

**Professional  
Master's  
Programme  
Award  
Handbook  
Full-Time  
Option**

***Education  
Studies***  
**2008 – 2009**

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**Professional Master's Programme**  
**Award Handbook**  
**Full-Time Option: Education Studies 2008-2009**

## **Introduction**

Welcome to the Professional Master's Programme (PMP) at Bath Spa University! We hope that you will find your study rewarding and are looking forward to embarking on the journey. This Full-Time option award handbook contains all the specific information that you need to complete an award programme in Education Studies and gives specific details about required and elective modules. The modules for the PMP Full-Time options are also offered as electives across all other PMP awards to part-time students. It should be read in conjunction with the main PMP generic student handbook that contains detailed information on matters covering overall PMP learning outcomes, assessment criteria, modes of assessment, overall route structures, general APL and student support systems.

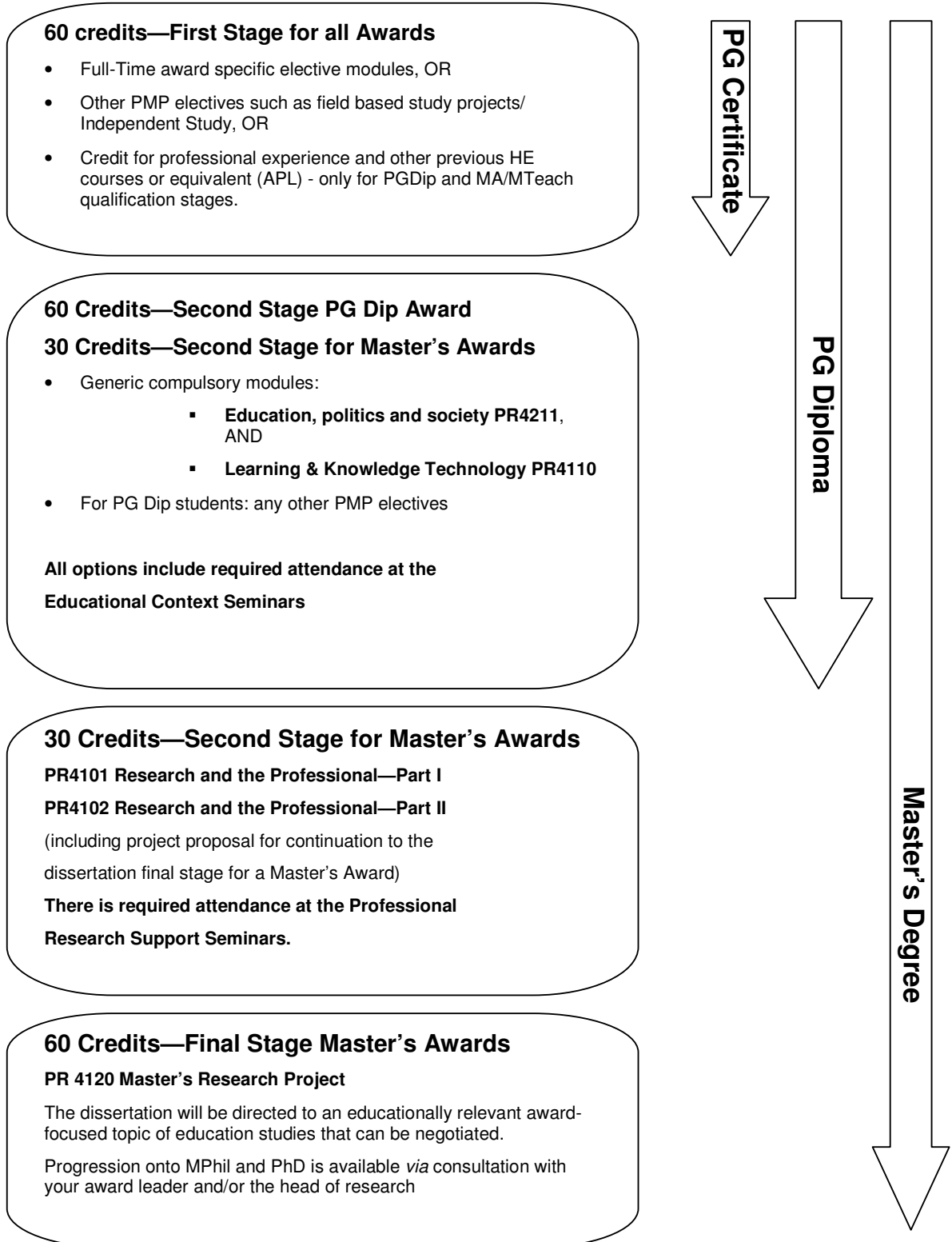
## **Admission Requirements for this Award**

