



Programme Specification

Educational Support [COBC]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Educational Support [COBC]

Highest award: FdA Educational Support

Interim award: CertHE Educational Support

Awarding institution: UWE Bristol

Affiliated institutions: City of Bristol College

Teaching institutions: City of Bristol College

Study abroad: No

Year abroad: No

Sandwich year: No

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, Part-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2021

Programme code: X19E13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: 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.

Educational 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.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

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**Year 1**

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

Part time students must take 60 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full time)

Full time students must take 120 credits from the modules in Compulsory Modules (Full time).

Module Code	Module Title	Credit
UTTQG4-30-1	Child Development and the Life Course 2023-24	30
UTTGSX-30-1	Positive Interactions with Learners 2023-24	30

UTTGSY-30-1	The Voice of the Learner 2023-24	30
UTTGPY-30-1	Thinking and Learning 2023-24	30

Year 1 Compulsory Modules (Part time)

Part time students must take 60 credits from the modules in Compulsory Modules (Part time).

Part time students will also be introduced to the module Reflective Professional Practice (UTTGTGA-30-2), although this will not be assessed until Year 3.

Module Code	Module Title	Credit
UTTQG4-30-1	Child Development and the Life Course 2023-24	30
UTTGPY-30-1	Thinking and Learning 2023-24	30

Year 1 Optional Modules (if credit is required)

Module UTLGA7-30-1 Independent Study may be taken in place of another module only with the agreement of the programme leader.

Module Code	Module Title	Credit
UTLGA7-30-1	Independent Study 2023-24	30

Year 2

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

Part time students must take 90 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full time)

Full time students select 120 credits from the modules in Compulsory Modules (Full time).

Module Code	Module Title	Credit
UTTGT5-30-2	Education for Social Justice and Equality 2024-25	30
UTLGJ3-30-2	Enhancing Subject Knowledge 2024-25	30
UTTGT4-30-2	Partnership Working 2024-25	30

UTTGT4-30-2	Reflective Professional Practice 2024-25	30
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Year 2 Compulsory Modules (Part time)

Part time students must take 90 credits from the modules in Compulsory Modules (Part time).

Part time students will continue to be introduced to the module Reflective Professional Practice (UTTGT4-30-2), although this will not be assessed until Year 3.

Module Code	Module Title	Credit
UTTGT4-30-2	Partnership Working 2024-25	30
UTTGSX-30-1	Positive Interactions with Learners 2024-25	30
UTTGSY-30-1	The Voice of the Learner 2024-25	30

Year 2 Optional Modules (if credit is required)

Module UTLGA7-30-1 Independent Study may be taken in place of another Level 4 module only with the agreement of the programme leader.

Module UTTGRX-30-2 Guided Studies may be taken in place of another Level 5 module only with the agreement of the programme leader.

Module Code	Module Title	Credit
UTTGRX-30-2	Guided Studies 2024-25	30
UTLGA7-30-1	Independent Study 2024-25	30

Year 3

Part time students must take 90 credits from the modules in Year 3.

Year 3 Compulsory Modules (Part time)

Part time students must take 90 credits from the modules in Compulsory Modules (Part time).

Module Code	Module Title	Credit
UTTGT5-30-2	Education for Social Justice and Equality 2025-26	30

UTLGJ3-30-2	Enhancing Subject Knowledge 2025-26	30
UTTGT3-30-2	Reflective Professional Practice 2025-26	30

Year 3 Optional Modules (if credit is required)

Module UTTGRX-30-2 Guided Studies may be taken in place of another Level 5 module only with the agreement of the programme leader.

Module Code	Module Title	Credit
UTTGRX-30-2	Guided Studies 2025-26	30

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.