pathway 6 - Language and literacy. This pathway explores the processes of learning in relation to a number of literacies. It utilises the expertise and research interests of staff working also in the school of education initial teacher training department. It will enable you to explore in depth the influence of research on an aspect of learning that is central to educational practice. Example modules: ED4011, ED5015, ED6024.

Learning Environment

Learning is encouraged through participation in a wide variety of activities including lectures, seminars, workshops and placements. At Bath Spa University, there are 20 and 40 credit modules at each level. Both 20 and 40 credit modules are delivered and assessed over

three terms. Teaching and learning strategies in Education Studies build upon best practice in higher education, in particular the belief that learning can be a collaborative enterprise in which your participation is crucial. There are lectures in some modules, but you are encouraged to regard these as opportunities for questioning issues as well as noting down information. During seminars you will have a chance to reflect on the lecture and clarify any points, discuss issues in more depth in small groups, carry out exercises which exemplify or apply conceptual points, analyse varied material, and present results of your individual or group research. Seminars are often experiential and participatory in nature, stressing reflective and critical learning, which is supported and further developed through your engagement with *Minerva*, the University's Virtual Learning Environment (VLE). On-line you are able to access teaching materials and learning materials for the module. You will also be invited to engage in synchronous and asynchronous learning with your tutor and peers.

A 20-credit module represents a total of 200 hours learning time, which is the time on average you will need to spend on the whole range of learning activities, including for example lectures, seminars, workshops, practical sessions, private study, preparing coursework. A 40-credit module represents a total of 400 hours learning time, which is the time on average you will need to spend on the whole range of learning activities, including for example lectures, seminars, workshops, practical sessions, private study, preparing coursework. The total learning time for a full-time undergraduate academic year over 30 weeks is 1,200 hours.

At level 4, a 20 credit module includes 52 hours contact time/formal teaching and a 40 credit module includes 104 hours contact time/formal teaching over an academic year. We believe that the higher number of formal teaching hours at level 4 supports our intention to enable you to develop as a creative, individual and autonomous learner, able to manage your career and/or further study when you leave the University.

At level 5, a 20 credit module includes 52 hours contact time/formal teaching and a 40 credit module includes 78 hours contact time/formal teaching over an academic year.

At level 6, a 20 credit module includes 39 hours contact time/formal teaching over an academic year.

At level 6, 40 credit modules will normally be dissertation or project modules which vary in the amount of formal teaching delivered over the academic year.

Additional contact hours will be required resulting from the placements that are requirement in each year of the programme.

Assessment

Students are assessed by a combination of formative and summative methods during the modules. Formative assessment will provide you with feedback on how well you are doing and guidance on how to improve your skills, knowledge and understanding. Summative assessment will give you a mark for your work and include feedback justifying the mark and

indicating how you might improve future work. Wherever possible, work will be marked anonymously.

Summative methods of assessment include:

- Essay

You will be required to submit an extended piece of writing, keeping to a set word limit. The essay will be in academic English and should develop a coherent and structured discussion or argument that demonstrates your understanding of a topic. You will draw on academic sources to develop and support your essay and cite these using Harvard referencing.

- Timed essay

This will be written in test conditions with a limited time. It may be a 'seen theme' in which case you will be able to prepare material prior to the test. An 'open book' essay indicates you are allowed to bring material into the test room to help. You will draw on academic sources to develop and support your essay and cite these using Harvard referencing.

- Seminar presentation

You will be required to prepare and give an oral presentation to a group of peers and your seminar tutor. This may be done with a group or as an individual. Your understanding of the topic and your skills in presenting information and ideas in a clear, coherent and engaging way will be assessed. You may be required to submit additional written material. You will draw on academic sources to develop and support your presentation and cite these using Harvard referencing.

- Seminar report

You will be required to submit a report in which you discuss key issues and analyse ideas presented in lectures and readings. You will be expected to critically reflect on module content drawing upon some further reading. You may be required to apply some underlying concepts to other contexts by drawing links between different elements of the module and to reflect upon the process of your own learning.

- Portfolio

You will be required to submit evidence that you have completed a number of tasks. This evidence may take the form of writing, images, artwork, problem-solving tasks etc. You will usually be required to include a written commentary that discusses what you learned when undertaking the tasks and may ask you to reflect on the processes undertaken to complete the tasks.