Students are required to have a good Honours degree from a recognised Higher Education Institution in the UK or an equivalent degree from overseas. Equivalence of overseas students' academic qualifications is assessed by NARIC (see <http://www.naric.org.uk>). The content and subject matter of a student's first degree is open. In some circumstances professional work in education (e.g. PGCE) or a related field can be assessed as appropriate credit of prior learning (APL) and a reduction in the number of credits required to pass the Master's can be negotiated.

Students who are non-native speakers of English should have a minimum IELTS (International English Language Testing System) language score of 6.5, or equivalent. Prior language teaching experience is an advantage but not essential.

## PMP Award Route for the Full-Time Option: Education Studies

This is a Full-Time award and will normally take one year. With appropriate permission it is possible to extend the submission of an assignment and/or dissertation up to a maximum of three years. It is also possible for students to emerge prematurely from the award and still receive a PG Certificate or PG Diploma:



## **APL and Progression Requirements.**

Accreditation of Prior Learning (APL) is the term used for recognising credit from previous study or professional work. For this award there are no additional requirements other than the APL granted must relate to the award title and following the guidelines stated in the main PMP generic student handbook. This may include a PGCE award or credits earned from 'M' level post-graduate study during a PGCE.

## Staff Profiles for this Award

Various School of Education staff are involved in teaching this award:

### **Dr Howard Gibson – Programme Leader for all Full-Time Master’s Awards**

Howard is the pastoral and academic leader for students on the Full-Time Master’s awards, as well as a cyclist and political philosopher.

01225 875438      [h.gibson@bathspa.ac.uk](mailto:h.gibson@bathspa.ac.uk)

### **Prof David Coulby – Dean of International Activities**

David is world-renown expert on International Education.

01225 875780      [d.coulby@bathspa.ac.uk](mailto:d.coulby@bathspa.ac.uk)

### **Prof Stephen Ward – Dean of the School of Education**

Stephen specialises in issues of Education Policy.

01225 875753      [s.ward@bathspa.ac.uk](mailto:s.ward@bathspa.ac.uk)

### **Christine Eden – Assistant Dean of the School of Education**

Christine is an expert on education policy, gender issues within education.

01225 875481      [c.eden@bathspa.ac.uk](mailto:c.eden@bathspa.ac.uk)

### **Don Harrison – Visiting lecturer**

Don is our specialist in global citizenship.      [d.harrison@bathspa.ac.uk](mailto:d.harrison@bathspa.ac.uk)

### **Victoria Gallop – Visiting lecturer**

Vicky specialises in research methods in educational contexts. [v.gallop@bathspa.ac.uk](mailto:v.gallop@bathspa.ac.uk)

### **Dr Steven Coombs – Head of CPD and Chair of the PMP**

Steve is responsible for the whole of our CPD provision and Chair of the CPD and PMP Board as well as an expert on learning and knowledge technology.

01225 876149      [s.coombs@bathspa.ac.uk](mailto:s.coombs@bathspa.ac.uk)

### **Ana Bertolossi - Administrative Assistant**

You will speak to Ana if you phone the office. She is the first port of call for many queries.

01225 875593      [cpdadmin@bathspa.ac.uk](mailto:cpdadmin@bathspa.ac.uk)

### **Victoria Guest - Quality Assurance Project Manager**

Victoria’s role is to coordinate the impact evaluation process and general module feedback.

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### **Contributors to modules from other School Departments**

Professor Dan Davies (Head of Applied Research and Consultancy)  
Marion East (Early Years Team, Early Childhood Studies)  
Viki Bennett (Early Years Team)  
Mary ffield (Early Years Team)  
Christine Eden (Assistant Dean)  
Pat Black (Programme Leader Primary PGCE, Primary English)  
Christopher Collier (Primary PGCE, Primary Core subjets)  
Bob Davies (Primary PGCE, Primary Mathematics)  
Fiona Gardner (Counselling & Psychotherapy)  
Alan Howe (Programme Leader for Education Studies)  
Miriam Hutchings (Education Studies, Vulnerable Learners and Inclusion)  
Jill Mansergh (Primary Mathematics, PGCE)  
Kendra McMahon (Primary Science, PGCE)  
Dr Tilly Mortimore (Education Studies, Dyslexia)  
Anny Northcote (Primary English, PGCE)  
Geoff White (Educational Assessment, PGCE)  
Catherine Simon (Education Studies, Children's Services)  
Rosalind Davies (TESOL)  
Rosemary Sansome (TESOL)  
June Bianchi (Art Education)  
Val Richards (Education Psychology)

### **Final words**

We intend that all participants will have a successful and stimulating time whilst working within this award area of the Professional Master's Programme and that this experience will lead to a fulfilling career.

