



## Programme Specification

### Education in Professional Practice [Sep][FT][Frenchay][1yr]

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Education in Professional Practice [Sep][FT][Frenchay][1yr]

**Highest award:** BA (Hons) Education in Professional Practice

**Interim award:** BA Education in Professional Practice

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Not applicable

**Teaching institutions:** UWE Bristol

**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

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

**For implementation from:** 01 September 2020

**Programme code:** X00043-SEP-FT-FR-X003

## Section 2: Programme Overview, Aims and Learning Outcomes

**Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** This programme enables education professionals to gain a degree with the potential to access training leading to the award of Qualified Teacher Status for early years/primary phase of education or PGCE PCET in Adult Basic Skills or DTTLs, or to access Master's degrees in Education, Social Work, Health Therapy or Lifelong Learning.

**Educational Aims:** The aims of the programme are to:

Enable a range of different professionals from educational settings to build a degree upon earlier professional routes.

Enable education professionals to gain a degree with the potential to access training leading to the award of Qualified Teacher Status for early years/primary phase of education or PGCE PCET in Adult Basic Skills or DTTLs or to access Master's degrees in Education, Social Work, Health Therapy or Lifelong Learning.

Provide flexible opportunities to build upon professional, vocational experiences through reflection, investigation and research activities in their chosen area of study.

Provide participants with a rigorous study of educational processes and perspectives embedded within their cultural, political and societal context.

Locate study and professional practice within an understanding of the significance of educational values and ethics and a commitment to social justice.

Provide opportunities for participants to learn from professional peers in other sectors.

Encourage participants to work with and learn from potential international peer professionals joining the programme.

**Programme Learning Outcomes:****Knowledge and Understanding**

- A1. Major theories, concepts and established principles within education policy and professional practice, with areas of specialism in depth and an awareness of the provisional nature of knowledge.
- A2. Awareness of personal and professional responsibility within an appropriate ethical framework in relation to the wider social and environmental implications for education.
- A3. Established approaches to research and enquiry in the area of study.
- A4. The significance of relevant contextual factors influencing education policy and professional practice.
- A5. The basis of their own value position compared to that of others related to educational policy and professional practice.
- A6. The significance of how related work of other professions and disciplines impacts upon wider educational policy and practice
- A7. Issues of equality and diversity, inclusion and social justice related to education policy and professional practice.

**Intellectual Skills**

- B1. Critically analyse and/or evaluate new and/or abstract ideas, perspectives and theories used to interpret and/or explore the area of study in the process of developing an argument.
- B2. Use established methods of data collection, justifying plans and methods on technical grounds.
- B3. Critically evaluate evidence for its reliability, validity and significance and can investigate and give reasons for contradictory data.
- B4. Synthesise abstract data, concepts and/or numerical data towards a given purpose integrating new principles and understanding.
- B5. Use critical reflection in the learning process to explore and develop personal and professional theories in relation to professional practice.
- B6. Engage with an appropriate ethical framework for interpreting ideas and practice.

**Subject/Professional Practice Skills**

- C1. Apply techniques and skills effectively and efficiently in a range of contexts, anticipating problems that may arise, making informed judgements.
- C2. Exercise initiative and personal responsibility and a capacity to make decisions in complex and unpredictable contexts.
- C3. Integrate relevant theoretical, professional and/or research based sources and use them in the development and discussion of ideas.
- C4. Plan and execute a small scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes.
- C5. Develop a coherent strategy for work-based or other relevant experiences, identifying own practice goals and formulating plans for achieving these.
- C6. Articulate a coherent, reflective and effective orientation to their practice and their personal responsibilities in professional practice.

**Transferable Skills and other attributes**

- D1. Interact effectively as a team member, supporting, leading, negotiating and managing conflict in a range of professional contexts.
- D2. Locate, use effectively and evaluate the full range of learning resources, including ICT across a range of contexts.
- D3. Apply confidently their own criteria of judgement, challenge received opinion and reflect upon action.
- D4. Communicate effectively with a broad range of audiences including children, young people, parents/carers and other professionals.
- D5. Interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes.
- D6. Take responsibility for own learning, articulating their own preferred learning strategies and managing their own development.
- D7. Engage effectively in debate in a professional manner and produce coherent written and oral reports on procedures.
- D8. Identify and analyse complex problems, confidently and flexibly, applying appropriate knowledge and skills to their solution.

**Part B: Programme Structure****Year 1****Year 1 Compulsory Modules**

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTGM-45-3	Dissertation Education Learning and Development 2021-22	45
UTTQL-15-3	Researching Education, Learning and Development 2021-22	15

**Year 1 Optional Modules**

Students may choose two modules from the following options, where offered:

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTGTB-30-3	Approaches for Addressing Emotional Barriers to Learning 2021-22	30
UTTGRY-30-3	Guided Studies 2021-22	30
UTLGA7-30-3	Independent Study 2021-22	30
UTTUTC-30-3	Innovative Curricula 2021-22	30
UTTUTF-30-3	Learning from Community Partnerships 2021-22	30
UTTUTE-30-3	Recognising Parental Knowledge: Building Professional Parent Relationships 2021-22	30
UTTUTD-30-3	Teaching and Learning for a Changing World 2021-22	30
UTTUTM-30-3	Youth and Community Learning 2021-22	30

**Part C: Higher Education Achievement Record (HEAR) Synopsis**

Students will be working or volunteering in an educational practice setting for 15 hrs (Full time study) – 12 Hours (part time study) or more per week, except in exceptional circumstances, and must have gained 240 credits from previous study in higher education.

The practice setting can be informal or formal and could 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 alternative, special or mainstream schools and colleges. Such contexts enable students to apply acquired knowledge and skills during their course of study to reflect upon their professional practice in the workplace and develop it further.

**Part D: External Reference Points and Benchmarks**

External organizations publications considered:

QAA Benchmark statements for UG Education Studies have been drawn upon in the writing of the programme specifications.

The programme has been developed in the context of the University teaching and learning policies and explicitly meets the requirements set out therein. The focus on an approach to pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the Department's Statement of Pedagogic Principle. (See Appendix 2).

The programme aims to provide professionals working already in educational settings opportunities to gain a degree and have the potential to access training leading to Qualified Teacher Status in early years or primary schools if so desired or to the PGCE PCET programme or external DTTLs programmes.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning?

Students past and present, employers, UWE services have been consulted as demonstrated in the Design Consultation Document.

**Part E: Regulations**

Approved to University Regulations and Procedures.