- Investigative report

This is usually a report on a piece of research that you have undertaken. You will be required to provide a structured account of your research, including a critical discussion of your methodology and findings. You will need to show that your research has been undertaken in a responsible and ethical way. You will draw on academic sources to develop and support your report and cite these using Harvard referencing. Professional work in an education setting (placement)

You will be required to attend a setting or workplace, acting in an appropriate professional manner at all times. You may need to complete satisfactorily a number of activities or tasks set by the university or meet certain occupational standards. You may be required to write about and reflect on the experiences in a report or journal.

- **Viva**

A 'viva' is an oral exam, similar to an interview. You will be required to attend the viva at a particular time during a module. You will be required to discuss a topic knowledgeably or present a previously prepared statement. Part of the viva might be taken as an individual exam, part may be a group activity or discussion. Usually two members of staff will attend the viva.

Peer and self-assessment

Students usually expect work to be assessed by lecturers and tutors. However, in Education Studies, we offer the opportunity for self and peer assessment.

What is self-assessment?

- Self-assessment requires you to explore and evaluate the development of your study skills and academic ideas in relation to the concepts that you are dealing with in your modules.

Why might we use it?

- It will help you to identify your strengths and weaknesses and build up your competence and confidence.
- As you will be using the same criteria as your tutors, it will help you to understand and engage with the whole process of assessment.
- What is peer assessment?

Using the same principles as above, you will on occasion be asked to assess the work of other members of your group. You may be asked to

- Discuss and comment on a fellow student's work, e.g. Read and respond to a fellow student's wiki article review.
- Negotiate with tutors and peers to set criteria and tasks e.g. You may be asked to set the criteria for evaluating your presentational skills and use the criteria to assess each other's work.
- Respond to and assess the knowledge and skills of your peers e.g. the success of a short teaching/training session.

Why might we use peer and self-assessment?

1. To help you understand clearly how we assess your work and make judgements about quality.
2. Through doing this, you will understand important aspects of developing your skills and achievements on the course.
3. To explore moral, ethical and personal implications of making judgements and how these can affect group work working.

Overall, these elements of assessment should combine to help you to develop the critical thinking that is crucial to being a learner in higher education.

Details of the expectations for each of these assessments at each level are provided in Appendix 1. Examples of specific marking criteria are given in Appendix 1.

Work experience and placement opportunities

Placements are available in schools in each year of the programme and optional modules provide further placement opportunities to work with young people both locally and internationally. There are compulsory school placements in years 1, 2 and 3.

The core module in year two gives you vocational and professional experience through a school placement for one day per week for a minimum period of 8 weeks. This will give you experience of the world of work and the ways in which your skills and knowledge as an educationalist can be employed. You will complete a small scale ethnographic enquiry and will also be assessed on your professional conduct during the placement.

The School of Education Partnership Office will arrange the placement for you. We try to ensure you are located within a reasonable distance from where you live; however, you should normally expect to travel using your own or public transport. Under certain circumstances it may be possible for you to make your own arrangements for a placement but this must be approved by the University.

Careers

DLHE (Destination of Leavers in Higher Education) data:

85% of graduates in 2010/11 went into further full or part time study in the following year, typically into teacher training (PGCE). Employment destinations included higher level teaching assistant, learning support assistant, health trainer, behavioural support assistant and assistant director of a tuition company.

What career opportunities are open to me if I study Education Studies?

Education Studies will provide the basis for you to work professionally as a teacher of children of ages 3 to 11 and you will be eligible to progress to a PGCE course at Bath Spa University. If you intend to teach, the course will give you an understanding of the important concepts in education and help you to develop a critical analysis of education policy and teaching and learning processes.

Graduate career opportunities also include:

- early years, primary or secondary teacher
- leader and manager of an educational and play setting
- manager of a children's centre
- teaching and learning assistant
- educational adviser in an industrial or commercial setting
- education officer in the museum, gallery or library service
- researcher in education
- working in the voluntary sector
- working for non-governmental organisations

- working in the educational publishing industry
- working in the education broadcasting industry
- working for local and national government in an education department

Added Value

We believe you will receive a valuable educational experience at BSU. You will receive extensive and personal support from a friendly and caring staff. There are a full range of student support services available to you including careers advice and support.

