

**Programme Specification for Programme Leading to:  
BA Education  
BA Education with Placement**



Applicable for all undergraduate students **starting at Level 1** on or after 1<sup>st</sup> September 2021

Version No.	Date	Notes – QA USE ONLY	QA
1	October 2021	New Programme specification created for 2020/21	WEA

Honours programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	CBASS/Education
4. Contributing college/department/division/ associated institution	N/A
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	BA (Hons) Education BA (Hons) Education with Placement  FHEQ Level 6
7. Programme title	BA Education  BA Education with Placement
8. Programme type (Single honours/joint/major minor)	Single Honours
9. Normal length of programme (in months) for each mode of study	FT 3 Years FT with Placement 4 years
10. Maximum period of registration for each mode of study	Normal duration +3 Years
11. Variation(s) to September start	None
12. Modes of study	Full Time
13. Modes of delivery	Standard/Thick Sandwich
14. Intermediate awards and titles and FHEQ Level of Award	Cert HE Education FHEQ Level 4 Cert HE Education FHEQ Level 4 with Placement DipHE Education FHEQ Level 5 DipHE Education FHEQ Level 5 with Placement BA (Ordinary) Education FHEQ Level 6 BA (Ordinary) Education FHEQ Level 6 with Placement
15. UCAS code	X300
16. HECoS Code	100459
17. Route Code	X300UEDUC
18. Relevant subject benchmark statements and other external and	<a href="#">QAA UK Quality Code for Higher Education</a> which includes the English Framework for Higher Education Qualifications within Part A on Setting

internal reference points used to inform programme design.	and Maintaining Academic Standards <a href="#">QAA Subject Benchmark Statement</a> The subject benchmark statement for Education Studies (2015) has informed the design. <a href="#">Brunel 2030</a> Brunel Placement Learning Policy, as published under the 'Placements' section of the ' <a href="#">Managing Higher Education Provision with Others</a> ' page.
19. Admission Requirements	Details of <a href="#">entry requirements</a> are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's <a href="#">language requirements</a> pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	All students on the BA Education will undertake compulsory placement in each year. Additionally, students may, if they wish, undertake a placement year in addition to the compulsory placement arrangements.  Students may be required to attend day field trips and as such may incur travel costs to and from the field trip venues.  Students will be required to obtain a DBS certificate.
21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	<a href="http://www.brunel.ac.uk/courses/undergraduate/contemporary-education-ba">http://www.brunel.ac.uk/courses/undergraduate/contemporary-education-ba</a>

## 23. EDUCATIONAL AIMS OF THE PROGRAMME

### BA Education

- To provide an undergraduate programme of study for students from diverse backgrounds, underpinned by theoretical perspectives and practical application to promote an understanding of Education.
- To provide students with a broad and balanced view of education, educational theory, policy, technologies and practice and an understanding of their inherent complexities within a range of national, international and global contexts
- To enable students to develop critical reflection, systematic analysis and collaborative enquiry in relation to the aims, values and processes of education
- To enable students to develop a range of research-based abilities relevant to the subject area
- To enable students to develop relevant attributes and transferable skills (intellectual, vocational and interpersonal) for their future education and careers.

## 24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)

**Programme Level Outcomes: Programme level outcomes represent more than the sum of Level 3 outcomes**

Level 1 Outcomes					
1	K	Understand relevant theories and concepts underpinning the study of Education.	ED1802 ED1805	ED1703 ED1704	
1	K	Understand a variety of factors that influence the educational experiences of children, young people and adults in a variety of settings and contexts.	ED1802 ED1805	ED1703 ED1704 ED1706 ED1708	
1	C	Utilise and respond to a variety of academic literature, cultural productions and policy.	ED1802 ED1803 ED1805	ED1703 ED2700 ED1705 ED1706	
1	C	Source, respond to and gather information and evidence from a variety of different sources.	ED1802 ED1804 ED1805	ED1703 ED1707	
1	S	Communicate views and ideas effectively in different media.	ED1802 ED1803 ED1804 ED1805	ED1703 ED1704 ED1705 ED1706	
1	S	Apply knowledge and skills in work-based educational contexts.	ED1802 ED1803	ED1706 ED1708	
Level 2 Outcomes					
2	K	Demonstrate developed understanding of how research processes and methodologies relate to theory, concepts and debates surrounding Education	ED2801 ED2801 ED2802 ED2803	ED2700 ED2701 ED2702 ED2703	
2	K	Demonstrate developed understanding of a range of issues affecting the educational experiences of children, young people and adults in a variety of settings and contexts.	ED2800 ED2801 ED2802 ED2803	ED2700 ED2702 ED2703 ED2704 ED2705	
2	C	Demonstrate developed engagement with and application of academic literature, cultural productions and policy.	ED2800 ED2801 ED2802 ED2803	ED2700 ED2703 ED2704	
2	C	Demonstrate developed sourcing, synthesis and collection of information and evidence from a variety of different sources.	ED2800 ED2801 ED2802 ED2803	ED2700 ED2701 ED2702 ED2704	
2	S	Communicate views and ideas with increasing sophistication in different media.	ED2800 ED2801 ED2802 ED2803	ED2700 ED2701 ED2702 ED2703 ED2704	
2	S	Apply developed knowledge and skills in work-based educational contexts.	ED2800 ED2801	ED2700 ED2701 ED2702 ED2703 ED2704 ED2705	
Level 3 Outcomes					
3	K	Critically understand varied framings of education and their relation to	ED3800 ED3801	ED3700 ED3701	ED3606

