



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Bradford College
'Parent' Faculty (<i>ICE / BCDI / SHS</i>)	Faculty of Health, Wellness and Life Sciences
'Parent' School	School of Children, Young People and Families
Professional accreditation body (<i>if applicable</i>)	N/A
Final award (<i>eg. BA Hons</i>)	BA (Hons)
Title of programme(s)	Supporting and Managing Learning in Education
Subsidiary award(s) (<i>if any</i>)	Ordinary Degree
Honours type (<i>Single / Joint / Combined</i>)	Single
Duration and mode(s) of study	Full-time - 1 year Part-time - 16 months
Month/year of approval of programme	TBC
Start date (<i>this version</i>) (<i>month and year</i>)	September 2024
Periodic review next due (<i>academic year</i>)	2027-28
HECoS subject code(s)	100462 - learning support (100%)
UCAS course code & route code (<i>available from Admissions</i>)	X120
SITS codes (<i>Course / Pathway / Route</i>) (<i>available from Student Administration</i>)	
Delivery venue(s)	Bradford College

2. Aims of the programme

Rationale and general aims, including what is special about this programme (*from the student's and a marketing perspective*)

The BA (Hons) Supporting and Managing Learning in Education (Top-Up) degree enables support staff and teaching assistants in educational settings to develop their careers and can support progress onto a work-based or post-graduate route into teaching. It offers a full or part-time programme of academic study to develop skills and knowledge in early years, primary, secondary, FE or adult education.

This programme links theory and practice in order to make informed, critical and independent judgements in preparation for diverse roles within educational settings. It seeks to reflect diverse

perspectives, histories, and experiences, and provide opportunities for critical analysis of social inequalities and injustices.

Students will have the opportunity to enhance their understanding of the professional role in education. They will be encouraged to draw on their knowledge, skills and understanding from prior or current educational experience within these modules and apply this to modules in a critical manner.

The programme aims to:

- Develop pedagogical expertise to equip students with a robust understanding of educational theories and instructional strategies by emphasising the importance of questioning power dynamics, challenging dominant narratives, and fostering critical consciousness.
- Explore a student's identity, bias and privilege alongside strategies to promote social justice in educational settings.
- Foster inclusive and inspiring learning environments through promoting inclusive teaching practices that support diverse learners and create equitable educational experiences.
- Enhance understanding of key issues in education such as Education for Sustainable Development (ESD) and the potential impact on policy and practice in the future.
- Communicate the College's commitment to social justice and equity to external stakeholders, including prospective students, parents, alumni, and community.
- Enhance understanding of how policy (current and historical) may impact on current educational practice.
- Encourage Lifelong Learning by instilling a passion for continuous professional development and reflective practice, enabling students to adapt to evolving educational landscapes.
- Develop an understanding of ethical research principles to support students in a small-scale independent research project.
- Develop the key skills that are necessary to allow students to progress further in academic study or in an educational setting.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (postgraduate) (E) or attributes and skills (undergraduate) (AS)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

K. Knowledge and understanding

On successful completion of the programme, students will have demonstrated:

- K1 the impact of relevant current social, ethical and legal issues (and the associated policies and initiatives) in educational organisations.
- K2 knowledge and understanding of research strategies and ethical considerations.

K3 different aspects of professionalism in complex contexts.

K4 the impact of theory on practice in education settings.

I. Intellectual, cognitive or thinking skills

On successful completion of the programme, students will be able to:

I1 Evaluate effective approaches to pedagogy in order to support the achievement of all students/pupils.

I2 Synthesise, appraise and evaluate data and evidence from appropriate sources to inform independent professional judgements.

I3 Analyse the extent to which research, academic theory and professional practice are inter-related and mutually reinforcing.

P. Practical skills specific to the subject

On successful completion of the programme, students will be able to:

P1 Critically evaluate a range of pedagogies for delivering subjects or concepts which are stimulating and challenging.

P2 Plan for critical and reflective classroom practice by the application of relevant theory.

P3 Create and appraise resources both within and beyond the classroom (as appropriate), that assist with the delivery of curriculum or relevant concept.

P4 Demonstrate appropriate language, numeracy and digital skills to support and deliver aspects of the curriculum or relevant concept.

Attributes and Skills Outcomes (undergraduate)

AS1 **Working Independently** - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager.

AS2 **Research & Thinking Critically** - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action.

AS3 **Digital Confidence** - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches.

AS4 **Adaptability** - the ability to make the most of changing circumstances and adapt to new conditions.

AS5 **Resilience** - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events.

AS6 **Professional Outlook** - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals.