Teaching Quality Information

The subject receives high commendations in student evaluations and the teaching team includes staff highly regarded in their specialist fields. Few of our students leave the course because they are unhappy with it and we support students who have difficulties. The subject was last reviewed by the Quality Assurance Agency for Higher Education in 2001 and received a very positive report. The subject was reviewed internally in 2006-7 receiving similarly positive comments from the panel. Our 2011-12 mid-term survey of first-year students showed that 96% were satisfied overall with the course. The 2013-14 National Student Survey rated Education Studies at Bath Spa University highly with a 85% student overall satisfaction with the programme. The 2011 OfSTED report on teacher education in the School confirmed the quality of training to be outstanding – grade 1.

How we support you

At the start of the programme you will be allocated a personal academic tutor. In Education Studies, your personal tutor will normally be your ED4001 Education for Change seminar group leader. This is because you will get to know them over the course of your first year and they can build a supportive relationship with you. If you are doing a combined award, your personal tutor will normally be a member of academic staff based in your other subject.

Your tutor's overall role is to ensure that you receive adequate guidance. He or she acts as a first point of contact and responsible person within the University from whom you can obtain general academic and pastoral support. Your personal tutor can offer you reassuring advice on a range of matters, such as:

- Study skills
- Changing subjects or awards
- Finance management
- Exam anxiety
- Careers advice
- Personal issues distracting you from your work

If your personal tutor cannot advise you, they'll tell you where you can find specialist help. Personal tutors can also supply references for job or academic applications, but please give them enough information and time.

Your personal tutor will normally make arrangements to see you either individually or in a small group, three times a year. You can also arrange to see your personal tutor at other times if the need arises. Tutors will inform you of their 'office hours', when they are

normally available to see students. Tutors can also be contacted by email or by leaving a note at Reception or School Offices.

You can request to change your personal tutor without giving a reason by completing a request to change personal tutor form available from the Student Information Desk in Commons.

From more information about other student support services available to you, please see the Student Support website:

<http://www.bathspa.ac.uk/services/student-support>

Personal Development Planning

Personal development planning (PDP) is a structured and supported process undertaken by you to record and reflect upon your own learning, achievement and performance and to respond and plan for your personal, educational and career development. We support you in this process throughout your degree with a variety of activities in each year, which include:

- tutorial support;
- lectures which focus on future planning and module selection;
- PDP seminars linked to a compulsory work-based placement;
- careers service lectures;
- support and advice on applications for further training, study and employment options.

How we assure the quality of the course

Before the course started, a process of course approval took place which included consultation with academic and industry subject experts. The following was checked:

- There would be enough qualified staff to teach the course
- Adequate resources would be in place
- Overall aims and objectives are appropriate
- Content of the course meets requirements of Quality Assurance Agency for Higher Education and European Standards and Guidelines
- The course maps to subject benchmark statements
- The course meets any professional/statutory body requirements
- Internal quality criteria, such as admissions policy, teaching, learning and assessment strategy and student support mechanisms

This is done through a process of course approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of the course

The quality of the course is annual monitored through evaluating:

- External examiner reports (considering quality and standards)
- Peer observation of teaching and staff development review
- University surveys
- Statistical information, considering issues such as pass rate

- Student feedback, including module evaluation questionnaires

The course team use this information to undertake annual monitoring, which, in turn, is monitored by the University's Academic Quality and Standards Committee.

Every six years an in-depth periodic review of the subject area is undertaken by a review panel, which includes at least two external subject (academic and industry) specialists. The panel considers documents, meets with current/former students and staff before drawing its conclusions. This results in a report highlighting good practice and identifying areas where action is needed.

The role of the course committee

This course has a course committee comprising all relevant teaching staff who make a contribution towards the effective operation of the course (for example library and technical staff). The committee has responsibilities for the quality of the course and plays a critical role in the University's quality assurance procedures.

