

# Programme Specifications 2017-18

## EDUCATION TRIPOS (New Regulations)

1	<b>Awarding body</b>	University of Cambridge
2	<b>Teaching institution</b>	University of Cambridge
3	<b>Accreditation details</b>	n/a
4	<b>Name of final award</b>	Bachelor of Arts
5	<b>Programme title</b>	Education Tripos
6	<b>UCAS code</b>	X300
7	<b>JACS code(s)</b>	X300
8	<b>Relevant QAA benchmark statement(s)</b>	Education Studies
9	<b>Qualifications framework level</b>	6 (Honours)
10	<b>Date specification produced</b>	August 2017

The revised Education Tripos will first be taught in October 2017. It is a multidisciplinary degree, combining in-depth study of a particular field of interest with an examination of wider educational and social issues. Students opt at the application stage to follow one of three tracks:-

- Education, Psychology and Learning
- Education, Policy and International Development
- Education, English, Drama and the Arts

### Programme structure

#### Part Ia

Students are required to take four papers. All students will take two core Education papers:

**Critical Debates in Education** – this paper introduces major themes in Education and Faculty Research, including interdisciplinary research that draws conceptually and methodologically on other disciplines such as anthropology, economics, history, philosophy, psychology and sociology.

**Language Communication and Literacy** – this paper considers a range of issues associated with childrens' development and learning, with particular emphasis on the way different social and cultural formations affect language acquisition, communication and literacy practices in Britain and in parts of the developing world.

The other two papers will be specific to the track the student has selected, and may be taught by the Faculty of Education or borrowed from other Tripos', eg PBS, HSPS, Geography. Full details can be found in the new regulations for the Education Tripos.

#### Part Ib

Students take five papers, which are a mix of core and optional Education papers and papers specific to the track which they have selected.

**Designing Educational Research** – this paper builds on initial understanding of the purpose and parameters of educational research, and focuses on methods, and broadening of

knowledge of different techniques, leading to each student producing a portfolio of work on research issues for examination.

**The Emergence of Educational Thinking and Systems** – this paper considers the dynamics shaping educational thinking, systems, organisations and practices over time, including historical and philosophical perspectives, examining the role of education in community and nation building, and in the making of the modern citizen, and exploring the ideational shifts that have emerged around ideas like lifelong learning, the development of knowledge economies and as a means to manage social conflict.

Students then choose one paper from :

**Experience of childhood and youth**  
**Education, global inequalities and social justice**  
**Learning and human development**  
**International literatures, arts and cultures**  
**Statistics and methods**

and take a further two papers related to their track, possibly including a paper borrowed from a relevant tripos.

## **Part II**

Students take five papers, including a compulsory 8000-10000 word dissertation related to the investigation and analysis of an education issue.

They choose two papers relating to issues in education, from a list which may include:

**International issues in inclusion and diversity in education**  
**Formal and informal contexts of learning**  
**Social theory and education**  
**Children's literature**

The Faculty Board may from time to time offer additional papers in this section. Students may choose to replace one of these options with a further dissertation relating to their track specialism.

They will then study two further papers specific to their track, possibly including a paper borrowed from a relevant tripos.

## **Educational aims**

The overall aims of the course are:

- to draw on a wide range of intellectual resources, theoretical and ethical perspectives and academic disciplines to illuminate understanding of education and the cultural, societal, political, historical and economic contexts in which it takes place;
- to enable students to study a particular field of interest within Education in depth, drawing on insights from congruent disciplines (such as economics, geography, politics, psychology and sociology) as appropriate;
- to encourage students to engage with fundamental questions concerning the aims and values of education and its relationship to society, reworking their prior views and assumptions about Education and acting on their beliefs as appropriate;
- to equip students with the skills to conduct research and enquiry within the field of education;

- to prepare students for a wide range of careers, including to provide a high quality foundation for those wishing to train to teach Primary or Secondary English/Drama.

