

# Programme Specification

<b>Programme Title and Name of Award</b>	BA (Hons) Teaching and Learning (Top Up)		
<b>Academic Level</b>	Level 6	<b>Total Credits</b>	120
<b>Professional Body Accreditation / Qualification</b>	None		
<b>Date of Professional Body Accreditation</b>	not applicable	<b>Accreditation Period</b>	not applicable
<b>UCAS Code</b>	N/A		
<b>HECoS Code</b>	100459		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="http://www.cumbria.ac.uk/study/courses/undergraduate/education-studies/">http://www.cumbria.ac.uk/study/courses/undergraduate/education-studies/</a></p> <p>The following additional requirements apply for entry to this programme: DBS clearance</p>		
<b>Teaching Institution</b>	University of Cumbria (UoC)		
<b>Owning Department</b>	Institute of Education		
<b>Programme delivered in conjunction with</b>	N/A		
<b>Principal Mode of Delivery</b>	Face to Face		
<b>Pattern of Delivery</b>	Full Time		
<b>Delivery Site(s)</b>	Lancaster		
<b>Programme Length</b>	Standard registration period (full-time) 1 year		

	Maximum Registration Period 7 years
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	BA Teaching and Learning
<b>Period of Approval</b>	Sept 19 to Sept 24

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

### Programme Features

The programme is a top-up to BA Hons written and designed for a wide range of students who have completed a Foundation Degree or Dip HE in Teaching and Learning, Early Years, Education Studies or similar, and who are interested in teaching and learning in a wide range of educational settings, within schools and beyond.

This could be a useful degree for students who already work in an educational setting and are keen to develop their expertise and knowledge. The programme encourages students to gain placement experience. Students who are already working in a setting, can continue to work in the setting, as this can be used as their placement experience.

The programme aims to ensure that students develop a range of key graduate skills, together with various subject-specific skills and capabilities to enhance their future employment opportunities. Focussed learning modules allow students to make links between theory and practice and will add to student CVs in terms of making explicit to future employers, work based skills and knowledge. In addition, the programme includes modules at all three levels aimed at ensuring that students develop techniques of enquiry and analysis, together with independent learning skills.

More specifically, students experience a programme that includes pre-school to Higher Education, and the range of provision offered for vocational and non-vocational education and training which supports

the notion of life-long learning.

Modules will usually be delivered through a combination of lectures, seminars and tutorials. In many modules, these will be supplemented by electronically based activities. Modes of assessment will be closely aligned with the content and learning outcomes of the modules, and will encourage the development of a breadth and depth of intellectual and practical skills. Methods will include essays; poster presentations; individual presentations supplemented by individually-produced supporting papers; portfolios: and participation in on-line discussion boards. Students will also be required to produce a Special Study at Level 6.

## Aims of the Programme

The overall aims of the Programme are:

1. Explore the underpinning fundamentals of teaching and learning in education including English, Mathematics and frameworks for teaching and learning.
2. Consider a range of educational systems and settings, selected from local, national and international examples, with scope for pursuing your own particular professional interests.
3. Develop a critical understanding of educational environments and approaches in relation to social policy and educational diversity.
4. Recognise and evaluate the process of human learning and the impact, learning and education have, not only within schools and other formal educational institutions but also within the wider social context as learner's progress and change from childhood and adolescence to adult life and old age.
5. Cultivate a critical perspective on contemporary education and consider the possible directions of its future development.
6. Critically reflect on personal values in relation to education and make connections to the assumptions made within educational contexts.
7. Complete research enquiries on educational issues and in educational settings, demonstrating critical thinking and skills to effectively design, complete and report on educational research, including the collection and analysis of numerical and narrative data, that reaches balanced conclusions positioned within the existing literature.
8. Develop a well-informed, enquiring, analytical and critical disposition towards educational current issues and practice.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.

- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

### **Programme Outcomes – Knowledge and Understanding**

The programme provides opportunities for you to develop and demonstrate the following:

#### **After 300 credits of study (BA) you will be able to demonstrate:**

**K1.** A systematic and conceptual understanding of societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.

**K2.** A conceptual understanding of the variety of barriers which can impact on learning through the appropriate age ranges.

#### **After 360 credits of study (BA Hons) you will be able to demonstrate:**

**K3.** An ability to use a range of theoretical ways to critically review and evaluate the range of ways in which participants (including learners and teachers) can influence the learning process.

**K4.** An ability to critically reflect and analyse current issues and how they can impact on educational settings.

### **Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

#### **After 300 credits of study (BA) you will be able to demonstrate:**

**S1.** The ability to manage your own learning, organise effective work patterns, and work to deadlines.

**S2.** The ability to reflect on your own values system, using your knowledge, evidence and critical understanding, to locate and justify a personal position in relation to the subject.

#### **After 360 credits of study (BA Hons) you will be able to demonstrate:**

**S3.** How to process and synthesise data to present and justify a chosen position.

**S4.** The capacity to critically review and evaluate concepts and evidence from a range of sources in a systematic way, identifying and reflecting on their potential application in educational policies and contexts, and suggesting potential changes in practice.

### **External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points

have been used to inform the Programme Outcomes:

QAA Subject Benchmarks Education Studies

UoC level descriptors

Education Studies AER 2015, 2016

FHEQ

## **Graduate Prospects**

There are a number of post graduate opportunities available for students upon completion of the programme, including further Masters level study as well as postgraduate Primary QTS programmes. Students may go on to work within children's centres or museum/history focused educational settings for example.

