

# BA (Hons) Education Secondary

- [Exemptions](#)
- [Programme Overview](#)
- [Programme Aims](#)
- [Programme Intended Learning Outcomes \(ILOs\)](#)
- [Programme Content](#)
- [Assessment methods](#)
- [Work experience and placement opportunities](#)
- [Graduate Attributes](#)
- [Modifications](#)
- [Appendix 1: Programme Structure Diagram - BA \(Hons\) Education Secondary](#)
- [Appendix 2: Map of Intended Learning Outcomes \(ILOs\) against modules](#)
- [Appendix 3 : Map of Summative Assessment Tasks by Module](#)
- [Appendix 4: Module Descriptors](#)

|  |   |
|--|---|
| 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 Secondary   |
| Qualification (final award)              | BA (Hons)   |
| Intermediate awards available            | CertHE, DipHE, BA   |
| Routes available                         | Joint/ Minor  |
| Professional Placement Year              | Optional  |
| Duration of award                        | 3 years full-time or 4 years with Professional Placement Year |
| Modes of delivery offered                | Campus-based  |
| Regulatory Scheme <sup>[1]</sup>         | 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   | 39G2; 39G3; 39G4; 39G6; 39G7; 39G8 |
| Route code (SITS)   |                                    |
| Relevant QAA Subject Benchmark Statements (including date of publication) | Education Studies (2015)           |
| Date of most recent approval  | May 2019                           |
| Date specification last updated   | June 2021                          |

<sup>[1]</sup> 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 Secondary at Bath Spa University.**

Education Secondary is taken as a combined honours award in education studies. It is ideal if you have the ambition and prerequisites (see entry requirements) to become a secondary school teacher.

Education Secondary 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. As such, it is not 'teacher training' or a 'theory.' It is a course that helps you understand education and schooling from a variety of viewpoints informed by theory, practice and research. It will help you understand your place in teaching and give you an excellent preparation to embark on one of our post-graduate teacher training courses.

The programme places you in secondary classrooms in each year of your degree. It also offers you placement in other educational contexts, including opportunities for international visits and study abroad. Education Secondary is combined with your other chosen academic subject e.g. biology. At the end of the programme you have the option to continue onto our Secondary PGCE course in your subject specialism; Primary PGCE or to 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 with particular reference to secondary 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 secondary 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 Secondary PGCE at Bath Spa University in your specialist subject.
6. To develop your professional identity and relevant skills and competencies to practice in secondary classrooms.
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

|    | <b>Programme Intended Learning Outcomes (ILOs)</b><br><br><b>On Achieving Level 6</b>   | <b>On Achieving Level 5</b>   | <b>On Achieving Level 4</b>  |
|----|---|---|--|
| 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 secondary education and 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 secondary 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 secondary 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 with particular reference to secondary education. | 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 with particular reference to secondary education. | An ability to communicate accurately a justified position on the nature, purposes and development of education and secondary 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 secondary teachers and learners. | The ability to take a justified and critical 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 secondary 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 secondary teachers and learners.                            |
| A4 | The critical understanding and ability to deploy accurately established techniques of analysis in educational research with specific reference to secondary education.  | The ability to deploy established techniques of analysis in educational research with specific reference to secondary education.  | Knowledge of established techniques of analysis in educational research with specific reference to secondary education.  |
| A5 | The ability to take a justified and critical position that acknowledges different perspectives on the main methods of educational enquiry; to understand the limits of knowledge and the impact on analysis, in the context of secondary education  | The ability to take a justified and critical position that acknowledges different perspectives on the main methods of educational enquiry , in the context of secondary education   | Knowledge of different perspectives on the main methods of educational enquiry, in the context of secondary education.   |

