

BA (Hons) Education Primary and Early Years

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|--|--|
| Awarding institution | Bath Spa University |
| Teaching institution | Bath Spa University |
| School | School of Education |
| Main campus | Newton Park |
| Other sites of delivery | n/a |
| Other Schools involved in delivery | n/a |
| | |
| Name of award(s) | Education Primary And Early Years |
| Qualification (final award) | BA (Hons) |
| Intermediate awards available | CertHE, DipHE, BA |
| Routes available | Single |
| Professional Placement Year | Optional |
| Duration of award | 3 years full-time or 4 years with Professional Placement Year 6 years part time |
| Modes of delivery offered | Campus-based |
| Regulatory Scheme ^[1] | Undergraduate Academic Framework |
| Exemptions from regulations/framework[2] | No |

| | |
|---|------------------------|
| Professional, Statutory and Regulatory Body accreditation | n/a |
| Date of most recent PSRB approval (month and year) | n/a |
| Renewal of PSRB approval due (month and year) | n/a |
| | |
| UCAS code | X301, X311 |
| Route code (SITS) | EPEYSIN |
| Relevant QAA Subject Benchmark Statements (including date of publication) | Education Studies 2019 |
| Date of most recent approval | June 2018 |
| Date specification last updated | May 2022 |

^[1] This should also be read in conjunction with the University's Qualifications Framework

[2] See section on 'Exemptions'

Exemptions

There are no exemptions

Programme Overview

A warm welcome to Education Primary and Early Years at Bath Spa University.

Education Primary and Early Years is a single honours award in education studies. It is ideal if you have the ambition and prerequisites (see entry requirements) to become a primary school teacher.

Education Primary and Early Years develops your knowledge, critical understanding and skills needed to explore education in a variety of ways and become change makers of the future. It enables you to appreciate what education is for, how it is constructed and how it succeeds or fails in its aims. It is not 'teacher training' or a 'theory' course but helps you understand the history of education and schooling and develop a vision of what education might become.

The programme provides you with an opportunity to experience classrooms in each year of your degree as well as a variety of other placement opportunities in educational contexts.

At the end of the programme you have the option to continue onto our PGCE course or apply for alternative routes into teaching.

We will offer you personalized academic support. Each year you will have an academic tutor who will help you identify your academic strengths and how to build on these. In addition we work closely with our Careers and Employability team who offer support and advice about future careers opportunities and the application processes for initial teacher training.

You can also take this programme as a 'sandwich' degree, studied over 4 years. This includes a Professional Placement Year module, taken in the education sector. The placement year is usually taken after you have completed year two of your degree. During this time you will be able to apply knowledge gained during your studies in a work environment.

Programme Aims

1. To examine and question the aims, values and outcomes of education and schooling in local and global contexts.
2. To explore the social, cultural, historical, political and economic contexts of education and schooling.
3. To interrogate educational processes, societal and organisational structures and their impact on pupils, families and communities.
4. To understand the role, range and scope of educational enquiry and its impact on schooling.
5. To develop knowledge and skills that enable progression to a range of employment or postgraduate study in related educational contexts including initial teacher education and the PGCE at Bath Spa University.
6. To develop your professional identity and relevant skills and competencies to practice in school classrooms or nurseries.
7. To challenge your understanding of your role as an educator in promoting social and educational change through an understanding of global issues and debates.

Programme Intended Learning Outcomes (ILOs)

