

Programme Specification

BA Education Studies

For students entering Part 1 in September 2027

UCAS Code: X300

UFSTUDED

UFSTUDED1

This document sets out key information about your Programme and forms part of your Terms and Conditions with the University of Reading.

Awarding Institution	University of Reading
Teaching Institution	University of Reading
Length of Programme	3 years
Length of Programme with placement/year abroad	BA Education Studies (students from NTU) - 3 years
Accreditation	N/A
QAA Subject Benchmarking Group	QAA Subject Benchmark Statement Education Studies (December 2019)

Programme information and content

This BA Education Studies programme provides distinctive and valuable insights into a range of educational issues. During each level of study, students explore current developments and debates in contemporary education through three driving themes:

Sociology: Society and social justice, inclusion and inequalities, sustainability and global perspectives in education

Creativity: The nature of creativity, imagination and cultural integrity, learning through the arts in societal and educational contexts

Psychology: Theories of learning, child, and adolescence development

The programme includes options for a work-based placement during Part 2, in order to contextualise learning, support professional development and demonstrate the application of theory to practice. The programme draws upon political, sociological, historical, philosophical and psychological perspectives in relation to educational processes. It aims to give the learner the knowledge, understanding, skills and dispositions to pursue one of a range of careers relating to education and learning.

This course can act as a steppingstone to a wide range of careers. It can help students decide whether they want to teach and prepare them well for a postgraduate teaching qualification or provide a route into one of many different educational careers e.g., a youth worker or an education officer in a heritage and the Arts (charity, museum, gallery, theatre or working in education policy). If a student is interested in working with adults, they may pursue a career in adult training, mentoring, disability support or psychology.

Part 1:	In Part 1, students are introduced to key concepts and theories in education within the 120 compulsory credits. Modules introduce the learner to issues and debates
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	around education and invite the learner to explore the relationship between education, sociology, psychology social justice and inclusion and the opportunities for learning through a range of creative media.
Part 2:	In Part 2, compulsory modules explore topics such as constructions of childhood and youth, and Contextualising creative learning through the Arts. This happens along with building on skills of analysis and enabling students to experience the application of theory to practice in their placement experience module. The choice of optional modules gives students further opportunities to develop their own academic and professional interests.
Part 3:	In Part 3, students deepen their knowledge within their modules and by exploring key educational policy and its impact on society and learning, while also planning an educational project for social justice. Across the year, student will also be conducting a research study on a topic of their choice. In this Part, students spend much of the time learning independently, supported through the tutorial and seminar system. Progression towards career choices is supported with students given the opportunity to link pedagogical and andragogical theories with professional and personal development. Choosing optional modules enables students to follow relevant pathways which can complement their career choices.

Programme Learning Outcomes - BA Education Studies

During the course of the Programme, you will have the opportunity to develop a range of skills, knowledge and attributes (known as learning outcomes) For this programme, these are:

	Learning outcomes
1	Demonstrate a critical understanding of the significant global debates and values underpinning the nature and role of education in society.
2	Critically evaluate theoretical and conceptual knowledge that underpins the fields of sociology, psychology, and creativity.
3	Examine education with reference to principles of social inclusion and social justice, and contemporary and global perspectives on education.
4	Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding.
5	Analyse educational concepts, theories, policy, and data in a systematic way, showing an appreciation of the uncertainty, ambiguity, and limits of knowledge.
6	Communicate and synthesise knowledge, arguments, and ideas through speech and writing.
7	Design and conduct ethical educational research using established methods of enquiry and analysis.
8	Be reflective, research informed, ethical and critical thinkers, able to apply their knowledge in different educational contexts.
9	Organise and articulate opinions and arguments for a variety of purposes and (specialist/non-specialist) audiences, using relevant vocabulary.

10	Manage their own learning by exercising initiative, personal responsibility, and decision-making, and by organising an effective work pattern, including working to deadlines (using technology to enhance learning).
11	Work and collaborate with others using intrapersonal, interpersonal, and professional skills.

You will be expected to engage in learning activities to achieve these Programme learning outcomes. Assessment of your modules will reflect these learning outcomes and test how far you have met the requirements for your degree.

To pass the Programme, you will be required to meet the progression or accreditation and award criteria set out below.

In addition to the learning outcomes stated above if you are on a placement or study abroad programme you will have the opportunity to develop the following learning outcome:

Additional Learning outcomes	
N/A	

Module information			
Each part comprises 120 credits, allocated across a range of compulsory and optional modules as shown below. Compulsory modules are listed.			
Part 1 Modules:			
Module	Name	Credits	Level
ED1BCL	Creative Learning through the Arts	20	4
ED1BEC	Education for Inclusion	20	4
ED1BEP	Exploring Educational Practice	20	4
ED1BKD	Key Debates in Education	20	4
ED1BPT	Psychology and Theories of Learning	20	4
ED1BSE	Sociology, Education and Social Justice	20	4
All modules are compulsory in Part 1.			
Part 2 Modules:			
Module	Name	Credits	Level
ED2BBE	Becoming an Educator	20	5
ED2BCL	Contextualising Creative Learning Through the Arts	20	5
ED2BCY	Constructions of Childhood and Youth	20	5
ED2REP	Researching Education Practice	20	5
Remaining credits will be made up of optional modules available in the Institute of Education or modules from an approved list.			
If you take a year-long placement or study abroad, Part 3 as described below may be subject to variation.			
Part 3 Modules:			

Module	Name	Credits	Level
ED3BDE	Changing Education: an educational project for social justice	20	6
ED3BRE	Dissertation in Educational Studies	40	6
ED3EEP	Examining Educational Policy	20	6

Remaining credits will be made up of optional modules available in the Institute of Education or modules from an approved list.

