| Middlesbrough College

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

| Programme Specification

May 2024

Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	B.A. (Honours) Teaching and Learning [top-up]
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	May 2024
Date of latest OU (re)validation	N. A
Next revalidation	2028/29
Credit points for the award	120
UCAS Code	A198
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2024
Underpinning QAA subject benchmark(s)	Subject benchmark statements - Education Studies 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	SEEC Credit Level Descriptors Framework for Higher Education Qualifications QAA Quality Code
Professional/statutory recognition	N.A.
For apprenticeships fully or partially integrated Assessment.	N.A.
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT & PT Face-to Face
Duration of the programme for each mode of study	PT: 1 Year (40 weeks) FT: 1 Year (30 weeks)
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	March 2024

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. Programme overview

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

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 learners, staff and families within education 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 learners, 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)

Applicants will usually progress from a Foundation Degree in Teaching and Learning or the Certificate in Education and Training. Applicants will also be eligible to apply if they have completed either a foundation degree, HND or diploma in a related subject. Relevant subjects delivered at Middlesbrough College include *Early Childhood Practice*, *Social and Community Studies* and *Health, Wellbeing and Social Care*.

Following completion of the BA degree, students can then consider PGCE Level 7 practice-based teaching routes such as, the SCITT Programme, Schools Direct, or a taught PGCE in a University. There are also opportunities to qualify with the QTLS programme to teach in Further Education. Alternatively, student may opt to study for the MA in Education.

Other level 7 programme progression routes may lead towards other professions, such as, Counselling, Psychology, Nursing, or Social Work. Some of our students used their qualification to enable them to work in a behavioural unit (PRU), or other specialised units within a school.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N.A

2.4 List of all exit awards

BA Teaching and Learning [80 Credits]
BA (Honours) Teaching and Learning [120 Credits]

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Behaviour Management	20			Y	1 -10
Classroom Innovation	20			Y	21-30
Preparation for Dissertation	10			Y	1 - 10
Developing Practice	30			Y	11-20
Dissertation	40			N	Year Long: W 1-30 FT, W 1-40 PT

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1: Applyan in-depth knowledge of the underlying values, issues specialist theories and ideas relevant to planning effective teaching and learning.	**A1**: Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity supports students to demonstrate a comprehensive understanding of the underlying values,

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	issues and theories and principles relevant to planning effective teaching and learning
A2: Apply an in-depth , contemporary Knowledge of a specialist area of education	**A2**: Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity supports students to demonstrate a detailed, contemporary understanding of a specialist area of education
A3: Apply an in-depth awareness of the impact of international perspectives, globalisation, social justice, sustainable development or social inclusion in education.	**A3**: Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity supports students to demonstrate a critical awareness of the impact of international perspectives, globalisation, social justice, sustainable development and social inclusion in education.
A4: Apply a systematic and conceptual knowledge of innovative practice.	**A4**: Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity supports students to demonstrate a systematic and conceptual understanding of classroom organisation and innovation

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Critically evaluate new ideas relating to relevant educational settings using principles, concepts and theoretical frameworks.	**B1**: At Level 6, students are introduced to a range of ideas and themes within education, but the expectation is that they will increasingly bring their own research findings into taught sessions. The aim of each session is to increase student led/centred activities where students can practice and develop their research skills and/or analysis of journals or provided data to evaluate new ideas drawing on inter-related contexts relevant to an education setting.
B2: Synthesise specialist and inter-related information and ideas i to resolve uncertainties in teaching and learning within education.	**B2**: The aim of each session is to further develop student led/centred activities where learners can practice and develop their skills at synthesising information and ideas to resolve uncertainties in teaching and learning within education,
B3: Critically analyse competing perspectives and approaches to innovative practice in a range of contexts.	**B3**: At Level 6, students are introduced to a range of ideas and themes within education, but the expectation is that they will increasingly bring their own research findings into taught sessions. The aim of each session is increasing student led/centred activity where learners can practice and develop their research skills and/or analysis of journals or provided data in order to critically analyse classroom innovation in education.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Takes responsibility for own capabilities within complex and inter-related contexts. Act autonomously with minimal supervision within agreed guidelines when conducting educational research activity.	**C1**: In the module *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. In the modules *Preparing for Dissertation and Dissertation,* key lectures introduce evidence-based practice and the