The role of external examiners

The standard of this course is monitored by a number of external examiners whose duties include

- To ensure the standard of the course
- To ensure that justice is done to individual students

Examiners are currently Alan Hodkinson (Liverpool Hope University), Kirstin Sawyer (Bradford College), Tejendra Pherali (Institute of Education, University of London) and Julie Evans (University of St. Mark and St. John Plymouth).

Listening to the views of students

Student feedback is important and is obtained through:

- Module evaluations.
- Student representation on course committees, meeting each term
- Personal tutor, module leader

Students are notified of action taken in response to feedback through:

- Student module handbooks; there will be a summary of action taken by the module leader as a result of student evaluations from the last occurrence of the module.
- Minutes of staff-student liaison meetings will be circulated to members of the group and issues are presented to the course committee.

Listening to the views of others

The views of other interested parties are obtained, for example:

- Former students.

- Feedback from partnership schools and settings

Course structure and regulations

Detailed regulations and university wide policies can be found for the Undergraduate modular scheme (including a guide for students, applications for the consideration of mitigating circumstances, unfair practice procedures, appeals procedures and assessment) at:

<http://www2.bathspa.ac.uk/services/student-services/current-students/your-course/>

Referencing guidance

All education studies course work is required to be referenced using the BSU Harvard style. Guidance can be found at

<http://www.bathspa.ac.uk/Media/Library/Documents/Harvard%20Referencing%20Guidance%202014.pdf>

University policy statement on mitigating circumstances

Mitigating circumstances are any circumstances that may have affected your ability to achieve intended outcomes. Mitigating circumstances may include illness, domestic distress or a variety of other circumstances that may have prevented you attending an examination, submitting a piece of coursework on time, achieving the standard in assessment that might otherwise have been expected or otherwise affected performance.

It is YOUR responsibility to inform the Registrar's office in writing, prior to the meeting of the relevant Examination Board, of illness or other circumstances which may have prevented attendance at examinations, delayed submission of assessed work, or otherwise affected performance.

All claims to mitigating circumstances must be supported by independent documentary evidence. Full details can be found in the Undergraduate Modular Scheme: A Guide for Students available on the Bath Spa University website.

University policy statement on resubmission of assignments

A module or assessment item, which has been passed, cannot be retaken in order to gain further credit or achieve a higher mark. You may not study extra modules or repeat modules already passed to improve your Honours classification.

The regulations permit compensation within a module, but do not allow for failure in one module to be compensated for by success in another. However, at the discretion of the Examination Board, a student who has failed one or more modules:

- may be required to retake failed modules (by attendance and the completion of all assignments afresh);
- may be permitted to take an alternative module or modules (subject to the regulations about the maximum number of modules which may be taken).

University policy statement on plagiarism/unfair practice

Unacceptable academic practice, particularly in assessment, is known as Unfair Practice. Unfair Practice may take a variety of forms, which cannot all be covered in detail here, but the most common are cheating in formal examinations and the plagiarism of coursework. Others include collusion with other students for the production of written work, impersonation in examinations, or submission of fraudulent mitigating circumstances evidence. The penalties for unfair practice are severe (see the information published on the University website), and if students are in any doubt about what constitutes acceptable academic practice they must consult their tutors for advice

Education Studies staff

Alan Howe is Head of Department for Education Studies and leads the optional third year module 'Creativity, ICT and learning'. He has extensive experience of teaching undergraduates and postgraduates at BSU and many years ago he was a primary school teacher. His research interests are around science, technology, creativity and transition and has, with colleagues from the Centre for Research into Early Scientific Learning, published a number of books and papers on these topics. He is on the national executive for the British Education Studies Association.

Caroline Ormesher is a Senior Lecturer in Primary Education and teaches on the PGCE Primary and Early Years courses. She leads the maths team on the PGCE course and runs the primary maths specialism route. She contributes to the Education Studies module 'Learning in Mathematics'. She has recently begun PhD study and is interested in studying the conversations that teachers have about maths. Caroline had twenty years' experience as a primary teacher before joining the team at Bath Spa University.

Catherine Simon is Programme Leader for Education and Childhood Studies and Award Leader for the Specialised Award. She teaches on the second and third year core modules and has responsibility for overseeing placements across the programme. Catherine's research interests lie in Education policy and leadership and management. She has published on Every Child Matters, extended schooling, leadership and management and multi-agency working. Her Doctorate traced the history and development of English Education policy 2010-14 in the light of PM David Cameron's 'Big Society'.

