

# | Middlesbrough College

| BA (Honours) Teaching and Learning [Top Up]

| Programme Specifications

May 2019



# Programme Specification

*(Notes on how to complete this template are provide in Annexe 2)*

## 1. Overview/ factual information

|   |  |
|---|--|
| <b>Programme/award title(s)</b>   | B.A. (Honours) Teaching and Learning   |
| <b>Teaching Institution</b>   | Middlesbrough College  |
| <b>Awarding Institution</b>   | The Open University (OU)   |
| <b>Date of first OU validation</b>  | N.A.   |
| <b>Date of latest OU (re)validation</b>   | N.A.   |
| <b>Next revalidation</b>  | N.A.   |
| <b>Credit points for the award</b>  | 120  |
| <b>UCAS Code</b>  | N.A.   |
| <b>JACS Code</b>  | X100   |
| <b>Programme start date and cycle of starts if appropriate</b>  | September 2019   |
| <b>Underpinning QAA subject benchmark(s)</b>  | <a href="#">Education Studies (2015)</a>   |
| <b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b> | <a href="#">SEEC Credit Level Descriptors</a><br><a href="#">Framework for Higher Education Qualifications</a><br><a href="#">QAA Quality Code</a> |
| <b>Professional/statutory recognition</b>   | None   |
| <b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>   | PT (FTE)<br>Face-to Face   |
| <b>Duration of the programme for each mode of study</b>   | PT: 1 Year (40 weeks)<br>FT: 1 Year (30 weeks)   |
| <b>Dual accreditation (if applicable)</b>   | N.A.   |
| <b>Date of production/revision of this specification</b>  | March 2019   |

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

## 2.1 Educational aims and objectives

The overall aim of the programme is to:

- develop learners' acquisition of knowledge and skills at degree level in the subject area of teaching and learning support.

The objectives are to:

- develop students to become fully autonomous learners;
- develop the detailed, critical knowledge and understanding required to work within the education sector;
- facilitate students to develop the professional and practical skills required for working in partnership with children, staff and families within school settings;
- promote awareness and analysis of inclusive practice in schools;
- develop the ability to understand and apply the principles of research and evidence-based practice;
- enable an appropriate understanding of the theoretical, pedagogical and legislative framework of education;
- develop students' ability to reflect upon practice and become autonomous in managing their professional development;
- develop the personal and transferable skills critical to practitioners working with children, staff and families within education.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme links to a Foundation Degree in *Teaching and Learning Support* which is being developed contemporaneously with this programme.

## 2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

N/A

## 2.4 List of all exit awards

BA Teaching and Learning [60 Credits\*]

\* 60 Credits from the following Modules:

*Behaviour Management*

*Classroom Organisation and Innovation*

*Preparation for Dissertation*

*Developing Practice*

BA (Honours) Teaching and Learning [120 Credits\*]

\* All modules must be passed.

### 3. Programme structure and learning outcomes

| <b><u>Programme Structure - LEVEL 6</u></b> |                      |                         |                      |                                 |                                 |
|---|----------------------|-------------------------|----------------------|---------------------------------|---------------------------------|
| <b>Compulsory modules</b>                   | <b>Credit points</b> | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable?</b> | <b>Semester runs in</b>         |
| Behaviour Management                        | 20                   |                         |                      | Y                               | 1                               |
| Classroom Organisation and Innovation       | 20                   |                         |                      | Y                               | 1                               |
| Preparation for Dissertation                | 10                   |                         |                      | Y                               | 1                               |
| Developing Practice                         | 30                   |                         |                      | Y                               | Year Long: W 1-30 FT, W 1-40 PT |
| Specialism Dissertation                     | 40                   |                         |                      | N                               | Year Long: W 1-30 FT, W 1-40 PT |

Intended learning outcomes at Level 6 are listed below:

| <b><u>Learning Outcomes – LEVEL 6</u></b>  |  |
|--|--|
| <b>3A. Knowledge and understanding</b>   |  |
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy / assessment methods</b>   |
| <p><b>A1:</b> Demonstrate a comprehensive understanding of the underlying values, issues, theories and principles relevant to preparing for teaching and learning in education considering the position of education in society.</p> | <p><b>A1:</b> In the module <i>Behaviour Management</i>, lectures, seminars and tutorials make use of case studies to facilitate students to consider leading and managing education by exploring underlying values, issues, theories and principles.</p> <p>In the module <i>Developing Practice</i>, students complete a series of tasks exploring key areas of practice. For example, in considering ‘Set high expectations which inspire, motivate and challenge pupils’, students</p> |

## Learning Outcomes – LEVEL 6

### 3A. Knowledge and understanding

**A2:** Demonstrate critical insight into the relationship between theoretical and empirical knowledge at the forefront of teaching and learning in education.

critically reflect upon their perception of this standard and how it applies to their practice.