A Subject-specific Skills and Knowledge

| | Programme Intended Learning Outcomes (ILOs) (NB These will also be the ILOs for level 6) | On achieving Level 5 | On achieving Level 4 |
|----|---|--|--|
| A1 | The ability to demonstrate through sustained argument a systematic understanding and coherent, detailed knowledge of the wider social, cultural, historical, political and economic contexts of schooling | The ability to take an appropriate and well supported position that demonstrates a critical understanding and knowledge of the wider social, cultural, historical, political and economic contexts of education and schooling | The ability to communicate accurately an appropriate and well supported position on issues relating to the wider social, cultural, historical, political and economic contexts of education and schooling. |
| A2 | The ability to demonstrate through sustained argument a systematic understanding and detailed knowledge of the nature, purposes and development of education policy in the UK and internationally. | The ability to effectively communicate a justified personal position based on critical understanding and knowledge that acknowledges different perspectives on the nature, purposes and development of education and schools policy in the UK and internationally. | An ability to communicate accurately a justified position on the nature, purposes and development of education and school policy in the UK and internationally. |
| A3 | The ability to demonstrate through sustained argument, a systematic understanding and coherent, detailed knowledge of the development of education practices in a range of school contexts and how these relate to teachers and learners. | The ability to take a justified position that acknowledges a sound understanding of different perspectives on the development of education practices in a range of contexts, including how these relate to teachers and learners. | An ability to communicate accurately a justified position on the development of education practices in a range of contexts including how these relate to teachers and learners. |

| | | | |
|----|---|---|---|
| A4 | The ability to deploy accurately established techniques of analysis and enquiry in educational research. | The ability to take a justified position that acknowledges different perspectives on the main methods of educational enquiry; to understand the limits of knowledge and the impact on analysis. | An ability to evaluate the appropriateness of the main methods of educational enquiry and to apply such methods to their own research. |
| A5 | Understand and appreciate uncertainty, ambiguity and limits of professional knowledge through engagement with practical, school experience. | The ability to apply educational theory and understanding in the lived experience of classroom practice and acquire to new competencies in relation to pre-professional development. | The ability to observe professional education practice in situ and to communicate appropriately and accurately with professionals and pupils. |

B Cognitive and Intellectual Skills

| | Programme Intended Learning Outcomes (ILOs) (NB These will also be the ILOs for level 6) | On achieving Level 5 | On achieving Level 4 |
|----|---|---|--|
| B1 | Skills to understand the assumptions that underpin the paradigms situated within the field of childhood, education and schooling. | Skills to locate a theoretical position within the wider field of childhood, education and schooling. | Skills to interpret relevant concepts grounded in literature and research in relation to childhood, education and schooling. |
| B2 | Ability to identify and evaluate trustworthy sources to extend knowledge and understanding, and to apply the concept to their own research. | Ability to identify and evaluate trustworthy sources to extend knowledge and understanding. | Ability to understand why some sources may be more trustworthy than others. |
| B3 | Ability to apply reflexive ethical judgements when collecting and working with relevant data. | Ability to behave ethically when collecting and working with relevant data. | Ability to consider ethical issues around collecting and working with relevant data. |
| B4 | Ability to create coherent and persuasive arguments that are grounded in recognisable paradigms and present these using academic conventions. | Ability to create coherent and persuasive arguments and present these using academic conventions. | Ability to use academic conventions to present arguments. |

C Skills for Life and Work.

| | Programme Intended Learning Outcomes (ILOs) On Achieving Level 6 | On Achieving Level 5 | On Achieving Level 4 |
|----|---|--|---|
| C1 | Autonomous learning[3] (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts. | Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed. | Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility. |

| | | | |
|----|---|--|---|
| C2 | Team working skills necessary to flourish in the global workplace with an ability both to work in and lead teams effectively. | Team work as would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed. | Team work as would be necessary for employment requiring the exercise of personal responsibility for effective work with others. |
| C3 | Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences. | Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively. | Communication skills that demonstrate an ability to communicate outcomes accurately and reliably and with structured and coherent arguments. |
| C4 | IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies. | IT skills and digital literacy that demonstrate the development of existing skills and the acquisition of new competences. | IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment. |

[3] i.e. the ability to review, direct and manage one's own workload

Programme Content

This programme comprises the following modules

Key:

Core = C

Required = R

Required* = R*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

Subject offered as a single award

| Education Primary and Early Years | | | | Status | |
|-----------------------------------|------------|---|---------|--------|-------|
| Level | Code | Title | Credits | Single | Joint |
| 4 | EDU4000-20 | Education for Change | 20 | C | |
| 4 | EDU4007-20 | Introduction to Education Research | 20 | C | |
| 4 | EDU4003-20 | Introduction to Primary Schools | 20 | C | |
| 4 | EDU4101-20 | Controversial Issues in Special and Inclusive Education | 20 | C | |

| | | | | | |
|---|-------------|---|-----|----|--|
| 4 | EDU4102-20 | Philosophical Enquiry and Education | 20 | C | |
| 4 | EDU4104-20 | Educational History and Heritage | 20 | C | |
| 5 | EDU5000-20 | Issues in Education | 20 | C | |
| 5 | EDU5003-20 | Professional Practice in School | 20 | R | |
| 5 | EDU5108-20 | Understanding Classrooms | 20 | C | |
| 5 | EDU5100-20 | Literacy Learning in a Multi-media World | 20 | O | |
| 5 | EDU5101-20 | Supporting Learners with Additional Needs | 20 | O | |
| 5 | EDU5103-20 | Environment and Education | 20 | O | |
| 5 | EDU5104-20 | Sociology of Education | 20 | O | |
| 5 | EDU5105-20 | Youth in Society: Power, Politics and Participation | 20 | O | |
| 5 | EDU5111-20 | Teaching English to Speakers of Other Languages (TESOL) | 20 | O | |
| 5 | EDU5114-20 | Education, Social Inequalities and Social Justice | 20 | O | |
| 5 | PPY5100-120 | Professional Placement Year | 120 | O | |
| 6 | EDU6004-20 | Education Research Project (Part 1) | 20 | C | |
| 6 | EDU6005-20 | Education Research Project (Part 2) | 20 | R | |
| 6 | EDU6003-20 | Teaching and Professionalism | 20 | C | |
| 6 | EDU6101-20 | Learning in Mathematics | 20 | R* | |
| 6 | EDU6104-20 | Childhood, Reading and Children's Literature | 20 | R* | |
| 6 | EDU6105-20 | Health, Education and Wellbeing | 20 | O | |
| 6 | EDU6106-20 | Young People, Identities and Subcultures | 20 | O | |
| 6 | EDU6107-20 | Professional Practice: Supporting the Dyslexic Learner in the Classroom | 20 | O | |
| 6 | EDU6108-20 | Learning in Science | 20 | R* | |
| 6 | EDU6109-20 | Culture, Creativity and Society: Perspectives in Art Education | 20 | O | |
| 6 | EDU6111-20 | Identity, Philosophy and Education | 20 | O | |
| 6 | EDU6113-20 | Social and Educational Inclusion | 20 | O | |
| 6 | ECS6101-20 | Symbolic representations: Young children making meaning | 20 | O | |
| 6 | EDU6002-20 | Global and International Education | 20 | O | |

R* - a minimum of 20 credits i.e. one out of 3 R* modules to be taken a level 6

Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

Work experience and placement opportunities

At level 4, the following work experience and placement opportunities are available to Education Primary and Early Years:

- On the Core module EDU4003 *Introduction to Primary Schools* you must complete a compulsory placement in an education setting. You must have DBS clearance for this placement.

At level 5, the following work experience and placement opportunities are available to Education: Primary and Early Years

- On the core module, EDU5003 *Professional Practice in School*, you must complete a compulsory placement in an education setting. You must have DBS clearance for this placement.
- On the optional module, EDU5103 *Environment and Education*, you can undertake training for a Level 2 Outdoor Learning Practitioner certificate.