3C. Practical and professional skills	
	idea of 'concept searching' using Boolean Operators. Students are then facilitated - with limited direction in a workshop - to perform structured searches and record their research.
C2: Apply in-depth ethical and professional values to decisions, actions or responsibilities to inter-related contexts.	**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.
C3: Design and develop specialist projects or activities to enhance own learning, work or practice.	C3: Students will be encouraged to use these self-managed skills within several assignments as well as in their proposal and dissertation they will be expected to recognise limitations and draw on research to demonstrate insights and knowledge on specific areas within education. The expectation is that they will increasingly bring their own research findings into taught sessions. The aim of each session is to increase student led/centred activity where learners can practice and develop their research skills and/or analysis of journals or provided data in order to critically apply contemporary theories in and outside the classroom. In the module *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.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Organise and communicate specialist and inter-related information in complex contexts.	**D1**: Tutorials to guide students to organize and communicate specialist and Inter-related ideas and arguments clearly and fluently in a range of styles, using appropriate academic vocabulary are available where necessary. Formative assessments and class work provide feedback on the skills they are developing. In addition, tutorials assist in identifying any further development needs required by the students
D2: Engage effectively in academic discussion or debate.	**D2**: Tutorials to guide students with specific communication skills needs are available where necessary. Formative assessments and class work provide feedback on the skills they are developing. In addition, tutorials assist in identifying any further development needs required by the students
D3: Effectively apply digital tools and applications	**D3**: Tutorials to guide students with specific digital tools and applications are available where necessary and are also embedded into taught sessions. Formative assessments and class work provide feedback on the skills they are developing. In addition, tutorials assist in identifying any further development needs required by the students
D4: Organise and communicate through the effective use of research skills	**D4**: Tuition relating to specific numerical and statistical skills is embedded into the delivery of every module. Formative assessments and class work provide students with additional feedback. In addition, further support is available in tutorials which are available where necessary.

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

BA Teaching and Learning (80 credits)
BA (Hons) Teaching and Learning (120 credits)

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs 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 the education sector. Those opting to study the programme part-time will study the course over a 1-year period utilising an extended academic year of 40 weeks.

The key features of the part-time mode are:

- Each stage of the programmes starts in September and concludes at the end of July.
- An additional 10 weeks of delivery per academic year when compared to the full-time mode.
- Additional time for part-time students to complete their dissertations formal scheduled teaching sessions (FST) each week that cover all of the taught elements of the programme of study.
- Academic Support (AS) sessions are supported via the VLE for a proportion of their learning.

Part-Time Delivery Structure
Part-time (PT) - students will be expected to attend the University Centre two evenings per week (totalling 10.5 hours teaching). Additional sessions are provided for personal tutorials, these are arranged to fit in with the needs of each individual student and can be offered face to face or online. An additional 10 weeks (4.5 hours per week) is given at the end of the traditional academic year, this is to ensure that the part time students have sufficient teaching support to complete required assessments.
Where appropriate, and in agreement with the Programme Team part time students may join sessions for full time students if they are unable to attend their designated session in any given week.
All sessions (both full-time and part-time) are recorded, this gives further opportunity to catch up with a missed session or revisit the content if required.

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.

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' earning opportunities which ~~to~~ will enable them to diversify their 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 their specific area of practice.

5. Support for students and their learning
(For apprenticeships this should include details of how student learning is supported in the workplace)

5.1 Induction

The following activities are provided in Induction Week:

- Students are given an induction to the College IT systems, this includes the VLE and any other communication/file sharing tools necessary. Any required support is also provided.

- Students also have an induction session with the College Learning Resource Centre staff.

- Students are provided with Programme Handbooks. The Programme Handbook provides details of learning and support resources available to students at this level of study. It also includes contact details of relevant staff and an overview of the programme, including module timetables and assessment dates.

- Students have the opportunity during induction week to meet with the programme team and staff that they may come into contact with throughout their programme.

- Induction includes information about the range of support that is available to students; this includes an explanation of the different academic staff and roles that they may encounter throughout the programme such as Programme Leader, Module Tutor, Personal Tutor, Higher Education Office staff, including the Director of HE.

- alumni speak to new students about their experience of the programme.

- a representative from the Student Union helps to elect student representatives.

5.2 Engagement Support

Engagement 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 contacted at the end of the session, asking if the student is well and reminding the student that they are required to inform lecturers if they cannot attend.

Where a 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 and Pastoral Support

- Student tutorial opportunities are embedded in all modules. Formative and summative feedback tutorial sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.

- Students are assigned a Personal Tutor in the first few weeks of the programme and are encouraged to meet with their Personal Tutor at least once a term, who will discuss, record and monitor their progress. The Personal Tutor is able to provide pastoral and educational guidance throughout the programme. This guidance may include signposting students to workshops and seminars available to support students for academic and life skills development available at the College.

- The programme team is relatively small and includes the Personal Tutor and Academic Mentor (as practice link), this consistency of academic support is designed to enhance communication, feedback, and support for students across the modules and year.

