

Programme specification

1. Overview/ factual information

| | |
|---|---|
| Programme/award title(s) | BA (Hons) Education Studies (top-up) |
| Teaching Institution | University Centre Peterborough (UCP) |
| Awarding Institution | The Open University (OU) |
| Date of first OU validation | 2022 |
| Date of latest OU (re)validation | N/A |
| Next revalidation | 2026 |
| Credit points for the award | 120 (top-up) |
| UCAS Code | X300 |
| HECoS Code | 100459 |
| LDCS Code (FE Colleges) | |
| Programme start date and cycle of starts if appropriate. | September 2022 |
| Underpinning QAA subject benchmark(s) | Education Studies |
| Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered. | Teachers' Standards Professional Standards for Teachers and Trainers |
| 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 |
| Duration of the programme for each mode of study | 1 years (FT), 2 years (PT) |
| Dual accreditation (if applicable) | N/A |
| Date of production/revision of this specification | Aug 2021 |

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's 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

- To provide a comprehensive programme of study, based on QAA benchmarks and professional body standards in the field of Education Studies
- Encourage a systematic, creative and flexible approach to solving complex educational and development problems.
- To provide students with the necessary practical and academic skills to enable them to progress or further their career in the Education sector.
- To develop graduate students who are skilled to meet the local and national labour market needs in the fields of education.
- To instil a lifelong passion for education for all.
- To graduate students with independence of mind and developed critical faculties to enable them to participate fully in civic life.
- To promote access to further progression within higher education, research and professional development including graduate teacher training pathways
- To provide the students with a secure knowledge base that will enable them to develop within their chosen career pathway.
- To support students in developing a range of transferable skills and competencies needed to interact with interdisciplinary fields of practice, and the wider environment.
- To develop autonomous and reflective education practitioners.
- To promote development of transferable skills to apply to a range of potential graduate careers and fields.

2.2 Relationship to other programmes and awards

The BA (Hons) Education Studies programme sits within the Education faculty at UCP which focuses the application of educational practice and theory within a variety of settings and age ranges.

The faculty recognises the importance of students understanding the full educational environment of all contexts, and so the BA (Hons) Education Studies (top-up) programme shares some modules with the BA (Hons) Primary Education (top-up) programme.

The programme is also designed to provide clear progression to a range of teacher training options, including primary, secondary, tertiary as well as teaching within higher education.

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 (Ord) Education Studies on completion of 60 credits at Level 6.

3. Programme structure and learning outcomes

Programme Structure – Level 6 – Full time

| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
|--|---------------|------------------|---------------|--------------------------|------------------|
| Leadership in Education | 15 | | | No | Y1 S2 |
| Individual Needs and Educational Psychology | 30 | | | No | Y1 S1 |
| Undergraduate Major Project | 30 | | | No | Y1 S1+2 |
| Developing and Using Resources in Practice | 15 | | | Yes | Y1 S1 |
| Advanced Professional and Reflective Practice in Education | 30 | | | No | Y1 S2 |

Programme Structure – Level 6 – Part time

| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
|--|---------------|------------------|---------------|--------------------------|------------------|
| Leadership in Education | 15 | | | No | Y2 S2 |
| Individual Needs and Educational Psychology | 30 | | | No | Y1 S1 |
| Undergraduate Major Project | 30 | | | No | Y2 S1+2 |
| Developing and Using Resources in Practice | 15 | | | Yes | Y2 S1 |
| Advanced Professional and Reflective Practice in Education | 30 | | | No | Y1 S2 |

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 |
| <p>A1 Critically discuss the various theories relating to educational practice</p> <p>A2 Critically appraise the ethical implications of some educational contexts</p> <p>A3 Analyse and evaluate personal learning journeys through reflective practice</p> <p>A4 Evaluate and synthesise a diverse range of sources to support evidence-based practice.</p> <p>A5 Critically explore how different educational settings vary and how this may affect the work of a practitioner</p> <p>A6 Reflect on their own career aspirations through a developed understanding of the education sector and the labour market for education studies graduates</p> | <p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of level 6.</p> <p>These include:</p> <ul style="list-style-type: none"> - traditional methods of lectures supported with seminars but also practical reflection, class discussions, online and ICT resources, case studies and a range of flipped-classroom activities. <p>Students will have the opportunity to explore and evaluate key educational theories and tools, building on their current and past professional experience in order to reflect on the application of these to contemporary settings.</p> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include Portfolios, Oral Presentations, Reports, Case Studies, Research Projects, Discussion Boards, Questioning, Peer Reviews, Critical Reflections and in addition, online quizzes will be utilised as formative assessment to check academic progress.</p> |

