BA (Hons) Education (Accelerated)

Programme specification document

Overview

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	Education
Main campus	Newton Park
	Sion Hill
	Corsham Court
	Locksbrook
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
Sandwich year	No
Duration of award	2 years full-time
Modes of delivery offered	Campus-based
Regulatory Scheme[1]	Undergraduate Academic Framework
Exemptions from regulations/framework[2]	Yes
Professional, Statutory and Regulatory Body accreditation	None
Date of most recent PSRB approval (month and year)	N/A
Renewal of PSRB approval due (month and year)	N/A
UCAS code	BED1
Route code (SITS)	EDSIN-AC
Relevant QAA Subject Benchmark Statements (including date of publication)	Education Studies 2019
Date of most recent approval	September 2021
Date specification last updated	August 2021

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

[2] See section on 'Exemptions'

Exemptions

The following exemptions are in place:

Programme /Pathway	Regulations /Framework	Brief description of variance	Approving body and date
BA (Hons) Education	Undergraduate Academic Framework section 1.4	To minimise the breadth of modules and assessment load during the second year of the accelerated degree, and to maximise workbased learning opportunities, there is a 1 x 40 credit module at Level 5 and 2 x 40 credit modules at Level 6.	Curriculum Committee September 2021
BA (Hons) Education	Undergraduate Academic Framework section 1.8	Due to the accelerated nature of the degree and the emphasis on work-based learning and social transformation, all modules at Level 5 and Level 6 are core and students will not have the opportunity to take an open module outside of the subject	Curriculum Committee September 2021

Programme Overview

This accelerated degree is for those who are passionate about changing lives through education and want to develop a portfolio of employability skills and experiences such as thinking creatively, taking the initiative, problem-solving and making connections. The course will enable you to start your education-related career in just two years as an educator, policymaker, researcher or activist.

The degree focuses on social impact and transformation. It offers flexibility through realworld experiences in both formal and informal education settings, to provide a swift route into employment, postgraduate research and graduate programmes for careers in teaching and public service. A new mentoring programme, embedded within the course, will ensure that you are supported on your journey into and through your degree at Bath Spa University. The programme offers you the opportunity to work with children, young people or adults and in a range of sectors including traditional education and childhood settings, local government, charities and cultural institutions. It takes a multi-disciplinary approach, drawing on sociology, psychology and philosophy to explore various aspects of education from a national and global perspective, including: formal and informal; social justice; inclusion; wellbeing; professional identity; and education policy and practice.

During the course you will study the relationship between theory and practice but with a strong applied focus through experiential learning and creative practice. You will have opportunities to explore a range of education-related careers and optimise your employability attributes by putting your knowledge and skills into practice through work placements and a collaborative research project, to enable you to work on real-world problems. In addition, you will hear guest speakers offering expertise and insights from a range of relevant organisations.

You will receive a warm welcome into the School of Education, an academic community that champions the transformative power of education.

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 accelerated 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.
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

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
A1	Systematic understanding of the wider social, cultural, historical, political and economic contexts of formal and informal education, and the interrelationships between these fields of study.	Critical understanding that acknowledges the significance and limitations of different perspectives on the wider social, cultural, historical, political and economic contexts of formal and informal education.	Knowledge of wider social, cultural, historical, political and economic contexts shaping formal and informal education (NGOs, social enterprise, youth, community), and evaluate their effects.
A2	Conceptual understanding of the multidisciplinary nature of knowledge shaping formal and informal education practices, and of the uncertainty and ambiguity of knowledge.	Critical analysis of the multidisciplinary nature of knowledge shaping formal and informal education, and acknowledge the influence and limits of knowledge on analyses.	Knowledge of the multidisciplinary nature of knowledge shaping formal and informal education, and the influence that this has on educational practices.
A3	Systematic evaluation of detailed knowledge about formal and informal education policy and practice locally, nationally and globally.	Critical understanding that acknowledges different perspectives on the purposes and development of formal and informal education policy and practice locally, nationally and globally.	Knowledge of the purposes of formal and informal education policy and practice locally, nationally and globally, and evaluate their impact.
A4	Systematic evaluation of how the diversity of participants in informal and formal education influence the learning process, and sustain convincing arguments and solutions.	Critical analysis of how the diversity of participants in informal and formal education influence the learning process, and propose solutions to problems arising from analysis.	Knowledge of the diversity of participants in formal and informal education and how they can influence the learning process.
A5	Conceptual understanding of key concepts for social transformation, and critically evaluate how they impact educational practices.	Critical understanding of the key concepts for social transformation, and evaluate how they impact educational practices.	Knowledge of the key concepts for social transformation, and evaluate how they impact educational practices.