## **B Cognitive and Intellectual Skills**

|    | <b>Programme Intended Learning Outcomes (ILOs)</b><br><br><b>On Achieving Level 6</b>  | <b>On achieving Level 5</b>   | <b>On achieving Level 4</b>   |
|----|--|---|---|
| B1 | Ability to demonstrate a systematic understanding of concepts that underpin the paradigms situated within the field of childhood, education and secondary schooling.                       | Ability to apply underlying concepts of a theoretical position within the wider field of childhood, education and secondary schooling.                      | Ability to interpret relevant concepts grounded in literature and research in relation to childhood, education and secondary schooling. |
| B2 | Conceptual understanding and ability to evaluate and apply trustworthy sources, to their own research in the context of Secondary Education.   | Ability to identify and critically evaluate the appropriateness of trustworthy sources within the context of Secondary Education.                           | Ability to understand why some sources may be more trustworthy than others.   |
| B3 | Ability to critically evaluate and apply reflexive ethical judgements when collecting and working with relevant data within the context of Secondary Education.                            | Ability to apply ethical considerations when collecting and working with relevant data within the context of Secondary Education.                           | Ability to consider ethical issues around collecting and working with relevant data.  |
| B4 | Ability to critically evaluate arguments that are grounded in recognisable paradigms within the discipline of Secondary Education and present these using established academic conventions | Ability to effectively communicate arguments and present these using a range of established academic conventions within the context of Secondary Education. | Ability to use academic conventions to present arguments.   |

## **C Skills for Life and Work.**

|    | <b>Programme Intended Learning Outcomes (ILOs)</b><br><br><b>On Achieving Level 6</b>   | <b>On Achieving Level 5</b>  | <b>On Achieving Level 4</b>   |
|----|---|--|---|
| 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. |

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[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 single and/or combined award

| BA (Hons) Education Secondary |             |  |         | Status |       |
|-------------------------------|-------------|--|---------|--------|-------|
| Level                         | Code        | Title  | Credits | Single | Joint |
| 4                             | EDU4000-20  | Education for Change                                 | 20      |        | C     |
| 4                             | EDU4005-20  | Introduction to Secondary Schools                    | 20      |        | C     |
| 4                             | EDU4004-20  | Changing Schooling                                   | 20      |        | C     |
| 5                             | EDU5000-20  | Issues in Education                                  | 20      |        | O     |
| 5                             | EDU5109-20  | Professional Practice in Secondary Schools           | 20      |        | C     |
| 5                             | EDU5108-20  | Understanding Classrooms                             | 20      |        | C     |
| 5                             | PPY5100-120 | Professional Placement Year                          | 120     |        | O     |
| 6                             | EDU6007-20  | Education Secondary Research Project part 1          | 20      |        | C     |
| 6                             | EDU6009-20  | Teaching and Professionalism in the Secondary School | 20      |        | C     |
| 6                             | EDU6008-20  | Education Secondary Dissertation Project Part 2      | 20      |        | O     |
| 6                             | EDU6112-20  | Social and Educational Inclusion                     | 20      |        | O     |



**In the academic years 2021/22 an 2022/23, combined students at levels 5 and 6 on a Minor route will be able to finish their studies in line with the programme content table below.**

| BA (Hons) Education Secondary |             |  |         | Status |       |
|-------------------------------|-------------|--|---------|--------|-------|
| Level                         | Code        | Title  | Credits | Major  | Minor |
| 5                             | EDU5109-20  | Professional Practice in Secondary Schools           | 20      |        | C     |
| 5                             | EDU5108-20  | Understanding Classrooms                             | 20      |        | C     |
| 2                             | PPY5100-120 | Professional Placement Year                          | 120     |        | O     |
| 6                             | EDU6007-20  | Education Secondary Research Project part 1          | 20      |        | C     |
| 6                             | EDU6009-20  | Teaching and Professionalism in the Secondary School | 20      |        | C     |

## 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 Secondary Teaching:

- On the Core module EDU4005 Introduction to Secondary 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: Secondary teaching
- On the core module, EDU5109 Professional Practice in Secondary Schools, you must complete a compulsory placement in an education setting. You must have DBS clearance for this placement.
- At level 6, the following work experience and placement opportunities are available to Secondary Teaching students:
- On the core module EDU6009 Teaching and Professionalism in Secondary School, you must complete a compulsory placement in an education setting. You must have DBS clearance for this placement.

