EDUCATION STUDIES BA / UCAS CODE: X300
2019 ENTRY

www.ucl.ac.uk/prospectus
This broad-based, interdisciplinary programme challenges how we think about education. Looking beyond education as taking place only in schools and universities, you will study education across all social institutions (for example, employment and families), and develop critical understandings of education in the past, present and future, both locally and globally.

**Key information**

**Programme starts**
September 2019

**Location**
London, Bloomsbury

**Degree benefits**

// A broad-based education programme that introduces students to educational insights from traditional disciplines including history, sociology, philosophy, psychology as well as innovative fields such as media, communication and technology studies, race and ethnic studies, feminist and cultural studies.

// Develops students’ imaginative capacity and fosters critical understanding of education and society, enabling you to engage in social justice and equality agendas through education.

// Prepares students for careers in education and a wide range of other fields by providing you with an intellectual set of tools to take a lead role in transforming and improving society, no matter where you go next in your work, community and personal lives.

// Our teaching team is made up of leading academics who draw directly on their research expertise to inform their teaching and provide students with specialist interest modules.

**Degree structure**

In each year of your degree you will take a number of individual modules, normally valued at 15 or 30 credits, adding up to a total of 120 credits for the year. Modules are assessed in the academic year in which they are taken. The balance of compulsory and optional modules varies from programme to programme and year to year. A 30-credit module is considered equivalent to 15 credits in the European Credit Transfer System (ECTS).

Our first-year core modules establish a broad-based, globally oriented, interdisciplinary curriculum that provides our diverse cohort with the skills, perspectives and knowledge needed to succeed in higher education.

In the second year, students combine core and optional modules to pursue their individual goals and interests. In their third year students choose all modules and have the opportunity to conduct their own research on an area they are passionate about.

Modules address questions such as: What is equality in education? Why do class, race and gender inequalities persist in schooling? What significance does new technology have for transforming education? How do people learn? How and why does education vary across the world and throughout history?

Please note that this degree does not lead to Qualified Teacher Status (QTS), but students can apply for a one-year teacher training programme after completing the degree.

**YEAR ONE**

<table>
<thead>
<tr>
<th>Core or compulsory module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Education Studies</td>
</tr>
<tr>
<td>Foundations in the Sociology of Education</td>
</tr>
<tr>
<td>Living in a Schooled Society</td>
</tr>
<tr>
<td>Understanding Education Research: Numbers, Narratives, Knowledge and Nonsense</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will choose optional modules from a list which may include the following:</td>
</tr>
<tr>
<td>Education in the Age of Globalisation</td>
</tr>
<tr>
<td>How People Learn</td>
</tr>
<tr>
<td>Literacy, Language and Communication</td>
</tr>
<tr>
<td>Representations of Education in Film and Literature</td>
</tr>
</tbody>
</table>

**YEAR TWO**

<table>
<thead>
<tr>
<th>Core or compulsory module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy and Politics in Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will choose optional modules to the value of 3.5 credits from a list which may include the following:</td>
</tr>
<tr>
<td>Archival Research and Oral History in Education</td>
</tr>
<tr>
<td>Educating and Organising for Social Justice</td>
</tr>
<tr>
<td>The Learning Sciences</td>
</tr>
<tr>
<td>Philosophical Research in Education</td>
</tr>
<tr>
<td>Researching Education and Society: Qualitative Methods</td>
</tr>
<tr>
<td>An Introduction to Applied Quantitative Analysis in the Social Sciences</td>
</tr>
<tr>
<td>Social History of Learning and Learners</td>
</tr>
<tr>
<td>Ways of Thinking and Ways of Being</td>
</tr>
<tr>
<td>Sociology of Childhood</td>
</tr>
<tr>
<td>Creativity and Education</td>
</tr>
<tr>
<td>Literacies Across the Lifecourse</td>
</tr>
<tr>
<td>Educating Minorities, Migrants and Refugees</td>
</tr>
<tr>
<td>Children with Disabilities: Theory, Politics and Experience</td>
</tr>
</tbody>
</table>
YEAR THREE

Optional modules

- You will choose optional modules to the value of 4.0 credits from a list which may include the following:
  - Dissertation
  - Educating for Employment? Understanding Learning in the 21st Century Economy
  - Elites, Education and Inequalities
  - Gender, Sexuality and Feminisms in Everyday Lives
  - Media Production in Education
  - Radical Education
  - Rights, Equality and Justice in Education
  - Youth and Youth Movements in the Modern World
  - Youth in a Globalising World
  - Education, Religion and State: historical and contemporary developments

Your learning

The programme seeks to help each student acquire a common set of intellectual skills and develop their own unique and principled voice for writing and speaking about education in the world. It does this through a combination of lectures, seminars, tutorials, workshops, field trips, multimedia sessions, and individual and collective research and community organising projects.

Fieldwork

As part of their dissertation option, students can opt to undertake fieldwork, and several of our optional modules involve short pieces of research, field trips to local archives, museums and other sites of educational interest.

