PROGRAMME SPECIFICATION

for the award of

BA Education and Lifelong Learning

Managed by the Faculty of Humanities and Social Sciences School of Education

delivered by Activate Learning at Oxford City College and Bracknell and Wokingham

Date approved:	Date approval confirmed, on recommendation of University validation panel or other authorised body.
Applies to students commencing study in:	September 2019 Activate Learning at Oxford City College Activate Learning at Bracknell and Wokingham

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
13/03/19	Admissions and interview statement p.6 PLOs mapped to modules at p.4 Module name change at pp.4,5	Validation conditions (and periodic review)

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Activate Learning at Oxford City College Activate Learning at Bracknell and Wokingham
Language of study:	English
Final award/s:	BA(Hons) Degree
Programme title:	Education and Lifelong Learning
Interim exit awards and award titles available:	
Brookes course code:	BAH-ELL
UCAS code:	X316
JACS code:	X300
HECoS code:	100459
Mode of delivery: (Mode of Study given in brackets)	Face to face/on-campus (full-time)
Duration of study:	Normally One Year Students must complete the programme within a maximum study period of 3 years
Subject benchmark statement/s which apply to the programme:	Subject benchmarking statements for Honours Degree Education Studies - 2015
Professional accreditation attached to the programme:	Not applicable
Apprenticeship Standard:	Not applicable
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

The BA Education and Lifelong Learning is a 'top-up' year to provide progression from FD Support for Learning for students in Oxfordshire, the Thames Valley and Reading/ Bracknell and Wokingham areas where Activate Learning have colleges. The programme greatly improves local access to full BA for teaching assistants in primary, secondary and FE classrooms. Students enjoy the advantages of studying in a dedicated higher education centre at City of Oxford College or Bracknell and Wokingham College along with having the wide range of resources available from Oxford Brookes University. The BA Education and Lifelong Learning provides a local opportunity to achieve an honours degree for personal development and achievement, and for career development, which may be through PGCE courses or enhanced responsibility at work.

The programme is tailored to support students in their current roles and in future roles in the field of education. Areas of study include the psychology of learning, leading classroom practice, contemporary issues, research methods and reflective and professional practice. Students have the opportunity to carry out a small-scale research project to investigate an area of interest in their own practice. Professional skills are developed through working with peers, sharing practice, making presentations and leading discussions. Throughout the course students receive support from the course leader and personal tutors, with regular opportunities to discuss progress and with access to support from librarians and student support services.

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

Recognise and evaluate the significance of political, social, economic and technological influences on education

Understand, apply and appraise a range of education concepts, practice and skills to enhance current and future professional practice and contribute to organisational development

Demonstrate a critical awareness of contemporary issues in education and lifelong learning and reflect on the impact of these on professional and organisational roles and expectations

3.2 RESEARCH LITERACY

Apply educational tools of research, analysis, decision-making and evaluation to a wide range of educational scenarios and problems

Apply robust educational research methodology and techniques and understand its role in the development of ideas and thinking at the forefront of the discipline and practice

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

Critically evaluate the role of the individual within the organisation, and the importance of self-awareness within an academic and lifelong learning context

Select, deploy and evaluate leadership skills and techniques within a range of organisational contexts Reflect on personal and professional experiences to enhance performance, lifelong learning and career development.

3.4 DIGITAL AND INFORMATION LITERACY

Communicate and collaborate effectively with clients, colleagues and the community, face to face and using a range of appropriate technologies

Use a range of appropriate technologies to search for high-quality information and to evaluate and engage with the information obtained in personal, academic and professional life

3.5 ACTIVE CITIZENSHIP

Develop appropriate working practices to provide effective support for personalised and inclusive learning, recognising and valuing the diversity of learners and learning environments and actively engaging with issues of equity and social justice

Evaluate the scope and functions of curriculum within different contexts and cultures, locally, nationally and globally, questioning personal values and practices, and those of others, responsibly and ethically.

