



Programme Specification

Education in Professional Practice {Top Up} [Frenchay]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Education in Professional Practice {Top Up} [Frenchay]

Highest award: BA (Hons) Education in Professional Practice

Interim award: BA Education in Professional Practice

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Education and Childhood, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time

Entry requirements:

For implementation from: 01 September 2021

Programme code: X00043

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.

Features of the programme: This programme is designed to be flexible enough to incorporate a range of professionals working within educational settings who wish to gain a BA Hons. Students are work based learners and as such the distinctive approach to teaching and learning, throughout the programme, relates to the development of reflective practice. Students are encouraged to reflect upon their different work contexts and make links with the wider concepts of educational theory and policy; adhering to the Education Department statement of pedagogic principle (see Appendix 1). In this respect the programme bridges the academic learning environment with the work environment drawing the best learning opportunities and experiences from each context where relevant and enabling the student to develop a wider understanding of the educational process.

The programme will enable access for students who have followed a DipHE in Learning Support/Learning Mentors or Educational Welfare Studies. These students will be enabled to transfer their credit into the BA Hons and complete the further 120 credits at level 3 which will grant them a BA Hons. It will also be possible for those having previously completed a BA (QTS) degree with the School of Education, to undertake an additional 60 credits at level 3 for an honours degree. It is also available for those who have completed a Foundation Degree either within UWE or within UWE Federation. Such programmes include FdA Educational Support, FdA HLTA, FdA Inclusive Practice; FdA Early Years and FdA Supporting Teaching and Learning in FE.

Students who have obtained their 240 credits from another HEI will be able to join this programme but will not be able to gain the BA Education in Professional Practice they will need to complete the full BA Hons Education in Professional Practice. Opportunities for accredited courses completed previously in Higher Education institutions are available for students to transfer this credit.

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:

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

Assessment strategy: All approaches to diagnostic, formative and summative assessment rely upon the students' capacity to draw upon their experience of the workplace. This practical professional experience whether paid or unpaid work is essential for success on this Degree programme. Formal assessment currently includes the following:

A range of small scale enquiries based in the workplace, one of which is the final dissertation.

Reflective and evaluative accounts or audits of initiatives, interventions, specific practices that might take place in the workplace.

A range of module specific directed tasks to be undertaken within the workplace – some of which will form part of the summative assessment task.

Creation of portfolios that evidence the experiences occurring in the workplace through completion of witness statements, observational reports, case studies, reports on practice, logs and journals, planning documents etc.

Written assignments, essays and prepared papers that involve reflection together with further reading to enhance insight to a specific topic area

Oral presentations and posters on module related topics which have the potential to be reproduced for use in the workplace.

Each of the assessment points include stated assessment criteria which are drawn from the domains listed below. These form assessment criteria for several programmes within the Education Department but are particularly useful for the BA(Hons) Education in Professional Practice programme in that they encourage levels of reflection and enquiry around work place settings. The Assessment Criteria can be found in Appendix 1.

Student support:

Part B: Programme Structure

Year 1

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

Year 1 Compulsory Modules

The student must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTTQGM-45-3	Dissertation Education Learning and Development 2025-26	45
UTTQQL-15-3	Researching Education, Learning and Development 2025-26	15

Year 1 Optional Modules

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

Module Code	Module Title	Credit
UTTGTB-30-3	Approaches for Addressing Emotional Barriers to Learning 2025-26	30
UTTGRY-30-3	Guided Studies 2025-26	30
UTLGA7-10-M	Independent Study 2025-26	10
UTTGTC-30-3	Innovative Curricula 2025-26	30
UTTGTF-30-3	Learning from Community Partnerships 2025-26	30
UTTGTE-30-3	Recognising Parental Knowledge: Building Professional Parent Relationships 2025-26	30
UTTGTD-30-3	Teaching and Learning for a Changing World 2025-26	30
UTTGTM-30-3	Youth and Community Learning 2025-26	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.