

# BA (Hons) in Education

## at Ashton Sixth Form College

Awarded by Staffordshire University

### Guidance & Information





## Contents

---

What are the deadlines? .....	2
What is a BA (Hons) Top Up?.....	2
Who is the course for? .....	2
What will the course cover?.....	2
What do I need to do the course?.....	4
How is the course assessed? .....	4
How long does the course take? .....	6
How much does the course cost? .....	6
Where can I progress to? .....	6
Information for Employers .....	6





## What are the deadlines?

---

### Round One:

**7<sup>th</sup> June 2018**

Interviews held from  
June – July

### Round Two:

*(Subject to availability of places)*

**6<sup>th</sup> July 2018**

Interviews held from  
July – September

### Round Three:

*(Late applications)*

**29<sup>th</sup> August 2018**

Interviews held in September



## 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 electronic 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 previous modules)
- 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 the how underpinning theory relates to their 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 develop 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 aspect 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 broaden 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 modules 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.

The 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 do I need to do the course?

---

- A minimum of three GCSEs (or equivalent) at grade C or above, including English Language. (*A Key Skills qualification is not generally considered to be equivalent in content and level of demand, but if you hold this qualification your application may still be considered in combination with a consideration of the other entry criteria*).
- 240 credits from a relevant study programme (*120 credits at level 4 and 120 credits at level 5*).
- Proof of a current DBS disclosure or a Declaration of Criminal Convictions.
- Employment, either paid or voluntary, supporting learning in an educational setting for at least four hours per week, arranged prior to the commencement of the course.
- Applications from mature students are welcome and encouraged.
- Must be aged 18 or over.
- Applicants for whom English is a second language and who do not possess a level 2 qualification require a current IELTS 6.0 score, with no single score lower than 5.5.
- Letter from employer in support of work based activities.

*Advisory notes – at interview you will be asked to demonstrate that your current writing skills are at level 2. Although this does not form part of the entry criteria it may be used to identify further support needs to assist with your achievement on the course.*

*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.*

Please note - Candidates with a 120 credit DTLLS certificate do not possess sufficient credits to join the BA Education. However, you may gain direct entry to level 5 of the Foundation Degree in Education. Successful completion of this Award will then enable entry onto the BA Education.



## How is the course assessed?

---

This course is assessed through a range of formative and summative assessment methods, including assignment writing and a research programme dissertation and submission.



## How long does the course take?

---

This course will take **one year** of part time study to complete, with college attendance for four hours per week. Additionally, students need to attend a minimum of four hours per week of voluntary or paid employment within the relevant workplace.



## How much does the course cost?

---

The fee for this course is £4,200.

Students accepted onto this programme are generally entitled to a tuition fee 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](http://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 Masters Degree in a related subject. Many learners completing this course will pursue a career in teaching and progress onto programmes such as the School Direct Post Graduate Certificate of Education (PGCE) which is offered at Ashton Sixth Form College. Those aspiring to teach need to research the Initial Teacher Training (ITT) requirements for their sector and subject area: [www.education.gov.uk/get-into-teaching](http://www.education.gov.uk/get-into-teaching) and [www.excellencegateway.org.uk/node/57](http://www.excellencegateway.org.uk/node/57) are good places to start.



## 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 teacher, 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 the 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.



Ashton Sixth Form College  
Darnton Road  
Ashton-under-Lyne  
OL6 9RL

T: 0161 666 8215  
E: [HEadmissions@asfc.ac.uk](mailto:HEadmissions@asfc.ac.uk)  
W: [www.asfc.ac.uk](http://www.asfc.ac.uk)