Programme Specification

Education (Digital Learning) [Frenchay]

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Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Education (Digital Learning) [Frenchay]

Highest award: BA (Hons) Education (Digital Education)

Interim award: DipHE Education (Digital Education)

Interim award: CertHE Education (Digital Education)

Awarding institution: UWE Bristol

Affiliated institutions: Not applicable

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: Yes

Credit recognition: No

Department responsible for the programme: ACE Dept of Education and Childhood, Faculty of Arts Creative Industries & Education

Contributing departments: Not applicable

Professional, statutory or regulatory bodies: Not applicable

Apprenticeship: Not applicable

Mode of delivery: Full-time, Sandwich

Entry requirements: For the current entry requirements see the UWE web site.

For implementation from: 01 September 2021

Programme code: X39113

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

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 succeeed 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 assessement 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.

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.

Programme Learning Outcomes:
On successful completion of this programme graduates will achieve the following learning outcomes.

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.

Part B: Programme Structure

Year 1
Full time and Sandwich students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full time and Sandwich)
Full time and Sandwich Students must take 120 credits from the modules in Compulsory Modules (Full time and Sandwich).

The 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 module could be taken in place of one of them in exceptional circumstances:

UTTNAV-30-1 Education, Society and Inclusivity
UTTNAW-30-1 Educational Journeys
UTTNAY-30-1 Becoming an Educator
UTTNB7-30-1 Exploring Digital Learning

UTTGRW-30-1 Guided Study is only available with the agreement of the Programme Leader to make up credit in exceptional circumstances.

Module Code	Module Title	Credit
UTTNAY-30-1	Becoming an Educator 2023-24	30
UTTNAV-30-1	Education, Society and Inclusivity 2023-24	30
UTTNAW-30-1	Educational Journeys 2023-24	30
UTTNB7-30-1	Exploring Digital Learning 2023-24	30
UTTGRW-30-1	Guided Studies 2023-24	30

Year 2
Full time and Sandwich students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules A (Full time and Sandwich)
Full time and Sandwich Students must take 30 credits from the modules in
Compulsory Modules A (Full time and Sandwich).

Module Code	Module Title	Credit
UTTGV3-15-2	Becoming a Researcher 2024-25	15
UTTNB8-15-2	Professional Skills 2024-25	15

Year 2 Compulsory Modules B (Full time and Sandwich)
Full time and Sandwich Students must take 90 credits from the modules in
Compulsory Modules B (Full time and Sandwich).

The following 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:

UTTGVH-30-2 Education in Practice: Digital Learning
UTTGVG-30-2 Digital Learning Design
UTTGVF-30-2 Digital Learning Policy and Practice

 UTTGRX-30-2 Guided Study is only available with the agreement of the Programme
Leader to make up credit in exceptional circumstances

Module Code	Module Title	Credit
UTTGVG-30-2	Digital Learning Design 2024-25	30
UTTGVF-30-2	Digital Learning Policy and Practice 2024-25	30
UTTGVH-30-2	Education in Practice: Digital Learning 2024-25	30
UTTGRX-30-2	Guided Studies 2024-25	30

Year 3
Full time students must take 120 credits from the modules in Year 3.
Sandwich students must take 15 credits from the modules in Year 3.

Year 3 Compulsory Module (Sandwich)
Sandwich students must take 15 credits from Compulsory Module (Sandwich).

Module Code	Module Title	Credit
UZSY5D-15-3	Social Sciences Placement Year 2025-26	15

Year 3 Compulsory Module A (Full time)
Full time Students must take 45 credits from the modules in compulsory Module A (Full time).

UTTGVC-45-3 Guided Study in only available with the agreement of the Programme Leader in circumstances where the project module is not appropriate.

Module Code	Module Title	Credit
UTTGV6-45-3	Education Project: Digital Learning 2025-26	45
UTTGVC-45-3	Guided Study 2025-26	45

Year 3 Compulsory Modules B (Full time)
Full time Students must take75 credits from Compulsory Modules B (Full time).

The 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:

UTTGVL-30-3 International Education
UTTNBV-15-3 Professional Futures
UTTP6N-30-3 Debates in Education

UTTGRY-30-3 is only available with the agreement of the Programme Leader to make up credit in exceptional circumstances.

Module Code	Module Title	Credit
UTTP6N-30-3	Debates in Education 2025-26	30
UTTGVL-30-3	International Comparative Education 2025-26	30
UTTNBV-15-3	Professional Futures 2025-26	15

UTTGRY-30-3	Guided Studies 2025-26	30

Year 4
Sandwich students must take 105 credits from the modules in Year 4.

Year 4 Compulsory Module A (Sandwich)
Students must take 45 credits from the modules in compulsory Module A (Sandwich).

UTTGVC-45-3 Guided Study in only available with the agreement of the Programme Leader in circumstances where the project module is not appropriate.

Module Code	Module Title	Credit
UTTGV6-45-3	Education Project: Digital Learning 2026-27	45
UTTGVC-45-3	Guided Study 2026-27	45

Year 4 Compulsory Modules B (Sandwich)
Sandwich students must take 60 credits from Compulsory Modules B (Sandwich).

The 2 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:

UTTGVL-30-3 International Education
UTTP6N-30-3 Debates in Education

UTTGRY-30-3 is only available with the agreement of the Programme Leader to make up credit in exceptional circumstances.

Module Code	Module Title	Credit
UTTP6N-30-3	Debates in Education 2026-27	30
UTTGVL-30-3	International Comparative Education 2026-27	30
UTTGRY-30-3	Guided Studies 2026-27	30

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

Approved to University Regulations and Procedures.