



SECTION 1: KEY PROGRAMME DETAILS

PROGRAMME INFORMATION	
Final Award Title	BA (Hons) Education BA (Hons) Education (Digital Learning) BA (Hons) Education (Special Needs)
Default Award Title (Exit Award)	N/A
Interim Award Titles (Exit Awards)	Cert HE Education Cert HE Education (Digital Learning) Cert HE Education (Special Needs) Dip HE Education Dip HE Education (Digital Learning) Dip HE Education (Special Needs)
Awarding Institution	UWE Bristol
Teaching Institutions	UWE Bristol
Partner Institutions	N/A
Delivery Locations	UWE Bristol
Study Abroad / Exchange / Credit Recognition	N/A
Faculty Responsible For Programme	Faculty of Arts, Creative Industries and Education
Department Responsible For Programme	Education and Childhood
Professional Statutory or Regulatory Body (PSRB) Links	N/A
Apprenticeship	N/A
Mode of Delivery	FT (attendance)
Entry Requirements	The University's Standard Entry Requirements apply with the following additions: <ul style="list-style-type: none"> • A satisfactory Disclosure and Barring Service (DBS) check Tariff points as appropriate for the year of entry - up to date requirements are available through the courses database .
For Implementation From	September 2019
Programme Codes	ISIS X123 UCAS: X304 JACS/HECOS 100459

PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY	
First UVP Approval Date	<i>Date of first UVP approval</i> 27 March 2019
Date of Last Revalidation (through Programme Enhancement Review)	<i>Dates of subsequent PERs and revalidations</i> N/A
Next Programme Enhancement Review Date	<i>Academic year in which next Programme Enhancement Review due (6 years from initial approval or last PER)</i> 2025

SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

1. (Programme) Overview

The principle aim of the Education programme is to develop graduates who have the skills, attributes and knowledge to successfully engage and enter in fields relating to education, with the option of additionally specialising in Special Needs or digital learning. A key feature of this programme is that the scope extends to learners of all ages and in all contexts, formal and informal; it is not confined to formal education systems and settings.

We aim to ensure students have a sound underpinning of theories of learning and teaching, and of the contexts of learners' lives. Someone working within the field of education who understands the key milestones of learner development, the impacts of the specific and broader conditions of learners' lives, and the social and political framing of education will have the potential to be a professional who can enrich the lives of those they work with or on behalf of, and make a meaningful difference to their profession.

This programme brings together academic and professional learning. It provides students with opportunities to explore the academic field and to develop their skills of analysis, enquiry, design, development and communication which they can then apply and evaluate in professional contexts. This blend of academic and work-based understanding and experience is central to the aims of the programme. The academic content and requirements are rigorous and will enable students to explore issues in depth to succeed at this level and gain the skills needed to potentially progress on to post-graduate study. But it is also critical to the aims of the programme that all students experience input from those working across this field, and spend time gaining work-based experience which links to and extends their academic studies. For some students these experiences will be focused largely within the career areas which they plan to pursue whilst others may seek a wide range of experiences to provide a broad set of experiences to underpin a preferred career path, or to inform their decisions about future routes.

In addition, the second year of the programme is arranged in such a way that those who wish to spend an extended period of time in a work-based experience in the Spring term may do so; there will be a period of time when students will be able to access their academic studies remotely to enable them to be elsewhere. Students who take this opportunity may use this very differently, with some perhaps remaining in the area but in a work setting full time, whilst other may seek experiences at a distance either in the UK or overseas.

This flexibility is also a key feature of this programme and is most clearly demonstrated in the choice of pathway. Students study the same modules in Year 1 and will be guided during the year towards deciding their direction for Year 2 and 3. Some students may decide to keep their module choices as broad as possible and to graduate with a BA(Hons) Education. Others may decide to specialise in either Special Needs or digital learning so will then select the appropriate modules in those pathways in Year 2 and Year 3 to graduate with BA(Hons) Education (Special Needs) or BA(Hons) Education (Digital Learning) respectively.

A further underpinning consideration in the programme design is that we ensure all the learning ambitions appear explicitly. This means that in Year 1 we pay close attention to the need to support students to successfully transition to study at this level. Throughout the programme we support students in developing their professional skills including content, study experiences and assessment focused on preparing students to gain and success in their chosen career paths.

The programme is predicated on the ambition that the students will be lifelong learners, who can engage thoughtfully in relevant debates and prepare themselves for future challenges. We support students on this programme to be thinkers and change agents as well as being excellent reflective professionals.

2. Educational Aims

This programme aims to:

1. Develop students' skills and dispositions to become successful lifelong learners.
2. Develop students' critical engagement with questions concerning the aims and values of lifelong education and its relationship to societies and consider these in relation to policy and practice.
3. Support students understanding of learner development and the importance and complexity of the broad and specific contexts of learners' lives and how these can impact their wellbeing and their learning.
4. Provide students with an understanding of learners' individual approaches and challenges, and understand the theory and practice of inclusive pedagogy.
5. To provide opportunities for students to engage with a wide range of theories of learning and teaching and critically reflect on contemporary pedagogical practices and apply their understandings to a range of contexts.
6. To develop students' research skills, ethical understanding and practices through enquiry learning.
7. To develop students' understanding and application of technologies for learning and teaching.
8. To develop students' professional skills and attributes relevant to a range of contexts and future career pathways.