- AS7 **Effective Communication** - the ability to work co-operatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts.
- AS8 **Ethics, Diversity, Sustainability** - making a positive impact on society and the environment as a whole.
- AS9 **Enterprise and Entrepreneurship** - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to any PSRB, employer or legislative requirements)

All Bradford College programmes validated by Leeds Trinity University are congruent with the Frameworks for HE Qualifications (FHEQ) and the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF).

Relevant aspects of the QAA Subject Benchmark for Education Studies (2019)

4. Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 6.	<p>Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of 60 credits Level 6, students on either the full or part-time route will have demonstrated:</p> <ul style="list-style-type: none"> i. effective communication of the results of their work in a variety of forms; ii. the practical and theoretical knowledge and understanding of key educational issues; iii. reflective practice to support their personal and professional development; iv. an ability to work autonomously within a structured learning experience.

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

Full-time route

Your study will begin with input on two year-long modules looking at developing your 'Personal Philosophy of Education' (PPE), and the consideration of your 'Dissertation' module. You will develop knowledge around research collection, including key ethical principles and specific methodologies, ensuring you have the required input to successfully complete the dissertation across the academic year. To support the development of your educational philosophy, you will explore historical and current educational theorists and consider how this alongside your own experiences, knowledge and values can shape your thinking. Also, within semester 1, you will consider one of two contemporary issues in education: 'Creativity in Education', which explores creativity as a 21st century skill and its current place within education.

The second issue is 'Educating for a Sustainable Future' which will be delivered in semester 2. This module explores concepts such as sustainability and social justice whilst considering what is relevant to educate and engage students through effective pedagogy and resource development. PPE continues into semester 2 and provides an opportunity for you to explore and develop your educational philosophy through a critical analysis of current and historical educational models before developing and presenting an education vision for the future. The culmination of your research will be finalised and submitted as your Dissertation.

Finally, the course focusses on 'Developing Literacy and Numeracy for All', a contemporary, essential, and specific area of wider focus on the issues and theories starting from Early Years through to post-Secondary relating to these two core subjects.

Part-time route

Your study will begin with input on two long modules looking at developing your 'Personal Philosophy of Education' (PPE), and the consideration of your 'Dissertation' module. You will develop knowledge around research collection, including key ethical principles and specific methodologies, ensuring you have the required input to successfully complete the Dissertation. To support the development of your educational philosophy, you will explore historical and current educational theorists and consider how this alongside your own experiences, knowledge and values can shape your thinking. Also, within year 1 semester 1, you will consider one of two contemporary issues in education: 'Creativity in Education', which explores creativity as a 21st century skill and its current place within education.

The second issue is 'Education for Sustainable Development', which will be delivered in year 1 semester 2. This module explores concepts such as sustainability and social justice, whilst considering what is relevant to educate and engage students through effective pedagogy and resource development. PPE continues into year 1, semester 2 and provides an opportunity for you to explore and develop your educational philosophy through a critical analysis of current and historical educational models before developing and presenting an education vision for the future.

Finally, the course focusses on 'Developing Literacy and Numeracy for All', a contemporary, essential, and specific area of wider focus on the issues and theories starting from Early Years through to post-Secondary relating to these two core subjects.

Year two of the programme is dedicated to completing your Dissertation module which you will be required to submit at the end of year two, semester one.

6. Structure

BA (Hons) Supporting and Managing Learning in Education

Duration: 1 year full-time or 16 months part-time

Full-time route: Semester 1 (Sept-Dec), Semester 2 (Jan-May)

Total credit rating: 120 credits

Part-time route:

- Year 1 Semester 1 (Sept-Dec), Semester 2 (Jan-May)
- Year 2 Semester 1 (Sept-Dec)

Total credit rating: 120 credits

Programme structure - full-time

Level 6 -

All core modules

MUL60006FT	Dissertation (assessed at the end of S2)	Semesters 1 + 2	40 credits
MUL60007	Personal Philosophy of Education (assessed at the end of S2)	Semesters 1 + 2	20 credits
MUL60008	Creativity in Education	Semester 1	20 credits

MUL60009	Educating for a Sustainable Future	Semester 2	20 credits
MUL60010	Developing Numeracy and Literacy for All	Semester 2	20 credits
Programme structure - part-time			
<u>Level 6 -</u>			
All core modules			
MUL60006PT	Dissertation (assessed at the end of Y2, S1)	Y1 Semester 1 + 2 Y2 Semester 1	40 credits
MUL60007	Personal Philosophy of Education (assessed at the end of Y1, S2)	Semester 1 + 2	20 credits
MUL60008	Creativity in Education	Y1, Semester 1	20 credits
MUL60009	Educating for a Sustainable Future	Y1, Semester 2	20 credits
MUL60010	Developing Numeracy and Literacy for All	Y1, Semester 2	20 credits

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and academic experience for the programme

Applicable to part-time and full-time

You will be taught by a small core team with expertise in a range of specialist subjects and extensive industrial knowledge and academic skills. Sessions model interactive learning strategies and, together with individual and group tutorials, provide you with relevant and appropriate understanding to scaffold your learning and develop professional and practical skills. Critical thinking is developed through group discussion and activities.