In the module *Specialism Dissertation*, students are predominantly engaged in independent study throughout the duration of the module. A short series of key lectures are delivered in the first three weeks that build upon content explored in the module *Preparation for Dissertation*, relevant to the students' research methodologies. In week 2, a keynote lecture is used to recap and extend the knowledge and skills of the students in terms of critical appraisal and evaluation of evidence, as these areas are relevant to all students, regardless of research methodology.

**A2:** In the module *Behaviour Management*, weekly seminars - including case studies - facilitate students to explore approaches and strategies for promoting positive behaviour. This activity includes discussions regarding the nature and effect of the complexities and influences that exist within education when seeking to apply systems of behaviour management. Students are supported to compare the theory and practice of behaviour management through case studies and in reflecting upon their personal experience. To facilitate this activity, students are required to keep a reflective log.

In the module *Preparing for Dissertation*, a series of lectures help students to understand the role of research and evidence-based practice in enhancing education and outcomes for children. Lectures also utilise a range of exercises to facilitate students to explore the theory of - and provide practice in - searching techniques and strategies. In these sessions, and in tutorials, students are facilitated to formulate focused

## Learning Outcomes – LEVEL 6

### 3A. Knowledge and understanding

|   |   |
|---|---|
| <p><b>A3:</b> Demonstrate a detailed, contemporary understanding of a specialist area of education.</p> <p><b>A4:</b> Engage effectively in academic discussion/debate and present reasoned arguments in a professional manner.</p> | <p>research questions in which the relationships between research and practice are explored and the justification for the research is clearly stated.</p> <p>In the module <i>Developing Practice</i>, working in groups in lectures and seminars (and individually in the work place), students engage with professionals, discussing teachers' experience of the relationship between theoretical and empirical knowledge. Students are required to maintain an online development log to capture their reflections on all module activities which is subsequently used in completing the module summative assignment, an e-Portfolio.</p> <p><b>A3:</b> In the module <i>Specialism Dissertation and in the Developing Practice</i>, module tutors offer formative feedback on the students' understanding of - and level of detail about - a specialist area of education in their work in progress. Students are guided towards finding their own solutions to problems and issues they encounter. Tutors also work with students to set targets for subsequent meetings. Students also receive formative feedback on a draft of their dissertation.</p> <p><b>A4:</b> In the module <i>Classroom Organisation and Innovation</i>, lectures and seminars make use of case studies to facilitate students to engage in debates and academic discussion regarding key issues in these areas.</p> |
|---|---|

## Learning Outcomes – LEVEL 6

### **3A. Knowledge and understanding**

**A5:** Demonstrate an ability to reach reasoned judgments about arguments and evidence based upon sound critical analysis and an understanding of different value positions within education

**A6:** Demonstrate a critical awareness of the impact of international perspectives, the significance of globalisation, social justice, sustainable development and social inclusion in education systems.

**A5:** In the module *Specialism Dissertation*, supervisors use tutorials to offer formative feedback on the quality of the evidence arguments, judgements and critical analysis evident in students' work in progress. Students are always guided towards finding their own solutions to problems and issues they encounter. Supervisors also work with students to set targets for subsequent meetings. Students also receive formative feedback on a draft of their dissertation.

**A6:** In the module, *Classroom Organisation and Innovation* lectures, seminars and tutorials make use of case studies to facilitate students to explore international approaches to innovation and classroom organisation and in considering the significance of global issues.

In the module *Developing Practice*, working in groups in lectures and seminars, students' beliefs and expectations of teaching and learning are challenged through an exploration of the impact of international perspectives, the significance of globalisation, social justice, sustainable development and social inclusion in education systems. Students are required to maintain an online development log to capture their reflections on all module activities which is subsequently used in completing the module summative assignment, an e-Portfolio.