A6	Systematic evaluation of detailed knowledge about the main methods of enquiry in educational research, and apply methods to research in real-world contexts.	Critical understanding of perspectives on the main methods of enquiry in educational research, and apply methods to research in real-world contexts.	Knowledge of the main methods of enquiry in educational research, and apply methods to research in real-world contexts.

B Cognitive and Intellectual Skills

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
B1	Systematic deployment of conceptual understanding of social transformation, to initiate, carry out and review projects in realworld contexts.	Application of critical understanding of concepts for social transformation in a range of formal and informal education contexts.	Communication of concepts for social transformation in relation to formal and informal education.
B2	Systematic identification and appraisal of trustworthy sources to extend knowledge and understanding, and to apply the concept to research in real-world contexts.	Critical evaluation of the credibility of trustworthy sources to extend knowledge and understanding of a range of formal and informal education contexts.	Understanding of why some sources may be more trustworthy than others by identifying strengths and weaknesses.
B3	Systematic application of reflexive ethical judgements when working with people and collecting relevant data in real-world contexts.	Application of professional and ethical codes of conduct when working with people and collecting relevant data in a range of formal and informal education contexts.	Understanding of ethical issues when working with people and collecting data, in relation to formal and informal education contexts.
B4	Systematically persuasive and coherent arguments which evaluate decisions, risk and innovation using academic conventions.	Critical, coherent and persuasive arguments using academic conventions.	Understanding of academic conventions to present arguments.

C Skills for Life and Work

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4

C1	Autonomous learning[3] (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility.
C2	Team working skills necessary to flourish in the global workplace with an ability both to work in and lead teams effectively.	Team work as would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed.	Team work as would be necessary for employment requiring the exercise of personal responsibility for effective work with others.
C3	Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences.	Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively.	Communication skills that demonstrate an ability to communicate outcomes accurately and reliably and with structured and coherent arguments.
C4	IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies.	IT skills and digital literacy that demonstrate the development of existing skills and the acquisition of new competences.	IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment.

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

Programme content

This programme comprises the following modules

Key:

Core = C

Required = R

Required* = R*

Optional = O

Not available for this status = N/A

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

Subject offered as single and/or combined award

Education					Status			
Level	Code	Title	Credits	Single	Major	Joint	Minor
4	EDU4000-20	Education for Change	20	C			
4	EDU4200-20	Formal and Informal Education	20	C			
4	EDU4201-20	Health and Wellbeing in Education	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	EDU4203-20	Educational Research Foundation 1	20	C			
5	EDU5200-40	Exploring and Evaluating Change within Professional Practice	20	C			
5	EDU5201-20	Educational Research Foundation 2	20	C			
5	EDU5202-20	Issues in Education: Social Inequalities and Social Justice	20	C			
5	EDU5203-20	Education Policy and Practice: From Local to Global	20	C			
5	EDU5204-20	Research Challenge 1: Project Design	20	C			
6	EDU6200-20	Pedagogies	20	C			
6	EDU6201-40	Research Challenge 2: Live Project	40	C			
6	EDU6202-20	Educational Professionalism: Transformation, *Bildung* and Conduct	20	C			
6	EDU6203-40	Research Challenge 3: Research Knowledge Mobilisation	40	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.

You will be supported in your development towards summative assessment by appropriate formative exercises.

Work experience and placement opportunities

This degree offers you opportunities to engage in work-based learning during Level 5 and 6.

In the module EDU5200-40 Exploring and Evaluating Change, you will examine how education can 'make a difference' through exploration and evaluation of change in formal and informal educational contexts such as schools, industry-based organisations and community-based initiatives. You will have the opportunity to engage with professional mentoring and gain transferable employability skills such as listening and critically comparing perspectives, asking open questions and evaluating the pros and cons of different approaches when problem-solving. During the module EDU5204-20 Research Challenge 1: Project Design, you will develop partnership and team relationships in an education context. You will continue to engage with professional mentoring and be supported to develop team working skills such as taking personal responsibility, collaboration and inclusive decisionmaking.

During EDU6201-40 Research Challenge 2: Live Project, you will engage in intensive fieldwork to enact a research challenge and collect data, gaining a deeper understanding of an educational context. You will build a relationship with research challenge team partners, lead an aspect of a project in collaboration with your peers, and engage in peer to peer mentoring. You will have the opportunity to develop employability skills such as thinking creatively and creating different possible solutions when problem-solving, time management, flexibility and appreciation for group decisions. In the module EDU6203-40 Research Challenge 3: Research Knowledge Mobilisation, you will be further supported to develop transferable employability skills such as generating innovative ideas and combining different concepts by mobilising the research knowledge that you have established and applied in an educational context.