At level 6, the following work experience and placement opportunities are available to Early Childhood Studies students:

- On the core module EDU6003 *Teaching and Professionalism*, you must complete a compulsory placement in an education setting. You must have DBS clearance for this placement.
- On the optional module, EDU6107 *Professional Practice: Supporting the Dyslexic Learner*, you can complete a placement in working towards the Accredited Learning Support Assistant qualification

Additional Costs Table

| Module Code & Title | Type of Cost | Cost |
|---|----------------------------------|---|
| EDU5103-20 Environment and Education | Professional and regulatory fees | For the optional additional accredited course: DBS certificate and Update Service required (£30-40 + £13 per year); transport costs; payment of accredited course fees, indicative amount approx. £200. |

A DBS certificate will be required for modules with school placements, approximate cost to student £30-£40, plus £13 per year for the Update Service.

Students will also need to pay travel costs to attend placements.

Graduate Attributes

| | | |
|---|--|--|
| | Bath Spa Graduates... | In Education Primary and Early Years, we enable this... |
| 1 | Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams | By embedding employability within the Education Primary and Early years programme, we develop your skills to flourish in the global and professional workplace. You are required to undertake at least one placement in a professional education setting and you are assessed against a range of employment focused criteria. Many optional modules also give you the opportunity to undertake further placements, both internationally and in the UK, and to gain additional professional accreditations. |

| | | |
|---|--|--|
| 2 | Will be able to understand and manage complexity, diversity and change | We believe that education is about change and we will challenge you to change and develop your ideas, attitudes, skills and knowledge as part of this course. |
| 3 | Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners | We believe that education professions are creative ones – the Institute for Education strapline is, ‘Be creative, educate’. You will have a range of options to explore your own creativity and the creativity of learners. You will also take modules that encourage problem solving and give you opportunities to work across academic and professional disciplines. |
| 4 | Will be digitally literate: able to work at the interface of creativity and technology | We aim to build your existing skills as a ‘digital learner’ so that you can benefit from technology to its fullest extent. You become a confident user of digital technologies in your own learning by working extensively with Minerva (our virtual learning environment) on all of your modules. You will have the opportunity to choose modules that explore digital technologies and to develop creative work using technology as part of your assessments. |
| 5 | Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas | <p>Education Primary and Early Years equips you to understand and engage with education issues here in the UK and internationally. From year one, our curriculum presents an international perspective on education issues and you can take optional modules that explore issues in international education in detail.</p> <p>You will have the opportunity to participate in international placements and study visits associated with modules or to organise your own education focused international placement. There are also a number of opportunities to study abroad as part of the course, including on an Erasmus placement or a University exchange.</p> |
| 6 | Will be creative thinkers, doers and makers | This course enables your knowledge and understanding of education, but it also gives you opportunities, through placements, study visits and creative assessments, to develop your practice and your professionalism. |
| 7 | Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy | The development of critical thinking skills are embedded in our curriculum from the first weeks of your year one core module, when you will be introduced to philosophical debates around the purposes of education. Your modules will encourage you consider issues from a range of perspectives and will develop your skills to express your ideas clearly in oral and written form. You will also develop skills to understand, critically assess and conduct educational research. |

| | | |
|---|---|---|
| 8 | Will be ethically aware: prepared for citizenship in a local, national and global context | We believe that education is about change and we provide you with opportunities to develop your personal values and beliefs about education. You will rigorously examine and defend these values against a framework of ethical behaviours and will have the opportunity to consider the ethics of educational research and of working as a professional in education settings. |
|---|---|---|

Modifications

Module-level modifications

| Code | Title | Nature of modification | Date(s) of approval and approving bodies | Date modification comes into effect |
|-------------|---|---|---|-------------------------------------|
| EDU 5107-20 | Evidence-based Education | Module deleted | IfE Learning and Teaching Committee, 3 April 2019 | 2019/20 |
| EDU 5111-20 | Teaching English to Speakers of Other Languages | New module | IfE Learning and Teaching Committee, 3 April 2019 | 2019/20 |
| EDU 6005-20 | Education Dissertation Project 2 | Change to module description and assessment | IfE Learning and Teaching Committee, 3 April 2019 | 2019/20 |
| EDU 4003-20 | Introduction to Primary Schools | Change to assessment | IfE Learning and Teaching Committee, 3 April 2019 | 2019/20 |
| ECS 6100-20 | International Perspectives in Early Childhood | Change to outline syllabus and teaching and learning activities | IfE Learning and Teaching Committee, 3 April 2019 | 2019/20 |
| EDU 6103-20 | Inequality, Education and Policy | Change to module name | IfE Learning and Teaching Committee, 3 April 2019 | 2019/20 |
| EDU 6105-20 | Health, Education and Wellbeing | Change to module name | IfE Learning and Teaching Committee, 3 April 2019 | 2019/20 |
| EDU 4104-20 | Educational History and Heritage | Change to assessment | Education SQMC Nov 2019 | 2020/21 |
| EDU 6113-20 | Social and Educational Inclusion | New module | Education SQMC Feb 2020 | 2020/21 |