## Graduate Attributes

|   |   |  |
|---|---|--|
|   | Bath Spa Graduates...   | In Education Secondary, 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 Secondary 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 their programme, or studying alongside students from overseas. | Education Secondary 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<br><br>You will have the opportunity to participate in international placements and study visits associated as part of the course, including on an Erasmus placement or a University exchange.   |

|   |   |  |
|---|---|--|
| 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 |
|--------------------|---|-------------------------|--|-------------------------------------|
| EDU6<br>113-<br>20 | Social and Educational Inclusion            | New module              | Education SQMC Feb 2020  | 2020/21                             |
| EDU6<br>007-<br>20 | Education Secondary Research Project part 1 | Assessment change       | Approved by Chair's action on 04/12/2020 in relation to changes to the summative assessments | 2021/22                             |
| EDU6<br>008-<br>20 | Education Secondary Research Project part 2 | Assessment change       | Approved by Chair's action on 04/12/2020 in relation to changes to the summative assessments | 2021/22                             |
| EDU4<br>004-<br>20 | Changing Schooling                          | Change of module status | Curriculum Committee, 16 June 2021   | 2021/22                             |
| EDU6<br>112-<br>20 | How to Teach University                     | Module deletion         | Curriculum Committee, 16 June 2021   | 2021/22                             |

### Programme-level modifications

| Nature of modification | Date(s) of approval and approving bodies | Date modification comes into effect |
|------------------------|--|-------------------------------------|
|                        |  |                                     |
|                        |  |                                     |

**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 Secondary

| L4            | Semester 1                                   | Semester 2                     |
|---------------|--|--------------------------------|
| Core/Required | EDU4000-20 Education for Change              | EDU4004- 20 Changing Schooling |
|               | EDU4003-20 Introduction to Secondary Schools |                                |
|               | 60 credits second subject                    |                                |

| L5             | Semester 1                          | Semester 2  |
|----------------|-------------------------------------|---|
| Core /Required | EDU5108-20 Understanding Classrooms | EDU5109-20 Professional Practice in Secondary Schools |
| Optional       | EDU5000-20 Issues in Education      |   |
|                | 60 credits second subject           |   |

|            |   |
|------------|---|
| <b>L5b</b> |   |
| Optional   | PPY5100-120 Professional Placement Year |

| L6             | Semester 1  | Semester 2  |
|----------------|---|---|
| Core /Required | EDU6007-20 Education Secondary Research Project part 1<br><br>EDU6009-20 Teaching and Professionalism in Secondary School | EDU6008- 20 Education Secondary Research Project part 2 |



|  |                           |
|--|---------------------------|
|  | 60 credits second subject |
|--|---------------------------|