3. Programme Learning Outcomes

PO1	Develop and deploy skills and dispositions needed to be successful lifelong learners
PO2	Critically analyse the relationship between societies and aims and values of lifelong education in the context of policy and practice.
PO3	Critically engage with theories of learner development and of the impact of the broad and specific contexts of learners' lives to their wellbeing and learning.
PO4	Critically engage with theory, policy and practice relevant to individual needs and inclusivity.
PO5	Critically reflect on theories of learning and teaching and contemporary pedagogical practices and apply their understandings to their own learning and teaching.
PO6	Recognise and respond to philosophical and ethical issues involved in researching education, and understand how to design, develop and critically reflect on an educational project.
PO7	Apply appropriate learning technologies and digital tools to their practice.
PO8	Apply, critique and adapt professional skills and attributes relevant to a range of contexts and future careers and professions.

4. Programme (Learning) Outcomes (POs) Mapping

<i>Programme Outcomes:</i>	Module No: UTTNAV-30-1	Module No: UTTNAW-30-1	Module No: UTTNAY-30-1	Module No: UTTNB7-30.1	Module No: UTTGVG-30-2	Module No: UTTGVF-30-2	Module No: UTTGVJ-30-2	Module No: UTTGVK-30-2	Module No: UTTNB8-15-2	Module No: UTTNBT-30-2	Module No: UTTGVH-30-2	Module No: UTTNBS-30-2	Module No: UTTGV3-15-2	Module No: UTTGV5-45-3	Module No: UTTGV6-45-3	Module No: UTTGV7-45-3	Module No: UTTGVL-30-3	Module No: UTTNBV-15-3	Module No: UTTNBN-30-3										
PO1: Develop and deploy skills and dispositions needed to be successful lifelong learners	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x										
PO2: Critically analyse the relationship between societies and aims and values of lifelong education in the context of policy and practice.	x	x	x	x		x	x	x	x	x	x	x		x	x	x	x		x										
PO3: Critically engage with theories of learner development and of the impact of the broad and specific contexts of learners' lives to their wellbeing and learning.	x	x	x	x	x	x	x	x		x	x	x		x	x	x	x		x										
PO4: Critically engage with theory, policy and practice relevant to individual needs and inclusivity.	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x		x										
PO5: Critically reflect on theories of learning and teaching and contemporary pedagogical practices and apply their understandings to their own learning and teaching.		x	x	x	x		x			x	x	x		x	x	x	x		x										
PO6: Recognise and respond to philosophical and ethical issues involved in researching education, and understand how to design, develop and critically reflect on an educational project.													x	x	x	x	x		x										
PO7: Apply appropriate learning technologies and digital tools to their practice.			x	x	x					x	x	x							x										
PO8: Apply, critique and adapt professional skills and attributes relevant to a range of contexts and future careers and professions.			x						x	x	x	x	x	x	x	x		x	x										

PART B: PROGRAMME STRUCTURE – UWE delivery**1. Structure (Full-time)**

This structure diagram demonstrates the student journey from entry through to Graduation for a typical **full time student** including:

- level and credit requirements
- interim award titles
- compulsory and optional modules

Year: 1**BA(Hons) Education**

Interim award: Cert HE Education requires *120 credits* at the appropriate level. Please refer to UWE Academic Regulations for details.

Compulsory modules ALL pathways

Module Code	Module Title	Level	Credit

Optional modules ALL pathways *The first 4 modules below are CORE – all students will be enrolled on them. They are indicated as optional in order to ensure that the Guided Study could be taken in place of one of them in exceptional circumstances.*

Module Code	Module title	Level	Credit
UTTNAV-30-1	Education, Society and Inclusivity	4	30
UTTNAW-30-1	Educational Journeys	4	30
UTTNAV-30-1	Becoming an Educator	4	30
UTTNB7-30-1	Exploring Digital Learning	4	30
UTTGRW-30-1	Guided Study* <i>*Only available with the agreement of the Programme Leader to make up credit in exceptional circumstances.</i>	4	30

Year: 2**BA(Hons) Education**

Interim award: Dip HE Education requires *240 credits* at the appropriate level. Please refer to UWE Academic Regulations for details.