Chris Collier is Senior Lecturer in Education. He is leader of the second year module 'Understanding Classrooms' and teaches on a number of other modules, including the third year module 'Teaching and Professionalism'. He is joint coordinator of the PGCE Primary and Early Years science course. He is an active member of Bath Spa University's Centre for Research in Early Scientific Learning and is currently involved in funded research exploring assessment of science in primary schools.

Dana Ruggiero is a senior lecturer in Learning Technology. Her areas of interest are pervasive and persuasive games, and affective learning through technology. She was a primary and secondary teacher in the area of design and technology for six years in the United States and received her MA in Education with an emphasis in Instructional Technology. Dana contributes articles, presentations, and book chapters on persuasive video games and praxis to journals and international conferences. Her PhD research focused

on measuring social action intent through persuasive video games about homelessness. Dana is one of the five university appointments that make up the Learning Technology team for Bath Spa University.

Darren Garside is an ex-teacher, and now lectures and philosophises, with research interests in philosophy of education, the Philosophy for Children movement and philosophical pragmatism. He leads the modules on 'Philosophy and Thinking in Schools', 'Values, philosophy and education', and 'The subject of education'. He enjoys supervising, being a personal tutor and is kind to small animals and children.

Deborah Nicholson is a Senior Lecturer in Primary Education and teaches on the PGCE Primary and Early Years courses. She is in the English team on the PGCE course, and teaches on the Education Studies module 'Introduction to Primary Schools'. She is interested in the ways children learn at home and in school, and the social and cultural influences on this learning. Deborah has twenty nine years' experience as a primary teacher, deputy head, and advisory teacher.

Ghazala Bhatti is a Senior Lecturer at BSU and currently teaches on four modules in Educational Studies. She has taught in primary and secondary schools and in further and higher education. Previously, she has been a director of various programmes at two universities, including Masters degrees in Equity and Change in the Public Services, Organization, Planning and Management in Education and Inclusive Education. She has taught Qualitative Research Methods and Philosophical Issues in Education and Action Research to doctoral students on ESRC approved Research Methods Programmes. She has both supervised and examined doctoral theses. She has also taught PGCE and undergraduate students. She has published journal articles and book chapters in the area of race/ethnicity, gender and social class. Her main area of research is Social Justice and Education.

Graham Downes is a senior lecturer in education with a particular interest in the social and political aspects of education, as well as the role of new technologies in schools. He spent six years working as a primary school teacher, followed by six years working as an advisory teacher for the Central Bristol EAZ. Whilst there, his remit was to develop collaborative projects between schools and local organisations with a focus on technology. The Zone had a specific affiliation with the Arts and, as a result, Graham worked on many projects in collaboration with local artists and art organisations such as The Watershed in Bristol. He has an MSc in Education, Technology and Society and is currently undertaking a PhD examining new processes of educational governance, particularly in relation to academies and free schools. He has presented papers at The British Education Studies Association and British Educational Research Association. In July, 2013 he presented a paper at the Conference for Interdisciplinary Social Sciences in Prague, examining the relationship between communities and the State within systems educational governance.

Hilary Smith is a Senior Lecturer in Education and Programme Leader for the Primary and Early Years PGCE courses. She is a tutor on the second year module 'Supporting young children's behaviour'. Her research interests include: social and emotional development, behaviour for learning, and emotional well-being and resilience. She has extensive experience in primary schools and early years settings both as a teacher and behaviour consultant.

Howard Gibson is Programme Leader for the Full Time Masters in Education and teaches on the Education Studies and PGCE English programmes. He leads modules concerned with citizenship and language and power in education that reflect his earlier university career as a lecturer in political philosophy. He has been a primary teacher and deputy head, an OfSTED lead inspector and a local

authority advisor. He publishes on issues associated with education policy – creativity, teaching assistants, economics education, and the like.

Janet Rose is Programme Leader for Early Years Education. She teaches on several modules including the Care, Development and Learning module. She is a former primary school teacher and a specialist in early childhood development. She has worked on a number of research projects and is currently the academic lead for the Emotion Coaching Research Project and Attachment Aware Schools Project working with a number of schools, children's centres and youth centres. Amongst other publications, she recently co-authored a key text on The Role of the Adult in Early Years Settings.