| 3B. Cognitive skills | |
|--|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>B1 Assess and evaluate practice through the use of a range of evidence</p> <p>B2 Analyse and evaluate educational theories</p> <p>B3 Evaluate how educational theory can be applied in practice</p> | <p>A broad range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, professional reflective exercises and projects.</p> <p>Assessment focuses on the coursework submissions, class / online discussions and presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

| 3C. Practical and professional skills | |
|---|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>C1 Gather, retrieve and synthesise information.</p> <p>C2 Apply and critically evaluate knowledge to create innovative teaching methodologies</p> <p>C3 Reflect on learning journey and professional development</p> | <p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to use of professional experience to discuss reflective opportunities and evidence-informed practice</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and reflective portfolio. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

| 3D. Key/transferable skills | |
|---|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>D1 Read independently and purposefully to identify and critically evaluate relevant information from a range of sources</p> <p>D2 Communicate accurately and clearly, through academic and professional writing for a range of purposes</p> <p>D3 Articulate the knowledge, skills and understanding that underpin effective practice in educational contexts</p> <p>D4 Retrieve, organise and synthesise arguments, opinions and qualitative and quantitative data, and present findings and conclusions in a variety of formats</p> <p>D5 Use a range of digital technologies for study, participate in online discussion and recognise the role of ICT in supporting practice and continuing professional development</p> <p>D6 Engage in enquiry and research in the area of education including the importance of ethical considerations.</p> | <p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to use of professional experience to discuss reflective opportunities and evidence-informed practice</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and reflective portfolio. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

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

Students on the programme will all study the same core modules. There are no option modules.

Alongside the programme, students will be in an education setting for a minimum of 40 days per academic year. When students complete the professional development module, this setting-based practice will need to be evidenced in their 'professional development' in which they will develop a portfolio of practice evidence. The professional development and reflective practice module will be partially assessed on site by the university and by their workplace mentor through observation of practice.

5. Support for students and their learning.

While studying at UCP, students are provided with both academic and pastoral support through a variety of mechanisms.

Regular tutorial sessions are built into all programmes delivered at UCP to provide students with the opportunity to access weekly additional support from their tutor. These sessions provide both group and one-to-one contact. Each tutorial scheme has learning partnership as its core theme, Level 6 focusing on autonomy and academic enquiry as well as preparation for postgraduate employment and study.

To support our student-centred approach, tutors have an open office policy and will facilitate one-to-one sessions outside of tutorial time to most appropriately support students. The Higher Education Managers also host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions covers issues such as developing academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, Level 6 students mentored Level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to Levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme is being introduced into a variety of other undergraduate courses and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensures that there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor have ensured that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one-to-one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, a new Employer and Community Consultative Group was established in March 2019. The group, which has evolved from the HE Steering Group, will provide crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the

senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

6. Criteria for admission

- A minimum of 400 hours pre-entry work experience within an education setting.
- A confirmed placement of a minimum of 40 days per academic year, including identification of a workplace mentor.
- Successful completion of a 240 credit level 5 qualification, FD or equivalent
- GCSE English language and mathematics at a minimum of grade C or grade 4 or equivalent
- If English is not the first language, an IELTS score of 6.0 or above is required, or an equivalent English Language qualification.

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).

N/A

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

UCP has 25 years' experience of delivering Higher Education courses. All members of the education delivery team are appropriately qualified at the level they will be teaching. In addition to this they have many years of previous professional experience in their specialist fields and some continue to be actively engaged in the primary education sector. All members of the team engage in regular CPD opportunities.

Each member of staff has consistently been graded in observations as good or better by the UCP quality department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.

Staff development is available at UCP at least three times a year and staff actively take part in training events (e.g. Ethics, Scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.

UCP has a Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship.

All of the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for student feedback on modules in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback, if appropriate.

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

N/A

Annexe 1 - Curriculum map

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

| Level | Study module/unit | Programme outcomes | | | | | | | | | | | | | | | | | |
|-------|--|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | C1 | C2 | C3 | D1 | D2 | D3 | D4 | D5 | D6 |
| 6 | Leadership in Education | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Individual Needs and Educational Psychology | | ✓ | | | ✓ | | | ✓ | | ✓ | | | | ✓ | | | | |
| | Undergraduate Major Project | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ |
| | Developing and Using Resources in Practice | ✓ | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Professional Development and Reflective Practice | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |