

BA (Hons) in Education (Top-Up)

At Ashton Sixth Form College

Awarded by Staffordshire
University

Guidance and Information



IN
PARTNERSHIP



AWARDED BY
**STAFFORDSHIRE
UNIVERSITY**

This qualification is awarded by Staffordshire University.

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When can I apply?

Apply now for September 2024.

What is a BA (Hons) Top Up?

A BA (Hons) Top Up provides learners who already hold 240 credits in a relevant field with the extra 120 credits required to progress to a full Honours Degree.

Who is the course for?

This course is for anyone who already holds 240 credits in a relevant field, such as a Foundation Degree in Education, where they were engaged in work with children and young people. It is designed for people employed in the field of education in either a paid or voluntary capacity. Students can enrol on the course from other institutions with a relevant Foundation Degree.

What will the course cover?

This course is made up of the following four modules:

The Reflective Practitioner

This portfolio module will enable students to reflect upon the work based nature of the course so far. Students will be guided on their portfolio content via face-to-face tutorials and digital support. The award Virtual Learning Environment (VLE) will be used extensively which will direct students' reflections upon their work based learning.

This module will cover the following topics:

- Reflection of skills analysis (from modules previously studied)
- Reflections of personal development within educational settings
- Research project outline and methodology

Changes and Developments in Education

The purpose of this module is to provide you with a historical and current perspective on how, and why, education changed since 1944. You will use and apply this critical understanding to your current educational setting providing suggestions to improve future practice.

Throughout the module you will develop an understanding of the key legislation shaping education in England and be able to identify issues likely to impact on educational provision in the future. This will be outlined in terms of governmental change, economic pressures and changes within society. You will identify how underpinning theory relates to specific work contexts.



In addition, the module will cover current changes to education policy and ideology, suggesting where future educational practices and policy may lead.

The module will also cover issues related to developing educational practice. This will draw upon references across different educational settings.

Topics studied will include:

- Understanding barriers to learning
- How resources improve educational settings and conduct
- Planning for a diversity of learners, including aspects of education including differentiation, ILP/IEP, individualised learning.
- Practical assessment opportunities and practices in education
- Understanding of the influences of different learning environments on planning and resources
- How participants can influence the learning process, planning and assessment
- Planning for a variety of learning encounters

Doing Education Differently

The purpose of this module is to provide you with a broad knowledge and understanding of how education can take place in a variety of organisations and locations. The module will develop understanding of how education can follow a variety of models outside of the traditional classroom to enhance the learning journey.

In addition, the module will make international comparisons of educational models to provide further alternative approaches to education.

Topics within the module will include: international comparisons, educational technologies and distance learning, forest schools, work based learning and educational visits. This module will include issues related to understanding the impact of technologies in educational settings; how it has influenced delivery patterns and opportunities for future educational development.

Individual Research Project

The small-scale practitioner-led Individual Research Project aims to provide participants with the opportunity to follow a sustained line of enquiry and produce a clear, structured and relevant report that relates theory to practice.

What are the entry requirements?

The entry requirements for the award are normally:

- You must be employed (either paid or voluntary) within an education setting for at least four hours per week.



- As a major part of the programme requires regular and intensive access to learners it will be a condition of acceptance that you obtain satisfactory enhanced police clearance via the completion off a DBS form
- You must have a pass in an appropriate foundation degree, or equivalent (must have a significant equivalence of content to the ECS degree such as FD Teaching Assistants or FD Playwork, or equivalent qualification e.g. HND Education)
- If English is not your first language you will be expected to have achieved an IELTS score of 6.0 or above, with no single skill being below 5.5.

Advisory notes:

At interview you will be asked to demonstrate that your current English and maths skills are at level 2.

Although you may hold an English and maths qualification which isn't a GCSE, we strongly advise that you have or are working towards a GCSE in English and maths, especially if you are interested in teacher training.

If you are an internal student applying to us directly from your Foundation Degree, please seek guidance from the Admissions Team.

How is the course assessed?