Jim Crawley is a senior lecturer in Education Studies. He has previously co-ordinated Initial Teacher Education for Further and Adult Education teachers at Bath Spa University and has researched and written widely about teaching in that sector of Education. Before joining Bath Spa, he worked in a local FE College training teachers and managing access courses and adult and community learning. Jim has a strong interest in community work and has previously taught on a Masters Programme on working in the community. His research interests are FE Teacher Education, Learning Technology, Adult Learning and Working in the Community, and has completed a Ph D in 'the professional situation of teacher educators in the FE sector'

Jim Hordern is a Senior Lecturer in Education Studies and contributes to various second and third year modules. His background includes teaching in adult, further and higher education and he is interested in aspects of professional formation, educational knowledge, policy and management. He is currently involved in research into early years professionalism and the curriculum and policy of higher vocational education.

Joe Brown is Programme Leader of the Education Studies Foundation Degrees at Bath Spa University. Before joining Bath Spa Joe was the Programme Leader for the Foundation Degree in Early Years at City of Bristol College and has previously worked in early years and children's play in voluntary and local government organisations. He is currently researching the teaching of critical thinking to Foundation Degree students.

Julia Paulson is a Programme Leader in Education Studies, responsible for the single honours, International Education and combined awards. She leads the core ED4001 module with Darren Garside and an Open Module called Peace and Conflict. Her research focuses on education in conflict and post-conflict contexts. She has been part of a number of research projects that have investigated issues of reconciliation, history teaching and education for peace building. Before completing her PhD at the University of Oxford, Julia worked with international development NGOs in the UK, Canada, Latin America and Africa. She is also a new mum, whose baby, Laurie, is about to turn one.

June Bianchi is a visual artist and National Teaching Fellow in art education; her artwork and research explore the construction of socio-cultural identity and its expression through the arts within society. June is Leader of the Creativity and Culture in Education Research Group (CCERG), co-ordinating arts research and education courses at undergraduate, post-graduate and MA level as well as lecturing in International and Diversity Education. June works within an international context: exhibiting, lecturing, and facilitating collaborative interdisciplinary arts educational projects across a range of educational, cultural and community-based settings. June contributes papers, chapters and multimedia material on arts and inclusion within education to journals, books and web-based sources.

Kate Reynolds is Dean of the School of Education and the Institute for Education. Prior to joining Bath Spa University, Kate had over 20 years in senior management in local government as well as working for the private sector and the voluntary sector. Kate's expertise is in education policy. Kate is an Executive Member of the Gender and Education Association, an Executive Member of the Universities Council for the Education of Teachers and has held numerous governance roles in schools and other organisations.

Katherine Goodsir is a senior lecturer in Early Years Education. She currently teaches on the first year module 'An Introduction to Early Years' and is personal tutor to the third year students joining from Foundation Degrees. She has experience of working both in nurseries and reception. Her current research focuses on the importance of movement in early years.

Kendra McMahon is a senior lecturer in education. She currently she teaches the second year undergraduate module Learning, Talk and Dialogic Teaching and the third year modules Teaching and Professionalism and Learning in Science. On post graduate teaching, including the PGCE, she specialises in primary science. Her research interests focus on teaching and learning in primary science with funded research projects on the role of talk and on teacher assessment in primary science. Her publications include resources for teachers, books for teaching professionals and academic books and journals. She has previously been a primary teacher, deputy head and interactive science centre guide.

Laura Green is a senior lecturer in education studies focusing specifically on sociology, youth work and informal education. She is also the award leader for the BA Youth & Community Studies. She has worked in various education settings, including Early Years, and has been a youth worker for over ten years. Laura teaches Youth and Community Studies modules at Level 4: ED4013 Working with Young People; level 5: ED5027 Growing up and Living in Communities; and level 6: Young People, Identities and Subcultures. She also teaches ED4005 Childhood Narratives, a module that focuses on conceptions of childhood and narrative research methods. Her PhD research focused on gender, youth work and physical activity. She is particularly concerned with developing innovative child/young person friendly research methods and seeks to place young people's voices at the forefront of her research.