| | | | | |
|--------------------|---|---------------------------------------|--|---------|
| EDU 4002 -20 | Introduction to International Education | New module | Curriculum Committee (fixed Level 4 project) June 2020 | 2021/22 |
| EDU 4101 -20 | Controversial Issues in Special and Inclusive Education | Module status change | Curriculum Committee (fixed Level 4 project) June 2020 | 2021/22 |
| EDU 4104 -20 | Educational History and Heritage | Module status change | Curriculum Committee (fixed Level 4 project) June 2020 | 2021/22 |
| EDU 6100 -20 | The Team around the Child/Young Person | Change of semester | Approved by Chair's action on 2/12/2020 | 2021/22 |
| EDU 6004 -20 | Education Research Project (Part 1) | Assessment change | Approved by Chair's action on 2/12/2020 | 2021/22 |
| EDU 6005 -20 | Education Research Project (Part 2) | Assessment change | Approved by Chair's action on 2/12/2020 | 2021/22 |
| EDU 4002 -20 | Introduction to International Education | Module deletion | Curriculum Committee December 2020 | 2021/22 |
| EDU 4102 -20 | Philosophical Enquiry and Education | Module deletion | Curriculum Committee December 2020 | 2021/22 |
| EDU 5114 -20 | Education, Social Inequalities and Social Justice | New module | Approved by Chair's Action on behalf of SQMC June 2021 | 2021/22 |
| EDU 6112 -20 | How to Teach University | Module deletion | Approved by Chair's Action on behalf of SQMC June 2021 | 2021/22 |
| EDU 5106 -20 | Values, Philosophy & Education: Dialogicality in Action | Module deletion | SQMC, February 2022 | 2022/23 |
| EDU 5102 -20 | Critical Approaches to Profound and Multiple Learning Difficulties in Education | Module deletion | SQMC February 2022 | 2022/23 |
| EDU 6100 | Building Bridges: the Team Around the Child/Young Person | Module deletion | SQMC February 2022 | 2022/23 |
| EDU 6102 | Creativity and Digital Technologies in Education | Module deletion | SQMC, February 2022 | 2022/23 |
| EDU 5103 | Environment and Education | Change of text for 'additional costs' | SQMC, February 2022 | 2022/23 |
| EDU 6104 | Childhood Reading and Children's Literature | Change to resource list | SQMC, February 2022 | 2022/23 |

| | | | | |
|-------------|---|---|--------------------|---------|
| EDU 4004 | Changing Education | Change to title: Introduction to Education Research | SQMC February 2022 | 2022/23 |
| EDU 4102 | Philosophical Enquiry and Education | Change of semester | SQMC November 2022 | 2023/24 |
| EDU 4104 | Educational History and Heritage | Change of semester | SQMC November 2022 | 2023/24 |
| EDU 6109-20 | Creativity, Culture and Society: Perspectives in Arts Education | Change of semester | SQMC November 2022 | 2023/24 |
| EDU 6104 | Childhood Reading and Children's Literature | Assessment change | SQMC March 2023 | 2023/24 |
| EDU 5003-20 | Professional Practice in Schools | Change of contact and independent study times | SQMC March 2024 | 2024/25 |

