

Programme Specification

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| 1 | Awarding body | University of London |
| 2 | Teaching Institution | Birkbeck College |
| 3 | Programme Title(s) | MSc Education, Power and Social Change PG Dip Education, Power and Social Change PG Cert Education, Power and Social Change |
| 4 | Programme Code(s) | TMSEDPSC_C (MSc); TPCEDPSC_C (PG Cert); TPDEDPSC_C(PG Dip) |
| 5 | UCAS code (if applicable) | N/A |
| 6 | Home Department | Psychosocial Studies |
| 7 | Exit Award(s) | PG Cert PG Dip |
| 8 | Duration of Study (number of years) | 1 year full time 2 years part time |
| 9 | Mode of Study | FT X PT X DL |
| 10 | Level of Award (FHEQ) | 7 |
| 11 | Other teaching depts or institution (or not applicable) | N/A |
| 12 | Professional, Statutory Regulatory Body(PSRB) details | N/A |
| 13 | QAA Benchmark Group | N/A |

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| 14 | Programme Rationale & Aims |
| | <p>This programme provides a postgraduate qualification for those involved, or wishing to be involved, in the interdisciplinary field of education. It explores the links between education and social and political movements and develops understandings of how 'education' is a contested field which should be viewed within a globalised and post-colonial context. It will appeal to those interested in developing and extending their knowledge and understanding of education and social change. Distinctive features are:</p> <ol style="list-style-type: none"> 1) the range of optional modules, which enable students to draw on the theoretical, research and practice based expertise of academics across the College, and to select pathways through the programme relevant to their professional and personal needs and interests; 2) the consideration of education and learning as psychosocial experiences; and 3) the employment of methodologies from a range of disciplines to research education. <p>The aims of the programme are to:</p> <p>enable students to develop well-grounded theoretical and methodological approaches to the study of education, power and social change</p> |