Lone Hattingh is a Senior Lecturer in Early Years Education. She worked in pre-school education for many years, abroad and in the United Kingdom. Lone taught in Reception class and Key Stage One before leading the Early Years Foundation Degree course in a Further Education college. She joined Bath Spa University in 2007 and was Programme Leader for the Early Years Professional Status until the closure of the programme in 2012. Her research interests are in early literacy, symbolic representation and the diverse ways in which young children make meaning.

Marion East is a senior lecturer in Education and Childhood Studies. She teaches on the undergraduate modules concerned with the care, development and learning of young children, and is award leader for the Master's Degree in Early Childhood Studies. She has been instrumental in developing new and innovative programmes at Bath Spa University, for example the Early Years Professional programme. Her background is in teaching; in nurseries, schools, Further Education and Higher Education, and she has managed a large local authority team.

Martine Duggan teaches a range of modules in education studies, specializing in the early years. She is a member of the PGCE team and is the Erasmus coordinator for the School of Education. Prior to joining Bath Spa University in 2008, Martine taught in a number of primary schools in UK and USA and also worked in health promotion as a drugs education consultant. Martine's doctoral research was on how schools can contribute to community cohesion. She is a governor of a primary school.

Mary Dooley is a senior lecturer in education studies focusing on inclusion and specifically on dyslexia. She has worked in various educational settings within both mainstream and special schools and was an inclusion advisor for the London Borough of Newham for over ten years. Mary is course leader for Ed 6027 'From the dyslexia friendly classroom to the wider workplace' and Ed 6032 'Professional Practice: supporting the dyslexic learner in the classroom'. She is a qualified dyslexia assessor and is an associate member of the British Dyslexia Association (AMBDA). Mary has achieved the postgraduate diploma in dyslexia and the masters award in dyslexia and SpLD.

Nick Sorensen is a Senior Lecturer in Continuing Professional Development specialising in leadership and management. He is also a jazz saxophonist. His research interests include exploring the relationship between improvisation, leadership and pedagogy and he writes about teacher professionalism and the development of expert teachers.

Peter Johnson works part-time in Education Studies, teaching the module 'Sociology of Education' and supervising dissertations. Most of his research and published work concentrates on Michel Foucault's use of space as both a method and object of study. All Peter's projects are interdisciplinary linking cultural geography, sociology, philosophy, art and literature. He also runs an interactive website devoted to

Foucault's concept of 'heterotopia'. Peter has worked in further and higher education for over twenty years.

Peter Jones is a Senior Lecturer in International and Global Education, Programme Leader for Education Studies, Course Leader for the MA in International Education and Convenor for the International Education Research Group. He leads the undergraduate Education Studies International Award and coordinates the third year core module: Education Dissertation. His research has involved him in investigating and writing about education policy at national, European and Global levels with a particular interest in the new mandates and structure of schooling and the priorities given to Higher Education for economic development. Peter has particular interests in social and educational developments in Post-Socialist contexts. Peter has taught in secondary schools in England and in other countries.

Richard Parker is Director of the Centre for Education Policy in Practice, a research centre which develops links between education, children's rights and the broader children's agenda. Richard has been a youth and community worker, a teacher, and worked for longer than he cares to admit in local government. He has particular interests in equalities, children and young people's voice, and is a governor at a local primary school. He teaches on the third year module 'Building bridges' and on ED 5001.

Richard Riddell is a Senior Lecturer in Education Studies, teaches on the core modules for years 2 and 3 and leads the year 3 module on Education Policy and the State. He has had a long career in Education before coming to Bath Spa. He has been a secondary teacher in Oxfordshire and Berkshire; a local authority officer in Wiltshire, Nottinghamshire, Avon and Bristol, where he was Director of Education for seven years; and was joint Head of Education for Amnesty International for three. He still finds all aspects of Education and schools interesting, but is particularly interested in education policies that raise standards and reduce disadvantage. He has written two books to date on these matters and is currently undertaking research for a third.

