# BA (Hons) Education

## Programme specification document 🔗

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## Contents 🔗

## Overview 🔗

| | |
|---|---|
| Awarding institution | Bath Spa University |
| Teaching institution | Bath Spa University |
| School | Education |
| Main campus | Newton Park |
| Other sites of delivery | N/A |
| Other Schools involved in delivery | N/A |
| | |
| Name of award(s) | Education |
| Qualification (final award) | BA (Hons) |
| Intermediate awards available | CertHE, DipHE |
| Routes available | Single |
| Professional Placement Year | Yes |
| Duration of award | 3 years full time (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 | |
| Date of most recent PSRB approval (month and year) | N/A |
| Renewal of PSRB approval due (month and year) | N/A |
| | |
| UCAS code | |
| Route code (SITS) | |
| Relevant QAA Subject Benchmark Statements (including date of publication) | Education Studies 2019 |
| Date of most recent approval | October 2023 |
| Date specification last updated | March 2025 |

[1] This should also be read in conjunction with the BSU Qualifications Credit Framework

[2] See section on 'Exemptions'

## Exemptions ⌗

The following exemptions are in place:

None.

## Programme Overview ⌗

Are you passionate about changing lives through education? Our Education course will allow you to develop a portfolio of skills that employers look for, such as creative thinking, taking initiative, networking, and problem solving.

This course will enable you to explore the transformational power of education by studying such important current themes as: social justice; education for sustainability, global citizenship, critical digital literacy, inclusion and wellbeing. These themes are complex and require a joined up approach to solve them. For example, education for sustainability is often reduced to climate change but also requires understanding gender inequalities and human rights alongside a consideration of power dynamics. This also needs an understanding of global citizenship so that our understanding of intersections across borders are considered. A critical approach to digital literacy is necessary with the event of AI and other technologies which will soon become ubiquitous but raise critical questions about autonomy, democracy and what these mean for the development of a learner's social conscience. This course will look at the problems, priorities and issues that intersect within and across these themes so that you develop a thorough understanding of what they will take to solve and how you might contribute. You will draw on sociology, psychology and philosophy to examine diverse aspects of education from a national and global perspective. You will have opportunities to explore a range of education careers and

develop professional skills by putting your knowledge into practice through optional work placements and research projects focused on real-world problems.

Whether you want to be an educator, policy-maker or researcher, continue your studies with teacher training or postgraduate study, or dive straight into a graduate trainee scheme, this degree in education can form the basis of a career in public service.

## Programme Aims 🔗

1. Examine and question the aims, values and outcomes of formal and informal education in local to global contexts.

2. Develop knowledge, skills, experience and professional identity for progression to employment or postgraduate study.

3. Explore education as a vehicle for social change through different disciplinary perspectives.

4. Challenge understanding about the creative role of an educator in promoting social and educational change.

5. Interrogate the educational, societal and organisational structures and how they impact on learning and wellbeing for individuals, groups and communities; particularly in relation to the themes of global citizenship, education for sustainability and critical digital literacies.

6. Understand the role, range and scope of educational research and how it can impact social change.

## Programme Intended Learning Outcomes (ILOs) 🔗

**A Subject-Specific Skills and Knowledge**

|  | **On Achieving Level 6** | **On Achieving Level 5** | **On Achieving Level 4** |
|---|---|---|---|
| A1 | Systematically and critically understand the wider social, cultural, historical, political, and economic contexts of formal and informal education, including schools, and the interrelationships between these fields of study. | Critically and thoroughly understand and know the significance and limitations of different perspectives on the wider social, cultural, historical, political, and economic contexts of formal and informal education, including schools. | Know and understand the wider social, cultural, historical, political, and economic contexts shaping formal and informal education (NGOs, social enterprise, schools, youth, community), and evaluate their effects. |
| A2 | Understand concepts of the multidisciplinary nature of knowledge shaping formal and informal education practices, including schools and of the uncertainty and ambiguity of knowledge. | Critically analyse the multidisciplinary nature of knowledge shaping formal and informal education, including schools and acknowledge the influence and limits of knowledge on analyses. | Know and understand the multidisciplinary nature of knowledge shaping formal and informal education, including schools, and the influence that this has on educational practices. |

