

Programme Specification

1.	Awarding Body	University of Surrey
2.	Teaching Institution (if different)	University Centre Farnborough, Farnborough College of Technology
3.	Final award	BA (Hons)
4.	Programme title/route/pathway	Education (Learning Support) (Top Up)
5.	Subsidiary award(s) and title(s)	BA (Ord) Education (Learning Support) (Top Up)
6.	FHEQ Level	Level 6
7.	Credits and ECTS credits	120 UK Credits/60 ECTS credits
8.	Name of Professional, Statutory or Regulatory Body (PSRB)	N/A
9.	Date of last accreditation (if applicable)	N/A
10.	Mode of study	Full time
11.	Language of study	English
12.	UCAS Code	
13.	QAA Subject benchmark statement (if applicable)	Education Studies 2015
14.	Other internal and / or external reference points	
15.	Faculty and Department/School	Enterprise, Creative & Sport
16.	Programme Leader	Julie Collingwood
17.	Date of production/revision of the specification	July 2018
18.	Educational aims of the programme	

The educational aims for the programme are to:

1. Provide a learning experience that draws upon a range of theoretical perspectives and academic disciplines to further understanding of education and the different contexts within which it takes place.
2. Afford students the opportunity to link theory and practice, to critically analyse different approaches and to develop the necessary skills to become a reflective practitioner within their own particular working context.
3. Provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice.
4. Encourage the interrogation of educational processes in a variety of contexts.
5. Facilitate students in becoming informed, constructive participants in discussion about present and future developments in education and professional practice.
6. Enable students to become confident and competent independent researchers, capable of conducting informed critical enquiry within their own professional context.
7. Help students develop skills and attitudes which will enable them to become lifelong learners and prepare them for progression to further professional qualifications.

<p>19. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, application and reflection of skills, qualities and other attributes in the following areas:</p>	
<p><u>Knowledge and understanding of</u></p> <ol style="list-style-type: none"> 1 a range of research perspectives and methodologies applied to education (ESBM 5.2) 2 key concepts such as reliability, validity, representativeness, ethics, qualitative and quantitative data (ESBM 5.7) 3 the process of learning, including some of the key paradigms and their impact on educational practices (ESBM 5.3) 4 educational policy themes with reference to sociological, political, historical and economic influences(ESBM 5.3) 5 convergence and divergence in education and training in a range of educational contexts. Educational contexts will include some understanding of their own education system and other education systems in a range of industrial states (ESBM 5.3) 6 theories and concepts relating to inclusion, additional learning support needs and other barriers to learning (ESBM 7.4) 	<p><u>Teaching and learning strategies</u></p> <ul style="list-style-type: none"> • Tutor presentation • Individual research • Group-work and class discussion • Validation groups • Practical exercises • Database searching • Individual tutorials • Seminars • Peer review • Guided study online <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Assignment • Reflective report • Student presentations • Ethical approval form • Annotated bibliography
<p><u>Application and reflection of skills and other attributes - <i>Intellectual / cognitive skills</i></u></p> <ol style="list-style-type: none"> 1 analysis of situations concerning learning and development within own particular context (ESBM 7.5) 2 literature search and review (ESBM 5.7) 3 independent research skills including critical interpretation of texts and other data (ESBM 7.9) 4 the accommodation of new ideas and the provision of well argued conclusions relating to the relationship between theory, policy and practice (ESBM 7.5) 	<p><u>Teaching and learning strategies</u></p> <ul style="list-style-type: none"> • Individual research • Seminars/discussion • Group and individual activity • Presentations • Individual tutorials <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Research project • Seminars • Assignments • Presentations • Ethics proposal form • Annotated bibliography

