

BA (Hons) Education Studies



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 Studies
Qualification (final award)	BA (Hons)
Intermediate awards available	CertHE, DipHE, BA
Routes available	Single/Joint/Major 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[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	X300
Route code (SITS)	EDSIN
Relevant QAA Subject Benchmark Statements (including date of publication)	Education Studies 2015
Date of most recent approval	May 2018

Date specification last updated	June 2019
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- [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 Studies at Bath Spa University.

Education transforms lives and our Education Studies programme aims to develop great educators, researchers, policy-makers and activists who make other people's lives better. Our programme is multidisciplinary, mainly drawing on psychology, sociology and philosophy. You will explore areas such as social justice, globalisation and philosophy for children in education. In each level, you will build on your knowledge of key national and international educational issues as well as your understanding of essential philosophical questions that underpin education. There is also a good range of other modules that introduce you to other aspects of education such as politics, history, research and practice. A well-qualified academic leads each module and will introduce you to the significant developments in the field. We will offer you personalised academic support, a range of placement opportunities (including international study visits), options for additional qualifications, and careers guidance. Each year you will have a personal academic tutor who will help you to identify your academic strengths and build on these. We offer you international study visits that will allow you to further your understanding of education in global contexts. 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. Above all, we want you to enjoy your course: learning is rewarding and exciting. Seeing the world in new ways and discovering new possibilities that inspires us all.

Programme Aims

1. To examine and question the aims, values and outcomes of education in local and global contexts.
2. To explore the social, cultural, historical, political and economic contexts of education.
3. To interrogate the educational, societal and organisational structures and their impact on individuals.
4. To understand the role, range and scope of educational research.
5. To develop knowledge & skills that enable progression to a range of employment or postgraduate study in related educational contexts.
6. To challenge your understanding of your role in 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	Can systematically evaluate detailed knowledge of the wider social, cultural, historical, political and economic contexts of education.	Demonstrate critical understanding that acknowledges the significance and limitations of different perspectives on the wider social, cultural, historical, political and economic contexts of education.	Knowledge of wider social, cultural, historical, political and economic contexts of education and an ability to sustain a well-supported position on these issues.
A2	Can systematically evaluate detailed knowledge of the nature, purposes and development of education policy in the UK and internationally.	Demonstrate critical understanding that acknowledges different perspectives on the nature, purposes and development of education policy in the UK and internationally.	Knowledge of the purposes and development nature, of education policy in the UK and internationally and an ability to take a well-supported position on them.
A3	Can systematically evaluate detailed knowledge of development of education practices in a range of contexts and how these relate to learners.	Demonstrate critical understanding that acknowledges educational practices in a range of contexts including how these relate to learners. An ability to take a well-justified position that acknowledges different	Knowledge of the development of education practices in a range of contexts including how these relate to learners, and an ability to take well supported position on related issues.
A4	Can systematically evaluate detailed knowledge of the main methods of enquiry in educational research and an ability to apply methods to their own research.	Demonstrate critical understanding of perspectives on the main methods of enquiry in educational research and an ability to apply methods to their own research.	Knowledge of the main methods of enquiry in educational research and an ability to apply methods to their own research.

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 and education.	Skills to locate a theoretical position within the wider field of childhood and education.	Skills to interpret relevant concepts grounded in literature and research in relation to childhood and education.
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.

Education Studies				Status			
Level	Code	Title	Credits	Single	Major	Joint	Minor
4	EDU4000-20	Education for Change	20	C	C	C	C
4	EDU4001-20	Changing Education	20	C	C	C	C
4	EDU4002-20	Introduction to International Education	20	R	R	O	O
4	EDU4100-20	Working with young people in the community	20	O	O	O	O
4	EDU4101-20	Controversial Issues in Special and Inclusive Education	20	O	O	O	O
4	EDU4102-20	Philosophical Enquiry and Education	20	O	O	O	O
4	EDU4103-20	A Case Study of Catalonia: Education, Space and Society.	20	O	O	O	O
4	EDU4104-20	Educational History and Heritage	20	O	O	O	O
5	EDU5000-20	Issues in Education	20	C	C	C	C
5	EDU5001-20	Professional Practice in Education	20	C	C	C	C
5	EDU5002-20	Education and International Development	20	R	R	O	O
5	EDU5100-20	Literacy Learning in a Multi-media World	20	O	O	O	O
5	EDU5101-20	Supporting Learners with Additional Needs	20	O	O	O	O