Programme-level modifications

| Nature of modification | Date(s) of approval and approving bodies | Date modification comes into effect |
|--|---|-------------------------------------|
| EDU6002-20 Global and International Education module added as Optional | April 2024, Chair's action on behalf of CAP | 2024-25 |
| | | |
| | | |

Attached as appendices:

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

Appendix 1: Programme Structure Diagram – BA (Hons) Education Primary and Early Years Single

| | |
|-----------------------|-------------------|
| Single Honours | |
| Level 4 | |
| Semester 1 | Semester 2 |
| Core Modules | |

| Single Honours | |
|---|--|
| EDU4000-20 Education for Change | EDU4007-20 Introduction to Education Research |
| EDU4003-20 Introduction to Primary Schools | EDU4102-20 Philosophical Enquiry and Education |
| EDU4104-20 Educational History and Education | EDU4101-20 Controversial Issues in Special and Inclusive Education |
| Level 5 | |
| Core Modules | |
| EDU5000-20 Issues in Education | |
| EDU5108-20 Understanding Classrooms | |
| Required Modules | |
| | EDU5003-20 Professional Practice in Schools |
| Optional Modules | |
| One from: | Two from: |
| EDU5100-20 Literacy Learning in a Multimedia World | EDU5103-20 Environment and Education |
| EDU5101-20 Supporting Learners with Additional Needs | EDU5105-20 Youth in Society |
| EDU5104-20 Sociology of Education | EDU5111-20 Teaching English to Speakers of Other Languages |
| | EDU5114-20 Education Social Inequalities and Social Justice |
| Optional Professional Placement Year 120 credits | |
| Level 6 | |
| Core Modules | |
| EDU6004-20 Education Research Project (Part 1) | |
| EDU6003-20 Teaching and Professionalism | |
| Required Modules | |
| | EDU6005-20 Education Research Project (Part 2) |
| Required* Modules | |
| EDU6104-20 Childhood Reading and Children's Literature | EDU6101-20 Learning in Maths |
| | EDU6108-20 Learning in Science |
| Optional Modules | |

Single Honours

Maximum of two from:

EDU6106-20 Young People Identities and Subcultures

EDU6105-20 Health and Wellbeing in Education

EDU6107-20 Professional Practice: Supporting the Dyslexic Learner in the Classroom

EDU6109-20 Creativity, Culture and Society: Perspectives in Arts Education

EDU6002-20 Global and International Education

Maximum of two from:

ECS6101-20 Symbolic Representations: Young children making meaning

EDU 6111-20 Identity, Philosophy and Education

EDU6113-20 Educational and Social Inclusion

Rule Notes: Students choose a minimum of one Required* module at Level 6

Appendix 2: Map of Intended Learning Outcomes

| Level | Module Code | Module Title | Status (C,R,R*, O) ^[4] | Intended Learning Outcomes | | | | | | | | | | | | | |
|-------|-------------|---|-----------------------------------|---------------------------------------|----|----|----|----|-----------------------------------|----|----|----|--------------------------|----|----|----|---|
| | | | | Subject-specific Skills and Knowledge | | | | | Cognitive and Intellectual Skills | | | | Skills for Life and Work | | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | |
| 4 | EDU4000-20 | Education for Change | C | x | x | | | | | x | | | x | | x | x | |
| 4 | EDU4007-20 | Introduction to Education Research | C | | | x | x | | | | | x | | | | | x |
| 4 | EDU4003-20 | Introduction to Primary Schools | C | | | x | x | x | | x | x | | x | | | | x |
| 4 | EDU4101-20 | Controversial Issues in Special and Inclusive Education | C | x | | x | | | | x | | | | | x | | |
| 4 | EDU4102-20 | Philosophical Enquiry and Education | C | x | | x | | | | x | | | | | x | | |
| 4 | EDU4104-20 | Educational History and Heritage | C | x | x | | | | | | x | | | | | | x |
| 5 | EDU5000-20 | Issues in Education | C | x | x | | | | | x | x | x | | x | | | |
| 5 | EDU5003-20 | Professional Practice in Schools | R/O | | | x | x | | | | | x | x | | | | x |
| 5 | EDU5108-20 | Understanding Classrooms | C | | | x | x | x | | | | | x | | x | x | x |
| 5 | EDU5100-20 | Literacy Learning in a Multi-media World | O | | x | x | | | | x | | | | | | | x |
| 5 | EDU5101-20 | Supporting Learners with Additional Needs | O | | | x | | | | | | | x | | x | | |
| 5 | EDU5103-20 | Environment and Education | O | | | x | | | | | | | x | | x | | |
| 5 | EDU5104-20 | Sociology of Education | O | x | | | | | | x | | | | | x | | |
| 5 | EDU5105-20 | Youth in Society: Power, Politics and Participation | O | x | | | | | | x | | | | | | | x |