<p>5 application of theory to practice and reflection on and analysis of own development and practice (ESBM 7.6)</p>	
<p><u>Application and reflection of skills and other attributes - Professional practical skills</u></p> <ol style="list-style-type: none"> 1. communicate ideas and research findings by written, oral and visual means (ESBM 7.7) 2. approach problem solving in a systematic manner (ESBM 7.5) 3. carry out independent research using a range of sources of information (ESBM 7.5) 4. lead discussions and deliver presentations (ESBM 7.7) 5. listen to others and reflect upon own and others' skills and views (ESBM 7.6) 	<p><u>Teaching and learning strategies</u></p> <ul style="list-style-type: none"> • Individual and group research • Individual project • Group/individual activity • Validation groups <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Research project • Assessed coursework/assignments • Presentations
<p><u>Application and reflection of skills and other attributes - Key / transferable skills</u></p> <ol style="list-style-type: none"> 1. effective communication using a variety of media (ESBM 7.8) 2. use of ICT, including word processing, databases, internet communication, information retrieval and online searches (ESBM 7.8) 3. planning skills (ESBM 7.11) 4. interpretation of written and numerical data (ESBM 7.9) 5. questioning and critical thinking skills (ESBM 7.12) 6. working effectively with others (ESBM 7.10) 7. undertaking individual research (ESBM 7.5) 8. improvement of own learning performance (ESBM 7.11) 9. reflection and evaluation skills study skills related to research design, data collection and presentation (ESBM 7.6) 	<p><u>Teaching and Learning strategies</u></p> <ul style="list-style-type: none"> • Seminars and presentations • Individual and group tasks • Individual and group research • Individual tutorials <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Assignments • Research project • Contribution to Moodle Discussion Forum • Reflective report • Annotated bibliography
<p>20. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.</p>	
<ul style="list-style-type: none"> • All students are registered for the BA (Hons) Education (Learning Support) (Top Up). • The Programme is modular and is offered as a full time programme, delivered on a part time basis to allow students to gain 120 credits over one year. 	

- There is recognition of work based learning (minimum of 15 hours per week) and therefore attendance at college is one evening a week (4 hours including tutorial hour). The students are supported in the work place by Mentors and College tutors.
- Consideration has been given to the range of possible progression routes available to learners on this programme to ensure the programme develops the skills, knowledge and understanding required in the sector and to allow progression on to further teaching qualifications such as the PGCE Primary if desired.
- The Programme is divided into 7 modules. All taught modules are worth 15 credits (with the Research Project valued at 30 credits) in line with University of Surrey requirements. This is indicative of 150 hours of learning, comprising of student contact, private study and assessment.
- In order to achieve the award: BA (Hons) Education (Learning Support) (Top up), students must achieve 120 credits at Level 6. Level 6 credits provide the overall classification for the Honours degree.
- Students can exit the programme with an Ordinary Degree in Education (Learning Support) if they only achieve 60 credits.

Programme adjustments (if applicable)

The programme modules have now all been reduced from 20 credit modules to 15 credit modules and the Research Module will now be 30 credits rather than 40 credits. This means that two new modules have been included in to the delivery of the programme to reflect these changes and requirements from the University of Surrey.

The two new modules have been chosen to reflect the expanding needs and acquisition of skills of the learning support practitioner and enhance their subject knowledge to enable them to support a wider range of learners in the educational context in which they work.

Programme pathways and variants

N/A

In the case of joint honours (equally weighted subjects) or a major/minor combination programme, please provide a rationale for the particular subject combination and details on how the combination will operate.

- Who is the lead faculty, department or school?

N/A

FHEQ Level (Level 6): BA (Hons) Education (Learning Support) Top up, Potential awards – BA (Ord) Education (Learning Support) Top up.

Module code	Module title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
ELS6001	Introduction to Research	Compulsory	15	1	120 credits are needed in order to progress to achieve the principal award. 60 credits are required for the award of BA (Ordinary) Education (Learning Support) (Top up)
ELS6002	Learning Theory	Compulsory	15	1	
ELS6003	Social Context of Education and Training	Compulsory	15	1&2	
ELS6004	Comparative Education and Training	Compulsory	15	2	