| A3 | Systematically evaluate knowledge about formal and informal education policy and practice locally, nationally, and globally. | Critically understand different perspectives on the purposes and development of formal and informal education policy and practice locally, nationally, and globally. | Know and understand the purposes of formal and informal education policy and practice locally, nationally, and globally, and evaluate their impact. |
|---|---|---|---|
| A4 | Critically understand and apply diversity and inclusion using the Equality Act (2010) and any related legislation and debates to the diversity of participants in informal and formal education and how this influences the learning process. | Critically analyse how the diversity of participants in informal and formal education influences the learning process and propose solutions to challenges arising from analysis. | Based on the Equality Act (2010) and any related legislation and debates, know and understand the diversity of participants in formal and informal education and how they can influence the learning process. |
| A5 | Critically evaluate key concepts for social transformation and how they impact educational practices, including in schools. | Critically understand the key concepts for social transformation and evaluate how they impact educational practices, including in schools. | Know and understand the key concepts for social transformation and how they impact educational practices, including in schools. |
| A6 | Systematically evaluate a detailed knowledge about the main methods of enquiry in educational research, and apply research methods in real-world contexts. | Critically understand perspectives on the main methods of enquiry in educational research, and plan to apply research methods in real-world contexts. | Know and understand the main methods of enquiry in educational research, and consider application of research methods in real-world contexts. |

**B Cognitive and Intellectual Skills**

| | On Achieving Level 6: | On Achieving Level 5: | On Achieving Level 4 |
|---|---|---|---|
| B1 | Systematically deploy sound conceptual understanding of social transformation to research projects in real world educational contexts, | Critically apply understanding of concepts for social transformation in a range of formal and informal education contexts. | Communicate concepts for social transformation in relation to formal and informal education. |
| B2 | Systematically appraise and apply trustworthy sources which extend knowledge and understanding to research in real-world contexts. | Critically evaluate the credibility of trustworthy sources to extend knowledge and understanding of a range of formal and informal education contexts. | Evaluate why some sources may be more trustworthy than others by identifying strengths and weaknesses before forming a logical conclusion. |
| B3 | Systematically apply reflexive ethical judgements when working with people and collecting data in real-world contexts. | Apply professional and ethical codes of conduct when working with people and planning to collect relevant data in a range of formal and informal education contexts. | Understand ethical issues when potentially working with people and collecting data, in relation to formal and informal education contexts. |

| | | | |
|---|---|---|---|
| B4 | Persuasively and coherently and using evidence-based arguments, evaluate decisions and conclusions using academic conventions. | Critically, coherently and with reference to evidence argue for a position using academic conventions | Understand academic conventions when presenting arguments based on qualitative and quantitative data |

**C Skills for Life and Work**

| | On achieving Level 6 you will be able to: | On achieving Level 5 you will be able to: | On achieving Level 4 you will be able to: |
|---|---|---|---|
| C1 | **Work Independently**<br><br>Exercise initiative, independence and personal responsibility to manage your own learning and time. | **Work Independently**<br><br>Exercise independence and personal responsibility to manage your own learning and time. | **Work Independently**<br><br>Manage your own learning and time. |
| C2 | **Work with Others**<br><br>Work collaboratively with others to achieve individual and common goals, solve problems creatively and build interpersonal relationships to flourish in a global workplace. | **Work with Others**<br><br>Work collaboratively with others to achieve individual and common goals, solve problems creatively. | **Work with Others**<br><br>Work collaboratively with others. |
| C3 | **Communicate with Impact**<br><br>Communicate clearly, effectively and impactfully with specialist and non-specialist audiences. | **Communicate with Impact**<br><br>Communicate clearly and effectively with others. | **Communicate with Impact**<br><br>Communicate accurately and reliably with others. |
| C4 | **Demonstrate Digital Fluency**<br><br>Use digital skills productively, critically and ethically to enhance creativity and communication. | **Demonstrate Digital Fluency**<br><br>Use digital skills productively, critically and ethically. | **Demonstrate Digital Fluency**<br><br>Use digital skills productively. |

## Programme content 🔗

This programme comprises the following modules

Key:

Core = C

Required = R

Required* = R* (These are modules within a defined list from which a selection must be taken and passed by students on a particular route or pathway. This applies if you choose to do your dissertation at level 6 within Education.)

