

PROGRAMME SPECIFICATION

Name, title and level of final qualification(s)	MSc Education and Social Justice, PG Dip Education and Social Justice PG Cert Education and Social Justice (Level 7)
Name and title of interim exit qualification(s)	PG Dip Education and Social Justice PG Cert Education and Social Justice
Awarding Body	University of London
Teaching Institution(s)	Birkbeck, University of London
Home school/other teaching departments	School of Social Sciences
Location of delivery	Central London
Language of delivery and assessment	English
Mode of study, length of study and normal start month	Full-time (1 year) Part-time (2 years) October
Professional, statutory or regulatory body	N/A
QAA subject benchmark group(s) Higher Education Credit Framework for England	N/A
Birkbeck Course Code	TMSEDSCJ_C (MSc) TPDEDSCJ_C (PG Dip) TPCEDSCJ_C (PG Cert)
HECoS Code	101307
Start date of programme	October 2009
Date of programme approval	Summer 2009
Date of last programme amendment approval	November 2022
Valid for academic entry year	2024-25
Programme Director	Kerry Harman
Date of last revision to document	10/7/22

Admissions requirements

At least a 2nd class honours degree will normally be required.

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.

Successful completion of the Postgraduate Certificate in Teaching: Higher Education (60 credits level 7) will give exemption from the two optional modules, and may therefore be accredited towards either the postgraduate diploma or the masters.

Course aims

The aims of the programme are to:

- 1) enable students to develop well-grounded theoretical and methodological approaches to the study of education and social justice and provide students with the opportunity for a comprehensive and critical analysis of literature on education, globalisation, power and resistances.
- 2) enable students to develop critical and analytical skills and to engage in critical debate with theoretical perspectives in the interdisciplinary and transdisciplinary field of education
- 3) offer an interdisciplinary and transdisciplinary learning environment, appropriate to the field, in which students are able to engage with tutors and material from the disciplines of education, sociology, psychosocial studies, law and humanities.
- 4) 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
- 5) equip students to develop critical and well-informed analyses of a range of intersections between education, globalisation and social change
- 6) provide a core research training to enable students to develop research skills and skills of independent study
- 7) to enable students to engage in a research project which stimulates their interest and advances their knowledge and critical understanding of education and social justice.

Course structure

Level	Module Code	Module Title	Credits	Core/comp/option	Likely teaching term
Full-Time MSc programme – 1 year					
Year 1					
7	FDLL004S7	Education, Globalisation and Change	30	Compulsory	T1
7	FDLL003S7	Education, Power and Resistances	30	Compulsory	T2
7		2 x 30 credit options - Various option modules available from across the College	60	Optional	T2, or T3
7	SSPA085D7	Independent Research Module	60	Core	T1-3

Part-Time MSc programme – 2 years					
Year 1					
7	FDLL004S7	Education, Globalisation and Change	30	Compulsory	T1
7	FDLL003S7	Education, Power and Resistances	30	Compulsory	T2
Years 1&2					
7		2 x 30 credit options - Various option modules available from across the College	60	Optional	T2, T3 in Yr 1; T1, 2 or 3, in Yr 2
Year 2					
7	SSPA085D7	Independent Research Module	60	Core	T1-3
Full-Time PG Dip programme – 1 year					
Year 1					
7	FDLL004S7	Education, Globalisation and Change	30	Compulsory	T1
7	FDLL003S7	Education, Power and Resistances	30	Compulsory	T2
7		2 x Various option modules available across the College	30 (60 total)	Optional	T2 or T3
Part-Time PG Dip programme – 2 years					
Year 1					
7	FDLL004S7	Education, Globalisation and Change	30	Compulsory	T1
7	FDLL003S7	Education, Power and Resistances	30	Compulsory	T2
Year 2					
7		2 x 30 credit options - Various option modules available from across the College	60	Optional	T1, 2 or 3
Part-Time PG Cert programme – 1 year					
Year 1					
7	FDLL004S7	Education, Globalisation and Change	30	Compulsory	T1
7	FDLL003S7	Education, Power and Resistances	30	Compulsory	T2
Indicative Level 7 options:					
7	PSSL040S7	Theories and Sites of the Psychosocial	30	Option	T1
7	PSSL039S7	Texts and Interpretations	30	Option	T2
7	SSPA152S7	Sociology for New Worlds	30	Option	T1
7	FDRE012S7	Culture, Community and Identity	30	Option	T2
7	SSPA078S7	Psychoanalysis and Culture	30	Option	T2

7	SSHC528S7	Decolonising History/Histories of Decolonisation	30	Option	T3
7	LACN025S7	Policing, Race and Justice	30	Option	T2
7	FDDV023S7	Development Studies: Theoretical Approaches	30	Option	T1
7	SSGE062S7	Critical Social Geographies	30	Option	T1

Core: Module must be taken and passed by student

Compulsory: Module must be taken but can be considered for compensated credit (see CAS regulations paragraph 24)

Option: Student can choose to take this module

How you will learn

Your learning and teaching is organised to help you meet the learning outcomes (below) of the course. As a student, we expect you to be an active learner and to take responsibility for your learning, engaging with all of the material and sessions arranged for you.