| <b><u>Learning Outcomes – LEVEL 6</u></b>  |   |
|--|---|
| <b>3A. Knowledge and understanding</b>   |   |
| <b>A7:</b> Demonstrate a systematic and conceptual understanding of classroom organisation and innovation drawing attention to the purposes of educational systems and the learning process.                                       | <p><b>A7:</b> In the module, <i>Classroom Organisation and Innovation</i> case studies are used to facilitate students in their understanding of innovation and within the context of societal and organisational structures, the purposes of educational systems and the learning process.</p> <p>In the module, <i>Developing Practice</i> working in groups in lectures and seminars (and individually in the work place), students explore the impact for learners and the learning process of societal and organisational structures. Students are required to maintain an online development log to capture their reflections on all module activities which is subsequently used in completing the module summative assignment, an e-Portfolio.</p>  |
| <b>3B. Cognitive skills</b>  |   |
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>   |
| <b>B1:</b> Synthesise, appraise and evaluate evidence, approaches and strategies and data from credible sources and apply independent judgements to real-life situations within teaching and learning within the education sector. | <b>B1:</b> In the module <i>Preparing for Dissertation</i> , students are supported to develop their ideas around subject specialist areas and peer review is used to develop these ideas into questions. Peer review supports the students to think critically about different approaches to research and how questions can be re-focussed or developed. Questions are further developed through one-to-one tutorials prior to the submission of the research proposal. Research methodology for both primary and secondary research is revisited through key note lectures to enable students to make a decision on their own research design. Lectures and seminars focus on the sources of data and ways to evaluate literature. Students are assessed on their ability to review the literature that exists on their topic of interest, identifying key gaps in the evidence-base that |

### 3B. Cognitive skills

can inform their dissertation and develop a rationale for their research topic.

In the module *Behaviour Management*, weekly seminars introduce students to a range of approaches and strategies that promote positive behaviour. In tutorials, students are supported to complete the summative assignment, a critical commentary on managing behaviour, offering feedback on students' ability to synthesise, appraise and evaluate strategies to promote positive behaviour.

In the module, *Classroom Organisation and Innovation* Case studies are used to facilitate students in their understanding of classroom organisation and innovation in the context of societal and organisational structures, the purposes of educational systems and the learning process.

In the module, *Developing Practice* students engage in a range of tasks to appraise evidence/data to demonstrate their understanding of their own role. Students are required to review the ways in which they plan and teach well-structured lessons and explore their approach to problem solving. Before undertaking these tasks, students watch and discuss video-clips of teaching professionals. Taught sessions focus upon the value of strategies and initiatives and their impact in relation to, for example, Maths and English in children's learning. Students are required to maintain an online development log to capture their reflections on all module activities which is subsequently used in completing the module summative assignment, an e-Portfolio.

In the module *Specialism Dissertation*, supervisors offer formative feedback on the quality of evaluation and synthesis apparent in students' work in progress. Students are always guided towards finding their own

### 3B. Cognitive skills

**B2:** Demonstrate an intellectual flexibility and openness to new ideas in order to apply knowledge in unfamiliar contexts and in researching a focused question relevant to a specialist area of education,

**B3:** Critically reflect upon existing practice and question personal/organisational values in order to gain new insights in managing behaviour.

**B4:** Synthesise competing and complex ideas at a level of abstraction in order to resolve uncertainties in teaching and learning within education.

solutions to problems and issues they encounter. Supervisors also work with students to set targets for subsequent meetings. Students also receive formative feedback on a draft of their dissertation.

**B2:** In the module, *Developing Practice* formative assessment includes critical reflective writing, discussion boards, scenarios, case-studies and debates. In providing feedback on these activities, tutors focus upon students' openness to new ideas, their intellectual flexibility and their ability to apply knowledge in unfamiliar contexts. These skills are summatively assessed in an e-Portfolio.

In the module *Specialism Dissertation*, supervisors encourage intellectual flexibility as students start to answer their research question in their work in progress. Students are always guided towards finding their own solutions to problems and issues they encounter. Supervisors also work with students to set targets for subsequent meetings. Students also receive formative feedback on a draft of their dissertation.

**B3:** In the module *Behaviour Management*, weekly seminars introduce students to a range of approaches to behaviour management upon which students reflect in the context of their personal/organisational values. Students' reflections are further developed in the summative assignment, a critical commentary on managing behaviour.

**B4:** In the module *Specialism Dissertation*, supervisors offer formative feedback on evidence of students' ability to synthesise competing and complex ideas and formulate recommendations in students' work in progress. Students are always guided towards finding their own solutions to problems and issues they encounter. Supervisors also work with students to set targets for subsequent meetings. Students also receive formative feedback on a draft of their dissertation

