



**Definitive Programme Document: EDUCATION: PRIMARY AND EARLY YEARS
(Bachelor's with Honours)**

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	Institute for Education
Department	Education Studies
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 or Education Primary and Early Years with Professional Placement Year
Qualification (final award)	BA (Hons)
Intermediate awards available	CertHE, DipHE
Routes available	Single/Joint/Major
Sandwich year	Yes
Duration of award	3 years full-time or 4 years with a 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	X301, X311
Route code (SITS)	
Relevant QAA Subject Benchmark Statements (including date of publication)	Education Studies 2015
Date of most recent approval	June 2018
Date specification last updated	December 2017

Exemptions

The following exemptions are in place:

Programme/Pathway	Regulations/Framework	Brief description of variance	Approving body and date

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

² See section on 'Exemptions'

Programme Overview

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

Education Primary and Early years can be taken as single honours or combined 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. Combined award students may be able to transfer onto a secondary teacher training PGCE.

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 Enterprise 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,	The ability to apply educational theory and understanding in the lived experience of classroom practice and acquire to	The ability to observe professional education practice in situ and to communicate appropriately and accurately with

	school experience.	new competencies in relation to pre-professional development.	professionals and pupils.
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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.

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

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.

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 Primary and Early Years				Status			
Level	Code	Title	Credits	Single	Major	Joint	Minor
4	EDU4000-20	Education for Change	20	C	C	C	
4	EDU4004-20	Changing Schooling	20	R	O	O	
4	EDU4003-20	Introduction to Primary Schools	20	C	C	C	
4	EDU4100-20	Working with young people in the community	20	O	O	O	
4	EDU4101-20	Controversial Issues in Special and Inclusive Education	20	O	O	O	

4	EDU4102-20	Philosophical Enquiry and Education	20	O	O	O	
4	EDU4103-20	A Case Study of Catalonia: Education, Space and Society.	20	O	O	O	
4	EDU4104-20	Educational History and Heritage	20	O	O	O	
5	EDU5000-20	Issues in Education Studies	20	C	C	C	
5	EDU5003-20	Professional Practice in School	20	R	O	O	
5	EDU5108-20	Understanding Classrooms	20	C	C	C	
5	EDU5100-20	Literacy Learning in a Multi-media World	20	O	O	O	
5	EDU5101-20	Supporting Learners with Additional Needs	20	O	O	O	
5	EDU5102-20	Critical Approaches to Profound and Multiple Learning Difficulties in Education	20	O	O	O	
5	EDU5103-20	Environment and Education	20	O	O	O	
5	EDU5104-20	Sociology of Education	20	O	O	O	
5	EDU5105-20	Youth in Society: Power, Politics and Participation	20	O	O	O	
5	EDU5106-20	Values, Philosophy & Education: Dialogicality in Action	20	O	O	O	
5	EDU5107-20	Evidence Based Education	20	O	O	O	
5	YP5100-120	Professional Placement Year	120	O	O	O	
6	EDU6004-20	Dissertation Project: part 1	20	C	C	C	
6	EDU6005-20	Dissertation Project: part 2	20	R	O	O	
6	EDU6003-20	Teaching and Professionalism	20	C	C	C	
6	EDU6100-20	Building Bridges: the Team Around the Child/Young Person	20	O	O	O	
6	EDU6101-20	Learning in Mathematics	20	R*	R*	O	
6	EDU6102-20	Creativity and Digital Technologies in Education	20	O	O	O	
6	EDU6103-20	Education, Policy and the State	20	O	O	O	
6	EDU6104-20	Childhood, Reading and Children's Literature	20	R*	R*	O	

6	EDU6105-20	Mental Health, Wellbeing and Education	20	O	O	O	
6	EDU6106-20	Young People, Identities and Subcultures	20	O	O	O	
6	EDU6107-20	Professional Practice: Supporting the Dyslexic Learning in the Classroom	20	O	O	O	
6	EDU6108-20	Learning in Science	20	R*	R*	O	
6	EDU6109-20	Culture, Creativity and Society: Perspectives in Art Education	20	O	O	O	
6	ECS6100-20	International Perspectives in Early Childhood	20	O	O	O	
6	EDU6111-20	Identity, Philosophy and Education	20	O	O	O	
6	ECS6101-20	Symbolic representations: Young children making meaning	20	O	O	O	