Compulsory modules

Module Code	Module Title	Level	Credit
UTTGV3-15-2	Becoming a Researcher	5	15
UTTNB8-15-2	Professional Skills	5	15

Optional modules *The first 5 modules listed below are CORE – all students will be enrolled on a combination of 90 credits of these. They are indicated as optional in order to ensure that the Guided Study could be taken in place of one of them in exceptional circumstances.*

Module Code	Module title	Level	Credit
UTTNBT-30-2	Education in Practice	5	30
	<i>and</i>		
UTTGVG-30-2	Digital Learning Design OR	5	30
UTTGVI-30-2	Meeting Diverse Needs	5	30
	<i>and</i>		
UTTGVI-30-2	Digital Learning Policy and Practice OR	5	30
UTTGVI-30-2	Special Needs Policy and Practice	5	30
UTTGRX-30-2	Guided Study*	5	30

	<i>*Only available with the agreement of the Programme Leader to make up credit in exceptional circumstances</i>		
BA(Hons) Education (Special Needs)			
Interim award: Dip HE Education (Special Needs) requires 240 credits at the appropriate level. Please refer to UWE Academic Regulations for details.			
Compulsory modules			
Module Code	Module Title	Level	Credit
UTTGV3-15-2	Becoming a Researcher	5	15
UTTNB8-15-2	Professional Skills	5	15
Optional modules <i>The first 3 modules listed below are CORE – all students will be enrolled on these. They are indicated as optional in order to ensure that the Guided Study could be taken in place of one of them in exceptional circumstances.</i>			
Module Code	Module title	Level	Credit
UTTNBS-30-2	Education in Practice: Special Needs	5	30
UTTGVI-30-2	Meeting Diverse Needs	5	30
UTTGVI-30-2	Special Needs Policy and Practice	5	30
UTTGRX-30-2	Guided Study* <i>*Only available with the agreement of the Programme Leader to make up credit in exceptional circumstances</i>	5	30
BA(Hons) Education (Digital Learning)			
Interim award: Dip HE Education (Digital Learning) requires 240 credits at the appropriate level. Please refer to UWE Academic Regulations for details.			
Compulsory modules			
Module Code	Module Title	Level	Credit
UTTGV3-15-2	Becoming a Researcher	5	15
UTTNB8-15-2	Professional Skills	5	15
Optional modules <i>The first 3 modules listed below are CORE – all students will be enrolled on these. They are indicated as optional in order to ensure that the Guided Study could be taken in place of one of them in exceptional circumstances.</i>			
Module Code	Module title	Level	Credit
UTTGVH-30-2	Education in Practice: Digital Learning	5	30
UTTGVI-30-2	Digital Learning Design	5	30
UTTGVF-30-2	Digital Learning Policy and Practice	5	30
UTTGRX-30-2	Guided Study* <i>*Only available with the agreement of the Programme Leader to make up credit in exceptional circumstances</i>	5	30

Year: 3

BA(Hons) Education			
Compulsory modules			
Module Code	Module Title	Level	Credit
UTTGV5-45-3	Education Project	6	45
UTTGVC-45-3	Guided Study** <i>** Only available with the agreement of the Programme Leader in circumstances where the project module is not appropriate</i>	6	45
BA(Hons) Education (Special Needs)			
Compulsory modules			
Module Code	Module Title	Level	Credit
UTTGV7-45-3	Education Project: Special Needs	6	45
UTTGVC-45-3	Guided Study** <i>** Only available with the agreement of the Programme Leader in circumstances where the project module is not appropriate</i>	6	45
BA(Hons) Education (Digital Learning)			
Compulsory modules			
Module Code	Module Title	Level	Credit
UTTGV6-45-3	Education Project: Digital Learning	6	45
UTTGVC-45-3	Guided Study** <i>** Only available with the agreement of the Programme Leader in circumstances where the project module is not appropriate</i>	6	45
ALL pathways			
Optional modules <i>The first 3 modules listed below are CORE – all students will be enrolled on these. They are indicated as optional in order to ensure that the Guided Study could be taken in place of one of them in exceptional circumstances.</i>			
Module Code	Module Title	Level	Credit
UTTGVL-30-3	International Education	6	30
UTTNBV-15-3	Professional Futures	6	15
UTTP6N-30-3	Debates in Education	6	30
UTTGRY-30-3	Guided Study * <i>* Only available with the agreement of the Programme Leader to make up credit in exceptional circumstances</i>	6	30

2. Structure (part-time) N/A

This structure diagram demonstrates the student journey from entry through to Graduation for a typical **part-time student** including:

- level and credit requirements
- interim award titles
- compulsory and optional modules

PART C: HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR) SYNOPSIS

Graduates from this programme will have developed considerable skills, attributes and knowledge in the field of education. A key feature of this programme is that the scope extends to learners of all ages and in all contexts, formal and informal; it is not confined to formal education systems and settings. It is explicitly future-facing and includes particular attention to digital learning and to meeting the needs of all learners. A key feature of the programme is engagement in practical application and experience and developing excellent transferable professional skills.

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

There are no PSRB requirements for this programme. This programme has been designed to embed the principles, knowledge, application and skills outlined in the UK Quality Code for Higher Education's subject benchmark statement for Education Studies. Programme delivery will also be informed by the Sustainable Development Goals.

PART E: REGULATIONS

A: Approved to [University Regulations and Procedures](#)