



Programme Specification and Curriculum Map

Faculty of Arts and Science

BA (Hons) Education &
Professional Practice

2017

Programme specification

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

1. Overview/ factual information

Programme/award title(s)	Certificate of Higher Education in Education and Professional Practice Diploma of Higher Education in Education and Professional Practice
Teaching Institution	BA in Education and Professional Practice BA (Hons) in Education and Professional Practice Havering College of F&HE
Awarding Institution	The Open University
Date of latest OU validation	April 2017
Next revalidation	2022
Credit points for the award	Certificate of Higher Education in Education and Professional Practice 120 credit level 4 Diploma of Higher Education in Education and Professional Practice 240 credit level 5 BA in Education and Professional Practice 300 credit level 6 BA (Hons) in Education and Professional Practice 360 credit level 6
UCAS Code	X300
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	Education 2015
Other external and internal reference points used to inform programme outcomes	Foundation Degree for Supporting Teaching and Learning in Schools Foundation Degree Early Years and Childcare Education Progression Route - Level 6 top up award Progression Route - Level 5/6 top up award

Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT, DL)	3 years full time
Dual accreditation (if applicable)	
Date of production/revision of this specification	January 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 students' handbook.

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

2.1 Educational aims and objectives

Education studies has evolved from its origins in teacher education to a subject in its own right. Essentially, education studies is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers the intellectually rigorous analysis of educational processes, systems and approaches, and their culture, societal, political, historical and economic contexts... QAA Education Studies Benchmark Document (2015) 2.2

Education studies provides an academic study of formal and informal contexts of education as well as a framework for understanding some aspects of human and social development. These contexts and phases encompass a diverse range of groups within educational settings such as administration, post 16 learning, children services, community development and personal and professional development. QAA Education Studies Benchmark Document (2015) 3.2

The BA (Hons) Education and Professional Practice is unique in its approach to deliver all the areas above under one qualification and bring into contact teaching practitioners and professionals from different sectors of education who will work together to interrogate key concepts of the education system within their own working context.

The aims of the programme are to:

- engage participants in the fundamental aims and values of education studies in a systematic way;
- critically interrogate the underlying concepts and principles of theory and communication relevant to education studies and professional practice;
- develop knowledge, understanding and high levels of analysis and reflection of

professional practice across educational sectors;

- improve own learning and performance, including the development of study and research skills, working to deadlines and organising an effective work pattern;
- use a range of evidence to formulate appropriate and justified ways forward and potential changes in professional practice.

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)

Foundation Degree for Supporting Teaching and Learning in Schools
Certificate in Education - Progression Route - APL level 5 intermediate year
HLTAs and others - level 4 where participant has required credits
CPD all modules – levels 4, 5, 6

Participants will gain 120 credits for each year of the programme.

Where claims for APL are awarded participants will need to provide evidence of the APL credit claim.

Higher Level Teaching Assistants will come into the programme at level 4, however APL may be considered for modules where appropriate level 4 qualification studies have been awarded.

Cert Ed participants coming in at the level 5, will progress directly from their initial teacher training studies, where they will have accumulated 120 credit points toward the programme as set out in the validation document.

