

Course Information Sheet

BA (Hons) Education

Mode and course length – Full-Time (4 years)

Location – ARU Cambridge Campus

Awarding Body – Anglia Ruskin University. As a registered Higher Education provider Anglia Ruskin University is regulated by the Office for Students.

Overview

Location of study:

Level 3 – ARU Cambridge Campus

Level 4-6 – ARU Chelmsford Campus

What are the key barriers to becoming a life-long learner? How do people learn best? How do social issues impact on our education system? These and many more questions are explored throughout our new Education degree which examines the rich perspectives of the interdisciplinary framework.

Studying our BA (Hons) Education course means you'll get to the heart of a range of both historical and contemporary issues which shape the current UK education system. You'll unpick issues of social justice, inclusion, diversity and equality in education, and consider the impact of social policy in the management of these issues. By the end of our course, you'll have developed your ability to critically reflect on these hot topics, and will have a broad and balanced view supported by theoretical knowledge and research evidence.

We're mindful that education extends well beyond the classroom context. Maybe you're a budding entrepreneur who dreams of running your own education enterprise, or maybe you're destined to make a difference in the charity sector? Our holistic approach means you'll explore both learning inside and outside of the classroom, preparing you to make a difference in a wide range of education careers.

Study flexibly with us, full or part-time and we'll equip you with the knowledge and skills to push the boundaries of education and make a difference.

It's important to us that you leave our course as a well-rounded education practitioner, so throughout our course we aim to provide the necessary support and tools for you to succeed. We'll give you the opportunities to flourish as an autonomous, active learner through providing you with on-going feedback and personalised teaching approaches and resources based on learner needs, interests and experiences.

Course Delivery

Our courses are delivered through teaching and learning methods which provide students with the widest possible exposure to a modern and innovative higher education experience.

These methods vary and could include attendance at lectures and seminars, undertaking laboratory exercises or work-based activities, practical work, performances, presentations, field trips, other relevant visits and e-learning through Canvas, our online learning management system.

Each course is divided into a number of 'modules' which focus on particular areas, each of which has a specific approach to its

delivery. This information is published to students for each module they take via the Module Definition Form (MDF) and Canvas.

Assessment

We've built a wide range of assessments into our course to allow you to demonstrate your learning in the modules, and to ensure you're developing the knowledge and skills you'll need for a career in education. These assessments can include presentations, essays, reports, poster displays and portfolios.

Fees

Information about your course fee including any annual fee increases or deposits (if required) can be found in your offer letter.

Modules

Core Modules

Year 1: Foundation in Humanities, English, Media, Social Sciences and Education

This module will provide students with the necessary skills to begin studying at level 4 in courses related to the Humanities, Social Sciences, English, Media and Education.

Students will be introduced to the core skills necessary to succeed in higher education, including thinking critically, researching, and referencing appropriately, demonstrating appropriate numeracy and ICT skills, and communicating effectively verbally and in writing.

In addition to these fundamental study skills, Students will be given an introduction to a broad range of disciplines whose skills and theories are widely applicable.

Students will study a variety of writing styles in order to recognise, deconstruct and replicate various forms of persuasive, analytical, and informative writing. Students will learn the basics of intercultural studies and how these theories can be applied to real-world problems. Students will consider social perceptions held across western cultures, and the difference between social and self-perception, participating in structured discussion and argument. Students will be introduced to the core principles of psychology and will explore various current applications of psychological theory. Students will also be introduced to ethics and will learn about some of the key theories and thinkers in the development of current ethical considerations in a range of scenarios.

The module is made up of the following 8 constituent elements:

- Interactive Learning Skills and Communication (ILSC)
- Information Communication Technology (ICT)
- Critical Thinking
- Intercultural Studies
- Psychology
- Composition and Style
- Ethics
- Social Perceptions

Year 2: Education Paradigms 1: Foundations

Educational Paradigms - Foundations

This strand of modules is related to the theories of learning, histories and practices of education, and examine the underlying philosophies of educational policies and practices from around the world. This module is related to the introduction to the theories of learning, history and philosophy of education as exemplified in the traditions of the Western world, with a reference of similarities and points of contact with other global traditions.

The modules within this strand will equip students with knowledge and understanding underlying the major philosophies of education as they developed throughout history, and their interconnectedness. They will give students skills to analyse, deconstruct, and explain the educational theories and their origin in philosophy and within historical and geopolitical contexts.

In the level 4 module students will consider the relationships between history of philosophy and the major educational paradigms in a rigorous but engaging manner, so that the basic understanding of such concepts is established for the further exploratory and creative exploration of possibilities in education here, now, and in the future.

