PROGRAMME SPECIFICATION

Part 1: Information	
Awarding Institution	UWE Bristol
Teaching Institution	City of Bristol College
Delivery Location	City of Bristol College
Study abroad / Exchange / Credit recognition	N/A
Faculty responsible for programme	Arts, Creative Industries and Education
Department responsible for programme	Education and Childhood
Professional Statutory or Regulatory Body Links	N/A
Highest Award Title	FdA Educational Support
Default Award Title	
Interim Award Titles	Cert HE Education
UWE Progression Route	BA (HONS) Education in Professional Practice
Mode of Delivery	FT
ISIS code/s	X18D43
For implementation from	*September 2019*

Part 2: Description

This programme is designed to provide a means by which experienced support staff, employed within an educational environment, can obtain a recognised qualification specific to their field and become more effective in their role by an increased reflection on practice. Successful students will be able to apply for progression to a relevant Honours degree.

The aims of the programme are to:

- Develop an understanding of the variety of roles played by professionals and practitioners in a range of educational settings, enabling students to locate their own place and contribution to educational processes developing personal and professional skills
- Provide students with broad and balanced knowledge and understanding of the principal features of education and theoretical perspectives in order to enhance their ability to construct reasoned arguments about educational issues
- Broaden students' knowledge of educational practice from beyond their specific setting into the local, national and international arena.
- Enable students to become accomplished, flexible practitioners who are able to respond to the needs of learners in educational settings
- Provide a vocationally specific curricula in which academic study is closely integrated with reflection and investigation of work based practice

Part 2: Description

- Enhance a range of professional, academic and lifelong learning skills, knowledge and understanding in support of workplace and academic learning, enhancement of current practice and preparation for career development and further study.

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Students participating in the FdA Educational Support as full time students are required to be in a workplace either in a paid capacity or as a volunteer, for a minimum time of 15 hours per week.

Participants on the FdA Educational Support will be understood as 'work-based learners' as stated in the UWE Work Based Learning Policy (2010)

- *WBL is aimed at learners who are employed or in a recognised relationship with an external organisation/employer;*
- *Work-based learners may be undertaking paid or unpaid work in various forms including traditional employment, part-time or self employment, entrepreneurial activity or voluntary forms of engagement;*
- *WBL is primarily concerned with learning opportunities that are not contrived for study purposes but occur in the workplace or its contemporary equivalents, and arise from working. Thus work is the vehicle through which the curriculum is critically explored.*

Thus the programme provides opportunities for learning in and from workplaces, developing a critical reflection process on this learning. It will take every opportunity to enhance learners' skills, knowledge and understanding alongside increased critical self-awareness and insight into their own personal potential. The assessment for modules throughout the programme will draw upon the professional experience gained from the workplace setting. This work based approach to student learning forms a development within the area of continuing professional development for a group of educationalists currently operating in a variety of educational environments. This programme seeks to develop practicing educationalists who understand what they are doing and are able to engage in enhancing the educational process in their settings.

On the FdA Educational Support Programme teaching is a mix of scheduled, independent and work based learning. The hours of contact time vary according to mode of study but will adhere to the policy at UWE Bristol for a minimum average requirement of 12 hours/week over the course of the full undergraduate programme. This contact time encompasses a range of activities as described below with specific allocation identified within module specifications.
On average for full time students this will be distributed between face to face contact hours, reflective and structured work-related learning time and electronic contact.

A range of learning activities will be embedded within the programme which will enable learning outcomes to be achieved and demonstrated. Specific support is available to all students in developing and enhancing their study skills through contact with the Programme Manager, the module leader, library support, Technology Supported Learning – online study skills, virtual learning environments; Peer Assisted Learning (PAL) ; personal academic tutors allocated at the start of the programme and technical and resource support through the Education Resource Centre.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; work based learning. Scheduled sessions may vary slightly depending on the module specification.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module specification.

Work-based learning: will include a practice placement arranged by the student either paid or voluntary; students may also have opportunities to visit other educational settings throughout their programme to broaden their experience and professional knowledge.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Part 2: Description

Students following this programme are expected to work or volunteer in a practice setting. This setting may be anywhere where educational processes takes place – informal or formal – and will include care homes/centres, businesses, arts organisations, voluntary or community based organisations, museums, leisure centres, health centres, prisons, youth work, play work, as well as colleges, primary, secondary and special schools, nurseries, and children's centres. These contexts will enable students to use and apply their knowledge and skills as acquired during their course of study and to reflect upon their practice in the workplace to develop it further. Students will be required to pass a Professional Practice module detailing their experiences across the programme in relation to the supporting of learners in practice. Students will be required to reflect and evaluate their skills and knowledge of educational support in their work setting.

Regulations

Part 3: Learning Outcomes of the Programme

Students Will:
- Identify their own value systems, development and practices and recognise and respond to moral and ethical issues involved in debates, research and practice.
- Draw upon and apply a broad, critical understanding of educational theory and research to policy discussions and debates at local, national and international levels.
- Manage and improve their own learning and performance, working effectively as an individual and as a member of a team.
- Critically engage with Issues of equality, diversity, inclusion and social justice related to relevant policy in a range of settings
- Define and appraise knowledge of child and adult development related to lifelong learning.
- Critically reflect on personal practice in a range of educational settings.
- Design and carry out a small-scale research project on a specific issue within the relevant field.