FD students will take the level 6 'top up' year as direct progression and continuation of study to gain a BA (Hons) in Education and Professional Practice. The programme has been designed to reflect level 4 and 5 equivalents delivered through the FD programme.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Develop knowledge and understanding through critical reflection and debate of key theories and concepts surrounding a number of different perspectives and educational issues in education.</p> <p>A2: Develop an understanding of educational policies influencing educational choice.</p>	<p>Lectures, whole group and small group debates and discussions, question and answers, tutorials with mentors and module tutor. Literature and work-based research. Engage with professional standards, educational policies and reflect on salient issues.</p> <p>Level 4 Personal, Academic and Professional Development A1 History of Education in Context A1 Applied Sociology of Education A1 A2 Applied Psychology of Education A1 Technology for Education A1</p> <p>Level 5 Professional Review and Development A1 Research Methodologies in Education A1 The Impact and Influence of Policy Decisions on Education A1 Inclusion A1 Working with Others A1 A2 A3</p> <p>Level 6 Professionalism & Accountability in Educational Contexts A1 A2 Effective Management, Leadership and Administration A1 Developing Innovative Practice within a Learning and Organisational Context A1 A2 Managing Transitions A1 Dissertation A1</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Analyse the effects of education policies within the programme context.</p> <p>B2: Interrogate the assumptions underpinning theory and research across a range of disciplines and apply to practice.</p>	<p>Apply key principles to related contexts through written and practical work – small group and whole group discussions surrounding key principles and educational policies, independent study.</p> <p>Work-based collection of evidence and reflective review of own professional conduct and positionality. Analysis of professional standards through discussions/debates and literature review and consider how these are applied throughout the educational organisation.</p> <p>Compare professional standards of other external education organisations and professional bodies.</p> <p>Interrogation of theoretical concepts and principles of teaching and learning, including adult teaching and learning for own review, through discussions/debates/independent learning, taught sessions.</p> <p>Level 4 Personal, Academic and Professional Development B1 History of Education in Context B1 B2 Applied Sociology of Education B1 Applied Psychology of Education B1 Technology for Education B1 B2</p> <p>Level 5 Professional Review and Development B1 B2 Research Methodologies in Education B1 B2 The Impact and Influence of Policy Decisions on Education B1 B2 Inclusion B1 B2 Working with Others B1</p>

	<p>Level 6 Professionalism & Accountability in Educational Contexts B1 B2 Effective Management, Leadership and Administration B1 B2 Developing Innovative Practice within a Learning and Organisational Context B1 B2 Managing Transitions B1 B2 Dissertation B1 B2</p>
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3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Research and apply the principles of theoretical concepts to own workplace practice.</p> <p>C2: Reflect on own role and accountability within an organisational context.</p> <p>C3: Work within the boundaries of organisational and government policies.</p>	<p>Evidence and work based research. Engage with professional standards apply to own practice and reflect on salient issues.</p> <p>Reflection on mentor tutorials and reports on performance in the workplace.</p> <p>Collect evidence of team meetings and own participation. A diary log of activities.</p> <p>Review working practices and set goals for improvement. Student presentations.</p> <p>Level 4 Personal, Academic and Professional Development C1 C2 History of Education in Context C1 Applied Sociology of Education C1 C2 Applied Psychology of Education C1 Technology for Education C1</p>

3C. Practical and professional skills	
	<p>Level 5 Professional review and Development C1 C2 Research Methodologies in Education C1 The Impact and Influence of Policy Decisions on Education C1 C2 Inclusion C1 C2 Working with Others C1 C2</p> <p>Level 6 Professionalism & Accountability in Educational Contexts C1 C2 Effective Management, Leadership and Administration C1 Developing Innovative Practice within a Learning and Organisational Context C1 C2 Managing Transitions C1 C2 Dissertation C1 C2 C3</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Develop key skills in line with observing academic conventions of writing assignments and reports.</p> <p>D2: Plan and manage own learning, prepare and present ideas in written numerical and oral forms.</p> <p>D3: Analyse, synthesise, evaluate and identify problems and solutions.</p>	<p>Independent study, workshops, 1-1 tutorials. Plan and manage own study. Lectures, whole group and small group discussions, question and answers, tutorials with mentors and module tutor.</p> <p>Evidence-based research. Plan and manage own learning. Practical tasks. Prepare data in graphical and numerical formats. Take part in debates and discussions and justify own position. Review working practices.</p>

3D. Key/transferable skills

Level 4

Personal, Academic and Professional Development D1 D2
History of Education in Context D1
Applied Sociology of Education D1
Applied Psychology of Education D1
Technology for Education D1

Level 5

Personal and Professional Review and Development D1 D2
Research Methodologies in Education D1 D2 D3
The Impact and Influence of Policy Decisions on Education D1 D2
Inclusion D1
Working with Others D1

Level 6

Professionalism & Accountability in Educational Contexts D1
Effective Management, Leadership and Administration D1 D2 D3
Developing innovative Practice within a Learning and Organisational
Context D1 D2
Managing Transitions D1 D2
Dissertation D1 D2 D3

4. Programme Structure

Programme Structure - LEVEL 4			
Compulsory modules	Credit points	Optional modules	Credit points
Personal, Academic and Professional Development	20		
History of Education in Context	20		
Applied Sociology of Education	20		
Applied Psychology of Education	20		
Technology for Education	40		