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| | <p>provide students with the opportunity for a comprehensive and critical analysis of literature on education, lifelong learning and globalisation</p> <p>enable students develop critical and analytical skills and to engage in critical debate with theoretical perspectives in the interdisciplinary field of education</p> <p>offer an interdisciplinary learning environment, appropriate to the field, in which students are able to engage with tutors and material from the disciplines of education, sociology and social policy</p> <p>create a learning environment in which students are encouraged to make meaningful connections between wider theories and debates in the literature, and contexts and questions in which they are particularly interested</p> <p>equip students to develop critical and well-informed analyses of a range of intersections between education, globalisation and social change</p> <p>provide a core research training to enable students to develop research skills and skills of independent study</p> <p>to enable students to engage in a research project which stimulates their interest and advances their knowledge and critical understanding of education, power and social change.</p> |
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| 15 | <p>Entry Criteria</p> <p>At least a 2nd class honours degree will normally be required.</p> <p>Special arrangements may be made for candidates who do not meet the normal entry requirements for the programme, such as those with relevant professional experience or qualifications.</p> <p>Successful completion of the Postgraduate Certificate in Teaching: Higher Education (60 CATS level 7) will give exemption from the two optional modules, and may therefore be accredited towards either the postgraduate diploma or the masters.</p> <p>All applicants will be interviewed.</p> |
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| 16 | <p>Learning Outcomes</p> <p>Subject Specific:</p> <ol style="list-style-type: none"> 1. Assess the value of historical perspectives in explaining contemporary educational conditions 2. Critique the extent to which globalisation as an economic concept affects educational development 3. Outline the key arguments supporting education for skills and education for social purposes in selected national contexts 4. Distinguish between different social and political perspectives on the role of education 5. Discuss and evaluate discourses on ‘universal rights to education’ 6. Critique how the power of dominant ideologies shape educational policies and practices, drawing on a range of global examples 7. Analyse the concept of social exclusion and discuss possible origins using a number of examples |
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| | <p>8. Analyse the resistances arising from the educational development of socially excluded groups</p> <p>9. Undertake independent research in a field of education</p> <p>10. Demonstrate the relevance of the academic work within a field of education</p> <p>Intellectual:</p> <p>11. Undertake independent research, distinguishing between qualitative and quantitative research methodologies and selecting appropriate research methods.</p> <p>12. Apply theoretical insights to develop independent research</p> <p>13. Explain competing theoretical perspectives and ethical issues</p> <p>14. Apply theoretical perspectives to analyse a range of educational developments</p> <p>Practical</p> <p>15. Critically read and analyse key texts, make notes and structure written work appropriately.</p> <p>16. Develop skills in summarising and distilling arguments, orally and in writing</p> <p>17. Design and develop a research proposal</p> <p>18. Develop strategies to plan and organise effectively</p> <p>19. Use information retrieval and ICT skills to support research</p> <p>20. Compare and contrast different approaches to research</p> <p>Personal and social:</p> <p>21. Explore and hold refreshed personal political beliefs in relation to the connections between education, globalisation and social and political change</p> <p>22. Distinguish between academic and political positionings in educational development and reflect on their personal values and beliefs.</p> <p>23. Recognise the skills and abilities to become an independent researcher</p> <p>24. Develop confidence in presenting information</p> <p>25. Recognise the benefits of working with peers</p> |
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| 17 | <p>Learning, teaching and assessment methods</p> <p>A range of learning and teaching methods will be used, including lectures, seminars, workshops, presentations and case studies.</p> <p>Assessment will be developmental and will include case studies and student presentations as well as essays. Although there will not be examinations in the core modules, writing-up of case studies and in-class assessed student presentations will guard against plagiarism. Student presentations in the dissertation/action research module will enable the tutor to assess work in progress.</p> <p>The assessment strategy is designed to take an integrated view of assessment, building and developing key skills. The assessment for modules 1 and 2 is developmental, and contains a variety of assessment tasks designed to enable the learner to build on key skills, engage critically with the tasks and fulfil the learning outcomes set. Thus in module 1 there are two shorter pieces of assessment, one of which includes a classroom presentation. This not only develops independent skills, but also acts as an early guard against plagiarism (as does the reflective log based on work in the classroom). The second module builds and develops skills gained in module 1, and includes a</p> |
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| | <p>literature review (which will also support Masters students as they move on to their dissertation) and a longer essay. The assessment of module 5 consists of the understanding of the principles of psychosocial research methods and the dissertation itself.</p> <p>Optional module assessment is as set in the individual modules.</p> |
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| 18 | <p>Programme Description</p> <p>This programme addresses key debates in the study of education, power and social change from an interdisciplinary perspective which is informed by notions of the psychosocial. Themes, issues and methodologies are developed from a range of viewpoints, and the programme offers those with an interest in or concern about education the opportunity to explore relevant theory, research and policy developments and, where relevant, apply these to education practices.</p> <p>This programme explores the links between education and social and political movements and will develop understandings of how 'education' is a contested field which should be viewed within a globalised and post-colonial context. It will appeal to those interested in developing and extending their knowledge and understanding of education and social change.</p> <p>The degree aims to deepen awareness of how education shapes, and is shaped by, our understanding of the world and may contribute to your professional development. It is flexibly designed with a large range of optional modules, and a Postgraduate Certificate and a Postgraduate Diploma are also available.</p> <p>This programme offers a high-quality, postgraduate-level qualification relevant to those involved, or wishing to be involved, in the interdisciplinary field of education and lifelong learning.</p> <p>Students must achieve 180 credits at level 7 in order to achieve the MSc. This must comprise of:</p> <ul style="list-style-type: none"> • Two core modules (60 credits) • Two option modules (60 credits) • The Independent Research Module, including a dissertation (60 credits) <p>For a diploma a student must achieve 120 credits at level 7. These must include:</p> <ul style="list-style-type: none"> • Two core modules (60 credits) • Two option modules (60 credits) <p>For a certificate a student must achieve 60 credits comprising of:</p> <ul style="list-style-type: none"> • Either two core modules • Or one core module and one option module. <p>Indicative options available to students are: Development Management; Strategy and Development in a Changing Environment; Gender and Society; Race, Racism and Postcoloniality; Theorising Gender; Lacanian Psychoanalysis; Psychoanalysis and Culture; War, Conflict and Development; Anthropology, Theory and Mind; Sociolinguistics; Culture, Community and Identity; Gender and Development; Visual Culture, Power and the Image.</p> |
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| 19 | Programme Structure | | | |
| Full Time MSc programme (1-year) | | | | |
| Level | Module Code | Module Title | Credits | Status* |
| 7 | FDLL004S7 | Education, Globalisation and Change | 30 | Core |
| 7 | FDLL003S7 | Education, Power and Resistances | 30 | Core |
| 7 | SSPA085D7 | Independent Research Module | 60 | Core |
| 7 | | Option module 1 | 30 | Option |
| 7 | | Option module 2 | 30 | Option |
| Part Time MSc programme (2 years) | | | | |
| Year 1 | | | | |
| Level | Module Code | Module Title | Credits | Status* |
| 7 | FDLL004S7 | Education, Globalisation and Change | 30 | Core |
| 7 | FDLL003S7 | Education, Power and Resistances | 30 | Core |
| Year 2 | | | | |
| Level | Module Code | Module Title | Credits | Status* |
| 7 | SSPA085D7 | Independent Research Module | 60 | Core |
| 7 | | Option Module 1 | 30 | Option |
| 7 | | Option Module 2 | 30 | Option |
| Part Time PG Cert programme (1 year) | | | | |
| Level | Module Code | Module Title | Credits | Status* |
| 7 | FDLL004S7 FDLL003S7 | Education, Globalisation and Change OR Education, Power and Resistances | 30 | Core |
| 7 | | Option Module | 30 | Option |
| Full Time PG Dip programme (1 year) | | | | |
| Level | Module Code | Module Title | Credits | Status* |
| 7 | FDLL004S7 | Education, Globalisation and Change | 30 | Core |
| 7 | FDLL003S7 | Education, Power and Resistances | 30 | Core |
| 7 | | Option Module | 30 | Option |
| 7 | | Option Module | 30 | Option |
| Part Time PG Dip programme (2 years) | | | | |
| Year 1 | | | | |
| Level | Module Code | Module Title | Credits | Status* |
| 7 | FDLL004S7 | Education, Globalisation and Change | 30 | Core |
| 7 | FDLL003S7 | Education, Power and Resistances | 30 | Core |
| Year 2 | | | | |
| Level | Module Code | Module Title | Credits | Status* |
| 7 | | Option Module | 30 | Option |
| 7 | | Option Module | 30 | Option |