| <b>3B. Cognitive skills</b>   |   |
|---|---|
| <p><b>B5:</b> Demonstrate an understanding of the relationship between theoretical and empirical knowledge at the forefront of behaviour management, teaching, learning and support in education.</p> <p><b>B6:</b> Critically apply contemporary classroom organisation and innovation theories within educational contexts in - and outside - the classroom.</p> <p><b>B7:</b> Critically interpret social, cultural, legal and ethical frameworks that effect global and local education, employment opportunities and professional performance.</p> | <p><b>B5:</b> In the module <i>Behaviour Management</i> seminars support students to consider the ease of implementing behaviour management strategies in their practice settings. This activity is facilitated by discussions, case studies, questioning and documentary analysis of policies taken from the students' practice settings.</p> <p><b>B6:</b> In the modules, <i>Classroom Organisation and Innovation and Developing Practice</i> students complete exercises during lectures and seminars in which they are required to apply contemporary and innovative theories to a range of examples including classroom management, partnership working, curriculum design, assessment and performance management. The outcomes of these exercises are also debated in seminars.</p> <p><b>B7:</b> In the module, <i>Classroom Organisation and Innovation</i> lectures and seminars make use of scenarios and case studies to facilitate students to consider education in the context of cultural, legal and ethical frameworks including the use of innovation.</p> |
| <b>3C. Practical and professional skills</b>  |   |
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>   |
| <p><b>C1:</b> Act autonomously with minimal supervision within agreed guidelines, identifying a range of sources of specialist provision and taking responsibility for accessing supervision/support and accept accountability for achieving personal and group outcomes in educational practice</p>  | <p><b>C1:</b> In the modules <i>Preparing for Dissertation and Specialism Dissertation</i>, key lectures introduce evidence-based practice and the idea of 'concept searching' using Boolean Operators. Students are then facilitated - with limited direction in a workshop - to perform structured searches and record the searches. Students are assessed on their ability to undertake a literature search and carry out a research proposal, preparing the students for their dissertation.</p>  |

### 3C. Practical and professional skills

**C2:** Operate ethically in unpredictable and complex circumstances, taking personal responsibility for incorporating professional codes of conduct and ethical frameworks into practice

**C3:** Plan, execute and evaluate a negotiated and self-managed independent practice project, recognising the significance and limitations of theory and research within educational contexts

**C4:** Reflect, critically and analytically, on personal and work place experience in the light of recent scholarship and current statutory regulations.

In the module *Specialism Dissertation*, supervisors always guide students towards finding their own solutions to problems and issues they encounter. Supervisors also work with students to set targets for subsequent meetings

**C2:** In the module *Preparing for Dissertation* key lectures introduce ethics and the guidelines to submit a [Project Registration Form](#) and, where necessary, Risk Checklist Form to the College ethics Research Ethics Committee. Students undertaking primary research are given additional guidance on completing documentation prior to the submission of the proposal. Students have the opportunity to arrange two one to one sessions with a member of the module team prior to the submission of their research proposal.

In the module, *Developing Practice* seminar tasks challenge students to tackle ethical issues encountered in teaching and working with children. Debates continue in an online discussion board and students capture their reflections in their online development log. All development log reflections are subsequently used in completing the module summative assignment, an e-Portfolio.

**C3:** In the module *Specialism Dissertation*, supervisors facilitate students to plan their time and manage their dissertation activities by, for example, setting targets for subsequent meetings. Supervisors always guide students towards finding their own solutions to problems and issues they encounter.

**C4:** In the module, *Behaviour Management* students receive formative feedback in tutorials on an anonymised reflective log they are required to keep in observing a child's behaviour in their work setting over a six-

### 3C. Practical and professional skills

**C5:** Act autonomously, accepting accountability for determining and achieving personal outcomes as well as reflecting sector values when working on a dissertation or in a leadership and management role and in classroom.

**C6:** Demonstrate the flexibility to change practice as new ideas and insights are explored including the consideration of specialist support, help and guidance.

week period. Students' make use of their logged reflections in the context of considering recent behaviour management scholarship and regulations in the summative assignment, a critical commentary which explores the theory, practice and complexities of behaviour management.

**C5:** In the module, *Developing Practice* students engage with peers in the workplace and in study groups in seminars, students capture their reflections of peers - and personal - value systems in an online development log. Students are also required to study independently, using the online development log to reflect upon their accountability for determining and achieving personal outcomes. All development log reflections are subsequently used in completing the module summative assignment, an e-Portfolio.

In the module *Specialism Dissertation*, supervisors guide students towards finding their own solutions to problems and issues they encounter. Supervisors also work with students to ensure that their work in progress adheres to the values espoused in contemporary education practice.