		theories, concepts, ideologies and methodologies.	ED3802	ED3702	
3	K	Critically understand a wide range of factors that influence the shaping and role of education in the lives of children, young people and adults in a variety of different settings and contexts.	ED3800 ED3801 ED3802	ED3700 ED3701 ED3702	ED3606
3	C	Critically evaluate and apply academic literature, cultural productions and policy to shape informed personal perspectives.	ED3800 ED3801 ED3802	ED3700 ED3701 ED3702	ED3606
3	C	Critically challenge personal beliefs and assumptions through engaging with a wide variety of sources and undertaking research.	ED3800 ED3801 ED3802	ED3700 ED3701 ED3702	ED3606
3	S	Communicate complex and critically robust views and ideas effectively in different media.	ED3800 ED3801 ED3802	ED3700 ED3701 ED3702	ED3606
3	S	Critically apply complex knowledge and skills in work-based educational contexts, and explore how these relate to career possibilities.	ED2801 ED2801 ED3802	ED3701 ED3702	

**Learning/teaching strategies and methods** to enable learning outcomes to be achieved, including formative assessments

The learning outcomes are achieved by:

A combination of lead lectures followed by seminars, small group collaborative work, student-led presentations, field trips and independent directed tasks at Level 1, Level 2 and 3 combine to create an effective and interactive learning experience for students. The Study Block and Assessment Block structure for the programme requires students to build strong connections between elements of their learning and to use these connections as the basis for assessment and further cycles of learning. By pulling together academic and practical strands of the programme, students are encouraged into genuinely holistic learning opportunities, as both learning and assessment opportunities reflect the range of Learning Outcomes for the programme.

Teaching and learning strategies are designed to introduce and encourage development of progressive independent learning. The Learning Outcomes for the programme reflect an incremental approach to student learning, in relation to their knowledge, their cognitive abilities and their skills. Assessments closely align both to Learning Outcomes and to teaching and learning strategies, reflecting the belief that effective assessment emerges naturally from learning.

Formative assessment lies at the heart of effective teaching and learning, allowing both teachers and learners to be responsive to individual and whole-group emerging needs. Formative assessment is used in the programme in a variety of ways – through written tasks, presentations, formative feedback, teacher- and peer-assessment, preparatory tasks, guided readings, etc. These formative interventions are particularly useful in assisting students to consider the ways in which their developing knowledge, cognitive and skills bases are transferrable between Study blocks as part of their developing learning.

Study blocks at each level will target analytical and critical thinking skills. As students experience their learning in a variety of contexts – creative, literary, media-based, interactive, workshop, work-based, etc. – they will be required to forge critical connections between elements of their learning. In this way, learning will regularly be revisited and reinforced as well as being challenged and reshaped to reflect a variety of contexts. This will enable students to develop a creative and flexible relationship with their knowledge, cognitive abilities and skills, and will enable them to locate and use their learning in a wide variety of contexts.

Different study blocks throughout the programme will focus on the acquisition and interpretation of knowledge and data, recognising that knowledge is always provisional and subject to reinterpretation. Students will be required (and guided)

to make firm connections between their learning in different study blocks and to consider how the same information might be differently utilised and differently significant in one context as opposed to another. Each study block facilitates the development of individual ability to apply concepts and theories – both orally and in written form – to analyse and interpret data, and show evidence of learning through feedback. Study blocks, however, move away from the idea that learning in any given area exists in isolation.

The learning outcomes related to practical and transferable skills are developed through the learning and teaching methods and strategies outlined above.

Practical, professional and transferable skills will be developed in the following ways:

- (A) Study blocks at Level 1 provide rich opportunities for the development of the skills listed through the variety of core disciplines undertaken.
- (B) Study blocks at Level 2 and Level 3 facilitate progressive development of skills through group and individual study, research training and work-based experience.

Students will have opportunities to develop criticality in their thinking and engage in reasoned argument in practical and professional aspects of the programme.

Students opting to follow ED2555: Education Professional Placement will complete placement preparation as part of ED1708 and ED2702.