5	EDU5102-20	Critical Approaches to Profound and Multiple Learning Difficulties in Education	20	O	O	O	O
5	EDU5103-20	Environment and Education	20	O	O	O	O
5	EDU5104-20	Sociology of Education	20	O	O	O	O
5	EDU5105-20	Youth in Society: Power, Politics and Participation	20	O	O	O	O
5	EDU5106-20	Values, Philosophy & Education: Dialogicality in Action	20	O	O	O	O
5	EDU5111-20	Teaching English to Speakers of Other Languages (TESOL)	20	O	O	O	n/a
5	PPY5100-120	Professional Placement Year	120	O	O	O	O
6	EDU6000-20	Education Dissertation: part 1	20	C	C	C	C
6	EDU6001-20	Education Dissertation: part 2	20	C	C	C	C
6	EDU6002-20	Global and International Education	20	R	R	O	O
6	EDU6100-20	Building Bridges: the Team Around the Child/Young Person	20	O	O	O	O
6	EDU6101-20	Learning in Mathematics	20	O	O	O	O
6	EDU6102-20	Creativity and Digital Technologies in Education	20	O	O	O	O
6	EDU6103-20	Inequality, Education and Policy	20	O	O	O	O
6	EDU6104-20	Childhood, Reading and Children's Literature	20	O	O	O	O
6	EDU6105-20	Health, Education and Wellbeing	20	O	O	O	O
6	EDU6106-20	Young People, Identities and Subcultures	20	O	O	O	O
6	EDU6107-20	Professional Practice: Supporting the Dyslexic Learning in the Classroom	20	O	O	O	O

6	EDU6108-20	Learning in Science	20	0	0	0	0
6	EDU6109-20	Culture, Creativity and Society: Perspectives in Art Education	20	0	0	0	0
6	EDU6111-20	Identity, Philosophy and Education	20	0	0	0	0
6	EDU6112-20	How to Teach University	20	0	0	0	0
6	ECS6100-20	International Perspectives in Early Childhood	20	0	0	0	0
6	ECS6101-20	Symbolic representations: Young children making meaning	20	0	0	0	0

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 5, the following work experience and placement opportunities are available to Education Studies students:

- On the core module, EDU5101 *Professional Practice in Education*, you must complete a compulsory placement in an education setting. You must have DBS clearance for this placement.
- On the required module, EDU5002 *Education and International Development*, you can complete an optional three-week study visit to Zambia.
- 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 Education Studies students:

- On the optional ECS6100 module *International Perspectives of Early Childhood*, you can complete an optional one-week study visit to Denmark.
- On the required module EDU6002 *Global and International Education*, you can complete an optional three-week study visit to Nepal.
- 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

Graduate Attributes

	Bath Spa Graduates...	In Education Studies, 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 Studies 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	Education Studies 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. 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.

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
EDU5107-20	Evidence-based Education	Module deleted	IfE Learnign and Teachng Committee, 14 June 2019	2019/20
EDU5111-20	Teaching English to Speakers of Other Languages	New module	IfE Learnign and Teachng Committee, 14 June 2019	2019/20
EDU6112-20	How to Teach University	New module	IfE Learnign and Teachng Committee, 14 June 2019	2019/20

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 Studies

L4	Semester 1	Semester 2
Core	EDU4000-20 Education for Change	EDU4001-20 Changing Education
Required	EDU4002-20 Introduction to International Education	
Optional	Up to 60 credits within Education Studies programme Or up to 40 credits elective/open modules allowed	

L5	Semester 1	Semester 2
Core	EDU5000-20 Issues in Education	EDU5101-20 Professional Practice in Education
Required		EDU5002-20 Education and International Development
Optional	Up to 60 credits within Education Studies programme 20 credits elective allowed	

L5	
Optional	PPY5100-120 Professional Placement Year

L6	Semester 1	Semester 2
Core	EDU6000-20 Dissertation part 1	EDU6001-20 Dissertation part 2
Required	EDU6002-20 Global and International Education	
Optional	Up to 60 credits within Education Studies programme 20 credits elective allowed	

Education Studies Combined (joint/major/minor)

L4	Semester 1	Semester 2
Core	EDU4000-20 Education for Change	EDU4001-20 Changing Education
Optional	Up to 80 credits in other programme. Or up to 40 credits elective/ open modules allowed	

L5	Semester 1	Semester 2
Core	EDU5000-20 Issues in Education	EDU5101-20 Professional Practice in Education
Optional	Up to 80 credits in other programme. 20 credits elective allowed	

L5b	
Optional	PPY5100-120 Professional Placement Year

L6	Semester 1	Semester 2
Core	EDU6000-20 Dissertation part 1	EDU6001-20 Dissertation part 2
Optional	Up to 80 credits in other programme. 20 credits elective allowed	

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	B1	B2	B3	B4	C1	C2	C3	C4
4	EDU4000-20	Education for Change	C	x	x			x			x		x	x	
4	EDU4001-20	Changing Education	C			x	x		x	x		x			x
4	EDU4002-20	Introduction to International Education	R	x	x				x			x	x		
4	EDU4100-20	Working with Young People in the Community	O	x	x						x	x			
4	EDU4101-20	Controversial Issues in Special and Inclusive Education	O	x		x		x					x		
4	EDU4102-20	Philosophical Enquiry and Education	O	x		x		x					x		
4	EDU4103-20	A Case Study of Catalonia: Education, Space and Society.	O	x		x		x					x		
4	EDU4104-20	Educational History and Heritage	O	x	x				x						x
5	EDU5000-20	Issues in Education	C	x	x			x	x	x		x			
5	EDU5001-20	Professional Practice in Education	C			x	x				x		x	x	x