Best wishes with your studies!

Dr Howard Gibson  
Award Leader

## **Appendix: The modules offered within the PMP Full-Time Option Award in Education Studies**

All generic and core modules are taken across the programme. All generic PMP modules are included in the PMP Generic Student Handbook. Optional modules and other electives specific to this award and included within the appendix section of this Handbook.

### **Summary of the PMP accredited modules offered within this award**

#### **Compulsory generic modules**

**PR4101 Research and the Professional – Part 1** (15 credits) is a module designed your awareness of how to do educational research. You will cover topics from e-Literacy and the application of research library skills, through to epistemological and ontological questions that underpin research. The module will support you find the direction you wish to take with regard to your own dissertation and give you time to examine and question research undertaken by fellow students.

**PR4102 Research and the Professional – Part 2: Research Project Preparation** (15 credits) further develops your understanding of research and of your ability to engage critically with theoretical texts. It has flexible learning themes that are used in contact sessions, but mostly freestanding materials that are designed to structure the communication between you and your specialist tutor and produce clarity and enthusiasm for your main area of enquiry through a negotiated project action plan.

**PR4211 Education, Politics and Society** (15 credits) explores how education can be understood in a complex and changing world where education is a significant factor in economic growth and competition. You will learn to question how governments attempt to control education processes and outcomes and what the impact of recent policy initiatives in education have been.

**PR4110 Learning and Knowledge Technology** (15 credits) is a core course concentrating on linking pedagogical theory with ICT tools and applications across the curriculum. The module examines how technological tools can be integrated into teaching and learning in all educational sectors and act as a critical thinking scaffold to improve individual learning.

**PR4120 Dissertation** (60 credits) has a content negotiated with your ascribed specialist tutor. The dissertation is done hand-in-hand with PR4102 and are mutually supportive. The content is for you to decide in negotiation with the appropriate member of staff or with Programme Award Leader, Dr Howard Gibson.

#### **Optional award-specific modules**

All of the following modules are offered as electives across the Full-Time Award groups:

**ED4101 International Education and Globalisation** (30 credits) looks at education within a global context and deals with issues like 'antiglobalisation' 'terrorism' and 'cultural resistance'. It examines the nature of the entrepreneurial university, the idea of the 'knowledge economy', as well as the way governments have systematically used the curriculum for nation building.

**ED4102 Global Citizenship** (30 credits) reflects a concern in the twenty-first century for a curriculum that is increasingly expected to be responsive to a range of social and political needs, e.g. citizenship education, and the needs for pupils to acquire 'a global perspective'. The module thus examines history, principles, research and good practice where both fields converge as 'global citizenship'.

**ED4103 Education Policy** (30 credits) is about the politics of education. At its core is the examination of who makes policy. On the module you will study different aspects of education policy within the UK and compare it with policy-making in other countries and, in so doing, make links with global issues.

**ED4104 Technology, Pedagogy & Society** (30 credits) considers the role and influence technology has upon pedagogy and society in general and how this has impacted upon educational services and people's lives. This module will investigate how relating technology solutions to various pedagogical learning theories has powerful potential impact upon those organising and delivering teaching and learning. The wider impact of communications technology upon society and across cultures will also be critically explored and will include areas such as e-commerce and the digital divide.

**ED4105 Language and Education Ideology** (30 credits) is a module that looks at the way language mediates and constructs educational matters. It draws from Foucault and Fairclough for its rationale, and uses wide ranging educational discourses, from classroom talk to advertisements for posts in Higher Education, political speeches about educational matters to the politics of School Council meetings, to illustrate its theoretical stance.

**Education in the Social and Cultural Context of the UK** is a module specially devised for students from overseas who need a clearer awareness of the social and cultural backdrop to education within the UK. The programme is tailor-made to reflect student's interests and needs, but can include visiting schools to give students experience of current educational policy in practice, as well as various cultural visits to provide a feel for the fabric of society.

There are also other elective modules offered across the PMP subject to availability and student career needs negotiated with the award leader.