## **Learning outcomes**

### Knowledge and understanding

The degree course aims to develop the following knowledge and understanding:-

- Knowledge and understanding of key theories, concepts, policies and practices within Education and, as appropriate, the track specialism;
- Understanding of a range of contemporary issues, processes, systems and approaches within Education and their cultural, societal, political, historical and economic contexts;
- Familiarity with a substantial range of current and relevant past research (both empirical and theoretical) in the field of Education and the track specialism;
- To consider the international and intercultural dimension of education, including the impact of globalisation on education systems;
- To develop greater awareness of the diversity of education processes, practices and learners;
- To understand the complex interaction between education, politics, and the socio-cultural contexts in which education takes place.

### Skills and other attributes

The degree course aims to develop the following skills and intellectual abilities:-

- to analyse and synthesise education issues and ideas systematically, demonstrating intellectual curiosity, independence of mind and discernment;
- to analyse critically and to evaluate education policies and practices from a range of contexts;
- to reflect on value systems and attitudes and examine how one's own personal values may influence perception and interpretation of facts, ideas and events;
- to develop the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner;
- to communicate clearly ideas, both in written work and in oral presentations;
- to undertake systematic research and enquiry into educational issues (qualitative, quantitative, empirical and theoretical, as appropriate) and to present findings clearly and incisively.

Although the above skills are related specifically to educational issues within the social sciences, they also involve development of generic transferable skills (such as ability to construct an argument, independent learning, collaboration, extended writing and numeracy) which we would expect students to apply to other fields and situations.

## **Teaching methods**

Students will encounter a wide range of different teaching methods, including lectures, seminars, workshops, small group work, 1-1 or small-group supervision, field visits and laboratory work [latter for EPL track]. Where possible, we aim for learning to be genuinely interactive and students are often asked to prepare material in advance for use in teaching sessions.

## **Assessment methods**

Some parts of the degree are assessed by submitted work in the form of essays or dissertations, others by practical work (such as drama productions) and others by written examination papers. The exact balance between these different forms of assessment will depend on the track being followed and the papers chosen. In Part II, students write either one or a maximum of two dissertations. Formative feedback is rigorously applied as part of the supervision system.

### **Progression requirements**

Students are required to obtain a pass at Honours level in Part Ia and Part Ib to proceed to the next part.

### **Student support**

The Faculty of Education is committed to provide an inclusive environment for learning that anticipates the varied requirements of learners, and aims to ensure that all students have equal access to educational opportunities. We liaise closely with colleges and the Disability Resource Centre in the pursuit of this aim.

### **Management of teaching quality and standards**

The University ensures high standards of teaching and learning in the following ways:

- The completion of Annual Quality Updates by each Faculty and Department, to enable central overview of provision and assist in dissemination of good practice
- Scrutiny of the reports of External Examiners for all teaching programmes
- Encouraging student engagement at both the local level, through involvement in Faculty and Departmental Committees, and at a central level by participation in the National Student Survey (NSS), the Postgraduate Teaching Experience Survey (PTES) and the Postgraduate Research Experience Survey (PRES)
- Holding reflective, centrally-coordinated, Learning and Teaching Reviews for all teaching institutions every six years to explore provision and suggest constructive courses of action
- Mentoring, appraisal, and peer review of staff, and encouraging staff participation in personal development programmes

### **Graduate employability and career destinations**

Preparation for employment in general is provided in the opportunities for the acquisition of relevant transferable skills outlined in this programme specification. Where programmes with a significant vocational or professional element are accredited by Professional, Regulatory or Statutory Bodies details are given above.

The Careers Service maintains links with employers and takes their needs and opinions into account in the services which it provides for students. The Careers Service also allocates a Careers Adviser to each College, faculty and department to act as a point of contact.

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty
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Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academical year.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: [www.admin.cam.ac.uk/univ/camdata/archive.html](http://www.admin.cam.ac.uk/univ/camdata/archive.html)