

## Programme specification

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

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Top-up Education & Training
<b>Teaching Institution</b>	New College Durham
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of latest OU validation</b>	N/A
<b>Next revalidation</b>	
<b>Credit points for the award</b>	120
<b>UCAS Code</b>	
<b>Programme start date</b>	September 2017
<b>Underpinning QAA subject benchmark(s)</b>	<a href="#">Education Studies</a>
<b>Other external and internal reference points used to inform programme outcomes</b>	Education Training Foundation: Professional Standards for Teachers and Trainers in Education and Training
<b>Professional/statutory recognition</b>	Department for Education: Teachers' Standards
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	Part -time
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	28 February 2017

**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 student 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 programme aims to help lecturers, mentors, teaching assistants and other workers in education develop their knowledge of educational practice and reflect on strategies for developing their professional practice.

More specifically the programme will:

- Enable students who are practising in a variety of educational contexts and engaged in the processes of promoting learning/educational achievement to gain an in-depth knowledge of relevant professional issues.
- Provide students with opportunities to relate new knowledge to their on-going professional experience.
- Develop students' skills as reflective practitioners through the analysis of aspects of their professional practice.
- Develop the students' knowledge, skills and abilities required to have a positive impact on the way people learn.
- Promote students' awareness of the key issues and drivers in current educational practice, including awareness of up to date research in education and the impact of policy at both organisational level and on own practice.
- Facilitate students' in the completion of independent (secondary) research into an area of identified professional concern.

## 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).

Graduates from the following Foundation Degrees may progress to this programme:

Foundation Degree in Supporting Learning & Teaching (FdA) New College

Durham.

Foundation Degree in Childhood Studies New College Durham.

Both Foundation Degrees offer excellent preparation for the Level 6 BA (Hons) Education and Training Degree as they prepare students for independent study, academic writing and referencing. They also introduce Research Methodologies to students, Literature Searches and theories of Education and Behaviour etc., which are further developed in the top up degree.

### 3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>A1:</b> Synthesise and critically appraise different aspects of educational knowledge and their application to practice in a range of contexts.</p> <p><b>A2:</b> Demonstrate a comprehensive and detailed knowledge of aspects of educational policy and the implications for learning and teaching.</p> <p><b>A3:</b> Critically review theories and approaches for educational practice and research.</p> <p><b>A4:</b> Plan, undertake and evaluate a negotiated, self-managed secondary research project related to education and training.</p> <p><b>A5:</b> Demonstrate a comprehensive and detailed knowledge of the theory of learning, teaching and assessment and their relevance to the education process.</p>	<p>A variety of learning and teaching methods are used including: lectures, presentations, working in pairs and triads, group work, individual study, workshops, student led seminars, class discussion and activities. Classroom activities are supplemented with the use of electronic materials via Schoology. Individual tutorial support is also available.</p> <p>Students will have the opportunity to gain formative assessment in the module via scenario-based learning experiences, presentations and discussions. They will analyse policies, theories and approaches for Educational practice and research and will work independently to produce a piece of secondary research related to an area of personal and/or professional context or concern.</p> <p>Students will be assessed by the production of assignments, which will showcase their Academic writing ability and criticality.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>B1:</b> Question orthodoxy using balanced, logical and supported argument when evaluating aspects of practice in education and training.</p> <p><b>B2:</b> Demonstrate intellectual flexibility and openness to new ideas when evaluating the influences of educational policy on educational practice.</p> <p><b>B3:</b> Demonstrate confidence and flexibility in identifying and defining complex problems in the promotion of positive behaviour, and can apply appropriate methods to their solution.</p> <p><b>B4:</b> Synthesise, appraise and evaluate data from appropriate sources in an ethical manner to make independent judgements.</p>	<p>Formative assessment is provided by ongoing feedback on tasks completed in seminars for the ICA and for the ECA. Oral and written feedback will be provided on assignments via tutorial sessions.</p> <p>A range of summative tasks are required (e.g. essays, reports etc) and tutorial support (face to face, email etc) is provided throughout.</p> <p>Students will be introduced to the fundamental principles of educational policy and will explore the drivers for change. They will consider the macro issues relating to policy development and explore how these are translated to the micro – i.e. their own settings.</p> <p>Learners will explore the underpinning theories related to learners behaviour and develop a increased understanding of how to manage behaviour by analysing a variety of real life scenarios.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>C1:</b> Demonstrate a well-developed ability to accommodate new principles and understandings to formulate appropriate</p>	<p>Following direct teaching, seminars, workshops and tutorials, students will be expected to produce a range of assignments</p>

3C. Practical and professional skills	
<p>and justified developments in own practice.</p> <p><b>C2:</b> Operate ethically at all times when collecting and analysing data associated with research and learning/teaching practice.</p> <p><b>C3:</b> Demonstrate a capacity to plan and work in an autonomous manner at an appropriate level, within defined/agreed guidelines.</p>	<p>within which they will demonstrate the ability to analyse, synthesise and evaluate a range of theoretical and practical information and meet prescribed deadlines.</p> <p>Students will be introduced to all aspects of ethical behaviour in educational research.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>D1:</b> Communicate clearly, fluently and effectively in a range styles appropriate to the context. be able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.</p> <p><b>D2:</b> Engage effectively in academic discussion and present arguments in a professional manner demonstrating confident use of specialist vocabulary.</p> <p><b>D3:</b> Collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.</p>	<p>Workshops, tutorials and seminars devoted to supporting and developing individuals' skills will be held during the last two sessions of every module. Here, they will have the opportunity to engage in personal planning and skills development via strategies such as socratic seminars, learners will have the opportunity to challenge and question their peers and interrogate a range of evidence.</p> <p>Students will use technology to access key resources and demonstrate further digital literacy by producing a handbook, for</p>

3D. Key/transferable skills	
<p><b>D4:</b> Plan, manage and evaluate the acquisition of new knowledge and skills, articulate their own approaches to learning and organise an effective work pattern including working to deadlines.</p> <p><b>D5:</b> Be able to use technology effectively to enhance critical and reflective study.</p> <p><b>D6:</b> Process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.</p>	<p>instance which they will subsequently critically evaluate.</p> <p>Students key skills, such as time management and communication will be enhanced and developed by active engagement in the tasks set.</p>

[illegible]



Programme Structure - LEVEL 3			
<p>promote Behaviour for Learning in the setting (e.g. continuing Professional and Personal Development, aspects of Performance Management).</p> <ul style="list-style-type: none"> <li>Refer to Government Policy and Ofsted outcomes.</li> <li>Evaluate the effectiveness of the policy document and make recommendations for how it could be improved.</li> </ul> <p><b>Module 2 Assessment for Learning</b></p> <p>This module will enable students to distinguish between assessment <i>for</i> learning, assessment <i>as</i> learning and assessment <i>of</i> learning, to audit current practices against these three purposes of assessment and plan classroom-based actions for a particular group of learners. The module will strengthen students' capacity to use assessment to drive teaching and learning and measurement of progress. This will enable students to develop teaching and learning sessions that promote deep understanding and progression in learning. This module aims to introduce key concepts and issues around planning assessments. It aims to develop students' abilities to plan a specified unit of work and will encourage students to engage in research about assessment theories and the progress of learning.</p> <p><b>Assessment</b>  <b>Annotated curriculum plan (ECA 30% 1500 words)</b></p> <ul style="list-style-type: none"> <li>The curriculum plan will be in a recognised format used in educational</li> </ul>	20		

Programme Structure - LEVEL 3			
<p>settings and include assessment as appropriate to the session and can reflect organisational conventions.</p> <ul style="list-style-type: none"> <li>The annotations will include: values knowledge and concepts related to the development of the curriculum and the assessment of learning, information about the target audience, learning objectives to be achieved, topic/s to be delivered, learning and teaching strategies and assessment strategies to be used.</li> </ul> <p><b>Reflective commentary (ECA 70% 2000 words equivalent)</b></p> <ul style="list-style-type: none"> <li>The reflective commentary will: make reference to appropriate assessment design and learning and teaching theory.</li> <li>Provide reflection on the rationale adopted in relation to the assessment to be measured and to justify choices using appropriate supporting references.</li> <li>Demonstrate digital literacy.</li> </ul> <p><b>Module 3 Education Policy and Education Practice</b></p> <p>This module seeks to introduce the student to current central government legislation that feeds into policy initiatives at local authority and organisational level. As such, it</p>	20		

Programme Structure - LEVEL 3			
<p>considers the impact of policy on education and training. An examination of stakeholder interests and the development of policy will be investigated in relation to wider economic, socio-cultural and political influences. Students will further evaluate a chosen policy initiative in a selected education context and critically assess its impact.</p> <p><b>Assessment</b>  <b>Essay ( ICA 1000 words 50%)</b>  Students will be allocated a specific policy to research and will produce an individual essay in support of the topic for the following group presentation. The essay will include:</p> <ul style="list-style-type: none"> <li>•The origins of the given policy</li> <li>•critically evaluate how this policy has been influenced by organisational policy development, with reference to national policy drivers</li> </ul> <p><b>Group Presentation 15 minutes (ECA 1000 word equivalent 30%)</b>  <b>Students will be in allocated groups</b></p> <ul style="list-style-type: none"> <li>• Identify the specific aspect of learning and teaching practice which will be discussed in relation to both organisational and a national policy initiative.</li> <li>• Critically discuss the current national and local policy as it impacts on the learning and teaching situation identified. Make use of the original policy</li> </ul>	40		

Programme Structure - LEVEL 3			
<p>documents and other supporting relevant theory.</p> <ul style="list-style-type: none"> <li>• Use appropriate technology to present the information.</li> </ul> <p><b>Individual reflective Report (ECA 1000 words) 20%</b></p> <ul style="list-style-type: none"> <li>• Use recognised group work / team work theory (e.g. Belbin, Tuckman)</li> <li>• Explain roles /responsibilities of the group.</li> <li>• Evaluate the performance of the group at each stage of the project.</li> <li>• Evaluate personal performance / role as part of the group.</li> </ul> <p><b>Module 4 Leading Learning</b></p> <p>The module will develop knowledge of theories of leadership and an appreciation of the contribution of team members toward organisational goals. The module will explore organisational structures and culture, leadership styles and issues of educational planning. The students will develop knowledge of theories of change management and an appreciation of the contribution of team members toward organisational goals.</p>			

Programme Structure - LEVEL 3			
<p>The module will give students a broad overview of theories and principles that underpin leadership. These will be analysed through the course of the module and their impact within organisations and organisational culture explored.</p>			
<p><b>Assessment</b> <b>Exam</b> The module will be assessed via one, 3 hour open book examination where students will choose and answer three questions from eight (ECA 100%).</p>			
<p><b>Module 5 Individual Study</b></p> <p>This module aims to assist students in identifying and developing the knowledge, understanding and skills necessary to undertake aspects of educational enquiry in a specific area of professional concern or interest that is pertinent to their personal and/or professional development.</p> <p>The module will enable students to develop the skills needed in order to demonstrate a systematic and integrated approach to researching a field of study. This will afford the student the opportunity to demonstrate the development of independent thought and initiative, providing an opportunity to study the selected area in depth and produce a review which demonstrates an understanding of relevant literature, the appropriate application of research methods, skills of critical analysis and the ability to communicate the results of the work through an academic poster. The poster will give students the opportunity to showcase their research,</p>			

Programme Structure - LEVEL 3			
communicating their results to other students, staff and the wider community.			
<p><b>Assessment</b></p> <p><b>Literature Review (ECA 5000 words 70%)</b></p> <p>For this module students will produce a <b>literature review (5,000 words)</b> on an area of personal or professional interest or concern. The literature review must demonstrate high levels of educational enquiry skills, an in-depth knowledge of an area of education and the ability to employ those skills and knowledge in the analysis through careful review and critical analysis of existing literature on the topic for research. The topic will be agreed with the relevant individual project supervisor.</p> <p><b>Academic Poster Presentation (ECA 3000 words equivalent 30%)</b></p> <p>Students will also produce an academic poster presentation based on their individual study. The presentation will give students the opportunity to showcase their research, communicating their results to other students, staff, and also the wider community.</p>			

Semester 1	Week	Module	Assessment hand in date
	1	Introduction to the course Expectations at Level 6	
	2	Introduction to the course <b>Research methods and Individual Project</b>	
	3	Behaviour for Learning – Taught	
	4	Behaviour for Learning – Taught	
	5	Behaviour for Learning – Taught	
	6	Behaviour for Learning – workshops/seminars	
	7	Behaviour for Learning – workshops/seminars	
	8	Assessment for Learning – Taught	<b>Behaviour for Learning: Essay</b>
	9	Assessment for Learning – Taught	
	10	Assessment for Learning- Workshops/Seminars	
	11	Assessment for Learning- Workshops/Seminars	
	12	Assessment for Learning- Workshops/Seminars	
	13	Education Policy & Education Practice –	<b>Assessment for Learning: Annotated</b>

Semester 1	Week	Module	Assessment hand in date
		Workshops / Seminars	curriculum plan Reflective commentary
		<b>Christmas Break</b>	<b>Christmas Break</b>
		<b>Christmas Break</b>	<b>Christmas Break</b>
	14	Education Policy & Education Practice – Workshops / Seminars	
	15	Education Policy & Education Practice – Workshops / Seminars	
	16	Education Policy & Education Practice – Workshops / Seminars	
	17	Education Policy & Education Practice – Workshops / Seminars	<b>Education Policy and Educational Practice: Essay</b>
	18	Education Policy & Education Practice – Workshops / Seminars	<b>Education and Policy and Educational Practice Presentations</b>
	19	Leading Learning - taught	
	20	Leading Learning - taught	<b>Educational Policy and Educational Practice: Reflective Report</b>
	21	Leading Learning - taught	
	22	Leading Learning – seminars and workshops	
	23	Leading Learning - seminars and workshops	<b>Leading Learning: Mock Exam and Peer Assessment</b>



Semester 1	Week	Module	Assessment hand in date
		<b>Easter Break</b>	<b>Easter Break</b>
		<b>Easter Break</b>	<b>Easter Break</b>
	24	Leading Learning Exam	<b>Leading Learning: Exam</b>
	25	Individual Project	
	26	Individual Project	
	27	Individual Project	
	28	Individual Project	
	29	Individual Project	<b>Individual Project: Academic Poster Presentations</b>
	30	Individual Project	<b>Individual Project: Academic Poster Presentations</b> <b>Literature Review</b>

#### 5. 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

As part of the Mixed Economy Group (MEG) of colleges, the provision recognises and celebrates the position of being a General Further Education (GFE) college that delivers also HE. NCD students are geographically bound and progress onto the BA (Hons) Education and Training programme from other internal NCD foundation degrees.

Pastoral Support

As well as support from the programme team, trainees are able to access significant support from the wider college. These include access to an academic support tutor for referencing, academic research skills as well as support in the form of advice, support and careers services, which include finance, funding, careers and counselling.

#### Programme Quality Assurance

New College Durham quality assurance procedures ensure that student experience is monitored and that there are opportunities throughout the programme for learner voice to be heard. Each programme group nominates a student representative who will be invited to report on the learner experience at programme team meetings and wider college meetings. Programme quality reviews and quality enhancement plan meetings take place termly to ensure that the quality of provision is continuously monitored.

#### Mode of Delivery

The current intake for the programme are students who are predominantly working in full-time or on significant fractional posts within education (e.g. as Teaching Assistants). Although there is competition from other local institutions, our students value the opportunity to top up their Level 5 education related qualifications on part-time evening provision as it allows them to remain in work while they study as well as upskill to progress into teaching. This is particularly relevant for the local area, which has seen significant changes to Teaching Assistant pay and job criteria in 2015/16.

### 6. Support for students and their learning

Each module tutor will provide students with academic support relating to specific aspects of learning and assessment, the time set aside for this is between 4pm - 5pm, 8pm - 8.45pm but alternative arrangements may be made if necessary. In addition, tutors are available via email and telephone.

Students will be allocated an Individual Study Supervisor. The supervisor provides 5 hours of tutorial support relating to the Individual Study.

