Programme Specification

Education in Professional Practice {Top Up} [Frenchay]

Version: 2026-27, v2.0, Validated

Contents

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: No

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 the current entry requirements see the UWE public website.

For implementation from: 01 September 2026

Programme code: X00043

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 and become more effective in their role through an increased reflection on practice.

Successful students will be in a position to access further training and/or to develop their employment opportunities.

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. In this respect the programme bridges the academic and workplace learning environments, drawing learning opportunities and experiences from each context where relevant and enabling the student to develop a wider understanding of the educational process. As part of the programme, students will complete a significant piece of independent research which will enable them to apply their learning a specific practice context.

The programme will enable access for students who have completed a Foundation Degree in for example Inclusive Education, Educational Support or Youth and Community Work at UWE partner institution City of Bristol College. These students will be enabled to transfer their credit into the BA Hons and complete the further 120 credits at Level 6 which will grant them a BA Hons.

Opportunities are available for students who have completed accredited courses in other Higher Education institutions to transfer this credit.

Educational Aims: The programme aims to provide flexible opportunities for students to build upon their professional, vocational experiences through reflection, investigation and research activities in their chosen field of study.

The programme aims to ensure students have a sound underpinning of theories of learning and teaching, and of the varied contexts of learners' lives. Students will gain an understanding of the impact of the specific and broader conditions of learners' lives across the life course.

Three important themes are threaded across student learning on the programme: education for personal development, education for professional development and education for social justice and social change. Consideration will be given to the educational practices employed across a range of formal and informal settings, and to the social and political framing of education in policy discourse. By the end of the programme it is expected that students will have acquired the knowledge, skills and values required to enrich the lives of those they work with, or on behalf of, and to make a meaningful difference to the educational experiences of the learners within their chosen profession.

Programme Learning Outcomes:

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

Programme Learning Outcomes

PO1.   Critically reflect on personal and professional practice, recognising areas of strength and identify strategies for development.

PO2.   Engage critically with a range of theories of learning and teaching and pedagogical practices across a range of contexts.

PO3.   Analyse a range of policy and practice contexts for learning and how these can impact on wellbeing and educational experiences.

PO4.   Critically engage with issues of equity, diversity, inclusion and social justice and the impact of this on practice.

PO5.   Identify and respond to philosophical and ethical issues involved in researching education, and demonstrate a critical understanding of how to design, develop and reflect on an individual research project.

PO6.   Develop and apply the professional skills and dispositions to become reflective lifelong learners.

Assessment strategy: The assessments on this programme are designed to meet the diverse needs, interests and attributes of learners.

The programme provides opportunities for learning in and from workplaces, developing a critical reflection process on this learning. Every opportunity will be taken to enhance learners' skills, knowledge and understanding alongside increased critical self-awareness and insight into their own personal potential. The assessment is 'for', not 'of' learning. 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 students currently operating in a variety of learning environments. This programme seeks to develop consciously competent practitioners who are able to positively influence practice in their settings.

Formative and summative assessments provide consistent opportunities for students to develop their assessment literacy skills, by reviewing their progress, identify strengths and determining future learning needs and priorities. Assessment support within and across modules is designed to support student development and to engender an understanding of assessment as integral to the learning process.

Assessment will build on module activity, and will include formative assessment opportunities, to ensure that students are fully supported to demonstrate their knowledge, understanding and skills. This will include an explicit engagement with academic and professional skills embedded appropriately across different stages of programme delivery.

Assessment tasks are designed to provide appropriate challenge by engaging students with academic, research and creative opportunities that support their developing professionalism. Assessments have sufficient flexibility to provide opportunities for student-negotiated content, to ensure bespoke delivery and engagement. The assessment strategy meets academic and professional standards such as the UWE Enhancement Framework, the most current QAA Benchmark Statement for Education and the SEEC Level Descriptors.

Module assessments include project work, written assignments and individual presentations. Students will produce an extended report based on their independent research project. Throughout the programme there is awareness of the need for students to have opportunities to develop their skills in writing and presentation, so appropriate support is provided to succeed in this.

Student support: UWE based support is available including academic support locally and through the library services, careers support, wellbeing support.

Specifically within this programme there is also:

In-School support for academic skills.

Specialist inputs from external speakers and groups.

Part B: Programme Structure

Year 1
Students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules
Students must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTTH48-30-3	Education for a Changing World 2026-27	30
UTTH47-30-3	Lifelong Learning and Professional Futures 2026-27	30
UTTH49-45-3	Research Project 2026-27	45
UTTH4A-15-3	Reflective Practice 2026-27	15

Year 1 Optional Modules (if additional credit is required)

In agreement with the programme leader, students may take the below module in exceptional circumstances where they are unable to complete either UTTH48-30-3 Education for a Changing World OR UTTH47-30-3 Lifelong Learning and Professional Futures.

Students must take UTTH49-45-3 Research Project and UTTH4A-15-3 Reflective Practice.

Module Code	Module Title	Credit
UTTGRY-30-3	Guided Studies 2026-27	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Graduates from this programme will have developed a wide rang of skills, attributes and knowledge in the field of education. A key feature of this programme is that learners are required to be working or volunteering in a workplace where educational processes take place.

Students will have reflected on and evaluated their skills and knowledge in practice and explicitly identified links to future employability. The programme's scope extends to learners of all ages and in all contexts, formal and informal; it is not confined to formal education systems and settings.

Part D: External Reference Points and Benchmarks

There are no Professional Statutory Regulatory Body requirements for this programme. This programme has been designed to embed the principles, knowledge, application and skills outlined in the latest version of the UK Quality Code for Higher Education's subject benchmark statement for Education Studies. Programme delivery will also be informed by the Sustainable Development Goals

Part E: Regulations

Approved to University Regulations and Procedures.