Status*

CORE – Module must be taken and passed by student; COMPULSORY – Module must be taken, mark can be reviewed at sub-exam board; OPTIONAL – Student can choose to take this module

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| 20 | Regulations |
| | <ul style="list-style-type: none"> Admissions |

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| | <p>This programme adheres to the College Admissions Policy: http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf</p> <ul style="list-style-type: none"> Credit Transfer Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf Programme Regulations This programme adheres to the College Common Awards Scheme http://www.bbk.ac.uk/registry/policies/regulations Programme Specific Regulations (or not applicable) N/A | |
| 21 | Student Support and Guidance | |
| | <p>All Birkbeck students have access to a range of student support services, details can be found on our website here: http://www.bbk.ac.uk/mybirkbeck/services/facilities</p> | |
| 22 | Methods of Enhancing Quality and Standards | |
| | <p>The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input.</p> <p>For more information please see the Academic Standards and Quality website http://www.bbk.ac.uk/registry/about-us/operations-and-quality</p> | |
| 23 | Programme Director | Kerry Harman |
| 24 | Start Date (term/year) | October 2009 |
| 25 | Date approved by TQEC | Spring 2009 |
| 26 | Date approved by Academic Board | Summer 2009 |
| 27 | Date(s) updated/amended | 27 May 2015 |