<b>Course Module Code</b>	<b>ED 4101</b>
<b>Name of course module</b>	<b>International Education and Globalisation</b>
<b>Short name (if any)</b>	Education and Globalisation
<b>Course module co-coordinator</b>	Prof. David Coulby
<b>Other tutor(s) (if any)</b>	
<b>Module level(s)</b>	Levels H & M
<b>Semester(s)</b>	Semester 1
<b>Contact time</b>	30 hours
<b>Credit points</b>	30
<b>Subject Area(s)</b>	Education
<b>Acceptable for:</b>	Professional Masters Programme Track title(s): International Education and Globalisation & Education Studies.
<b>Prerequisites (if any)</b>	None
<b>Excluded Combinations</b>	None
<b>Type (Compulsory or Optional)</b>	Optional
<b>Description (overview)</b>	<p>The module considers the economic, political and cultural manifestations of globalisation. It examines the role of trans-national corporations, the construction of “terrorism” and the role of the English language. It considers the arguments of the anti-globalisation movement.</p> <p>The module then goes on to consider education and in particular the curricula of schools and universities in the UK and a selection of other states. It attempts to assess the extent to which globalisation is a visible phenomenon in these curricula. It analyses the shift in some states to a knowledge economy and the extent to which schools and universities are participants in this. Finally it assesses the role of curricular systems in the processes of globalisation and anti-globalisation.</p>
<b>Teaching and learning strategies</b>	Seminars. Guided reading. Use of journals, newspapers and websites.
<b>Learning outcomes</b>	By the end of the module students will understand the role of school and university curricula in the processes of globalisation and anti-globalisation. They will have some familiarity with the role and objectives of some international educational institutions. They will understand the growing importance of the knowledge economy.

<b>Key text(s)</b>	<p>Burbules, N. C. and Torres, C. A. (eds) (2000) <i>Globalisation and Education: Critical Perspectives</i>. Series. New York &amp; London: Routledge.</p> <p>Held, D. and McGrew, A. (eds) (2000) <i>The Global Transformations Reader: An Introduction to the Globalization Debate</i>. Series. Cambridge: Polity.</p>
<b>Assessment scheme</b>	<p>100% Coursework</p> <p>A 5,000 +/- 1,000 word researched essay on an educational topic dealing with more than one state. Topics to be discussed in advance.</p>

<b>Course Module Code</b>	<b>ED4102</b>
<b>Name of course module</b>	<b>Global Citizenship</b>
<b>Short name (if any)</b>	
<b>Course module co-coordinator</b>	Dr. Howard Gibson
<b>Other tutor(s) (if any)</b>	Don Harrison and other visiting lecturers
<b>Module level(s)</b>	Levels H & M
<b>Semester(s)</b>	Semesters 1 & 2
<b>Contact time</b>	30 hours
<b>Credit points</b>	30
<b>Subject Area(s)</b>	Education Studies
<b>Acceptable for:</b>	Education Masters – Professional Masters Programme Track area(s): International Education and Globalisation & Education Studies.
<b>Prerequisites (if any)</b>	None
<b>Excluded Combinations</b>	None
<b>Type (Compulsory or Optional)</b>	Optional course module within the PMP scheme.
<b>Description (overview)</b>	The curriculum in the twenty-first century is increasingly expected to be responsive to a range of societal needs as in PSHE, Citizenship, education for sustainable development and the need for pupils to acquire a global perspective. Many of the most innovative responses to these concerns come from the academic fields of global education and futures education. This module will examine the history, principles, procedures, research and good practice developed within these two international fields over the last thirty years and their critical application to school policy and practice today.
<b>Teaching and learning strategies</b>	Lectures, seminars, guided reading, group work, presentations.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>▪ Critical understanding of the fields of global and futures education.</li> <li>▪ Critical understanding of related educational debates and dilemmas.</li> <li>▪ Critical application of key principles to school policy and practice.</li> </ul>
<b>Key text(s)</b>	Pike, G. & Selby, D. (2000) <i>Inside the Global Classroom</i> , Toronto: Pippin Hicks, D. (2002) <i>Lessons for the Future</i> , London: Routledge Falmer
<b>Assessment scheme</b>	100% Coursework Long essay and professional folder (5,000 +/- 1,000 words).