R* - a minimum of 20 credits i.e. one out of 3 R* modules so 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.
- On the optional module, EDU4103 *A Case Study of Catalonia* you can complete a 1 week placement in Catalonia

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 ECS6100 module *International Perspectives of Early Childhood*, you can complete an optional one-week study visit to Denmark.
- 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 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	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. 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

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: Education Primary and Early years

L4	Semester 1	Semester 2
Core	EDU4000-20 Education for Change	EDU4004-20 Changing Schooling
	EDU4003-20 Introduction to Primary Schools	
Optional	Up to 60 credits within Education Studies programme Or up to 40 credits complementary/ open modules allowed	

L5	Semester 1	Semester 2
Core	EDU5000-20 Issues in Education	EDU5003-20 Professional Practice in Schools
	EDU5108-20 Understanding Classrooms	
Optional	Up to 60 credits within Education Studies programme 20 credits elective allowed	

L5b	
Optional	YP5100-120 Professional Placement Year

L6	Semester 1	Semester 2
Core	EDU6004-20 Dissertation Project: part 1	
	EDU6003-20 Teaching and Professionalism	
Required		EDU6005-20 Dissertation Project: part 2 EDU6101-20 Learning in Maths or EDU6104-20 Childhood Reading and Children's Literature or EDU6108-20 Learning in Science
Optional	Up to 40 credits within Education Studies programme 20 credits elective allowed	

Education Primary and Early Years Combined

L4	Semester 1	Semester 2
Core	EDU4000-20 Education for Change	
	EDU4003-20 Introduction to Primary Schools	
Optional	Up to 80 credits in other programme. Or up to 40 credits complementary/ open modules allowed	

L5	Semester 1	Semester 2
Core	EDU5000-20 Issues in Education	
	EDU5108-20 Understanding Classrooms	
Optional	Up to 80 credits in other programme. 20 credits elective allowed	

L5b	
Optional	YP5100-20 Professional Placement Year

L6	Semester 1	Semester 2
Core	EDU6004-20 Dissertation project part 1	
	EDU6003-20 Teaching and Professionalism	
Optional	Up to 80 credits in other programme. 20 credits elective allowed	

Appendix 2 – Map of Intended Learning Outcomes against modules: Education Primary and Early Years



**Map of Intended Learning Outcomes (ILOs) against modules
Education Primary and Early Years**

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	✓	✓					✓			✓		✓	✓	
4	EDU4004-20	Changing Schooling	R/O			✓	✓					✓					✓
4	EDU4003-20	Introduction to Primary Schools	C			✓	✓	✓			✓	✓		✓			✓
4	EDU4100-20	Working with young people in the community	O	✓	✓								✓	✓			
4	EDU4101-20	Controversial Issues in Special and Inclusive Education	O	✓		✓				✓					✓		
4	EDU4102-20	Philosophical Enquiry and Education	O	✓		✓				✓					✓		
4	EDU4103-20	A Case Study of Catalonia: Education, Space and Society.	O	✓		✓				✓					✓		
4	EDU4104-20	Educational History and Heritage	O	✓	✓						✓						✓

⁴ C = Core; R = Required (ie required for this route); R* = Required*; O = Optional

5	EDU5000-20	Issues in Education Studies	C	✓	✓				✓	✓	✓		✓			
5	EDU5003-20	Professional Practice in Schools	R/O			✓	✓				✓	✓				✓
5	EDU5108-20	Understanding Classrooms	C			✓	✓	✓				✓		✓	✓	✓
5	EDU5100-20	Literacy Learning in a Multi-media World	O		✓	✓			✓							✓
5	EDU5101-20	Supporting Learners with Additional Needs	O			✓						✓		✓		
5	EDU5102-20	Critical Approaches to Profound and Multiple Learning Difficulties in Education	O	✓		✓			✓					✓		
5	EDU5103-20	Environment and Education	O			✓						✓		✓		
5	EDU5104-20	Sociology of Education	O	✓					✓					✓		
5	EDU5105-20	Youth in Society: Power, Politics and Participation	O	✓					✓						✓	
5	EDU5106-20	Values, Philosophy & Education: Dialogicality in Action	O			✓			✓						✓	
5	EDU5107-20	Evidence-Based Education	O				✓	✓	✓					✓		
5	YP5100-20	Professional Placement Year											✓	✓	✓	✓
6	EDU6004-20	Dissertation Project: part 1	C	✓	✓	✓	✓			✓	✓		✓			✓
6	EDU6005-20	Dissertation Project: part 2	R/O	✓	✓	✓	✓				✓		✓		✓	
6	EDU6003-20	Teaching and Professionalism	C		✓	✓		✓	✓			✓	✓		✓	