You will be assessed in every module of the programme. The assessments are designed to test achievement of the module's learning outcomes and you will be given information about what is expected of you at the start of each module. Assessment types, volume and length have been closely considered by the University team to allow students to develop skills and knowledge outlined within module assessment criteria. Some modules have more than one assessment task and will be linked to the teaching and learning methods of the module.

It is understandable that some methods of assessment will suit different students in different ways, therefore a range of assessment methods will be used to assess the learning outcomes including written assignments, individual and group presentations, professional dialogue through learning conversations and the use of media. Reflection, self-evaluation and self-assessment will be an important part of formative assessment processes.

Formative assessment will underpin all teaching and learning, and enable the tutors to identify problems, offer feedback and feed forward to maximise the effectiveness of the learning process. Your engagement with vocational learning is also formatively assessed through presentations of

work related learning, developing practical resources and producing reviews of policy and practice. The majority of formative assessment and self-assessment will be conducted through professional dialogue with tutors and with peers through both face-to-face and structured online learning conversations.



How long does the course take?

This course will take one year of study to complete. Mode of attendance for lectures is only three hours per week on one morning per week. In addition, you are expected to be in your setting for four hours a week.

How much does it cost?

The fee for this course is £5,990

Students accepted onto this programme are generally entitled to a tuition fee loan and a maintenance loan from Student Finance England. Further information on student finance can be found in the accompanying Student Finance Information booklet or at: www.gov.uk/studentfinance. Please note that it is your responsibility to apply for the loan.

Students might also ask their workplace for support in funding this course.

Where can I progress to?

On successful completion, you may wish to progress onto a master's degree in a related subject. Many learners completing this course will pursue a career in teaching and progress onto a post graduate teacher training programme.

Information for employers

The BA (Hons) in Education top-up is a work-based higher education programme designed to increase participants' knowledge and understanding of learning and teaching. Completing this course could lead to a variety of career opportunities, as well as the opportunity to study post graduate teacher training programmes.

This programme requires full support from the employer in partnership with Staffordshire University and Ashton Sixth Form College. The employer should be offering either paid or voluntary employment and may wish to allocate a designated mentor to ensure that our students can successfully complete the course. Assessments on the course rely on students having access to various elements of the curriculum, within the boundaries of their own role within the workplace.

Students will be encouraged to reflect on their everyday workplace experiences and to draw on specific activities, such as attendance to an in-service day or participation within the governing body.

There is no specific requirement to work in another Key Stage, with a different age group or another school or college, although some students might benefit from the opportunity to do so.

Employer Responsibilities:

As students enrolled onto the BA (Hons) in Education top-up are not placed by the College, they are the responsibility of their employer, not the College. It will therefore be your responsibility as an employer to ensure that students are in possession of a current and appropriate DBS check, prior to beginning the course. It is also the employer's responsibility to inform the College of any change of



circumstance relating to the candidate's employment, for example where the student has ceased to work for you.

The Mentor's Role:

A designated mentor within the workplace is not an essential requirement for students on the BA (Hons) in Education, however employers may wish to allocate one to assist the candidate with their personal and professional development within the workplace. The balance of the mentor's responsibilities and the amount of time allocated to each depends on your situation, however the students would ideally have contact with the mentor on a weekly basis. The mentor would:

- Receive guidelines outlining the programme including a timetable of meetings.
- Arrange by negotiation to spend time with the student in the workplace and help to plan for work related experience linked to assessments.
- Support the student's audit of professional development needs.
- Support assignment development by helping with access to teachers, learners, materials and relevant classroom based experiences. At the beginning of the programme, the main form of support that students need is encouragement to boost their morale. We do not expect mentors to engage in supporting the writing of assignments nor assessments; we will provide regular support during the taught sessions at the College.

In addition, the following support would also be helpful:

- Alerting the student to any DfE documentation that arrives at the school/college.
- Asking colleagues to share with the student journals, educational newspapers and texts, in addition to their valuable expertise.
- Regularly enquiring about student progress.
- Allowing students access to some aspects of the curriculum and school/college life in which they may not normally be involved, e.g. other subjects in the curriculum, such as science; whole school/college assessment issues; child protection; etc. Students will be actively encouraged to seek out new experiences to enhance their professional development in negotiation with you and in accordance with the needs of the school/college.

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