| | | | | | | | | | | | | | | | | | | |
|---|-------------|---|-----|---|---|---|---|---|---|---|---|--|---|---|---|---|---|---|
| 5 | EDU5111-20 | Teaching English to Speakers of Other Languages (TESOL) | O | | | | | | | | | | | | | | | |
| 5 | EDU5114-20 | Education, Social Inequalities and Social Justice | O | X | X | X | | | | x | | | x | | | | | x |
| 5 | PPY5100-20 | Professional Placement Year | | | | | | | | | | | | x | x | x | x | |
| 6 | EDU6004-20 | Education Research Project (Part 1) | C | x | x | x | x | | | x | x | | | | | x | | x |
| 6 | EDU6005-20 | Education Research Project (Part 2) | R/O | x | x | x | x | | | | x | | | | x | | | x |
| 6 | EDU6003-20 | Teaching and Professionalism | C | | x | x | | x | x | | | | x | x | | | | x |
| 6 | EDU6101-20 | Learning in Mathematics | R* | x | | x | | | | x | | | | | | x | | |
| 6 | EDU6104-20- | Childhood, Reading and Children's Literature | R* | x | | x | | | x | | | | | | | | | x |
| 6 | EDU6105-20 | Health, Education and Wellbeing | O | | | x | | | | x | | | | | | | | x |
| 6 | EDU6106-20 | Young People, Identities and Subcultures | O | x | | | | | | | x | | | | | x | | |
| 6 | EDU6107-20 | Professional Practice: Supporting the Dyslexic Learner in the Classroom | O | | x | x | | | | x | | | | | | x | | |
| 6 | EDU6108-20 | Learning in Science | R* | x | | x | | | | | | | x | | | x | | |
| 6 | EDU6109-20 | Culture, Creativity and Society: Perspectives in Art Education | O | x | | x | | | | | x | | | | x | | | |
| 6 | EDU6111-20 | Identity, Philosophy and Education | O | | | x | | | x | | | | | | | | | x |
| 6 | EDU6113-20 | Social and Educational Inclusion | O | x | x | | | | | | | | x | x | | | | |
| 6 | ECS6101-20 | Symbolic representation: Young children making meaning | O | x | | | | | | x | | | | | | x | | |
| 6 | EDU6002-20 | Global and International Education | O | x | x | | | | | x | | | | | | | | x |

^[4] C = Core; R = Required (i.e. required for this route); R* = Required*; O = Optional

