



SECTION 1: KEY PROGRAMME DETAILS

PART A: PROGRAMME INFORMATION	
Highest Award	FdA Educational Support
Interim Award	CertHE Educational Support

Awarding Institution	UWE Bristol
Teaching Institution	City of Bristol College City of Bristol College
Delivery Location	City of Bristol College
Study Abroad / Exchange / Credit Recognition	Placement X Sandwich Year X Credit Recognition X Year Abroad X
Faculty Responsible For Programme	Faculty of Arts Creative Industries & Education
Department Responsible For Programme	ACE Dept of Education and Childhood
Apprenticeships	
Mode of Delivery	Full-time

ENTRY REQUIREMENTS	UCAS Tariff Points: For the current entry requirements see the UWE public website.
For Implementation From	Array
ISIS Code/s	Programme Code X19E13-SEP-FT-CB-X990 Other codes: JACS Education HECoS 100459: Education Studies UCAS SLC

SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES**PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES****1. (Programme) Overview (c. 400 words)**

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.

2. Educational Aims (c. 4-6 aims)

The aims of the programme are to:

Develop an understanding of the variety of roles played by professionals and practitioners in both formal and informal 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

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.

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES**3. Programme and Stage Learning Outcomes (c. 6-8 outcomes)****Programme (Learning) Outcomes (POs)****Programme Learning Outcomes**

- | | |
|-----|---|
| PO1 | Identify their own value systems, development and practices and recognise and respond to moral and ethical issues involved in debates, research and practice. |
| PO2 | Draw upon and apply a broad, critical understanding of educational theory and research to policy discussions and debates at local, national and international levels. |
| PO3 | Manage and improve their own learning and performance, working effectively as an individual and as a member of a team. |
| PO4 | Critically engage with Issues of equality, diversity, inclusion and social justice related to relevant policy in a range of settings |
| PO5 | Define and appraise knowledge of child and adult development related to lifelong learning. |
| PO6 | Critically reflect on personal practice in a range of educational settings. |
| PO7 | Design and carry out a small-scale research project on a specific issue within the relevant field. |

PART B: Programme Structure**1. Structure****Year 1**

The student must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules

The student must take 90 credits from the modules in Compulsory Modules.

Code	Module Title	Credit	Type
UTTQG4-30-1	Child Development and the Life Course 2020-21	30	Compulsory
UTTGSX-30-1	Positive Interactions with Learners 2020-21	30	Compulsory
UTTGPY-30-1	Thinking and Learning 2020-21	30	Compulsory
Year 1 Optional modules			
Students select 30 credits from the following modules.			
Code	Module Title	Credit	Type
UTLGA7-30-1	Independent Study 2020-21	30	Optional
UTTGSY-30-1	The Voice of the Learner 2020-21	30	Optional
Year 2			
The student must take 120 credits from the modules in Year 2.			
Year 2 Compulsory Modules			
The student must take 30 credits from the modules in Compulsory Modules.			
Code	Module Title	Credit	Type
UTTGTA-30-2	Reflective Professional Practice 2021-22	30	Compulsory
Year 2 Optional Modules			
Students choose 90 credits from the following modules:			
Code	Module Title	Credit	Type
UTTGT5-30-2	Education for Social Justice and Equality 2021-22	30	Optional
UTLGJ3-30-2	Enhancing Subject Knowledge 2021-22	30	Optional
UTTGRX-30-2	Guided Studies 2021-22	30	Optional
UTTGT4-30-2	Partnership Working 2021-22	30	Optional

PART C: Higher Education Achievement Record (HEAR) Synopsis

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

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

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

PART E: REGULATIONS

Approved to University Regulations and Procedures