Optional = O

Not available for this status = N/A

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

| BA (Hons) Education | | | | Status | |
|---|---|---|---|---|---|
| Level | Code | Title | Credits | Single | Joint |
| 4 | EDU4000-20 | Education for Change | 20 | C | C |
| 4 | EDU4200-20 | Formal and Informal Education | 20 | C | C |
| 4 | EDU4008-20 | Wellbeing in Education through Different Lenses | 20 | C | |
| 4 | EDU4202-20 | Children and Young People's Voice and Participation | 20 | C | |
| 4 | EDU4101-20 | Controversial Issues in Special and Inclusive Education | 20 | C | |
| 4 | EDU4007-20 | Introduction to Education Research | 20 | C | C |
| 5 | EDU5200-20 | Exploring and Evaluating Change within Professional Practice | 20 | C | |
| 5 | EDU5005-20 | Education Research in the Workplace | 20 | C | C |
| 5 | EDU5203-20 | Education Policy and Practice - From Local to Global | 20 | C | O |
| 5 | EDU5117-20 | Digital Technologies in Times of Automation and Social (In)justice(s) | 20 | C | C |
| 5 | EDU5101-20 | Supporting Learners with Additional Needs | 20 | O | O |
| 5 | EDU5104-20 | Sociology of Education | 20 | O | |
| 5 | EDU5103-20 | Environment and Education | 20 | O | O |
| 5 | EDU5105-20 | Youth in Society: Power, Politics and Participation | 20 | O | O |
| 5 | EDU5111-20 | Teaching English to Speakers of Other Languages | 20 | O | |
| 5 | EDU5114-20 | Education, Social Inequalities and Social Justice | 20 | O | |
| 5 | EDU5115-20 | Peace and Conflict | 20 | O | O |
| 5 | EDU5116-20 | Micro to Macro Places and Spaces in Schooling and Education | 20 | O | |
| 5 | PPY5100-120 | Professional Placement Year | 120 | O | O |
| 6 | EDU6014-20 | Research Challenge 1 | 20 | C | R* |
| 6 | EDU6015-20 | Research Challenge 2: Knowledge Mobilisation in a Complex World | 20 | C | R* |
| 6 | EDU6202-20 | Educational Professionalism: Transformation Bildung and Conduct | 20 | C | O |

| 6 | EDU6117-20 | Education for Sustainable Development | 20 | C | O |
|---|-----------|--------------------------------------|----|---|---|
| 6 | EDU6013-20 | Critical Pedagogies for a Sustainable Future | 20 | O | O |
| 6 | EDU6106-20 | Young People, Identities and Subcultures | 20 | O | O |
| 6 | EDU6105-20 | Health and Wellbeing in Education | 20 | O | O |
| 6 | EDU6111-20 | Identity, Philosophy and Education | 20 | O | O |
| 6 | EDU6109-20 | Creativity, Culture and Society: Perspectives in Arts Education | 20 | O | O |
| 6 | EDU6113-20 | Social and Educational Inclusion | 20 | O | O |

## 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 🔗

Work experience and placement opportunities will be offered in a range of workplace settings and draw on connections through BSU careers service and potentially with organisations such as the new National Centre for Fashion and Sustainability based at BSU and an organisation called 'Dissertations for Good' and their branch called 'Placements for Good', through which students can explore issues related to development and social justice. These will be enacted through the research modules:

- EDU5005-20 Education Research in the Workplace
- EDU6014-20 Research Challenge 1
- EDU6015-20 Research Challenge 2: Knowledge Mobilisation in a Complex World

Please note: Students may be entitled to support via the Placements Award which can help pay for  travel, lunch, work clothes, accommodation on placement etc. Placements Award – Bath Spa University

Joint students can choose placement modules as part of their optional module diet.

Students choosing to do their dissertation in Education, are required to take EDU6014 and EDU6015 (R* modules).