We will explore the aspects of studying the theories and practices of the science and craft of 'knowledge' transfer as well as knowledge generation.

Year 2: Education Enterprise 1: Organisations

On completion of Levels 4, 5 and 6 of this strand of modules students will understand the role of enterprise in education; have learned how to identify educational issues in a community; and develop a business idea to address those issues and/or have developed essential skills to gain employment within the education enterprise sector. This strand of modules is relevant to those wishing to work in the UK or internationally.

This Level 4 module focuses on building an understanding of the wide range of arenas in education and the types of enterprises that exist within them. The module is underpinned with the concept of social justice (distributive justice and recognitive justice) as students are initially encouraged to question equity within education and whether enterprises can play a role in redressing any inequality. Subsequently, students develop an understanding of the need for, and process of, evaluating educational programmes and enterprises.

The assessments focus on the students evidencing their understanding of social justice.

Year 2: Construction of Learning 1: Concepts

This module provides the student with a broad but critical introduction to the key theoretical perspectives on learning. Whilst the module on Paradigms deals with the theories of learning, their histories and practices of education, this module explores learning theories relevant to a range of educational environments. It seeks to investigate and challenge the applications of the theories of learning in contexts in which they appeared.

Such exploration of theories of learning, and the perspectives derived from them, will allow students to evaluate how relevant theories and principles can be applied to educational contexts from policy construct and its implementation to education practice.

The knowledge that students gain will support not only their university studies, but their future careers in the field of education. The module will introduce students to concepts such as behaviourism through Operant Conditioning theory and Social Learning theory; cognitivism through the Theory of Mind and Information Processing theory; constructivism through Social Development theory and Discovery Learning; the Mindset theory, Multiple Intelligences theory and digital learning theory.

This module will give students the tools to enable a philosophically informed conceptual analysis of educational concepts and their interaction with the learning processes. We will explore the concepts and the craft of applying them to learning situations.

Year 2: Critical Skills in Higher Education

This module is designed to enable students to further develop skills that they need to succeed, not only at university, but in their future careers.

The module covers subjects such as:

- Literacy for academic study – to develop comprehension and writing skills for university study
- Maths for research – to develop skills needed for future research
- Critical thinking – to develop skills necessary for university study and for wider life
- Developing an argument – understand why humans reason and how to develop a compelling argument
- Persuasive communication – how to persuade others to your line of thinking in both oral and verbal contexts
- Team working – understand the importance and benefits of being able to work well as part of a team
- Peer mentoring – understand what peer mentoring is and how it benefits students, and undertake some peer mentoring training
- Problem solving – understand the importance of problem solving skills in education and in the workplace
- Understanding transferable skills – understand how to identify the skills you develop through university study and how they

- can be transferred to the world of work
- Reflective thinking and writing – understand the benefits of reflection in personal development

Year 3: Education Paradigms 2: Perspectives

This module continues the Education Paradigms strand and is related to the theoretical, historical, and philosophical aspects of educational theories and their manifestations in practice in contexts. In this module we do so in the context of developments of educational systems here and abroad, and use sociological framework to examine main paradigms.

These approaches are used to interrogate evidence of structure, functions, and outcomes of education to address English education in historical context and contemporary practices. We juxtapose these developments to the similar global frameworks and contrasting contexts. We look in particular at the reform agendas of successive governments here and abroad in the past and in contemporary contexts.

Through our assessment framework we support students to develop debating skills in relation to the study and deconstruction of national and international educational systems.

Year 3: Constructions of Learning 2: Communities

This module is designed to build on the understanding of theories of learning developed in the Level 4 module Constructions of learning 1: Concepts. This Level 5 module moves the focus to the concept that learning may be structured or unstructured, individual or communal in nature.

People are constantly learning and adding to their skills, knowledge and competencies. This learning does not always take place within the initial education system, but rather throughout the lifespan. Learning can take place anywhere including the home and community. This module will investigate the concept of formal, non-formal and informal learning; use Bronfenbrenner's ecological model to understand how an individual's community may affect their learning; and investigate the ways in which individuals can come together as communities of practice, in a physical or digital environment, to support their learning.

This module will further develop the students' theoretical understanding of the learning process which is important in a wide range of careers within the education arena.