ELS6005	Supporting Learners with Additional needs	Compulsory	15	1	
ELS6006	Understanding Child Behaviour	Compulsory	15	2	
ELS6007	Research Project	Compulsory	30	2	
How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?		There are no optional modules.			
21. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme					
Data supplied by an external source for student analysis which contributes to an assessment					N/A
<p>Guest / external / associate lecturer (please detail the extent of their contribution, i.e. do they mark?)</p> <p>Guest lecturers will be invited if it is felt that they bring professional expertise that is needed for any specific modules. For example, a guest lecturer has been invited for the Comparative Education module as they are currently conducting a PHD in this area.</p>					External / guest teaching with be used to provide professional expertise where required to supplement lectures in modules
Professional Training Year (PTY)					N/A
Placement, study or work placement outside of the PTY (please indicate if this is one day, one month, six months, a year etc)					N/A
Clinical Placements (that are not part of the PTY Scheme)					N/A
ERASMUS Study (that is not taken during Level P)					N/A
Study exchanges (that are not part of the ERASMUS Scheme)					N/A
Dual Degree					N/A
Further information					
22. Criteria for admission					
<p>As specified by the University of Surrey Regulations, applicants will be expected to provide satisfactory evidence of ability to pursue successfully the BA (Hons) programme.</p> <p>Requirements for enrolment are:</p> <ol style="list-style-type: none"> A Foundation Degree in an appropriate subject* with 240 credits achieved at Level 4 and 5 (average weighting at Level 5 50%) To have studied modules related to developing skills for academic study Have the competency in English required by the University of Surrey Employed and/or in a voluntary placement as a learning support practitioner in primary, secondary, further education or a specialist school for a minimum of 15 hours per week concurrent with course attendance. 					

*The expected applicants would normally have a Foundation Degree in Learning Support.

Applications will be subject to interview where the candidate will be asked to provide evidence of qualifications and an appropriate mentor and work placement. This is ensure suitability for the programme. Students will also provide with guidance as to the expectations of the programme and the assessment involved.

23. Assessment regulations

Please click on the following link for the full *Regulations*
(http://www.surrey.ac.uk/quality_enhancement/regulations/index.htm)

All programmes within the University of Surrey adhere to the *Regulations*. All taught programmes also reference and follow the *Code of practice for assessment and feedback*.

24. Support for students and their learning

- ◆ Short induction programme for course orientation and module introduction
- ◆ Student handbook, Reading List
- ◆ Access to student support and learning services via the College Study Skills Centre. This provides support and guidance for students when required e.g. dyslexia
- ◆ Advice re Disabled Student Allowance
- ◆ Library Induction and research orientation, virtual package available.
- ◆ Extensive Library facilities, multiple copies and a range of loan services available for key texts.
- ◆ Well equipped specialist rooms
- ◆ Extensive support from a wide range of practitioners in the field of childcare and early years education
- ◆ Dedicated management team for the degree programme.
- ◆ All students are allocated personal tutors whose role it is to assist them with personal problems and advise on pastoral problems. When necessary students are introduced to the College counselling service.
- ◆ Access to HE Careers service
- ◆ Support for personal development planning
- ◆ Open access to all lecturing and administrative support staff members via e-mail for immediate contact and VLE (MOODLE).

Support materials and online assessments via the virtual learning environment

25. Quality management – indications of quality and the methods for evaluating and improving quality

Mechanisms for review of teaching and learning standards, curriculum content and assessment

- ◆ Student programme review
- ◆ Course programme board, a staff /student board to review, evaluate and recommend action for course of study
- ◆ Classroom observation by School management team
- ◆ Revalidation Panels (quinquennial & interim review) involving University and external members
- ◆ External examiner's report
- ◆ Annual Quality Improvement Plan (QIP), School and Course Self Assessment reports (SAR)
- ◆ Practitioners Forum
- ◆ HE College Forum

Committees with responsibility for monitoring and evaluating quality and standards

- ◆ Course Programme Board

- ◆ Course Examination Board
- ◆ College Examination Board
- ◆ College Internal Validation Committee
- ◆ College Academic Standards Committee
- ◆ College Teaching and Learning Committee
- ◆ College Student Services Committee
- ◆ College Academic Board
- ◆ Validation Panels

Mechanisms for gaining student feedback on the quality of teaching and learning experience

- ◆ Student representatives elected for each year of the course
- ◆ Student programme review
- ◆ Course Programme Board
- ◆ Student questionnaires; induction and entry, programme review, destination survey
- ◆ NSS Survey

Staff Development priorities

- ◆ All staff must attain a recognised teaching qualification
- ◆ College staff development courses
- ◆ Conferences, courses, seminars to update specific knowledge on related issues
- ◆ All staff must be DBS checked

26. Further information

Further information can be found within the programme handbook, which is provided on entry to the programme.

The *Regulations* and *Codes of practice* for taught programmes can be found at

http://www.surrey.ac.uk/quality_enhancement/regulations/index.htm

http://www.surrey.ac.uk/quality_enhancement/standards/index.htm