Placement

We offer a unique, optional placement module in the second year to introduce the theory and history of education as part of collective efforts to create a more democratic, equal, just and sustainable society. Alongside lectures and seminars, the module provides a hands-on opportunity to learn community organising skills and participate in a local community organising project with Citizens UK.

Assessment

We use a wide range of assessment methods that are carefully developed across all our programme's modules. These include student journals and portfolios, empirical research assignments, multimedia projects, group discussions and debates, individual and collective presentations, writing drafts and outlines, formal academic essays and examinations.

Your career

We prepare students for careers in education and related fields, and provide students with the skills to lead in transforming how we think about and practise education, in your work, community and personal lives. Our unique placement offers the chance to practise this goal in a real life, educational setting.

Many of our students are keen to train to become teachers and work directly as educators. Our programme is also ideal for students wishing to make and influence education policy at local and national levels, through research and consultancy (such as think tanks) or those who wish to develop careers in community and youth work, international aid and development, social care and inclusion, media and the arts, and other related fields.

First destinations of recent graduates of this programme at UCL include:

- Support Worker, Ranstand Recruitment Agency
- Family Action
- Full-time student, PGCE Primary at the UCL Institute of Education (IOE)
- Full-time student, PGCE Post-Compulsory Education (pre-service, full-time), at the UCL Institute of Education (IOE)
- Primary School Class Teacher (Year 6), Mitchell Brook Primary School and studying MA in Policy Studies In Education at the UCL Institute of Education (IOE)

Your application

Application for admission should be made through UCAS (the Universities and Colleges Admissions Service). Applicants currently at school or college will be provided with advice on the process; however, applicants who have left school or who are based outside the United Kingdom may obtain information directly from UCAS.

We look for applicants with a desire to shape, redefine and reimagine what education is and can be. Applicants should have an appreciation of the approach of our programme and an interest in engaging with a variety of disciplines. We welcome applicants with a range of experiences in different kinds of educational settings.

We consider all aspects of your UCAS application, valuing compelling personal statements, academic abilities and commitment to the field of education, perhaps through voluntary or work experience. In some circumstances we may ask for additional information (for example, samples of written work). We reserve the right to interview applicants.
Entry requirements

A LEVELS
Standard Offer: ABB. No specific subjects.
Contextual Offer: BBB. No specific subjects.

GCSE
English Language and Mathematics at grade C or 5. For UK-based students, a grade C or 5 or equivalent in a foreign language (other than Ancient Greek, Biblical Hebrew or Latin) is required. UCL provides opportunities to meet the foreign language requirement following enrolment. Further details at: www.ucl.ac.uk/ug-requirements

IB DIPLOMA
Standard Offer: 34. A score of 16 points in three higher level subjects, with no score lower than 5.
Contextual Offer: 32. A score of 15 points in three higher level subjects, with no score lower than 5.

CONTEXTUAL OFFERS – ACCESS UCL SCHEME
As part of our commitment to increasing participation from underrepresented groups, students may be eligible for a contextual offer as part of the Access UCL scheme. For more information see www.ucl.ac.uk/prospectus

OTHER QUALIFICATIONS
UCL considers a wide range of UK and international qualifications for entry into its undergraduate programmes. Full details are given at: www.ucl.ac.uk/otherquals

UNDERGRADUATE PREPARATORY CERTIFICATES (International foundation courses)
UCL Undergraduate Preparatory Certificates (UPCs) are intensive one-year foundation courses for international students of high academic potential who are aiming to gain access to undergraduate degree programmes at UCL and other top UK universities.

Typical UPC students will be high achievers in a 12-year school system which does not meet the standard required for direct entry to UCL.

For more information see: www.ucl.ac.uk/upc.

TUITION FEES
The fees indicated are for undergraduate entry in the 2019/20 academic year. The UK/EU fees shown are for the first year of the programme at UCL only. Fees for future years may be subject to an inflationary increase. The Overseas fees shown are the fees that will be charged to 2019/20 entrants for each year of study on the programme, unless otherwise indicated below.

// UK & EU: £9,250 (2019/20)
// Overseas: £18,430 (2019/20)

Full details of UCL’s tuition fees, tuition fee policy and potential increases to fees can be found on the UCL Students website.

Additional costs
If you are concerned by potential additional costs for books, equipment, etc. on this programme, please get in touch with the relevant departmental contact (details given on this page).

FUNDING
Various funding options are available, including student loans, scholarships and bursaries. UK students whose household income falls below a certain level may also be eligible for a non-repayable bursary or for certain scholarships. Please see the Fees and funding pages for more details.

CONTACT
Dr Jelena Popov
Email: Jelena.popov.14@ucl.ac.uk
Telephone: +44 (0)20 7612 6596
Department: Education, Practice and Society

EU referendum
For up-to-date information relating to specific key questions following the UK’s decision to leave the EU, please refer to: www.ucl.ac.uk/ucl-and-europe

Disclaimer
This information is for guidance only. It should not be construed as advice nor relied upon and does not form part of any contract. For more information on UCL’s degree programmes please see the UCL Undergraduate Prospectus at www.ucl.ac.uk/prospectus