**C6:** In the module *Behaviour Management*, weekly seminars introduce students to a range of approaches and strategies and explore the influences and complexities that exist within practice by requiring students to consider the ease of implementing these approaches in their practice settings. The role and location of specialist support available is included in seminars, with guest lecturers invited where appropriate. During later seminars and periodic tutorials, students are required to reflect upon their own practice setting and approaches. This activity is facilitated by discussions, case studies, questioning and documentary analysis of policies taken from the students' practice settings.

| <b>3C. Practical and professional skills</b>   |   |
|--|---|
|  | In the module, <i>Classroom Organisation and Innovation</i> students complete a formative exercise, students devise a draft classroom organisation plan upon which they receive specialist support, help and guidance. Students utilise this feedback to change the plan and to describe the changes made – and the reasons - as part of the module summative assignment.   |
| <b>3D. Key/transerable skills</b>  |   |
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>   |
| <b>D1:</b> Organise and articulate complex and sustained ideas and arguments clearly and fluently in a range of styles, using appropriate academic vocabulary. | <p><b>D1:</b> In the module, <i>Classroom Organisation and Innovation</i> tutorials are used to offer students support in articulating complex ideas clearly and fluently as they prepare the module summative assignment, a critical examination of pertinent issues significant to leading and managing in schools.</p> <p>In the module <i>Preparing for dissertation</i>, key lectures and tutorials facilitate students to articulate complex arguments clearly and fluently in their research proposal, the summative assignment for the module which forms the basis for their dissertation. This activity includes sessions on academic writing, critical thinking and writing a research proposal.</p> <p>In the module <i>Specialism Dissertation</i>, supervisors offer formative feedback on the clarity of expression with which students express complex ideas and arguments in their work in progress. Supervisors also comment upon vocabulary, citation and presentation of work. Students also receive formative feedback on a draft of their dissertation.</p> |

### 3D. Key/transferrable skills

**D2:** Take responsibility for the acquisition of new knowledge concerning learning and development using critical reflection to analyse appropriate skills for a range of roles in educational settings.

**D3:** Manage and reflect critically upon personal learning and exercise judgement in a range of personal and professional contexts within teaching, learning and support in education.

**D4:** Engage effectively in academic discussion or debate and present reasoned arguments in a professional manner.

**D2:** In the modules, *Classroom Organisation and Developing Practice* as part of the module e-Portfolio, students complete a SWOT analysis considering specific areas of practice under the heading ‘fulfil wider professional responsibilities.’ In so doing, students consider strengths and weakness in prepare them for working within their chosen role.

**D3:** In the module, *Classroom Organisation and Innovation* students receive support in making judgements required in the module summative assignment regarding a range of personal and professional contexts within teaching, learning and support in education. This activity encourages students to reevaluate their value base and professional conduct in light of the module content and use theoretical ideas to explore the impact of classroom organisation and innovation on practice and children’s learning experiences.

In the module, *Developing Practice* online development logs, module formative exercises, and the module e-Portfolio, require student to monitor and reflect critically upon their learning.

**D4:** In the module, *Developing Practice* seminar tasks challenge students to tackle a range of issues encountered in teaching and working with children. Debates continue in an online discussion board and students capture their reflections in their online development log. All development log reflections are subsequently used in completing the module summative assignment, an e-Portfolio.

In the module *Specialism Dissertation*, supervisors offer formative feedback on the efficacy of discussion and the quality of logical arguments evident in students’ work in progress. Supervisors also comment upon students’ use of literature. Students also receive formative feedback on a draft of their dissertation



### 3D. Key/transferrable skills

**D5:** Exercise initiative and personal responsibility in a range of decision-making contexts related to teaching and learning support in education.

**D6:** Transfer and apply subject-specific, cognitive and transferrable skills and problem-solving strategies to a range of educational situations both theoretical and in practice.

**D5:** In the modules, *Specialism Dissertation and Developing Practice* students are required successfully to complete the module summative e-Portfolio, using their own initiative, drawing upon various resources to illustrate their own learning and their preparation for teaching. Students are required to make use of (and to cite) a wide range of resources. Students are also required to highlight evidence of exercising initiative and taking personal responsibility in their e-Portfolio.

**D6:** In the module *Behaviour Management*, weekly seminars introduce students to a range of approaches and strategies and explore the influences and complexities that exist within practice by requiring students to solve problems through applying subject-specific, cognitive and transferrable skills. Formative assessment challenges students to employ a means of communication with which they are unfamiliar, whilst the summative assessment incorporates two different methods of communicating. Assignment requirements are conveyed to students during Academic Support workshops.

In the module *Preparing for Dissertation*, key lectures and tutorials facilitate students to apply transferrable skills and problem-solving strategies in drafting a research proposal. Students are assessed on their ability to produce a research proposal on a topic within a subject specialism of their choice that has been negotiated with the module team, their ability to communicate clearly and fluently and their ability to evaluate appropriate evidence appropriate to the topic of choice.

**[Please insert here title of exit awards(s) at Level 6]**

BA Teaching and Learning [60 Credits\*]

\* 60 Credits from the following Modules:

*Behaviour Management*

*Classroom Organisation and Innovation*

*Preparation for Dissertation*

*Developing Practice*

BA (Honours) Teaching and Learning [120 Credits\*]

\* All modules must be passed.