You must have DBS clearance to undertake these modules.

Graduate Attributes

	Bath Spa Graduates…	In BA [Hons] 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. 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. 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

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

Year 1

	Trimester 1	Trimester 2	Trimester 3
Core	EDU4200-20 Formal and Informal Education	EDU4202-20 Children and Young People's Voice and Participation	EDU5200-40 Exploring and Evaluating Change within Professional Practice
Core	EDU4000-20 Education for Change	EDU4101-20 Controversial Issues in Special and Inclusive Education	EDU5201-20 Educational Research Foundation 2
Core	EDU4201-20 Health and Wellbeing in Education	EDU4203-20 Educational Research Foundation 1	

Year 2

	Trimester 1	Trimester 2	Trimester 3
Core	EDU5202-20 Issues in Education: Social Inequalities and Social Justice	EDU6200-20 Pedagogies	EDU6202-20 Educational Professionalism: Transformation, *Bildung* and Conduct
Core	EDU5203-20 Education Policy and Practice: From Local to Global	EDU6201-40 Research Challenge 2: Live Project	EDU6203-40 Research Challenge 3: Research Knowledge Mobilisation
Core	EDU5204-20 Research Challenge 1: Project Design		

Appendix 2: Map of Intended Learning Outcomes

Level	Module Code	Module Title	Status (C,R,R*,O)[4]	Intended Learning Outcomes													
				Subject-specific Skills and Knowledge						Cognitive and Intellectual Skills				Skills for Life and Work			
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4
4	EDU4000 -20	Formal and Informal Education	C	X			X			X							X
4	EDU4200 -20	Education for Change	C			X		X		X					X	X	
4	EDU4201 -20	Health and Wellbeing in Education	C		X							X					X
4	EDU4202 -20	Children and Young People's Voice and Participation	C				X				X					X	
4	EDU4101 -20	Controversial Issues in Special and Inclusive Education	C	X	X						X			X			
4	EDU4203 -20	Educational Research Foundation 1	C						X	X	X					X	
5	EDU5200 -40	Exploring and Evaluating Change within Professional Practice	C	X				X		X				X	X		
5	EDU5201 -20	Educational Research Foundation 2	C						X		X	X				X	
5	EDU5202 -20	Issues in Education: Social Inequalities and Social Justice	C		X		X			X							X

5	EDU5203-20	Education Policy and Practice: From Local to Global	C	X		X					X					X	
6	EDU5204-20	Research Challenge 1: Project Design	C						X				X		X		
6	EDU6200-20	Pedagogies	C		X		X						X				
6	EDU6201-40	Research Challenge 2: Live Project	C	X	X					X		X					X
6	EDU6202-20	Educational Professionalism: Transformation, *Bildung* and Conduct	C	X		X								X			
6	EDU6203-40	Research Challenge 3: Research Knowledge Mobilisation	C					X	X		X					X	

[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					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	EDU4 000 -20	Informal and Formal Education	C								1 x 4000 words equivalent						
4	EDU4 200 -20	Education for Change	C			1 x 2000 words							1 x 2000 words equivalent				
4	EDU4 201 -20	Health and Wellbeing in Education	C						1 x 2000 words				1 x 2000 words equivalent				
4	EDU4 202 -20	Children and Young People's Voice and Participation	C								1 x 4000 words equivalent						
4	EDU4 101 -20	Controversial Issues in Special and Inclusive Education	C			1 x 2000 words							1 x 2000 words equivalent				
4	EDU4 203 -20	Educational Research Foundation 1	C										1 x 4000 words equivalent				

Level	Code	Title	Type											
5	EDU5 200 -40	Exploring and Evaluating Change within Professional Practice	C				1 x 5000 words equivalent		1 x 5000 words equivalent					
5	EDU5 201 -20	Educational Research Foundation 2	C				1 x 5000 words equivalent							
5	EDU5 202 -20	Issues in Education: Social Inequalities and Social Justice	C	1 x 5000 words equivalent										
5	EDU5 203 -20	Education Policy and Practice: From Local to Global	C		1 x 3500 words						1 x 1500 words equivalent			
5	EDU5 204 -20	Research Challenge 1: Project Design	C				1 x 5000 words equivalent							
6	EDU6 200 -20	Pedagogies	C		1 x 5000 words									
6	EDU6 201 -40	Research Challenge 2: Live Project	C			1 x 5000 words					1 x 5000 words equivalent			

6	EDU6 202 -20	Educational Professionalism: Transformation, *Bildung* and Conduct	C					1 x 5000 word s									
6	EDU6 203 -40	Research Challenge 3: Research Knowledge Mobilisation	C		1 x 6000 words								1 x 4000 words equiva lent				

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