Year 3: Studying Education Research and Development

This module introduces the key issues, perspectives and debates around research and development within the field of education. A range of designs, paradigms and approaches will be explored from philosophical first principles through to methods of data collection and analysis. In adopting this approach students will develop an awareness of the nature and scope of claims to knowledge across the field and will be able to use this knowledge to critique different research designs, to understand the ways in which research is applied in practice, and to appreciate the strengths and limitations of research methods. Across the trimester students will develop their knowledge of a chosen education topic by engaging in a research design process. As they construct a literature review and research design they will learn how to use different research strategies, develop their academic reading and writing skills and will develop an understanding of research ethics, including local and national guidelines for Education Research, and their impact on education research.

This module will develop knowledge and skills that will prepare students for postgraduate study or to undertake research and development work within future employment.

Year 3: Education Enterprise 2: Markets

This module will build on the students' understanding of education enterprise developed in the Level 4 module.

Initially students will undertake critical analyses of case studies of community profiles comparing the educational issues and provision in a variety of communities, through the lens of social justice.

In the second part of the trimester students will use the understanding developed by the analyses of the case studies to independently develop a profile of a community of their choice.

Year 4: Education Paradigms 3: Ideologies and Cultures

This module continues the Education Paradigms strand and is related to the ideologies and cultures relating to the beliefs and facts about knowledge acquisition, creation, and dissemination. This module looks at the process and conditions needed for a formulation of an ideology and deconstructs a number of historical examples. Students are given opportunities to develop their understanding of commodification as well as educational alternatives, with specific references to past and current educational policies and practices. Texts used with and by learners and teachers are studied and analysed. A range of pedagogical approaches are compared for their potential to allow or challenge the values and their transmission within and around educational systems and paradigms. Teaching is by a combination of two hour workshops and study and analysis of two contrasting texts which will lead to a choice of an educational artefact.

Year 4: Constructions of Learning 3: Contexts

This Level 6 module builds on the knowledge and skills developed during the associated Level 4 and 5 modules to enable students focus on developing their understanding of the importance of assessment policy in education. Students will undertake an international comparison of education pedagogy and assessment policies, so as to understand the development of different assessment policies, and their possible impact on educational experience.

Students will first examine various assessment tools to seek deeper understanding of the systems which evaluate and compare educational achievement internationally. This study will lead to identifying values implicit in such systems as well as the methods of comparison and the interpretations of results.

The focus of the comparison can be across the levels and contexts of education, for example: early years' settings, compulsory education, further and higher education, adult education, and formal and non-formal education across the globe.

Students will, furthermore, have opportunities to extend their understanding of pedagogies and assessment methods in areas of personal interest. This focus will be of relevance to all students, but particularly to international students or to those whose future career plans include working outside of the UK, as well as those who wish to engage in education research or policy development.

Year 4: Special Focus Project

The specialist focus project enables students to demonstrate the ability to raise and address significant questions in relation to a specific topic or issue of relevant to current education theory and/or practice. For example, this may involve auditing or evaluating existing practice; commenting on significant theoretical or conceptual developments at the local, national or international level; developing an educational innovation with a rationale based on current research literature; or constructing a philosophical review of a specific theoretical or practice innovation. Throughout the trimester, lectures will support students as they develop their project and will prepare them for progression beyond level 6. Students will be expected to demonstrate the ability to select and apply appropriate investigative techniques which are relevant to their chosen focus and the specific questions or problem they are choosing to address. Students should be able to draw on their previous learning in the field to select and appropriate focus, refine and expand their existing knowledge of a branch of theory or practice, communicate in an articulate and appropriately clear and academic fashion, draw meaningful, balanced and evidence-based conclusions from complex data and consistently adopt a critical and reflective approach.

Important information regarding ethics

Where appropriate, students will be required to obtain the approval of the relevant ethics panel and their proposal should be approved by the appropriate school or faculty panel.

Students will be required to work autonomously on their projects with minimal guidance from a supervisor.

Year 4: Education Enterprise 3: Research and Development

This module will build on the students' knowledge and skills developed during the Level 4 and 5 Education Enterprise modules. Students will use the community profile produced during their Level 5 module to develop a business idea for an education programme / enterprise.

This module will broaden their skills in two key areas of education business development: writing a business plan and applying for funding.

Having identified an educational need in a community of their choice during the Level 5 module, students will now develop a viable enterprise / business / programme to address that need. Once the concept for the enterprise is developed, students will be supported in the writing of a business plan for that education programme / enterprise.

On completion of this module, students will have developed transferable knowledge and skills which will either enable them to pursue the development of their own education enterprise / programme / business, or to pursue a career in a wider educational setting including third sector organisations of NGOs.

This module is delivered as distance learning to prepare students for the independent style of work required in their careers post-university.