- Students are introduced to the HE Student Support and Participation Coordinator (SSPC) and the support services available are outlined to them at induction. This support may also be suggested in written assessment feedback. If a specific need is recommended for a student - e.g., assessment for dyslexia - this need is highlighted to the Programme Leader who liaises with the HE Support and Participation Coordinator (SSPC), who is responsible for arranging the referral and supporting the student through the process. The outcome of this process is

fed back to the student and Programme Leader so that any specific needs/resources or reasonable adjustments can be addressed.

- Academic tutorials are 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.

5.4 Equality, Inclusion and Diversity

At Middlesbrough College we strive to ensure equality, diversity and inclusion in every aspect of our provision. We recognise and appreciate individual uniqueness and believe these should be embraced. We foster a culture where every individual feels supported, valued, respected and accepted regardless of their age, race, ethnicity, disability, gender identity or expression, sexual orientation, religion, or any other characteristic that makes them who they are.

Every programme reflects our commitment to create an inclusive environment where everyone has equal opportunities to achieve and succeed. Discriminatory practice, unconscious biases and systemic barriers are challenged and eliminated. We will continue to develop a learning environment where we celebrate diversity, treat everyone with respect, dignity, and fairness.

Inevitably, within this programme there will be a focus on wider structural and cultural issues that can potentially result in exclusion and disadvantage. These issues will be discussed and addressed at a module level and will be responsive to high profile events, media focus and the changing nature of society.

5.5 Supporting Transition to Level 6

The preparation for dissertation module provides students with lectures and workshops designed to help them succeed now and in the future. This includes improving writing style and referencing, planning their literature review, developing research and evidence-based practice skills and developing critical thinking and other key skills.

5.6 Reassessment Period

Tutorials and all essential resources are provided for students who are offered reassessment opportunities by a properly constituted Exam Board.

5.7 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which introduces concepts and theory) followed by a facilitated session in which students undertake some form of research activity that encourages the increasing independence of students to find and locate academic source material. This delivery strategy ensures that theory is always applied, that key academic skills, knowledge and understanding are regularly checked, and that formative feedback is continuous as well as focussed at specific points in academic year.

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

- Members of the programme team - module leaders and lecturers.

- The programme leader & year tutors: the programme leader (who has overall responsibility for the programme) is available to discuss assessment extensions and barriers to learning. Programme team members are identified to act as personal tutors and are available to discuss emerging issues with personal circumstances and support needs.

Students are supported throughout the programme to explore their progress and determine their continued learning needs through reflection, so developing the attributes necessary to become lifelong learners.

At key points during the academic year, students are supported to identify their continuing personal development needs and are also offered opportunities to review additional educational provision and career opportunities available to them. A Career Service is available within the College. This activity includes help with completing applications for further study or employment and interview techniques.

5.8 Programme Documentation and Online Learning Support

Students are provided with programme and module handbooks that contain comprehensive information on how their programme and modules are structured and delivered. These documents are also available to students throughout each academic year (and for the duration of their registration) via the College Virtual Learning Environment (VLE). All teaching and learning content is made available via the VLE. This online resource includes lecture notes and a range of materials. Assessments are communicated to and submitted by students using the VLE.

5.9 IT Support

Students can also access remote support for learning via the college Reboot scheme and log IT support requests via the HALO system.

5.10 Support for Part Time Students

The BA Teaching and Learning provides students with a wide-ranging learning experience that links to core topics, underpinning knowledge, and areas of best practice in the 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 the project or work-based element of the programme.
- The part-time programme is more flexible and is therefore usually delivered in the evening. This is to allow students to work during the day and still be able to study after work.
- All part-time students receive formal scheduled teaching sessions (FST) each week that cover all 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 formal scheduled teaching sessions and academic support.
- as well as scheduled teaching sessions, academic support hours for part-time students are delivered via the VLE.
- students are allocated tasks and activities designed to build on the content delivered in formal scheduled teaching sessions.
- part-time students are expected to complete some of 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.
- All the sessions are recorded so, should a lesson be missed because of external commitments, the lesson can be watched later.

Support for Part-Time Students
To ensure that all part-time students can engage with the delivery model, the following support will be made available:

- Initial support and guidance during induction to ensure that part-time students can 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.
- Laptop loans for students that encounter technical difficulties or do not have access to a computer at home.
- Technical help to support students when not at the College.
- Recordings are made of every scheduled teaching session.
- Some teaching sessions will take place with the full-time students, where students will be encouraged to learn from one another.

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 academic support sessions.
- Academic support from the HE Office (Teaching and Learning) is ongoing.

Part-time students will receive 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 *Dissertation*.