Please note: Support is available to the majority of students via the Placements Award which can help pay for DBS, travel, lunch, work clothes, accommodation on placement etc.
Placements Award – Bath Spa University

## Additional Costs Table 🔗

| Module Code & Title | Type of Cost | Cost |
|---|---|---|
| EDU5005-20 Education Research in the Workplace<br><br>EDU5200-40 Exploring and Evaluating change within Professional Practice<br><br>EDU6014-20 Research Challenge 1<br><br>EDU6015-20 Research Challenge 2 | Compulsory DBS and travel costs to and from work-based learning setting | DBS approx. £30-40 in 2024<br><br>Travel costs variable |
| EDU5103-20 Environment and Education | For the optional additional accredited course: DBS required; transport costs; payment of accredited course fees. | Indicative amount approx. £200 |

## Graduate Attributes 🔗

| | Bath Spa Graduates… | In BA Education, 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 developing your professional identity through a portfolio of employability skills to work as an educator, policymaker, researcher or activist in a local to global context. You will be assessed against a range of employability-focused criteria.<br><br>You will be required to undertake at least one work-based placement and a substantial, collaborative research project with stakeholders from formal and/or informal education sectors, to work on a real-world problem with reference to the Sustainable Development Goals. |
| 2 | Will be able to understand and manage complexity, diversity and change | By exploring education as a vehicle for social change. This course will focus on the development of your knowledge and skills to enact social impact and transformation. Your modules will ensure that you have real-world experiences to gain confidence and competence in thinking creatively, taking the initiative, problem-solving and making connections.<br><br>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 | Through compulsory modules that will enable you to explore your own and others' creativity and creative practice within a range of education-related professions. The modules in this multidisciplinary degree will develop your problem-solving skills 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 | By developing further your existing skills as a 'digital learner' so that you can benefit from technology to its fullest extent. You will 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; with opportunities to develop creative work using technology as part of your assessments. You will also gain an understanding of how creative technologies can support learning in formal and informal education. |
| 5 | Will be internationally networked: either by studying abroad for part of their programme, or studying alongside students from overseas | By engaging in a curriculum that presents an international perspective on formal and informal education issues with reference to the Sustainable Development Goals. You will also have access to wider university initiatives such as Go Global, Global Citizenship and the Turing scheme, the UK global programme to study and work abroad. |
| 6 | Will be creative thinkers, doers and makers | By taking opportunities to express your knowledge, understanding and skills about creative approaches to learning within your work-based placements and assignments. This course will develop your creative practice and professionalism to enable you to change lives through education. |

| 7 | Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy | By introducing you to contemporary and philosophical debates around the purpose of formal and informal education. Your modules will encourage you to 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 | By providing you with opportunities to develop your personal values and beliefs about the role of education as a vehicle for social change. You will rigorously examine and defend these values against a framework of ethical behaviours. You will also consider the ethics of educational research with reference to the Sustainable Development Goals, and of working as a professional in formal and informal 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 |
|------------------------|------------------------------------------|-------------------------------------|
| EDU5100-20 Literacy Learning in a Multimedia World renamed to EDU5117-20 Digital Technologies in Times of Automation and Social (In)justice(s) | Curriculum Approval Panel December2024 | 2025-2026 |

|  |  |  |
|---|---|---|
|  |  |  |
|  |  |  |

**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 (Full-Time)**

| Single Honours | | Joint Honours | |
|---|---|---|---|
| **Semester 1** | **Semester 2** | **Semester 1** | **Semester 2** |
| **Level 4** | | | |
| **Core Modules** | | **Core Modules** | |
| EDU4200-20 Formal and Informal Education | EDU4202-20 Children and Young People's Voice and Participation | EDU4200-20 Formal and Informal Education | |
| EDU4000-20 Education for Change | EDU4101-20 Controversial Issues in Special and Inclusive Education | EDU4000-20 Education for Change | EDU4007-20 Introduction to Education Research |
| EDU4008-20 Wellbeing in Education through Different Lenses | EDU4007-20 Introduction to Education Research | | |
| **Rule Notes:** N/A | | **Rule Notes:** Joint students take the remaining 60 credits from the second subject at Level 4. | |
| **Level 5** | | | |
| **Core Modules** | | **Core Modules** | |
| EDU5200-20 Exploring and Evaluating Change within Professional Practice | EDU5005-20 Education Research in the Workplace | EDU5117-20 Digital technology in times of automation and social (in)justice(s) | EDU5005-20 Education Research in the Workplace |