Appendix 3: Map of Summative Assessment Tasks by Module

| Level | Module Code | Module Title | Status (C,R, R*,O) ^[5] | Assessment Method | | | | | | | | | | | | | |
|-------|-------------|---|---|-------------------|-------|---------|-----------|--------|-------------------|------------------|--------------|---------------------|----------------------|------------------------|--|--|--|
| | | | | Coursework | | | | | Practical Project | | | Written Examination | | | | | |
| | | | | Dissemination | Essay | Journal | Portfolio | Report | Practical Project | Practical skills | Presentation | Written Examination | In-class test (seen) | In-class test (unseen) | | | |
| 4 | EDU400-20 | Education for Change | C | | 1x | | | | | | | 1x | | | | | |
| 4 | EDU407-20 | Introduction to Education Research | C | | | | | 1x | 1x | | | | | | | | |
| 4 | EDU403-20 | Introduction to Primary Schools | C | | 1x | | | | 1x | | | | | | | | |
| 4 | EDU4101-20 | Controversial Issues in Special and Inclusive Education | C | | 1x | | | | | | | 1x | | | | | |
| 4 | EDU4102-20 | Philosophical Enquiry and Education | C | | 1x | | | 1x | | | | | | | | | |
| 4 | EDU4104-20 | Educational History and Heritage | C | | | 1x | | 1x | | | | 4 | | | | | |

| | | | | | | | | | | | | | |
|---|-----------------|---|----|----|----|----|----|----|----|--|----|----|----|
| 5 | EDU50 00-20 | Issues in Education | C | | 1x | | 1x | | | | | | |
| 5 | EDU50 03-20 | Professional Practice in Schools | R | | | | 1x | | 1x | | | | |
| 5 | EDU51 08-20 | Understanding Classrooms | C | | | | 1x | | | | 1x | | |
| 5 | EDU51 00-20 | Literacy Learning in a Multi-media World | O | | | | 1x | 1x | | | | | |
| 5 | EDU51 01-20 | Supporting Learners with Additional Needs | o | | 1x | | | | 1x | | | | |
| 5 | EDU51 03-20 | Environment and Education | O | | | | 1x | | | | 1x | | |
| 5 | EDU51 04-20 | Sociology of Education | O | | 1x | | | | | | 1x | | |
| 5 | EDU51 05-20 | Youth in Society: Power, Politics and Participation | O | | | | | | 1x | | 1x | | |
| 5 | EDU51 11-20 | Teaching English to Speakers of Other Languages (TESOL) | O | | 2x | | | | | | | | |
| 5 | EDU51 04-20 | Sociology of Education | O | | | 1x | | | | | | | 1x |
| 5 | EDU51 14-20 | Education, Social Inequalities and Social Justice | O | | 1x | | | | | | 1x | | |
| 5 | PPY51 00-120 | Professional Placement Year | O | | | 1x | 1x | | | | | | |
| 6 | EDU60 04-20 | Education Research Project (Part 1) | C | 1x | | | | | | | | | |
| 6 | EDU60 05-20 | Education Research Project (Part 2) | R | 1x | | | | | | | | | |
| 6 | EDU60 03-20 | Teaching and Professionalism Education | C | | | | | 1x | | | | | |
| 6 | EDU61 01-20 | Learning in Mathematics | R* | | 1x | 1x | | | | | | | |
| 6 | EDU61 04-20 | Childhood, Reading and Children's Literature | R* | | 1x | | 1x | | | | | | |
| 6 | EDU61 05-20 | Health, Education and Wellbeing | O | | | | | | 1x | | | 1x | |
| 6 | EDU61 06-20 | Young People, Identities and Subcultures | O | | | | | | 1x | | | 1x | |
| 6 | EDU61 07-20 | Professional Practice: Supporting the Dyslexic Learner in the Classroom | O | | 1x | | | | | | | | |
| 6 | EDU61 08-20 | Learning in Science | R* | | 1x | | | | | | | 1x | |
| 6 | EDU61 09-20 | Culture, Creativity and Society: Perspectives in Art Education | O | | | | | | 1x | | | 1x | |
| 6 | EDU61 11-20 | Identity, Philosophy and Education | O | | 1x | | | | | | | 1x | |
| 6 | EDU61 13-20 | Social and Educational Inclusion | O | | 1x | | | | 1x | | | | |
| 6 | ECS61 01-20 | Symbolic representations: Young children making meaning | O | | 1x | | | | 1x | | | | |
| 6 | EDU60 02-20 | Global and International Education | O | | 1x | | | | | | | 1x | |

^[5] C = Core; R = Required; R*=Required*; O = Optional