You can access additional support specifically focussed on study skills and academic writing. The department's academic writing tutor provides support within sessions, individual tutorials and develops specific SWAP (Supporting Writing for Academic Purposes) resources located on our VLE. The departmental HE librarian will support you to gain access to the library and online resources, referencing guidelines, and develop your research skills. IT support and laptops are available through Central Media Services (located in DHB).

A placement or paid work is not a compulsory element of the programme but it is a requirement to have had recent experience in an education setting so that you can apply theory to practice. This experience is a necessity as part of the assessment strategy to analyse and produce educational resources or reflect on current education issues.

Assessment strategy

Assessment methods are varied, rigorous and appropriate to the aims of this programme. You will have the opportunity to receive feedback from formative assessments to develop skills and confidence prior to submitting summative assessments. Formative assessment occurs in the form of staff feedback on student discussion, individual tutorials, case studies, seminars, presentations, and question and answer sessions.

The range of summative assessments include written assignments, case studies, blogs, creation of resources and presentations that will be delivered to your peers on the programme.

Submission will be via our VLE and/or in person. Summative assessment follow a rigorous quality assurance process before you receive your final grade in your student portal.

7b) Programme learning outcomes covered (applicable to part-time and full-time)

Adjust LO codes as necessary. ↓	Assessed learning outcomes of the programme											Attributes & skills								
	K1	K2	K3	K4	I1	I2	I3	P1	P2	P3	P4	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Social/ethical/legal issues and policies in educational organisations	Research strategies and ethical considerations	Professionalism in complex contexts	Impact of theory on practice	Effective approaches to pedagogy to support achievement	Data and evidence to inform independent professional judgements	Extent research, academic theory and professional practice are inter-related	Teaching strategies for delivering subjects which are stimulating and challenging	Critical and reflective classroom practice	Resources that assist with delivery of curriculum	Language, numeracy and ICT skills	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
Creativity in Education																				
Developing Numeracy and Literacy for All																				
Dissertation																				
Educating for a Sustainable Future																				
Personal Philosophy of Education																				

8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	No.
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	<p>Admissions criteria</p> <ul style="list-style-type: none">▪ Successful completion of a relevant Foundation Degree or equivalent, awarded by a United Kingdom Higher Education Institution (240 credits).▪ Recent experience of working or volunteering within an educational setting.▪ Successful completion of an interview with programme lead or other designated person. <p>Additional admissions matters</p> <ul style="list-style-type: none">▪ Applicants can be considered with 240 credits in another discipline or subject if they have relevant experience working within an educational setting (evidenced through application and interview).

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
<p>The following regulations apply, together with the General Academic Regulations</p> <ul style="list-style-type: none">▪ Programme Regulations for Taught Undergraduate Degrees

10. Prerequisites

Details of modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award
N/A.

11. Additional Support Needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students are taught by a small core team of Education staff who are able to adapt resources and curriculum content to support individual needs as identified on the learning support agreement (LSA) uploaded to the student's profile. LSA tutors support students and liaise with module tutors. Quiet study areas are available within the Lister Building but also within the SEND/ALS department located in DHB.

Resources are provided electronically and, wherever possible, prior to the session. Programme, module and student handbooks are provided which clearly set out expectations such as deadlines and learning outcomes, but also provide links to College support services.

One-to-one tutorials track progress (academic and pastoral) and students are able to arrange further tutorials to discuss any issues or matters which may affect their study with their personal tutor.

Additional support requirements are discussed as part of the interview process; colleagues from the SEND/ALS department are also in attendance during induction. Student induction is designed to welcome the students to the College and establish effective relationships between learners and the teaching team, with activities planned to develop a cohort identity. A personal tutor will provide pastoral support and refer students to other sources as needed, including: counselling, finance, housing and welfare support, or careers information and guidance. The College's central Student Services supports students with a wide range of individual needs who have claimed, or will be advised to claim, Disabled Student Allowance.