| | | | |
|---|---|---|---|
| EDU5100-20 Literacy Learning in a Multimedia World | EDU5203-20 Education Policy and Practice: From Local to Global | | |
| **Optional Modules** | | **Optional Modules** | |
| EDU5116-20 Micro to Macro: Places and Spaces in Schooling and Education | EDU5114-20 Education, Social Inequalities and Social Justice | EDU5101-20 Supporting Learners with Additional Needs | EDU5103-20 Environment and Education |
| EDU5101-20 Supporting Learners with Additional Needs | EDU5103-20 Environment and Education | EDU5115-20 Peace and Conflict | EDU5203-20 Education Policy and Practice: From Local to Global |
| EDU5104-20 Sociology of Education | EDU5105-20 Youth in Society: Power, Politics and Participation | | EDU5105-20 Youth in Society: Power, Politics and Participation |
| EDU5115-20 Peace and Conflict | EDU5111-20 Teaching English to Speakers of Other Languages | | |
| **Rule Notes:** N/A | | **Rule Notes:** Joint students must take 40 credits in each subject. The remaining 80 credits can be made up of Optional modules from either subject. | |
| **Optional: Professional Placement Year 120 credits** (A year long module is available to take between year 2 and 3.) | | | |
| **Level 6** | | | |
| **Core Modules** | | **Core Modules** | |
| EDU6202-20 Educational Professionalism: Transformation, Bildung and Conduct | EDU6117-20 Education for Sustainable Development | | |
| EDU6014-20 Research Challenge 1 | EDU6015-20 Research Challenge 2: Knowledge Mobilisation in a Complex World | | |
| **Required\* Modules** | | **Required\* Modules** | |
| | | EDU6014-20 Research Challenge 1 | EDU6015-20 Research Challenge 2: Knowledge Mobilisation in a Complex World |
| **Optional Modules** | | **Optional Modules** | |
| EDU6013-20 Critical Pedagogies for a Sustainable Future | EDU6111-20 Identity, Philosophy and Education | EDU6202-20 Educational Professionalism: Transformation, *Bildung* and Conduct | EDU6111-20 Identity, Philosophy and Education |
| EDU6106-20 Young People, Identities and Subcultures | EDU6109-20 Creativity, Culture and Society: Perspectives in Arts Education | EDU6106-20 Young People, Identities and Subcultures | EDU6117-20 Education for Sustainable Development |

| EDU6105-20 Health and Wellbeing in Education | EDU6113-20 Social and Educational Inclusion | EDU6109-20 Creativity, Culture and Society: Perspectives in Arts Education | EDU6013-20 Critical Pedagogies for a Sustainable Future |
|---|---|---|---|
| | | EDU6105-20 Health and Wellbeing in Education | EDU6113-20 Social and Educational Inclusion |
| **Rule Notes:** N/A | | **Rule Notes:** Joint students must take 40 credits in each subject. The remaining 80 credits can be made up of Optional modules from either subject. Required* = R* (These are modules within a defined list from which a selection must be taken and passed by students on a particular route or pathway. This applies if you choose to do your dissertation at level 6 within Education.) | |

Required* = R* (These are modules within a defined list from which a selection must be taken and passed by students on a particular route or pathway. This applies if you choose to do your dissertation at level 6 within Education.)

## Appendix 2: Map of Intended Learning Outcomes 🔗

**BA (Hons) Education**

| Level | Module Code | Module Title | Status (C,R,R*,O)[1] | Subject-specific Skills and Knowledge | | | | | | Cognitive and Intellectual Skills | | | | Skills for Life and Work | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 4 | EDU4200-20 | Formal and Informal Education | C | X | X | | X | | | X | | | | X | | | X |
| 4 | EDU4000-20 | Education for Change | C | X | | X | | X | | X | | | | X | X | X | |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | EDU 4008-20 | Wellbeing in Education through Different Lenses | C | | X | | | | | | | | X | | | | X |
| 4 | EDU 4202-20 | Children and Young People's Voice and Participation | C | | | | X | | | | | X | | | X | | |
| 4 | EDU 4101-20 | Controversial Issues in Special and Inclusive Education | C | X | X | | | | | | X | | | X | | | |
| 4 | EDU 4007-20 | Introduction to Education Research | C | | | | | | X | | X | X | X | X | | X | |