5.11 Library and Learning Resources

Students can access a range of resources through the college Learning Resource Centre (LRC) and associated online services. Online services are listed in the background document. Students can access specific sessions with the LRC staff regarding advanced academic and research skills. This activity is introduced as part of the induction sessions at the start of each year but can be revisited again throughout the year in refresher sessions. LRC term time opening hours are:

- Mon 08:30 -17:00
- Tues – Thurs 08:30 – 20:00
- Fri 08:30 – 16:30

College holiday opening hours:

- Mon – Thurs 08:30 – 16:00
- Friday 08:30 – 15:30

The LRC has space for individual and group study, including a quiet study area. There are multi-function printers on both floors. All physical books are stored in the LRC, allowing for easy access. In addition to the textbooks, fiction titles and wellbeing books are available to help students relax. Enrichment sessions offered as part of the service are held in the STEAM Lab within the LRC.

The LRC has been involved in the production of the documentation for this programme, all reading lists have been checked for updated versions and new titles purchased. The LRC provides books, e-books, and e-journals for each programme and subscribes to specialist databases needed for students to complete their assignments.

An online LRC Information section is maintained by the LRC (on M365). This is where students can search for books, e-books and e-journals, using:

- [Heritage Online](#) for books and e-books
- [Discovery](#), our one stop shop for books, e-books and e-journals
- E-resources List, which lists each platform we subscribe to individually, as we know that some students find Discovery too large. We also provide user guides, written and video, for all the e-resources on our E-resources Guides page

Each course has a dedicated HE LRC Guides page on LRC Information, which provides quick links to Heritage Online and Discovery, as well as links to:

- Information and research skills pages which include a list of copyright free and open access resources
- Referencing
- The course's reading list

The LRC offers information skills support on the following:

- Searching expertly
- Referencing
- Using e-resources
- Using Microsoft Office

This is done in a variety of ways:

- Online through LRC Information
- In groups either in groups or through Teams, sessions are bookable through the [Request Tutorial](#) page on LRC Information
- For quick queries e-mail at LRCinfo@mbro.ac.uk, telephone on 01642 333226 or in person in the LRC
- Drop-in sessions in the LRC:

5.12 Virtual Learning Environment (VLE)

Every programme uses the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All teaching materials and general course information is backed up on the VLE, ensuring that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including improving writing style and referencing, planning assignments, developing critical thinking and other key skills.

5.13 Additional Learning Support

Any student that considers that they have, or may have, additional learning support needs can access a range of support through the college. Initial assessments by the college HE Student Support and Participation Coordinator are provided to support

understanding of the range of support that may be needed which will then trigger the provision required. Students declaring any additional need receive a formal assessment, after which the programme team are advised on the steps they must take.

5.14 Student Services
All students can access college student services which are based in the Dock Street building which has its own reception and drop in facilities. As well as general advice about the College, the student services team also provide counselling, financial support, learning support and signposting to additional or partner services.

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

Most applicants will progress from the College's FD Teaching and Learning or Certificate in Education and Training programmes. Applicants will also be eligible to apply if they have completed either a foundation degree (240 credits), 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.

Non-standard entrants are interviewed to assess their ability to complete the course. They will also need to participate in the 'Recognition of Prior Learning' (RPL) process to demonstrate their prior learning. This activity entails a review of any professional experience and training gained in the workplace to ensure that this adequately prepares them to cope with the academic level of study.

Finally, all applicants must also have English and Maths at GCSE Grade C or equivalent.

7. Language of study

English

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

N.A.

9. For apprenticeships in England End Point Assessment (EPA)
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N.A.

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

10.1 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 and 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 is to place 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. These approaches have been further refined to form part of the college departmental review process.

10.2 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 college 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 students progress, the balance gradually evolves so that the students become 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.

10.3 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 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. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

10.4 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. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG).

10.5 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.

10.6 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, 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 has a research and scholarly activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

10.7 HE Digital Champion

The College is focussed on providing the highest quality online provision to enhance programmes delivered face to face. Each department has been allocated a 'digital champion', who is an expert practitioner using Microsoft 365 for teaching and learning. Digital champions are the first point of contact for any staff member requiring support with online teaching and learning, and they regularly provide in person and online

sessions tailored to the specific requirements of staff. Digital champions are managed by the College Director of Digital Innovation who holds regular cross-college meetings where information/updates are shared to be passed on to departments.

11. Changes made to the programme since last (re)validation
N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

	A1	A2	A3	A4		B1	B2	B3		C1	C2	C3		D1	D2	D3	D4
Behaviour Management	✓	✓				✓		✓		✓				✓			
Classroom Innovation			✓	✓		✓		✓		✓					✓	✓	
Preparing for Dissertation		✓				✓				✓	✓	✓		✓			✓
Developing Practice			✓	✓			✓	✓		✓					✓		
Dissertation	✓	✓				✓	✓			✓	✓	✓		✓		✓	✓

Annexe 3: 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.