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

##### 4.1 Full and Part Time Delivery

The BA (Hons) Teaching and Learning provides students with a wide-ranging learning experience that links to core topics, underpinning knowledge and areas of best practice within education sector. Part-time students can opt to study the course over a 1-year period utilising an extended academic year. In response to local market demand, the College offers part-time modes of delivery for some of its programmes that enable students to complete their studies in a 40-week period. The key features of the part-time mode are:

- Each stage of the programmes starts in September and concludes at the end of July.
- This allows an additional 10 weeks of delivery per academic year when compared to the full-time mode.
- The additional 10-week window is to allow an extended period of time for part-time students to complete projects, dissertations or work-based elements of the programme.
- All part-time students receive formal scheduled teaching sessions (FST) each week that cover all of the taught elements of the programme of study.
- Academic Support (AS) sessions for part-time students are supported via the VLE for a proportion of their learning. The approach to managing this is as follows:
  - each programme of study is allocated hours for FST and AS;
  - AS hours for part-time students are delivered via the VLE;
  - students are allocated tasks and activities designed to build on the content delivered in FST sessions;
  - part-time students are expected to complete these tasks away from the College;
  - a window for completion of the tasks is set to allow students time to refer to tutors/peers as required with a specified response time allocated;
  - staff are allocated a time in the week (usually an evening) when they will be available to respond to posted requests for help as well as engage in on-line discussions.

##### *Support for Part-Time Students*

To ensure that all part-time students can engage with the delivery model, the following support is available:

- Initial support and guidance during induction to ensure that part-time students are able to log-on to the VLE and understand the relevant aspects required to support their engagement in remote AS sessions.

- Information - both on the VLE and in the part-time Student Handbook - to guide students through the process of log-on and use of the various sections.
- Lap-top loans for students who encounter technical difficulties or do not have access to a computer at home.
- Technical help to support students when not at the College.

#### *Help for Staff supporting Part-Time Students*

Staff are supported in working with part-time students as follows:

- Staff are allocated time during teaching weeks to manage AS sessions.
- Staff development is provided to ensure staff make best use of the VLE for the delivery of AS sessions.
- Mentor support from the Associate Director HE (Learning and Teaching) is ongoing.

#### 4.2 Employability

The programme enhances the employability of students in a variety of different settings and features innovative assessment strategies that produce confident, critical and adaptable graduates. This programme offers students a wide range of learning opportunities which provide the opportunity to diversify skills to meet the needs of the current climate. A key feature of the programme is the opportunity at Level 6 to engage in modules which develop the student in a specialist area linked to the National Curriculum. The subject specialism affords the student the opportunity to concentrate on a key area, which they may decide to teach at secondary level, or co-ordinate within the Primary School. Furthermore, the module *Developing Practice* draws upon the HLTA outcomes, and the National Teaching Assistant Standards (2016), which prepare students for working practice. The award also develops students' skills in research and in practice, so that they can undertake specialist programmes, such as the PGCE, or an MA in Education.

### 5. Support for students and their learning

*(For apprenticeships this should include details of how student learning is supported in the work place)*

#### 5.1 Induction

The following activities are provided in Induction Week:

- Students are given the opportunity to attend a taster session for Level 6 modules to give them a feel for their course.
- Alumni speak to new students about their experience of the programme and specifically address what students' skills development is required for Level 6 study.
- Current students are invited to meet and greet new students.
- A representative from the Student Union helps to elect Student Representatives.

### 5.2 Attendance Support

Attendance is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to email the lecturer beforehand. Where a lecturer notes that a student is absent with no prior warning, the student is emailed at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where student misses three consecutive sessions, the Year Tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the Year Tutor works with the college Student Support Staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, decide to withdraw or suspend as the timing of any withdrawal/suspension can affect their Student Loan.

### 5.3 Tutorial Support

Student tutorial opportunities are embedded in all modules. The independent project module provides students with frequent tutorials and a high level of contact with the dissertation supervisor (approximately 30 minutes fortnightly). Formative and summative feedback tutorial sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks. Tutorial support is also provided by the Year tutor on a regular basis.

### 5.4 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students spend with tutors. This advantage is due to the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. With respect to assessment, the mantra of 'little and often' is repeated from Induction Week onwards from staff in both formative and written, summative feedback. Another oft-repeated comment is that students must let lecturers know as soon as possible if a deadline may be missed so that, where appropriate, a deadline *Extension* form can be completed (where such an extension is warranted.)