| 5 | EDU 5200-20 | Exploring and Evaluating Change within Professional Practice | C | X |   |   |   | X |   |   | X |   |   | X | X |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | EDU 5005-20 | Education Research in the Workplace | C |   |   |   |   | X | X |   |   | X | X | X | X | X |   |
| 5 | EDU 5114-20 | Education, Social Inequalities and Social Justice | O |   | X |   | X |   |   | X |   |   |   |   |   |   |   | X |
| 5 | EDU 5203-20 | Education Policy and Practice: From Local to Global | C | X |   | X |   |   |   |   | X |   |   |   |   | X |   |

| 5 | EDU 5117-20 | Digital technology in times of automation and social (in)justice(s) | C |  | X | X | X |  |  | X |  |  |  |  |  |  | X |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | EDU 5101-20 | Suporting Learners with Additional Needs | O |  |  | X |  |  |  |  |  |  | X |  | X |  |  |
| 5 | EDU 5103-20 | Environment and Education | O |  |  | X |  |  |  |  |  |  | X |  | X |  |  |
| 5 | EDU 5105-20 | Youth in Society: Power, Politics and Participation | O | X |  |  |  |  |  | X |  |  |  |  |  | X |  |

| | | | O | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | EDU 5111 -20 | Teaching English to Speakers of Other Languages | O | X | | | X | | | | X | | | X | |
| 5 | EDU 5104 -20 | Sociology of Education | O | X | | | | | X | | | | X | | |
| 5 | EDU 5115 -20 | Peace and Conflict | O | X | | X | | X | | X | X | X | | X | X |
| 5 | EDU 5116 -20 | Micro to Macro: Places and Spaces in Schooling and Education | O | X | X | | X | X | | X | | | | | |
| 5 | PPY 5100 -120 | Professional Placement Year | O | | | | | | | | | X | X | X | X |

| 6 | EDU 6014-20 | Research Challenge 1: Project Design | C | | | | | | X | | | | X | | X | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | EDU 66013-20 | Critical Pedagogies for a Sustainable Future | O | | X | | X | | | | | | X | | | | |
| 6 | EDU 6015-20 | Research Challenge 2: Knowledge Mobilisation in a Complex World | C | X | X | | | | | X | | X | | | | | X |
| 6 | EDU 6202-20 | Educational Professionalism: Transformation, *Bildung* and Conduct | C | X | | X | | | | | | | | X | | | |

| Sem | Code | Title | Type | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | EDU 6117-20 | Education for Sustainable Development | C | | | | X | X | X | | X | | | | | X | |
| 6 | EDU 6106-20 | Young People, Identities and Subcultures | O | X | | | | | | | | X | | | X | | |
| 6 | EDU 6105-20 | Health and Wellbeing in Education | O | | | X | | | | | X | | | | | X | |
| 6 | EDU 6111-20 | Identity, Philosophy and Education | O | | | X | | | | X | | | | | | X | |
| 6 | EDU 6109-20 | Creativity, Culture and Society: Perspectives in Arts Education | O | X | | X | | | | | | X | | | X | | |

| 6 | EDU 6113-20 | Social and Educational Inclusion | O | X | X | | | | | | | X | X | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

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

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

**BA (Hons) Education**

| Level | Module Code | Module Title | Status (C,R,R*,O)[1] | Assessment method | | | | | | | | | | | | | |
| | | | | Coursework | | | | | | Practical | | | | | Written Examination | | |
| | | | | Composition | Dissertation | Essay | Journal | Portfolio | Report | Performance | Practical Project | Practical skills | Presentation | Set exercises | Written Examination | In-class test (seen) | In-class test (unseen) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | EDU 4200-20 | Formal and Informal Education | C | | | | | | | | 1 x 4000 words equivalent | | | | | | |
| 4 | EDU 4000-20 | Education for Change | C | | | 1 x 2000 words | | | | | | | 1 x 2000 words equivalent | | | | |

| 4 | EDU 4008 -20 | Well bein g in Educ ation throu gh Diffe rent Lens es | C | | | | | 1 x 2000 word s | | | | 1 x 2000 word s equi vale nt | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | EDU 4202 -20 | Child ren and Youn g Peo ple's Voic e and Parti cipat ion | C | | | | | | | 1 x 4000 word s equi vale nt | | | | | | |
| 4 | EDU 4101 -20 | Cont rover sial Issu es in Spec ial and Inclu sive Educ ation | C | | | 1 x 2000 word s | | | | | | 1 x 2000 word s equi vale nt | | | |
| 4 | EDU 4007 -20 | Intro ducti on to Educ ation Res earc h | C | | | | | 1 x 1500 word s equi vale nt | | 2500 word s equi vale nt | | | | | |