Placement opportunities

Placements:

You may be provided with the opportunity to undertake a credit-bearing placement as part of your Programme. This might form all or part of a combination of compulsory and optional modules. You will be required to find and secure a placement opportunity, with the support of the University

Study Abroad:

N/A

Optional modules:

The optional modules available can vary from year to year. An indicative list of the range of optional modules for your programme can be found online in the Course Catalogue. Details of optional modules for each part, including any additional costs associated with the optional modules, will be made available to you prior to the beginning of the Part in which they are to be taken and you will be given an opportunity to express interest in the optional modules that you would like to take. Entry to optional modules will be at the discretion of the University and subject to availability and may be subject to pre-requisites, such as completion of another module. Although the University tries to ensure you are able to take the optional modules in which you have expressed interest this cannot be guaranteed.

Teaching and learning delivery:

You will be taught primarily through a mixture of lectures, tutorials and seminars, depending on the modules you choose. Some modules may include group work.

Elements of your programme will be delivered via digital technology.

The scheduled teaching and learning activity hours and amount of technology enhanced learning activity for your programme will depend upon your module combination. In addition, you will undertake some self-scheduled teaching and learning activities, designed by and/or involving staff, which give some flexibility for you to choose when to complete them. You will also be expected to undertake guided independent study. Information about module study hours including contact hours and the amount of independent study which a

student is normally expected to undertake for a module is indicated in the relevant module description.

Accreditation details

N/A

Assessment

The programme will be assessed through a combination of written examinations, coursework and oral examinations. Further information is contained in the individual module descriptions. This programme has no exams.

Progression

Part 1

To achieve a threshold performance at Part 1, a student will normally be required to:

- (i) Obtain an overall weighted average of 40% over 120 credits taken in Part 1;
- (ii) Obtain a mark of at least 40% in individual modules amounting to not less than 80 credits taken in Part 1; and
- (iii) Obtain marks of at least 30% in modules amounting to 120 credits. (A Fail in a Pass/Fail module will be treated as not meeting the minimum threshold requirement for progression or classification. Pass/fail modules are excluded from weighted average calculations but must be passed to avoid failure of the Part or degree.)

In order to progress from Part 1 to Part 2, a student must achieve a threshold performance.

The achievement of a threshold performance at Part 1 qualifies a student for a Certificate of Higher Education if they leave the University before completing the subsequent Part.

Part 2

To achieve a threshold performance at Part 2, a student shall normally be required to:

- (i) Obtain a weighted average of 40% over 120 credits taken in Part 2; and
- (ii) Obtain marks of at least 40% in individual modules amounting to at least 80 credits taken in Part 2; and
- (iii) Obtain marks of at least 30% in individual modules amounting to at least 120 credits. (A Fail in a Pass/Fail module will be treated as not meeting the minimum threshold requirement for progression or classification. Pass/fail modules are excluded from weighted average calculations but must be passed to avoid failure of the Part or degree.)

In order to progress from Part 2 to Part 3, a student must achieve a threshold performance.

The achievement of a threshold performance at Part 2 qualifies a student for a Diploma of Higher Education if they leave the University before completing the subsequent Part.

Classification

Bachelors' degrees

The University's honours classification scheme is based on the following:

Mark Interpretation

70% - 100% First class

60% - 69% Upper Second class

50% - 59% Lower Second class

40% - 49% Third class

35% - 39% Below Honours Standard

0% - 34% Fail

The weighting of the Parts/Years in the calculation of the degree classification is:

Three year programmes:

Part 2: one-third

Part 3: two-thirds

Details of the classification method is given in detail in the [Assessment Handbook](#) under:

- Section 17: Awards (Bachelor's), or
- Section 18: Awards (Integrated Master's programmes). Students who do not progress to Part 4 of the Integrated Master's will normally be subject to the method detailed under Section 17: Awards (Bachelor's)

Please note that there may be a specific version of the above for your year of entry.

Additional costs of the programme

During your programme of study you will incur some additional costs.

For textbooks and similar learning resources, we recommend that you budget between £150 to £200 a year. Some books may be available second-hand, which will reduce costs. A range of resources to support your curriculum, including textbooks and electronic resources, are available through the library. Reading lists and module specific costs are listed on the individual module descriptions.

The Education Studies recommended book to purchase for the programme is the "Introduction to Education Studies (5th Edition) which currently costs £20.44.

Printing and photocopying facilities are available on campus at a cost.

There may also be an additional cost for a DBS check (Disclosure and Barring Service) of approximately £57 for those students that may want to go to a placement that requires a DBS check.

Costs are indicative and may vary according to optional modules chosen and are subject to inflation and other price fluctuations. Estimates were calculated in 2026.

Students may consider purchasing a laptop to help support their learning. Information on recommended device specifications can be found on the [DTS Student Hub](#).

For further information about your Programme please refer to the Programme Handbook and the relevant module descriptions, which are available at <http://www.reading.ac.uk/module/>. The Programme Handbook and the relevant module descriptions do not form part of your Terms and Conditions with the University of Reading.

BA Education Studies for students entering Part 1 in session 2027/28

25 June 2026

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