Certificate of Higher Education in Education 120 credits; level 4

Programme Structure - LEVEL 5			
Compulsory modules	Credit points	Optional modules	Credit points
Professional Review and Development	20		
The Impact and Influence of Policy Decisions on Education	20		
Inclusion	20		
Working with Others	20		
Research Methodologies in Education	40		

Diploma of Higher Education in Education – 240 Credits; level 5

Programme Structure - LEVEL 6			
Compulsory modules	Credit points	Optional modules	Credit points
Professionalism, Expertise & Accountability in Educational Contexts	20		
Effective Management Leadership and Administration	20		
Developing Innovative Practice within a Learning and Organisational Context	20		
Managing Transitions	20		
Dissertation	40		

Participants may take 3 x 20 credit modules to gain BA in Education and Professional Practice; 300 credits level 6

BA (Hons) in Education and Professional Practice 360 credits; level 6

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

This programme is offered for in-service professionals (paid or voluntary) who have a role in an educational context and builds on professional expertise as well as practice. Providing a fresh approach into the wider perspectives of changing education disciplines, the programme encourages healthy debate and discussion surrounding key issues of educational uncertainty; building a deep knowledge of education and educational studies across the sectors; taking in key aspects of learning through: educational, psychological and social theory and policy, strategic management approaches, accountability, professionalism and whole organisational practices that go beyond teaching. It brings the education sectors together, as well as professional practitioners, to broaden knowledge of organisational strategies, policies and sector contexts. The attendance model enables success in that it allows those in work to attend 1 day per week.

6. Support for participants and their learning

Participants are fully supported in their studies through the inclusion of:

- 1-1 tutorials;
- HE Centres and online resources through the college VLE;
- HE Student Advisors from Student Services (student finance);
- HE – Additional Learning Support - dedicated member of staff;
- support with applications to DSA for Learning Support;
- HE staff in the LRCs;
- access to tutors via e-mail outside sessions;
- formative feedback;
- peer and mentor support.

7. Criteria for admission

Participants will apply via UCAS for the programme and will need to:

- have 160 UCAS points (64 UCAS points on the new tariff from September 2017) in a level 3 qualification;
- have passed English GCSE at grade C or above (English GCSE grade 4 or above on the new tariff for 2017) or equivalent;
- provide a letter of support from their setting.

Those applying for the top up programme will apply through the normal college procedures (UCAS) and will possess 120 credits each at level 4 and level 5 in a relevant programme.

Where participants are applying for level 5 through APL they must show evidence of prior qualifications, as well as meeting the criteria for level 4. The college HE procedures for APL will apply.

8. Language of study

English

9. Information about assessment regulations

The college works within Assessment Regulations (September 2015) that have been written by the Open University (CICP).

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

The college and education team use a variety of approaches to collect data for evaluation and course revision/improvement purposes. These will include:

- gathering student end of module feedback;
- gathering tutor end of module feedback;
- course Board of Study meetings, where participants attend;
- college survey;
- focus groups;
- college HE evaluation documentation e.g. External Examiner, Academic Reviewer reports;
- student destinations survey.

Annexe 1: Curriculum map and module map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