### **Summative assessment strategies and methods** to enable learning outcomes to be demonstrated

- (A) Essays
- (B) Group and independent project portfolios.
- (C) Group oral, video or PowerPoint presentations.
- (D) Portfolio of directed work-based tasks.
- (E) Research project.

The variety of formative and summative assessment strategies listed above is designed to place increasing emphasis on the learner's ability to demonstrate the skills listed opposite through coherent oral and/or written responses.

Summative assessment methods are employed in all Assessment Blocks. Knowledge and Understanding, Cognitive approaches and Skills covered within each Study Block will contribute to all Assessment Blocks in order to encourage students' holistic development and their abilities to transfer knowledge, thinking and skills. Assessments will be made through the methods outlined above and will permeate all aspects of the programme including seminars, group collaborative work, presentations, work-based experience and research.

## **25. Programme Structure, progression and award requirements**

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

e.g. AB3000 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

Level 1	
<b>Compulsory assessment block codes, titles and credit</b> ED1802: Education and Society 1 (30 credits) ED1803: Foundations in Education (30 credits) ED1804: Education and Work 1 (30 credits) ED1805: Education and Research 1 (30 credits)	<b>Optional assessment block codes, titles and credits</b>
<b>Compulsory study block codes, titles and credit volume</b>  ED1703: Understanding Concepts in Education (20 credits) ED1704: Issues and Perspectives in Education (20 credits) ED1705: Human Development (20 credits) ED1706: Education and Society (20 credits) ED1707: Study Skills and Methods of Enquiry (20 credits) ED1708: Education Work Placements 1 (20 credits)	<b>Optional Study block codes, titles and credit volume</b>
<b>Compulsory modular block codes, titles and credits</b>	<b>Optional modular block codes, titles and credits</b>
<b>Level 1 Progression and Award Requirements</b>  As per Senate Regulation 2 ( <a href="#">SR2 August 2014</a> )	

Level 2	
<b>Compulsory assessment block codes, titles and credits</b> ED2800: Education and Society 2 (40 credits) ED2801: Constructions of Education (20 credits) ED2802: Education and Work 2 (20 credits) ED2803: Education and Research 2 (40 credits)	<b>Optional assessment block codes, titles and credits</b>

<p><b>Compulsory study block codes, titles and credit volume</b>  ED2700: The Social Study of Children and Young People (20 credits)  ED2701: Research Methods (20 credits)  ED2702: Education Work Placements 2 (20 credits)  ED2703: Educational Spaces (20 credits)  ED2704: Education in Literature and the Media (20 credits)  ED2705: Educational Practices (20 credits)</p> <p><b>All Study blocks are 20 credits</b></p>	<p><b>Optional Study block codes, titles and credit volume</b></p>
<p><b>Compulsory modular block codes, titles and credits</b></p>	<p><b>Optional modular block codes, titles and credits</b></p>

**Level 2 Progression and Award Requirements**  
As per Senate Regulation 2 ([SR2 August 2014](#))

**Level 2 – Sandwich Placement**

<p><b>Compulsory assessment block codes, titles and credits</b></p>	<p><b>Optional assessment block codes, titles and credits</b></p>
<p><b>Compulsory study block codes, titles and credit volume</b></p>	<p><b>Optional study block codes, titles and credit volume</b></p>
<p><b>Compulsory modular block codes, titles and credits</b></p> <p>ED2555: Education Professional Placement (120 Credits)  Core: Block</p>	<p><b>Optional modular block codes, titles and credits</b></p>

**Level 2 Placement Progression and Award Requirements**  
As per [Senate Regulation 2](#)  
For the 'with Placement' award ED2555 will contribute 25% of the Level 2 profile and 8.3% of the overall degree calculation.

**Level 3**

<p><b>Compulsory assessment block codes, titles and credits</b></p> <p>ED3800: Education and Society 3 (40 credits)  ED3801: Education in Different Contexts (20 credits)  ED3802: Education and Work 3 (20 credits)</p>	<p><b>Optional assessment block codes, titles and credits</b></p>
<p><b>Compulsory study block codes, titles and credit volume</b></p> <p>ED3700: Growing Up in 21<sup>st</sup> Century Britain (30 credits)  ED3701: Education in Different Contexts (30 credits)  ED3702: Educational Work Placements 3 (30 credits)</p>	<p><b>Optional study block codes, titles and credit volume</b></p>

Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
ED3606: Education and Research 3 – Dissertation (40 credits) Core: Block	
<b>Level 3 Progression and Award Requirements</b>	
<b>As per Senate Regulation 2 (<a href="#">SR2 August 2014</a>)</b> For the 'with Placement' award ED2555 will contribute 8.3% of the overall degree calculation.	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a major modification occurs, and may be checked by the Quality Assurance Agency for Higher Education.