

Programme Specification

Awarding body:	University of Surrey	
Teaching institution (if different):	University Centre Farnborough	
Final award:	BA (Hons)	
Final award (if different):		
Programme/pathway title:	BA (Hons) Education (Learning Support) (Top Up)	
Subsidiary award(s) and title(s):	Award	Title
	BA (Ord) Education	BA (Ord) Education (Learning Support) (Top Up)
FHEQ Level:	Level 6	
Credits:	120	
ECTS credits:	60	
Name of Professional, Statutory or Regulatory Body (PSRB):	N/A	
Mode of study and route code:	Mode of study	Please tick applicable
	Full-time	<input checked="" type="checkbox"/>
	Full-time with PTY	<input type="checkbox"/>
	Part-time	<input type="checkbox"/>
	Distance learning	<input type="checkbox"/>
	Short course	<input type="checkbox"/>
HESCOs Code:		
Start date (date/month/year):	01/09/2021	

End date (date/month/year):	01/07/2022
Length of programme in months:	12
QAA Subject benchmark statement (if applicable):	Education Studies (December 2019)
Other internal and / or external reference points:	N/A
Faculty and Department/School:	A Levels, Academic and Professional Studies
Programme Leader:	Julie Collingwood
Date of production/revision of the specification:	01/12/2020
Educational aims of the programme:	
<ul style="list-style-type: none"> • 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. • 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. • Provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice. • Encourage the interrogation of educational processes in a variety of contexts. • Facilitate students in becoming informed, constructive participants in discussion about present and future developments in education and professional practice. • Enable students to become confident and competent independent researchers, capable of conducting informed critical enquiry within their own professional context. • Help students develop skills and attitudes which will enable them to become lifelong learners and prepare them for progression to further professional qualifications. 	
Programme learning outcomes:	
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:	

Learning Outcome	K	C	P	T	Optional Ref	Cert HE / PG Cert	Dip HE / PG Dip	BSc / BA (Ord)	BA / BSc (Hons) / MBA / MA / MSc Etc.
K1. Critically evaluate a range of research perspectives and methodologies applied to education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K2. Differentiate between key concepts such as reliability, validity, representativeness, ethics, qualitative and quantitative data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K3. Critically review the process of learning, including some of the key paradigms and their impact on educational practices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K4. Provide a critical analysis of educational policy themes with reference to sociological, political, historical and economic influences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K5. Recognise and critically evaluate 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K6. Demonstrate critical engagement with theories and concepts relating to inclusion, additional learning support needs and other barriers to learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C1. Provide an indepth analysis of situations concerning learning and development within own particular context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C2. Conduct an extensive literature search and review		X						X	X
C3. Demonstrate independent research skills including critical interpretation of texts and other data		X						X	X

T9. reflection and evaluation skills study skills related to research design, data collection and presentation									X	X
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Programme structure:

- All students are registered for the BA (Hons) in 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 and therefore attendance at college is one day a week (4 hours including tutorial).
- 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 8 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) in 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):

N/A

FHEQ Level 4: potential awards – Cert HE

Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
ELS6001	Introduction to Research	Compulsory	15	1	
ELS6002	Learning Theory	Compulsory	15	1	
ELS6003	The Social Context of Education	Compulsory	15	2	
ELS6004	Comparative Education and Training	Compulsory	15	1	
ELS6005	Supporting Learners with English as an Additional Language	Compulsory	15	2	
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?		N/A			
FHEQ Level 6: Potential awards – BA (Ord) Education (Learning Support) (Top Up)					
Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
ELS6001	Introduction to Research	Compulsory	15	1	
ELS6002	Learning Theory	Compulsory	15	1	
ELS6003	Social Context of Education	Compulsory	15	2	
ELS6004	Comparative Education and Training	Compulsory	15	1	
ELS6005	Supporting Learners with English as an Additional Language	Compulsory	15	2	
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?		N/A			
Level P – optional Professional Training Year					
Module code	Module title	Core	Credits	Period	Qualifying Conditions
(work)	Professional Training Year Module	Core	120	Year-long	
(work/study 50/50)	Professional Training Year Module	Core	120	Year-long	
(study)	Professional Training Year Module	Core	120	Year-long	
How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?					
FHEQ Level 6: Potential awards –					
Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?	
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FHEQ Level 7: Potential awards –

Module code	Module title	Core /compulsory /optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?	
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Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

Associate Tutor(s)/Guest Speakers/Visiting Academics:	<input checked="" type="checkbox"/>
Professional Training Year (PTY):	<input type="checkbox"/>
Placement(s) (study or work that are not part of the PTY or Erasmus Scheme):	<input type="checkbox"/>
Clinical Placement(s) (that are not part of the PTY Scheme):	<input type="checkbox"/>
ERASMUS Study (that is not taken during Level P):	<input type="checkbox"/>
Study exchange(s) (that are not part of the ERASMUS Scheme):	<input type="checkbox"/>

Dual degree:	<input type="checkbox"/>
Programme set up questions	
Source of funding for the programme (eg NHS where not student/employer funded):	N/A
Collaborating organisation (eg NHS providing significant input into a programme):	N/A
Location of study (eg if distance learning / overseas centre):	N/A
Registered body (where the award is to be mandatory regulated by HCPC, RCVS or NMC etc – not optionally regulated eg accreditation/registration is an option):	N/A
Closed programme (is the programme specifically to be offered privately to a group of students, eg only employees of companies or organisations that are meeting the costs of the students studies):	N/A
Other Information:	
Quality assurance:	
The <i>Regulations and Codes of Practice</i> for taught programmes can be found at: http://www.surrey.ac.uk/quality_enhancement/index.htm	