## Appendix 2: Map of Intended Learning Outcomes (ILOs) against modules

### BA(Hons) Education Secondary (combined)

| Level | Module Code  | Module Title   | Status (C,R,R*,O) <sup>[4]</sup> | 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     | EDU4004-20   | Changing Schooling                                   | C                                |                                       |    | x  | x  |    |                                   |    |    | x  |                          |    |    |    | x |
| 4     | EDU4005-20   | Introduction to Secondary Schools                    | C                                |                                       |    | x  | x  | x  |                                   | x  | x  |    | x                        |    |    |    | x |
| 5     | EDU5000-20   | Issues in Education                                  | O                                | x                                     | x  |    |    |    |                                   | x  | x  | x  |                          | x  |    |    |   |
| 5     | EDU5109-20   | Professional Practice in Secondary Schools           | C                                |                                       |    | x  | x  | x  |                                   | x  |    | x  | x                        | x  |    |    | x |
| 5     | EDU5108-20   | Understanding Classrooms                             | C                                | x                                     | x  | x  | x  |    |                                   |    | x  |    | x                        |    | x  | x  | x |
| 5     | PPY5100 - 20 | Professional Placement Year                          | O                                |                                       |    |    |    |    |                                   |    |    |    |                          | x  | x  | x  | x |
| 6     | EDU6007-20   | Education Secondary Research Project part 1          | C                                | x                                     | x  | x  | x  |    |                                   |    | x  | x  |                          |    | x  |    | x |
| 6     | EDU6009-20   | Teaching and Professionalism in the Secondary School | C                                |                                       | x  | x  |    | x  |                                   | x  |    |    | x                        | x  |    | x  |   |
| 6     | EDU6008-20   | Education Secondary Research Project part 2          | O                                | x                                     | x  | x  | x  |    |                                   | x  |    | x  |                          | x  |    | x  |   |
| 6     | EDU6113-20   | Social and Educational Inclusion                     | O                                | x                                     | x  |    |    |    |                                   |    |    |    | x                        | x  |    |    |   |

<sup>[4]</sup> C = Core; R = Required; R\* = Required\*; O = Optional

### Appendix 3 : Map of Summative Assessment Tasks by Module

| Level | Module Code | Module Title                                     | Status<br>(C,R,R*,<br>O) <sup>[5]</sup> | Assessment Method |              |       |         |           |        |                   |                   |                  |                     |                     |                      |  |  |
|-------|-------------|--|---|-------------------|--------------|-------|---------|-----------|--------|-------------------|-------------------|------------------|---------------------|---------------------|----------------------|--|--|
|       |             |  |   | Coursework        |              |       |         |           |        | Practical Project |                   |                  | Written Examination |                     |                      |  |  |
|       |             |  |   | Composition       | Dissertation | Essay | Journal | Portfolio | Report | Performance       | Practical Project | Practical skills | Presentation        | Written Examination | In-class test (seen) |  |  |
| 4     | EDU4000-20  | Education for Change                             | C                                       |                   |              | 1x    |         |           |        |                   |                   |                  | 1x                  |                     |                      |  |  |
| 4     | EDU4004-20  | Changing Schooling                               | C                                       |                   |              |       |         |           | 1x     |                   | 1x                |                  |                     |                     |                      |  |  |
| 4     | EDU4005-20  | Introduction to Secondary Schools                | C                                       |                   |              | 1x    |         |           |        |                   | 1x                |                  |                     |                     |                      |  |  |
| 5     | EDU5000-20  | Issues in Education                              | O                                       |                   |              | 1x    |         |           | 1x     |                   |                   |                  |                     |                     |                      |  |  |
| 5     | EDU5109-20  | Professional Practice in Secondary Schools       | C                                       |                   |              |       |         |           | 1x     |                   |                   | 1x               |                     |                     |                      |  |  |
| 5     | EDU5108-20  | Understanding Classrooms                         | C                                       |                   |              |       |         |           | 1x     |                   |                   |                  | 1x                  |                     |                      |  |  |
| 5     | PPY5100-120 | Professional Placement Year                      | O                                       |                   |              |       | 1x      | 1x        |        |                   |                   |                  |                     |                     |                      |  |  |
| 6     | EDU6007-20  | Education Secondary Research Project part 1      | C                                       | 1x                |              |       |         |           |        |                   |                   |                  |                     |                     |                      |  |  |
| 6     | EDU6008-20  | Education Secondary Research Project part 2      | O                                       | 1x                |              |       |         |           |        |                   | 1x                |                  |                     |                     |                      |  |  |
| 6     | EDU6009-20  | Teaching and Professionalism in Secondary School | C                                       |                   |              |       |         | 1x        |        |                   |                   |                  |                     |                     |                      |  |  |
| 6     | EDU6113-20  | Social and Educational Inclusion                 | O                                       |                   |              | 1x    |         |           |        |                   |                   |                  | 1x                  |                     |                      |  |  |

<sup>[5]</sup> C = Core; R = Required; R\* = Required\*; O = Optional