<b>Course Module Code</b>	<b>ED4103</b>
<b>Name of course module</b>	<b>UK and International Education policy</b>
<b>Short name (if any)</b>	Education policy
<b>Course module co-coordinator</b>	Stephen Ward
<b>Other tutor(s) (if any)</b>	
<b>Module level(s)</b>	Level M
<b>Semester(s)</b>	1 or 2 (first or second)
<b>Contact time</b>	30 hours.
<b>Credit points</b>	30
<b>Subject Area(s)</b>	Educational Leadership and Management
<b>Acceptable for:</b>	Education Masters – Professional Masters Programme Track area(s): International Education and Globalisation; Educational Leadership & Management; and, Education Studies.
<b>Prerequisites (if any)</b>	None
<b>Excluded Combinations</b>	None
<b>Type (Compulsory or Optional)</b>	Optional course module within the PMP scheme.
<b>Description (overview)</b>	<p>The module will examine the nature and effects of education policy at national, local and school levels. The main focus of the module will be the increased centralisation of the control of education in the UK during the last 20 years and the extent to which these developments have changed the nature of educational practice.</p> <p>The continuing educational debates between political, public and professional opinion will be explored and the changing roles of the professionals in the power structure of education will be examined by analysing the pattern of legislation in the UK since 1988. There will be reference to the differential influence of central governments in education in other countries.</p> <p>Specific areas of policy for critical analysis will be:</p> <ul style="list-style-type: none"> <li>• the curriculum</li> <li>• assessment</li> <li>• teaching and learning</li> <li>• institutional management</li> <li>• school improvement and school effectiveness</li> <li>• the education professions</li> <li>• further education</li> <li>• higher education</li> <li>• equal opportunities</li> </ul>
<b>Teaching and learning strategies</b>	Lectures, seminars and tutorials. Course members' to lead seminars on examples of policies.
<b>Learning outcomes</b>	The module is intended to enable course members to develop:

	<ul style="list-style-type: none"> <li>• a knowledge of the political assumptions underlying government policy;</li> <li>• a critical analysis of current trends in government policy; and,</li> <li>• an understanding of the global context of current policy.</li> </ul>
<b>Key text(s)</b>	<p>Phillips, R. and Furlong, J. (2001) <i>Education, reform and the state Twenty-five years of politics, policy and practice</i>. Routledge Falmer.</p> <p>Bottery, M. (2000) <i>Education policy and ethics</i>. Continuum.</p> <p>Whitty, G. (2002) <i>Understanding education policy</i>. Paul Chapman.</p>
<b>Assessment scheme</b>	<p>100% Coursework</p> <p>Written work of 5,000 +/- 1,000 words, to include reference to analysis of an original piece of evidence about policy.</p>

<b>Course Module Code</b>	<b>ED4104</b>
<b>Name of course module</b>	<b>Technology, Pedagogy &amp; Society</b>
<b>Short name (if any)</b>	
<b>Course module co-coordinator</b>	Dr Steven J Coombs
<b>Other tutor(s) (if any)</b>	
<b>Module level(s)</b>	M
<b>Semester(s)</b>	Flexible elective for either semester 1 or 2.
<b>Contact time</b>	6 x 3 hour formal sessions plus directed e-learning time
<b>Credit points</b>	30
<b>Subject Area(s)</b>	Educational Technology, pedagogical learning theories, critical thinking and reflective technology, social theory.
<b>Acceptable for:</b>	Either Full or Part time career tracks: Learning & Knowledge Technology, Critical & Creative Thinking, Ed Studies or Int Ed & Globalisation.
<b>Prerequisites (if any)</b>	Offered as an elective module within the PMP scheme to both full time and part time students. There is an expectation that participant students would come to the module with some knowledge of ICT skills, e.g. can use Office applications such as Word and PowerPoint and can use the Internet for basic research.
<b>Excluded Combinations</b>	None
<b>Type (Compulsory or Optional)</b>	Elective for full and part-time PMP students. Thus, module participants could be drawn from both programmes.
<b>Description (overview)</b>	Pedagogical learning theories will be related to Ed Tech curriculum integration strategies in schools/training centres and considered in terms of wider societal impact issues, e.g. child development and the Web, digital divide, lifestyle & health implications, teacher control and facilitation issues versus student-centred learning. Ed Tech policies that support technology-enriched learning environments in classrooms and training centres will also be investigated.
<b>Teaching and learning strategies</b>	To include a mixture of short lectures and student-led seminars. Resource-based learning tasks to be focussed upon the use of downloadable courseware materials available from the BSU VLE