## **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

UoC Learning, Teaching and Assessment Strategy 2014-2017:

1. To place student learning at the heart of what we do

Student learning is planned carefully to ensure modules are relevant to the programme and provide students with appropriate experiences. Students experience a personalised learning journey through a Personal Development Portfolio; identifying and developing a range of employability skills and transferable academic skills. A range of delivery/teaching methods are utilised to provide flexibility for learners.

2. To promote learning partnerships

Use strong relationships with educational setting and University partnership office to support the sourcing and organisation of appropriate placement experiences for students

3. To embrace innovative approaches to learning, teaching and assessment

A range of alternative approaches are utilised beyond face to face methods, with an emphasis on digital literacy, approaches may include online assessment, electronic Personal Development Portfolio, on-line discussion boards. Use is made of formative assessment as a precedent of summative assessment to support students in their learning and in the development of academic and employability skills.

4. To continue to recruit well qualified, high quality staff

Staff on the programme have a wide range of experiences and backgrounds, including primary, secondary and further education. Where possible guest speakers, with expertise in more

specific areas, are invited to enhance the student experience. Many of the staff hold Qualified Teacher Status, are Fellows of the HEA and hold a range of academic qualifications.

5. To provide staff development opportunities appropriate to a University focused on student learning

All staff have development opportunities both within and, where appropriate, beyond the institute. Staff are expected to ensure their knowledge and understanding is up-to-date and are encouraged to attend conferences/training that is relevant to their areas of expertise.

6. To ensure quality provision through robust review and enhancement processes

The programme follows university guidelines on module evaluations, staff student forums, National Student Survey and Penultimate Year Survey.

### **Learning and Teaching**

A variety of strategies are used across the programme to ensure all students' development and acquisition of key knowledge and understanding to achieve programme outcomes. Students will be given opportunities to experience flexible and creative approaches to teaching and, to foster independent learning.

Indicative Learning and Teaching strategies:

- Seminars
- Lectures
- Tutorials
- Guided discussions
- Guided study and reading,
- Reflection
- VLE
- Practical activities

Alongside academic learning, students are encouraged to participate in placements in educational settings of interest to enable students to incorporate academic learning into their professional practise. Placements are an opportunity for students to experience a range of educational settings and develop aspirations for future careers.

### **Summative and Formative Assessment**

Assessments are designed to allow students the opportunity to demonstrate that they have achieved module and programme outcomes.

Formative assessment is an important element of the programme; this will vary across modules, but is intended to support learning.

Summative assessment is used to demonstrate outcomes that have been achieved but also offer elements of assessment for learning to take forward into further studies.

Indicative range of assessments:

- Reflective journal
- Professional Development Portfolio
- Resource Packs
- Academic Posters
- Written assignments; including academic essays and a special study

## Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### Induction

Students will be introduced to their Personal Tutor during their first week.

### Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

### Personal Development Planning

Students will complete a personal development portfolio throughout their studies. This is embedded into a module and forms part of the assessment. Module tutors and personal tutors are able to support this activity.

### Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional [Library and Academic Advisors](#). It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

### IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

## **Staff and Student Services**

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

### **Head Start Plus**

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2<sup>nd</sup> and 3<sup>rd</sup> year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

### **Peer Mentoring @ Cumbria**

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

### **Mature Students' Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

### **Career Ahead**

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).

## Programme Curriculum Map for BA (Hons) Teaching and Learning Top Up

Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
6	TELE6100	Professional Studies and Work-based Contexts 3	20	Compulsory	K4, S1, S2
6	TELE6002	Inclusive Practice	20	Compulsory	K1, K2, K4, S1, S2,
6	TELE6003	Developing a Specialism	20	Compulsory	K3, S1-4
6	EDST6004	Current Issues in Education and International Perspectives	20	Compulsory	K1-4, S1, S2
6	TELE6005	Technology Enhanced Learning	20	Compulsory	K4, S1, S2
6	TELE6006	Special Study	20	Compulsory	K3, K4, S3, S4

### Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes

<http://staff.cumbria.ac.uk/Public/AQS/Documents/AcademicRegulations/AcRegs.pdf>

### \* Key to Module Statuses

Compulsory Modules	Must be taken although it may possible to condone as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
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**Programme Delivery Structure: Full Time Teaching and Learning**

<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Extended / Year-Long</b>		
TELE6100	Professional Studies and Work-based Contexts 3	Autumn	Portfolio	November
TELE6002	Inclusive Practice	Autumn	Resource Pack	December
TELE6003	Developing a Specialism	Autumn	Academic Poster Presentation	January
EDST6004	Current Issues in Education and International Perspectives	Spring	Written assignment	March
TELE6005	Technology Enhanced Learning	Spring	Written assignment	April
TELE6006	Special Study	Spring	Written assignment	May

**Students exiting at this point with 300 credits would receive an Ordinary BA Teaching and Learning**

**Students exiting at this point with 360 credits would receive a BA (Hons) Teaching and Learning**

## Methods for Evaluating and Improving the Quality and Standards of Learning

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Within Module reviews
- Module Evaluation
- Programme validation and revalidation
- Annual Evaluatory Reports
- Peer Review of Teaching
- External Examiner Reports
- Programme Team Meetings

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, Penultimate Year Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners

### Date of Programme Specification Production:

April 2018

### Date Programme Specification was last updated:

For further information about this programme, refer to the programme page on the University website

<http://www.cumbria.ac.uk/study/courses/undergraduate/education-studies/>