### 5.5 Summer Reassessment Period

Tutorials are provided for students offered reassessment and the facilities remain available.

### 5.6 Pastoral Support

The amount of *ad hoc* pastoral support noted above is greatly valued by the students. More challenging are students who don't attend as is the effect of non-attendance upon their performance. In recent years, the number of students declaring Asperger's or Dyslexia has increased slightly. The Programme Team have all attended Staff Development sessions relating to both conditions - attendance at many of these sessions is mandatory. For students with Dyslexia, staff utilise advice that encourages the student to manage their learning such as signposting to IT software that enables the students to access notes suited to their preferences and to use background colours or overlays on work. Additional devices - such as voice software - is also encouraged if their use is declared, and confidentiality is maintained. Students declaring either condition receive a formal assessment after which the Programme Team are advised on the steps they must take to support the student.

### 5.7 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which is built around formal teaching) followed by academic support tasks which allow the student to further develop knowledge of subjects outlined in the first part of the session. This delivery strategy ensures that theory is always applied, and that knowledge and understanding are regularly checked and that formative feedback is continuous rather than focussed at specific points in academic year.

In addition to in-session help, students can also make appointments (via email) to get support from:

- Members of the Programme Team - Module leaders, lecturers and instructor/demonstrators.
- The Programme Leader and Year Tutors

The personal tutoring system is in place to support students' full engagement with their programme and to help students gain as much as possible from their time at the College. Though the emphasis is on academic support, tutorials are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College.

### 5.8 Programme Documentation and Online Learning Support

Students are provided with Programme and Module Handbooks that contain comprehensive information on how their degrees and modules are structured and delivered. These documents are available to students throughout each academic year (and for the duration of their registration) via a web-based [Virtual Learning Environment](#) (VLE). This VLE includes lecture notes and a range of video materials are included based on formal taught content. Students are required to use Canvas (VLE) to submit most assignments.

### 5.9 Support for Part-Time Students

Part-time students will receive blended learning support via the College VLE which will enable them to keep pace with the standard module delivery pattern experienced by the full-time students. In addition, the academic year for part-time students will be extended by 10 weeks to provide additional time to complete the module *Specialism Dissertation*.

## 6. Criteria for admission

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

### 6.1 Admission Criteria

Most applicants will progress from the Foundation Degree in *Teaching and Learning Support* being developed coterminously with this award. The award will also recruit some students from the College's extant Foundation Degrees in [Youth, Childhood and Community Studies](#) or the Foundation Degree [Early Childhood Practice](#). Applicants will also be eligible to apply if they have completed either a foundation degree, HND or diploma in a related subject. All applicants need to demonstrate, through interview, that

they have a strong vocational interest in developing their career in the youth and community sector.

All applicants are interviewed to assess their ability to complete the course. This entails a review of any professional experience and training gained in the workplace to ensure that their experience adequately prepares them to cope with the academic level of study.

All applicants should have English and Maths at GCSE Grade 4 or equivalent.

### 6.2 Declaring Criminal Convictions

Regarding applicants with criminal convictions, from 2019 UCAS is removing ‘. . . the requirement for all applicants to declare whether they have any relevant unspent criminal conviction’. However, UCAS also notes that applicants applying for courses ‘. . . that involve work with children and vulnerable adults, such as medicine, teaching, or social work’ will need to declare whether they have any criminal convictions, including spent convictions<sup>1</sup>. For this award, UCAS applicants will need to make a declaration.

At the point of enrolment, the College enrolment form all students are asked to respond to the following questions:

1. Do you have any convictions that are not yet spent under the Rehabilitation of Offenders Act 1974?
2. Do you have any convictions, cautions, reprimands or final warnings which are spent but not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)? (For courses that involve working with children or vulnerable adults.)
3. Do you have any pending prosecutions?

Procedures are in place to support any student making a declaration of a criminal offence and to provide appropriate guidance.

### 6.3 Enhanced Disclosure

Finally, all applicants must have completed a satisfactory [Enhanced Disclosure and Barring Service Check](#). (The fee is paid by the applicant.)

## 7. Language of study

English.

## 8. Information about non-OU standard assessment regulations (including PSRB requirements)

N.A.

<sup>1</sup> <https://www.ucas.com/criminal-convictions-good-practice-he-providers>

## 9. Methods for evaluating and improving the quality and standards of teaching and learning.

### 9.1 College HE Teaching and Learning

The College has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011, 2014, have enhanced the process to reflect the aims of the [UK Professional Standards Framework](#) and prepared the College to meet the expectations of the [Teaching Excellence Framework](#).

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle throughout, has been around placing the student at the centre of the process to ensure that their learning and attainment of Learning Outcomes drives the process. Underpinning this has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review.