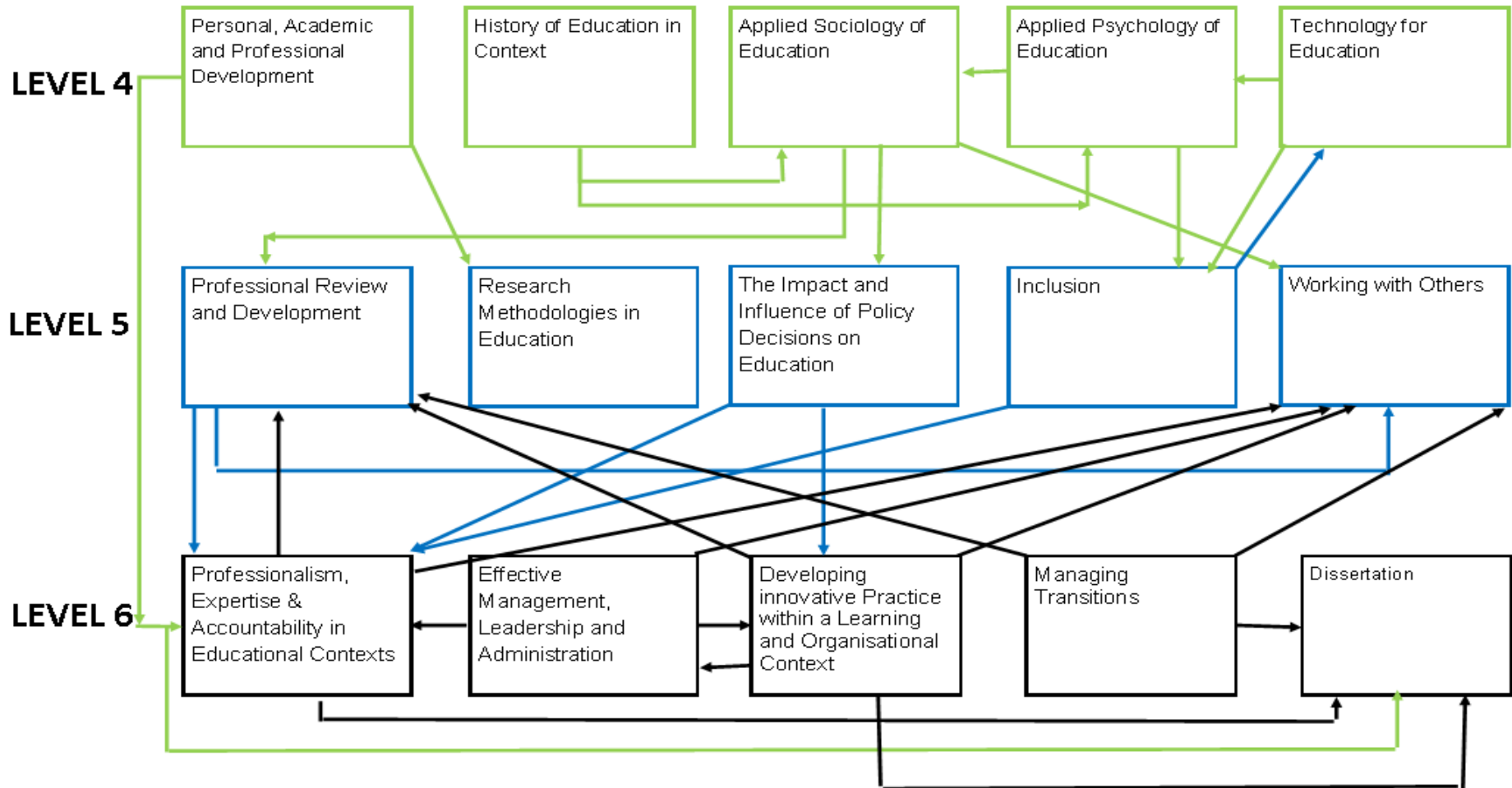
This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit								
		A1	A2	B1	B2	C1	C2	D1	D2
4	Personal, Academic and Professional Development	✓		✓		✓	✓	✓	✓
	History of Education in Context	✓		✓	✓	✓		✓	
	Applied Sociology of Education	✓	✓	✓		✓	✓	✓	
	Applied Psychology of Education	✓		✓		✓		✓	
	Technology for Education	✓		✓	✓	✓		✓	

Level	Study module/unit										
		A1	A2	A3	B1	B2	C1	C2	D1	D2	D3
5	Professional Review and Development	✓			✓	✓	✓	✓	✓	✓	
	Research Methodologies in Education	✓			✓	✓	✓		✓	✓	✓
	The impact and Influence of Policy Decisions on Education	✓			✓		✓	✓	✓	✓	
	Inclusion	✓			✓	✓	✓	✓	✓		
	Working with Others	✓	✓	✓	✓		✓	✓	✓		

Level	Study module/unit											
		A1	A2	B1	B2	C1	C2	C3	D1	D2	D3	
6	Professionalism, Expertise & Accountability in Educational Contexts	✓	✓	✓	✓	✓	✓		✓			
	Effective Management, Leadership and Administration	✓		✓	✓	✓			✓	✓	✓	
	Developing innovative Practice within a Learning and Organisational Context	✓	✓	✓	✓	✓	✓		✓	✓		
	Managing Transitions	✓		✓	✓	✓	✓		✓	✓		
	Dissertation	✓		✓	✓	✓	✓	✓	✓	✓	✓	

Module Map



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. 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.