Learning Outcomes:	UTTGPY-30-1 Thinking and Learning	UTTGSX-30-1 Positive interaction with learners	UTTGSY-30-1 The Voice of the Learner	UTTGQ4-30-1 Child Development and the Life Course	UTTGT5-30-2 Education for social justice and equality	UTTGRX-30-2 Guided Studies	UTT-GTA-30-2 Reflective Professional Practice	UTTGT4-30-2 Partnership Working	UTLGJ3-30-2 Enhancing Subject Knowledge
Students will:									
1. Identify their own value systems, development and practices and recognise and respond to moral and ethical issues involved in debates, research and practice.	✓		✓	✓	✓	✓	✓		✓

Part 3: Learning Outcomes of the Programme									
2. Draw upon and apply a broad, critical understanding of educational theory and research to policy discussions and debates at local, national and international levels.	✓	✓	✓	✓	✓	✓		✓	
3. Manage and improve their own learning and performance, working effectively as an individual and as a member of a team.		✓	✓		✓	✓	✓	✓	✓
4. Critically engage with Issues of equality, diversity, inclusion and social justice related to relevant policy in a range of settings		✓	✓	✓	✓	✓	✓	✓	✓
5. Define and appraise knowledge of child and adult development related to lifelong learning.	✓	✓		✓	✓				✓
6. Critically reflect on personal practice in a range of educational settings.		✓		✓	✓	✓			✓
7. Design and carry out a small-scale research project on a specific issue within the relevant field.		✓	✓						✓

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time undergraduate student** including:
- level and credit requirements
- interim award requirements
- module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Awards
	Level 1	UTTGPY-30-1 Thinking and Learning	None	**Interim award** Cert HE Educational Support (120 credits)
		UTTGSX-30-1 Positive Interaction with Learners		
		UTTGSY-30-1 The Voice of the Learner		

		UTTGQ4-30-1 Child Development and the Life Course		

		Compulsory Modules	Optional Modules	Interim Awards
	Level 2	UTTGTA-30-2 Reflective Professional Practice	UTTGT5-30-2 Education for Social Justice and equality UTTGT4-30-2 Partnership Working UTLGJ3-30-2 Enhancing Subject Knowledge UTTGRX-30-2 Guided Study (Only available to students in exceptional circumstances to substitute for one of the above.)	**Highest Award** FdA educational Support (240 credits)

GRADUATION

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at levels 1 and 2 and are likely to achieve the required standard. Applicants must hold a` current DBS, either from their workplace or through University / College.
Applicants will normally need to have had two years' experience of working in an educational setting which may have been with children, young people or adults and have achieved a qualification in English/literacy and mathematics /numeracy, equivalent to at least Level 2 of the National Qualifications Framework.

This evidence will normally take the form of:
- English Functional Skills (2012)
- NCFE Cache level 3 in supporting teaching and learning
- Key Skills: Literacy level 2
- Cambridge ESOL qualification level 2
- Skills for Life level 2 does not expect written work so if this qualification is presented tutors are recommended to require evidence of skills in written work
- five subjects at GCSE / O level standard
- two subjects at GCE Advanced level supported by three subjects at GCSE at Grade C or above
- BTEC National Diploma
- GNVQ Level III
- Validated Access Course
- European or International Baccalaureate
- Evidence of experiential learning not previously assessed by or contributing to the awards of other institutions or bodies which is open to scrutiny and where necessary assessment. Such evidence may take the form of reports which the candidate has prepared as part of their professional duties

We welcome applications from those who do not have the entry requirements outlined. The University will consider applications on the basis of evidence of personal, professional and educational experience which

Part 5: Entry Requirements

indicate an applicant's ability to meet the demands of a degree. We like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study however we would always require evidence of equivalence to the minimum required academic or professionally accredited study.

Students who do not meet the minimum academic entry requirements but have significant life and/or work experience will be considered on the basis of evidence of personal, professional and educational experience which indicate an applicant's ability to meet the demands of a foundation degree.

We like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study.

Candidates not currently working in an educational setting will have a preliminary interview to gauge suitability for the course and ability to engage in professional work. Students must, by the beginning of the course, either be in full time work or have the minimum equivalent to a minimum of 15 hours per week.

Part 6: Reference Points and Benchmarks

Set out which reference points and benchmarks have been used in the design of the programme:

QAA Benchmark statements for Foundation Degrees have been drawn upon in the writing of this programme specification to ensure that the programmed level learning outcomes are appropriate and cover the necessary areas of learning
QAA Education Studies benchmark statements have also been considered. In this case there are some aspects that are met in the top up level 3 programme BA Hons Education in Professional Practice rather than the FdA but this is deemed to be appropriate. There are aspects of these benchmarks that are met in the first two years of the foundation degree.

QAA UK Quality Code for HE
      -Framework for higher education qualifications (FHEQ)
      -Subject benchmark statements
      -Qualification characteristics for Foundation degrees and Master's degrees

Strategy 2020
University policies
Staff research projects
Any relevant PSRB requirements
Any occupational standards

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First SUVP Approval Date	01/03/2019			
Revision ASQC Approval Date	CAR ID 4816	Version	1	*Link to programme profile*
Next Periodic Curriculum Review due date	2025			
Date of last Periodic Curriculum Review				