Students also have access to the Higher Education Academic Tutor (Gillian Askew)

The Library at New College Durham provides access to books, DVDs, journals, computers and other learning resources. These include a quiet study area as well as small tables for group discussion and PCs with the latest software to help support, consolidate and promote learning including specialist software

packages for the course. All PCs have internet, email and Microsoft packages, plus electronic resources allowing you to access relevant and up-to-date information, online databases, e-books and online reference material. All students have access to electronic resources through the Athens interface, which allows access to over 4,000 books and 500 journals, as well as industry specific information. 150 loanable net books are available to help students and their study needs.

Experienced Library staff are available to assist students in finding the materials they need. All students attend an induction that is tailored to their learning needs and the studying/research they will be undertaking. Daily newspapers and journals are available plus photocopying, scanning and printing facilities.

The Higher Education centre, a social space specifically designed for students on Higher Education programmes can be accessed. The purpose built centre with an open plan social feel and a glazed external façade, includes 2 large working classrooms, an IT suite and an open plan breakout area with a social space to encourage informal working.

The e-LC is also available and has more than 250 computers all with Microsoft Office 2016 software, available on a drop-in basis.

Other facilities include the Refectory, Costa and Starbucks and the Halo salon available for use by all. The latest fitness equipment is also available for use in the Steps 2 Fitness centre accessible by all for multi-purpose activities in the Sports and Dance Halls with extra clubs such as Football and Rugby that can be joined.

## 7. Criteria for admission

### **Standard Entry criteria**

- Applicants must have already achieved 120 credits at Level 5 in an Education or Training based area.
- Appropriate professional practice in a teaching and learning environment is desirable, e.g. teaching, training, facilitating, supporting learning, assessing, tutoring, mentoring, coaching or supervising workshops
- A positive reference from a previous course tutor is required
- All applicants will be required to take part in an interview
- Applicants will also be required to have or be working towards GCSE qualifications in English and Mathematics if they intend to progress to teaching in Early Childhood or Secondary settings as well as GCSE Science if for Primary. Those wishing to teach in Post Compulsory

Education/Training must have or be working towards a L2 or equivalent in maths and English

### **Non-Standard Entry**

Significant, appropriate experience in Education or Teaching and Learning coupled with evidence of successful academic study of an area of Education and Training, (e.g. Assessment, Mentoring, Leadership and Management) will be considered as an alternative route. Applicants will also be required to have or be working towards GCSE qualifications in English and Mathematics if they intend to progress to teaching in Early Childhood, Primary or Secondary settings. Those wishing to teach in Post Compulsory Education/Training must have or be working towards a L2 or equivalent in maths and English All applicants must be interviewed and must complete a short Academic Writing and Referencing Task.

### **8. Language of study**

English

### **9. Information about assessment regulations**

*Open University Academic regulations :*

<http://www.open.ac.uk/student/charter/sites/www.open.ac.uk/student/charter/files/file>

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

Rigorous Quality Assurance procedures at NCD are completed and monitored at staff, programme, department and wider college level. Curriculum Managers and Heads of School conduct learner walks and observations termly. These are developmental and allow opportunities for staff to set specific TLA targets that can be monitored and mapped to key performance indicators for each department. Each member of staff produce a TLA action plan where they can set their own targets and monitor progress towards these during the academic year.

Programme leaders complete course reviews at 4 timely intervals throughout the year. These include updates on student progress and in particular, any barriers to progress with actions to address. Curriculum Managers for the

programmes then meet with the Quality Department to review these and develop actions where necessary.

Each school also frequents a Quality Enhancement Plan, which are updated following Quality Reviews to monitor on going actions for the school. These are then discussed termly with meetings taking place between Quality, Curriculum Manager, Head of School and Vice Principal.

At student level, all modules are evaluated in through module evaluation forms at their completion. Results of these are discussed and monitored at the previously detailed Quality Review stage. Students also complete regular on-line surveys evaluating all aspects of the programme and college experience.

A Course Representative is nominated/elected who will represent the views of students at regular meetings with the Head of School.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification temp

	Programme outcomes																	
Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6
Behaviour for Learning	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Assessment for Learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Education Policy and Education Practice	✓	✓	✓			✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓
Leading Learning	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓					✓
Individual Study	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with 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. Cert HE, 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 in both English and the language of delivery.