Sara Layen is a Senior Lecturer in Education and Childhood Studies with a deep interest in issues linked to Early Childhood. Sara's current research interest is focussed on Leadership in Early Childhood. Prior to joining Bath Spa University Sara worked as Early Years Adviser (Wiltshire CC) and as an early years consultant. She has carried out leadership roles in schools and has worked in a variety of educational settings. Sara is a passionate believer that children should be at the centre of education.

Sarah Earle is Senior Lecturer in PGCE Primary. She taught in Primary schools in Bristol for 13 years and led science subject leader training. She is a Primary Science Quality Mark hubleader and Reviews Editor for the Primary Science journal of the Association for Science Education. She is currently researching assessment in primary science.

Sarah Couzens is the award leader and senior lecturer for the MA in SpLD/Dyslexia. She is a former primary school teacher, SENCO and Specialist Advisory Teacher and continues to undertake consultancy work Wiltshire County in this capacity. She has worked as a research assistant to Professor Ted Wragg; obtaining her PhD through this work at Exeter University. Her current research interests include Dyscalculia and the impact of Wave 3 interventions on pupil achievement. She is passionate about supporting all learners who struggle.

Tilly Mortimore is a senior lecturer in Education Studies and Inclusion and focuses on SpLD/dyslexia. As a founder member of the Centre for Research in Inclusion and Vulnerable Learners, her current research focuses on dyslexia, bilingual learners, literacy and learning style. She has taught in international educational and training contexts and, in 2008, published *Dyslexia and Learning Style (2nd Ed)* and *Supporting Learners with SpLD/dyslexia in the Secondary Classroom*.

Tom Browne has been a primary teacher and head teacher in several local authorities. He has also worked in other settings with children and young people including museums and theatres. He contributes to a range of Education Studies modules and leads 'Learning through drama'. Tom is also a professional tutor on the PGCE Primary course.

Val Richards is a senior lecturer in Education Studies. She currently leads modules on Adolescence, Health, Education and Behaviour and Learning Lives. Her main discipline is psychology: developmental psychology, adolescence, health psychology and teaching and learning. Her research was on gender-related behaviour and attitudes, and more recently, issues concerning transition from primary to secondary school. She used to be the Course Director for a joint International Degree with HRO in Rotterdam and she also coordinated the ERASMUS programme across the University.

Viki Bennett is an early years lecturer. She is Programme Leader for the two Foundation degrees in Education Studies – Early Years and Teaching Assistants and she has recently researched the academic and professional outcomes for teaching assistants who undertake the Foundation degree. She leads the first year module, An Introduction to Early Years. Viki has been working in early years education for 15 years and, before coming to BSU, she had been a Reception teacher and an Early Years Consultant/Advisory Teacher for both Bristol and Wiltshire Local Authorities. She is on the national committee for the Sector Endorsed Foundation Degrees Network.

Ye Liu is a Lecturer of International Education. She teaches Global and International Education at BSU. She obtained her PhD in Comparative Sociology in 2011 from the Institute of Education, University of London. Before arriving at BSU in September 2013, she was a Lecturer of Contemporary Chinese Studies at University College Cork. Between 2010 and 2011, She was a research fellow at China in Comparative Perspective Network, London School of Economics and Political Science. Her research primarily focused on the role of education in shaping a transitional society with regard to social inequality, life chances, social mobility, and social harmony. Over nine years of research she has conducted survey studies, extensive interviews and in-depth observations in China. Covering the topics including the education system and policy, the expansion of higher education, social selection and the 'Gaokao', the 'One-Child' policy, migration, rural and urban youth, geographical inequality, gender differences in access to education, her analysis has paid particular attention to institutional/contextual causes and consequences of shifting socio-political circumstances over the course of the People's Republic of China that underpin the life chances and life courses of various social and ethnic groups.

EQUAL OPPORTUNITIES STATEMENT

Bath Spa University welcomes diversity amongst its students, staff and visitors, recognising the contributions that can be made by individuals from a wide range of backgrounds and experiences.

Our aim is that all staff and students, both existing and potential, should receive equal and fair treatment in all aspects of University life. The University seeks to ensure that a suitable working and studying environment is provided which is free from discrimination and where all members of the University community are treated with dignity and respect and are valued as individuals.

We want to ensure that your needs are met. If you require this information in any other format, please contact the Department of education and childhood studies administrator.