6	EDU6100-20	Building Bridges: the Team Around the Child/Young Person	O		✓	✓				✓		✓	✓			
6	EDU6101-20	Learning in Mathematics	R*	✓		✓				✓				✓		
6	EDU6102-20	Creativity and Digital Technologies in Education	O	✓		✓			✓							✓
6	EDU6103-20	Education, Policy and the State	O	✓	✓							✓		✓		
6	EDU6104-20-	Childhood, Reading and Children's Literature	R*	✓		✓			✓							✓
6	EDU6105-20	Mental Health, Wellbeing and Education	O			✓				✓					✓	
6	EDU6106-20	Young People, Identities and Subcultures	O	✓							✓			✓		
6	EDU6107-20	Professional Practice: Supporting the Dyslexic Learning in the Classroom	O		✓	✓			✓				✓			
6	EDU6108-20	Learning in Science	R*	✓		✓						✓		✓		
6	EDU6109-20	Culture, Creativity and Society: Perspectives in Art Education	O	✓		✓					✓		✓			
6	ECS6100-20	International Perspectives in Early Childhood	O		✓							✓			✓	
6	EDU6111-20	Identity, Philosophy and Education	O			✓			✓						✓	
6	ECS6101-20	Symbolic representation: Young children making meaning		✓					✓				✓			

Appendix 3 – Map of summative assessment tasks by module: Education Primary and Early Years



Map of summative assessment tasks by module
BA (Honours) Education Primary and Early Years

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	EDU4004-20	Changing Schooling	R					1x	1x					
4	EDU4003-20	Introduction to Primary Schools	C		1x				1x					
4	EDU4100-20	Working with young people in the community	O		1x				1x					
4	EDU4101-20	Controversial Issues in Special & Inclusive Education	O		1x						1x			
4	EDU4102-20	Philosophical Enquiry and Education	O		1x			1x						
	EDU4103-20	A case study of Catalonia: Education, Space and Society	O					1x		1x				

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

4	EDU4104-20	Educational History and Heritage	O			1x		1x			4			
5	EDU5000-20	Issues in Education Studies	C		1x			1x						
5	EDU5003-20	Professional Practice in Schools	R					1x		1x				
5	EDU5108-20	Understanding Classrooms	C					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 PMLD 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	EDU5107-20	Evidence Based Education			1x						1x			
5	YP5100-120	Professional Placement Year	O			1x	1x							
6	EDU6004-20	Dissertation Project: part 1	C		2x									
6	EDU6005-20	Dissertation Project: part 2	R						1x					
6	EDU6003-20	Teaching and Professionalism Education	C				1x							

6	EDU6100 -20	Building Bridges: the Team Around the Child/Young Person	O				1x		1x					
6	EDU6101 -20	Learning in Mathematics	R*		1x	1x								
6	EDU6102 -20	Creativity, ICT and Learning	O					1x	1x	1x				
6	EDU6103 -20	Education, Policy and the State	O		1x						1x			
6	EDU6104 -20	Childhood, Reading and Children's Literature	R*		1x		1x							
6	EDU6105 -20	Mental Health, Wellbeing and Education	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	R*		1x						1x			
6	ECS6100 -20	International Perspectives in Early Childhood	O		1x			1x						
6	EDU6109 -20	Culture, Creativity and Society: Perspectives in Art Education	O						1x		1x			
6	EDU6111 -20	Identity, Philosophy and Education	O		1x						1x			
6	ECS6101 -20	Symbolic representations: Young children making meaning	O		1x			1x						