Programme Learning Outcomes mapped to the modules

	Academic Literacy	Research Literacy	Digital and Information Literacy	Critical Self-Awareness and Personal Literacy	Active citizenship
Research Methods	x	x	x	x	x
Psychology in the Learning Environment	x	x	x	x	x
Dissertation	x	x	x	x	
Developing Professional Roles and Identity	x	x		x	x
Contemporary Issues in Education	x	x	x	x	x
Developing an Effective Learning Environment	x	x	x	x	x

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Level	Credits	Status	Coursework: Exam ratio
1	Research Methods	Level 6	15 credits	Compulsory	100:0
2	Psychology in the Learning Environment	Level 6	15 credits	Compulsory	100:0
3	Dissertation	Level 6	30 credits	Compulsory	100:0
4	Developing Professional Roles and Identity	Level 6	15 credits	Compulsory	100:0
5	Contemporary Issues in Education	Level 6	30 credits	Compulsory	100:0

| 6 | Developing an Effective learning Environment | Level 6 | 15 credits | Compulsory | 100:0 |

4.2 PROGRESSION AND AWARD REQUIREMENTS

Not applicable

4.3 PROFESSIONAL REQUIREMENTS

Not applicable

SECTION 5: TEACHING AND ASSESSMENT

The range of teaching and learning methods used to promote learning and enable students to meet programme learning outcomes include:

- lecture;
- discussion – face to face and on-line;
- simulation;
- case study work;
- elicitation;
- group work;
- student presentations;
- peer supported reflection;
- research;
- games and quizzes;
- tutorials;
- e learning.

Graduate attributes are addressed on the programme through engagement in teaching and learning activities, individual and group work and independent study, through application of learning in professional practice and through assessed work. Students are already working in the Education Sector. Some students have significant and relevant experience from past employment in other areas of work. Previous and current voluntary work and family responsibilities also contribute to students' experience. Experience, and reflection on experience, therefore contributes significantly to students' development of graduate attributes and these attributes have importance in all areas of students' development, including personal, professional and academic.

Activities are built into the modules to provide formative assessment opportunities and to support achievement of assessment tasks. These include:

- assignment briefings;
- discussions for planning assessments and reviewing progress;
- formative feedback on the assignment feedback sheets;
- formative feedback on drafts for independently studied modules;
- one to one supervision/ tutorials;
- activities in course sessions that mirror parts of the assessment tasks.

A range of assessment methods is used to address the module outcomes, including:

- essay;
- reflective account;
- presentation;
- research proposal;
- literature review;
- case study;
- mind map;
- dissertation.

Assessment

A variety of methods of assessment will be used within the programme, including essays and reports, practical projects and practical teaching. Assignments will include opportunities to undertake a piece of action research, to develop your collaborative and teamwork skills and model co-operative approaches to curriculum policies and planning.

In the course of each year you must successfully complete a number of assignments, related to individual modules. You cannot pass a module unless you complete the required assessment successfully. In modules with more than one assignment, both elements must be passed both in order to pass the module. Assignments take a variety of forms. Each is designed to assess specified learning outcomes for the module; the overall nature and pattern of assessment is linked to the course learning outcomes. A sample of assignments are moderated between colleges at the university three times per year and student work is sent to the External Examiner for verification. Marks are ratified at exam boards.

The programme conforms to the University Regulations for Undergraduate Modular Programme
https://www.brookes.ac.uk/uniregulations/current/specific/umpregulations/doc/b2-7honours_degree.pdf
http://www.brookes.ac.uk/uniregulations/current/core/assessment/index_html

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

https://www.brookes.ac.uk/courses/undergraduate/education-and-lifelong-learning/

Typically, applicants must have:
- Level 5 qualification such as Foundation Degree or HND (240 Credits equivalent) in a relevant subject

Applicants will also need to provide evidence of a satisfactory DBS (Disclosure and Barring Service) check.

Applicants will be required to have a minimum of two years' experience of working or volunteering in an educational setting prior to commencing the course, and provide evidence that their current setting/employer is prepared to support their training needs.
All applicants will be required to attend an interview at the College.

Following successful completion of the Honours degree, candidates intending to apply for Initial Teacher Training (ITT) programmes should note that they will require GCSE Grade C (4) or above in English, Maths and Science at the point of application.

IELTS
6.0 overall with 6.0 in reading and writing and 5.5 in listening and speaking

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

There are no placements as part of this programme. As students are already working in a paid or voluntary capacity DBS (Disclosure Barring Service) checks are carried out in their place of work.

SECTION 7: PREPARATION FOR EMPLOYMENT

The majority of students are already employed as teaching assistants and learning support assistants. Some students go on to initial teacher education in the Primary sector or gain teaching positions in Further Education. Others gain promotion within their current employment or with new employers

in roles such as Higher Learning and Teaching Assistant, Cover Supervisor or management roles in College Support Services.

Links with Employers

Current links are:

- visiting speakers from relevant industries/professions;

- employer representation at student presentations;

- consultations between students and their employers when planning projects.