5	EDU5002-20	Education and International Development	R	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	EDU5102-20	Critical Approaches to Profound and Multiple Learning Difficulties in Education	O	x		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	EDU5106-20	Values, Philosophy & Education: Dialogicality in Action	O			x		x						x		
5	EDU5111-20	Teaching English to Speakers of Other Languages (TESOL)	O													
5	PPY5100-120	Professional Placement Year											x	x	x	x
6	EDU6000-20	Education Dissertation: part 1	C	x	x	x	x	x	x			x	x		x	
6	EDU6001-20	Education Dissertation: part 2	C	x	x	x	x			x	x			x		
6	EDU6002-20	Global and International Education	R	x	x			x						x		

6	EDU6100-20	Building Bridges: the Team Around the Child/Young Person	O		x	x			x		x	x			
6	EDU6101-20	Learning in Mathematics	O	x		x			x				x		
6	EDU6102-20	Creativity and Digital Technologies in Education	O	x		x		x							x
6	EDU6103-20	Inequality, Education and Policy	O	x	x						x		x		
6	EDU6104-20	Childhood, Reading and Children's Literature	O	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 Learning in the Classroom	O		x	x		x					x		
6	EDU6108-20	Learning in Science	O	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	EDU6112-20	How to Teach University	O												
6	ECS6100-20	International Perspectives in Early Childhood	O		x							x			x

6	ECS6101-20	Symbolic representations: Young children making meaning	O	x				x				x			
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[4] C = Core; R = Required; 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		
				Dissertation	Essay	Journal	Portfolio	Report	Practical Project	Practical skills	Presentation	Written Examination	In-class test (seen)	In-class test (unseen)
4	EDU4000-20	Education for Change	C		1x						1x			
4	EDU4001-20	Changing Education	C					1x	1x					
4	EDU4002-20	Introduction to International	R		1x			1x						
4	EDU4100-20	Working with Young People in the Community	O		1x				1x					
4	EDU4101-20	Controversial Issues in Special and Inclusive Education	O		1x						1x			
4	EDU4102-20	Philosophical Enquiry and Education	O		1x			1x						

4	EDU4103-20	A case study of Catalonia: Education, Space and Society	O					1x		1x				
4	EDU4104-20	Educational History and Heritage	O			1x		1x						
5	EDU5000-20	Issues in Education	C		1x			1x						
5	EDU5001-20	Professional Practice in Education	C					1x		1x				
5	EDU5002-20	Education and International Development	R		1x						1x			
5	EDU5100-20	Literacy Learning in a Multi-media World	O					1x	1x					
5	EDU5101-20	Supporting Learners with Additional Needs	O		1x				1x					
5	EDU5102-20	Critical Approaches to Profound and Multiple Learning Difficulties in Education	O		1x						1x			

5	EDU5103-20	Environment and Education	O				1x				1x			
5	EDU5104-20	Sociology of Education	O		1x						1x			
5	EDU5105-20	Youth in Society: Power, Politics and Participation	O						1x		1x			
5	EDU5106-20	Values, Philosophy & Education: Dialogicality in Action	O					1x			1x			
5	EDU5111-20	Teaching English to Speakers of Other Languages (TESOL)	O		2x									
5	PPY5100-120	Professional Placement Year	O			1x	1x							
6	EDU6000-20	Education Dissertation: part 1	C		2x									
6	EDU6001-20	Education Dissertation: part 2	C		1x									
6	EDU6002-20	Global and International Education	C		1x						1x			

6	EDU6100-20	Building Bridges: the Team Around the Child/Young Person	O				1x		1x					
6	EDU6101-20	Learning in Mathematics	O		1x	1x								
6	EDU6102-20	Creativity, ICT and Learning	O					1x	1x	1x				
6	EDU6103-20	Inequality, Education and Policy	O		1x						1x			
6	EDU6104-20	Childhood, Reading and Children's Literature	O		1x		1x							
6	EDU6105-20	Health, Education and Wellbeing	O					1x			1x			
6	EDU6106-20	Young People, Identities and Subcultures	O						1x		1x			
6	EDU6107-20	Professional Practice: Supporting the Dyslexic Learning in the Classroom	O		1x						1x			
6	EDU6108-20	Learning in Science	O		1x						1x			

6	EDU6109-20	Culture, Creativity and Society: Perspectives in Art Education	O						1x		1x			
6	EDU6111-20	Identity, Philosophy and Education	R*		1x						1x)			
6	EDU6112-20	How to Teach University	O		2x									
6	ECS6100-20	International Perspectives in Early Childhood	O		1x			1x						
6	ECS6101-20	Symbolic representations: Young children making meaning	O		1x			1x						

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