	'Minerva' and wider internet sources.
<b>Learning outcomes</b>	<p>It is intended that participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Connect technology tools and information technology educational resources and courseware systems to various standard learning theories and pedagogic practice.</li> <li>2. Understand the concept of how a technology-assisted knowledge elicitation system can be regarded as a reflective technology scaffold that can assist critical thinking and learning as a new literacy.</li> <li>3. Put into a social context the impact that new technology has had upon society; locally, regionally and internationally.</li> </ol>
<b>Key text(s)</b>	<p>Coombs, S. (2000) The psychology of user-friendliness: The use of Information Technology as a reflective learning medium. <u>Korean Journal of Thinking and Problem Solving</u>. 10(2), 19-31 Korea: Keimyung University.</p> <p>Economist (editorial) (2005). Power at last (special report and leader), <i>Economist</i>, April 2<sup>nd</sup> 2005.</p> <p>Jonassen, D. (2000). <i>Computers as Mindtools for Schools: Engaging critical thinking</i>. (2<sup>nd</sup>. ed.) New Jersey: Merrill.</p> <p>Lessig, L. (2001). The future of ideas: The fate of the commons in a connected world. New York: Random House.</p> <p>Roblyer, M. &amp; Edwards, J. (2000). <i>Integrating Educational Technology into Teaching</i>, (2<sup>nd</sup> Ed). New Jersey: Merrill.</p>
<b>Assessment scheme</b>	<p>Written assignment report to be based upon a personal examination of educational technology related to the core themes of this course either as: a work-based case study, literary review drawn from the field, or, an evaluation of an educational ICT-infused project (2,500 +/- 500 words or equivalent).</p> <p>An oral presentation of a chosen topic given during a seminar session will complete the assessment policy (2,500 +/- 500 words or equivalent).</p>

<b>Course Module Code</b>	<b>ED4105</b>
<b>Name of course module</b>	<b>Language and Educational Ideology</b>
<b>Short name (if any)</b>	
<b>Course module co-coordinator</b>	Howard Gibson
<b>Other tutor(s) (if any)</b>	
<b>Module level(s)</b>	Level M
<b>Semester(s)</b>	Flexible elective offered in semester 1 or 2
<b>Contact time</b>	18 hours formal contact plus directed e-learning
<b>Credit points</b>	30
<b>Subject Area(s)</b>	Education Social Theory Critical Theory
<b>Acceptable for:</b>	Full or Part Time Education Masters
<b>Prerequisites (if any)</b>	None
<b>Excluded Combinations</b>	None
<b>Type (Compulsory or Optional)</b>	Optional
<b>Description (overview)</b>	Language is used to explain educational events. Not only the content of propositions but the choice of language is worthy of study for choice implies options and alternatives. These choices reveal representations of the world that some have call 'ideological'. This module develops students' ability to describe this language - from lexical to discursal structures - and make links between their usage and sociological, political, ethical and historical orientations. Educational examples include the nature of literacy; the structure of classroom conversation; the political nature of the educational lexicon ('comprehension', 'standards', 'creativity', etc.); issues of power and hegemony within discourses on Standard English; accounting for the historical shift in the way posts are advertised within education; the nature of academic writing in higher educational, and so on.
<b>Teaching and learning strategies</b>	To include lectures and seminars, resource-based tasks and the use of textual-based artefacts.
<b>Learning outcomes</b>	Students will: 1. start to describe language in use and explain - and name - how it works; 2. relate their understanding of the structure of language to intended or assumed purposes associated with issues of power and ideology within educational contexts; and 3. articulate opinion and argument concerning the nature of language use in such contexts.
<b>Key text(s)</b>	Crowley, T. (1989) <i>The Politics of Discourse</i> . London: MacMillan.

	<p>Fairclough, N. (1992) <i>Discourse and Social Change</i>. Oxford: Blackwell.</p> <p>Fairclough, N. (1995) <i>Critical Discourse Analysis: the Critical Study of Language</i>. London: Longman.</p> <p>Fairclough, N. (2001) <i>Language and Power (2<sup>nd</sup> revised edition)</i>. London: Longman</p> <p>Fairclough, Norman (2003). <i>Analysing Discourse: Textual Analysis for Social Research</i>. London: Routledge.</p> <p>Hodge, R. &amp; Kress. G. (1993) <i>Language as Ideology</i>. London: Routledge.</p>
<b>Assessment scheme</b>	<p>A 5,000 +/- 1,000 word written assignment. Or:  2,500 +/- 500 word assignment + oral seminar presentation to the equivalent of 2,500 +/- 500 words. [N.B. 5,000 words is the standard currency for PMP 30-credit modules]</p>