The approach has been further refined to form part of the Departmental Review process which is being applied across the College. The distinct nature of HE provision however, is still reflected in the approach. A mark of the success of the approaches taken to date are reflected in the [award of the GOLD standard](#) in the recent Year 2 Teaching and Excellence Framework.

### 9.2 Higher Education Academy Fellowship

All staff members can apply for [Higher Education Academy](#) Fellowship within the College. Holding [HEA Fellowship](#) offers many advantages:

- It is highly regarded in the sector;
- It provides weight/credibility to the programmes delivered at the College;
- It provides access to research networks and funding applications for projects.

To facilitate HE staff applying for HEA Fellowship, the college organises annual workshops. These workshops will provide guidance on meeting the criteria for Fellowship, and provides additional support and guidance.

### 9.3 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model, is aligned to the expectations of the [UKPSF](#) and the [TEF](#). Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as the students progress, the balance gradually evolves to involve students as leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an



observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor as well as with members of the HE teaching team, to ensure that good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity.

#### 9.4 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports. Over the past twelve years this student feedback has been vital in informing the major and minor modifications the programme has undergone. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

#### 9.5 Staff Workforce Development

Improving the quality and standards of teaching and learning is also a focus of the internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning. A significant WFD programme in this regard is the Advanced Practitioner programme. Two Programme Team members have successfully completed the programme in 2014 (and the refresh in 2016). Advanced Practitioners share good practice around the college through a range of Staff Developments activities. One Programme Team Advanced Practitioner has delivered sessions on motivation, academic writing, early assessment of year one students and listening to the student voice. The other team Advanced Practitioner delivered a session describing assessment via *viva voce* to an HE in FE conference.

#### 9.6 Staff New to HE

All staff new to teaching HE at the College are required to hold a relevant degree and a PgCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

#### 9.7 Staff New to Delivering at Level 6

New staff employed for the delivery of Level 6 awards are required to hold a relevant level 7 qualification. Those staff already teaching at the College making the transition to level 6 delivery are provided with funding and support to complete a level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards, are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams have an understanding of the difference in expectations at level 6. As well as general information, which is also available via the VLE, teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the FHEQ and expectations of the UK Quality Code for Higher Education. In programme teams where there is no prior expertise amongst the team of delivering at

level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

#### 9.8 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice via the HE Staff Zone located in the HEO. The area is set up to encourage HE staff from across the College to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, the Cross-College learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College added a new post in 2018 to further support the HE team as the College develops a range of new programmes and increases the number of Level 6 awards it offers. The College has a HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

#### 10. Changes made to the programme since last (re)validation

N.A.

Annexe One: Curriculum map

Annexe Two: Notes on completing the OU programme specification template

## Annexe One - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

| Level | Study module/unit                     | A1 | A2 | A3 | A4 | A5 | A6 | A7 |  | B1 | B2 | B3 | B4 | B5 | B6 | B7 |  | C1 | C2 | C3 | C4 | C5 | C6 |  | D1 | D2 | D3 | D4 | D5 | D6 |
|-------|---------------------------------------|----|----|----|----|----|----|----|--|----|----|----|----|----|----|----|--|----|----|----|----|----|----|--|----|----|----|----|----|----|
| 6     | Behaviour Management                  | ✓  | ✓  |    |    |    |    |    |  | ✓  |    | ✓  |    | ✓  |    |    |  |    |    |    | ✓  |    | ✓  |  |    |    |    |    |    | ✓  |
|       | Classroom Organisation and Innovation |    |    |    | ✓  |    | ✓  | ✓  |  | ✓  |    | ✓  |    | ✓  | ✓  | ✓  |  |    |    |    |    |    | ✓  |  | ✓  | ✓  | ✓  |    |    |    |
|       | Preparing for Dissertation            |    | ✓  |    |    |    |    |    |  | ✓  |    |    |    |    |    |    |  | ✓  | ✓  | ✓  |    |    |    |  | ✓  |    |    |    |    | ✓  |
|       | Developing Practice                   | ✓  | ✓  | ✓  |    | ✓  | ✓  | ✓  |  | ✓  | ✓  |    | ✓  |    | ✓  | ✓  |  |    | ✓  |    | ✓  | ✓  |    |  |    | ✓  | ✓  | ✓  | ✓  |    |
|       | Specialism Dissertation               | ✓  |    | ✓  | ✓  | ✓  |    |    |  | ✓  | ✓  |    | ✓  |    |    |    |  | ✓  |    | ✓  |    | ✓  |    |  | ✓  |    |    | ✓  | ✓  |    |

## Annexe Two: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.