| 5 | EDU 5200 -20 | Exploring and Evaluating Change within Professional Practice | C | | | | | 1 x 2500 words equivalent | 1 x 2500 words equivalent | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5 | EDU 5005 -20 | Education Research in the Workplace | C | | | | 1 x 5000 words equivalent | | | | | | | |
| 5 | EDU 5114 -20 | Education: Social Inequalities and Social Justice | O | 1 x 5000 words equivalent | | | | | | | | | | |
| 5 | EDU 5203 -20 | Education Policy and Practice: From Local to Global | C | | 1 x 3500 words | | | | | | 1 x 1500 words equivalent | | | |

| Level | Code | Title | Type | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | EDU 5117 -20 | Digital technology in times of automation and social (in)justice(s) | C | | | | | | 1x 2500 words | | 1 x 2500 words equivalent | | | | |
| 5 | EDU 5101 -20 | Supporting Learners with Additional Needs | O | | | 1 x 2500 words | | | | | 1 x 2500 word equivalent | | | | |
| 5 | EDU 5103 -20 | Environment and Education | O | | | | | 1 x 2500 words | | | | 1 x 2500 words equivalent | | | |
| 5 | EDU 5105 -20 | Youth in Society: Power, Politics and Participation | O | | | | | | | | 1 x 3000 words | 1 x 2000 words | | | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | EDU 5111 -20 | Teaching English to Speakers of Other Languages | O | | | 1 x 2000 words & 1x 3000 words | | | | | | | | |
| 5 | EDU 5104 -20 | Sociology of Education | O | | | 1 x 2500 words | | | | | 1 x 2500 words equivalent | | | |
| 5 | EDU 5115 -20 | Peace and Conflict | O | | | 1 x 2000 words | | 1 x 1000 words | 1 x 150 words | | | | | |
| 5 | EDU 5116 -20 | Micro to Macro: Places and Spaces in Schooling and Education | O | | | 2 x Essay 2500 words each | | | | | | | | |
| 5 | PPY 5100 -120 | Professional Placement Year | | | | Development plan 1500 words equivalent | 1 x 3500 words equiv | | | | | | | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | EDU 6014 -20 | Research Challenge 1: Project Design | C | | | | | 1 x 2500 words | | | | 1 x 2500 words equivalent | | | |
| 6 | EDU 6013 -20 | Critical Pedagogies for a Sustainable Future | O | | | | | 1 x 2500 words | | 1 x 2500 words equivalent | | | | | |
| 6 | EDU 6015 -20 | Research Challenge 2: Knowledge Mobilisation in a Complex World | C | | 1 x 3,000 words | | | | | | | 1 x 2000 words equivalent | | | |
| 6 | EDU 6202 -20 | Educational Professionalism: Transformation, *Bildung* and Conduct | C | | | | | 1 x 5000 words | | | | | | | |

| 6 | EDU 6117 -20 | Education for Sustainable Development | C | | | | | | 1 x 3000 words | 1 x 2000 words equivalent | | | | | |
| 6 | EDU 6106 -20 | Young People, Identities and Subcultures | O | | | | | | | 1 x 3000 words equivalent | 1 x 2000 words equivalent | | | | |
| 6 | EDU 6105 -20 | Health and Wellbeing in Education | O | | | | | | 1 x 2500 words | | 1 x 2500 word equivalent | | | | |
| 6 | EDU 6111 -20 | Identity, Philosophy and Education | O | | | 1 x 2,500 words | | | | | 1 x 2,500 words equivalent | | | | |
| 6 | EDU 6109 -20 | Creativity, Culture and Society: Perspectives in Arts Education | O | | | | | | | 1 x 2000 words | 1 x 3000 word equivalent | | | | |

| 6 | EDU 6113-20 | Social and Educational Inclusion | O | | | 1 x 2500 words | | | | | | 1 x 2500 words | | | |

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