Each course is divided into modules. You will find information on the virtual learning site (Moodle, see Academic Support below) about each of your modules, what to expect, the work you need to prepare, links to reading lists, information about how and when you will be assessed.

Your learning for this course will be organised around the activities outlined below:

A range of learning and teaching methods will be used including lectures, seminars, workshops, small group work, presentations and case studies.

How we will assess you

The course will use a variety of assessment methods. Assessment is used to enhance your learning rather than simply to test it. For most of the modules associated with this course, your assessment will be through the following types of assessment.

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 writing based on work in the classroom). The second module builds and develops skills gained in module 1, and includes a literature review (which will also support Masters students as they move on to their dissertation) and a longer essay. The assessment of the dissertation module consists of the understanding of the principles of psychosocial research methods and the dissertation itself.

Optional module assessment is as set in the individual modules.

Learning outcomes (what you can expect to achieve)

'Learning outcomes' indicate what you should be able to know or do at the end of your course. Providing them helps you to understand what your teachers will expect and also the learning requirements upon which you will be assessed.

At the end of this course, you should be able to:

1. Assess the value of historical perspectives in explaining contemporary educational conditions
2. Critically examine the extent to which globalisation affects educational development
3. Distinguish between different social and political perspectives on the role of education
4. Critique how the power of dominant ideologies shape educational policies and practices, drawing on a range of global examples
5. Analyse the concept of social exclusion and discuss possible origins using a number of examples
6. Analyse the resistances arising from socially excluded groups
7. Undertake independent research in a field of education and social justice
8. Demonstrate the relevance of the academic work within a field of education
9. Undertake independent research, distinguishing between qualitative and quantitative research methodologies and selecting appropriate research methods.
10. Apply theoretical insights to develop independent research
11. Explain competing theoretical perspectives and ethical issues
12. Apply theoretical perspectives to analyse a range of educational 'developments'
13. Critically read and analyse key texts, make notes and structure written work appropriately.
14. Develop skills in summarising and distilling arguments, orally and in writing
15. Design and develop a research proposal
16. Develop strategies to plan and organise effectively
17. Use information retrieval and ICT skills to support research
18. Compare and contrast different approaches to research
19. Explore and hold refreshed personal political beliefs in relation to the connections between education, globalisation and social and political change
20. Recognise the skills and abilities to become an independent researcher
21. Develop confidence in presenting information
22. Recognise the benefits of working with peers

Careers and further study

You will find Education and Social Justice graduates in the following kinds of roles: education; health and social care; social research; social policy; civil service; international development and human rights; youth and community work; the cultural industries; as well as further study at MPhil/PhD levels.

Birkbeck's MSc Education and Social Justice graduates will complete with a set of valuable attributes, for example:

- The ability to assess and evaluate a range of education related social issues
- High-level oral and written communication skills in English
- The ability to design and complete research projects

- The ability to present yourself and communicate an argument to a range of audiences

Birkbeck offers a range of careers support to its students. You can find out more on [the careers pages of our website](#).

Academic regulations and course management

Birkbeck's academic regulations are contained in its [Common Award Scheme Regulations](#) and Policies published by year of application on the Birkbeck website.

You will have access to a course handbook on Moodle and this will outline how your course is managed, including who to contact if you have any questions about your module or course.

Support for your study

Your learning at Birkbeck is supported by your teaching team and other resources and people in the College there to help you with your study. Birkbeck uses a virtual learning environment called Moodle and each course has a dedicated Moodle page and there are further Moodle sites for each of your modules. This will include your course handbook.

Birkbeck will introduce you to the Library and IT support, how to access materials online, including using Moodle, and provide you with an orientation which includes an online Moodle module to guide you through all of the support available. You will also be allocated a personal tutor and provided with information about learning support offered within your School and by the College.

[Please check our website for more information about student support services](#). This covers the whole of your time as a student with us including learning support and support for your wellbeing.

Quality and standards at Birkbeck

Birkbeck's courses are subject to our quality assurance procedures. This means that new courses must follow our design principles and meet the requirements of our academic regulations. Each new course or module is subject to a course approval process where the proposal is scrutinised by subject specialists, quality professionals and external representatives to ensure that it will offer an excellent student experience and meet the expectation of regulatory and other professional bodies.

You will be invited to participate in an online survey for each module you take. We take these surveys seriously and they are considered by the course team to develop both modules and the overall courses. Please take the time to complete any surveys you are sent as a student.

We conduct an annual process of reviewing our portfolio of courses which analyses student achievement, equality data and includes an action plan for each department to identify ongoing enhancements to our education, including changes made as a result of student feedback.

Our periodic review process is a regular check (usually every four years) on the courses by department with a specialist team including students.

Each course will have an external examiner associated with it who produces an annual report and any recommendations. Students can read the most recent external examiner reports on the course Moodle pages. Our courses are all subject to Birkbeck Baseline Standards for our

Moodle module information. This supports the accessibility of our education including expectations of what information is provided online for students.

The information in this programme specification has been approved by the College's Academic Board and every effort has been made to ensure the accuracy of the information it contains.

Programme specifications are reviewed periodically. If any changes are made to courses, including core and/or compulsory modules, the relevant department is required to provide a revised programme specification. Students will be notified of any changes via Moodle.

Further information about specifications and an archive of programme specifications for the College's courses is [available online](#).

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