OXFORD BROOKES UNIVERSITY

UNDERGRADUATE

BA (Hons) Top Up Education and Lifelong Learning Handbook 2023 (January)

Programme Handbook 2023

Purpose of this handbook

The purpose of this Programme Handbook is to provide you with specific information that under-pins the design, delivery and management of your programme. It is your responsibility to familiarise yourself with the contents of this Programme Handbook and to talk to your programme team if you have any questions.

This is not the only handbook available to you. Alongside this handbook you will also have access to the Institutional University Guide which will provide you with information that is central to your studies, including policies and regulations, student support and wellbeing and all the services available to you through Student Support.

You will also be given a guide to each module you study which will have very specific information about the weekly schedule, assessment and feedback deadlines and the processes for handing in work, what you should do with your assessment if you have extensions and anything else pertinent to the module.

Contents

Contents

Supporting Your Learning & Resources   23

Your Programme Community   27

Your Voice   30

Chapter 1

Your Teaching Team

Your Teaching Team

Programme leader

The Programme Leader has oversight of the whole programme and may deliver some of the modules.

Contact the Programme Leader for general queries about the course.

Programme Leader: **Ola Okuwobi**

Room: LSCI Teacher's Room

Office Hours: 10am till 5pm

Email: ola@lsci.org.uk

Module leader for each module

Please follow this link to the timetable section of the handbook for details about when modules will be taught. Add link

Dr Mulenga- mulenga@lsci.org.uk

> Office Hours: 10am till 5pm

Faisal Usmani – mfaisalusmani@lsci.org.uk

> Office Hours: 10am till 5pm

Tsitsi Marima – tsitsimarima@lsci.org.uk

> Office Hours: 10am till 5pm

Salma Ali – salma@lsci.org.uk

> Office Hours: 10am till 5pm

Module	Module Lead
EDUC 6004 Contemporary Issues in Education	Dr Mulenga
EDUC 6005 Developing Professional Roles and Identity	Salma Ali
EDUC 6006 Dissertation	Faisal Usmani
EDUC 6007 Developing an Effective Learning Environment	Ola Okuwobi

EDUC 6008 Psychology in the Learning Environment	Ola Okuwobi
EDUC 6009 Research Methods	Tsitsi Marima

Student Support

Lucia Mihaela is your College Academic Support Officer **– admin@lsci.org.uk**

Academic Librarian

College Library
LRC Learning Resource Centre is Niharika Gottipati at datamanager@lsci.org.uk

Oxford Brookes Library
Name: Hazel Rothera and Charlotte Olehnovics

Email: educationlibrarians@brookes.ac.uk

Your HE Team

Your College HE Team

HE Office		
HE Support		
HE Admissions		
HE Manager		
HE Registrar		
HE Study Support Officer		
HE Administrator		

Chapter 2

Your Programme

Your Programme

Overview of the programme

BAH-ELL – BA (Hons) in Education and Lifelong Learning top-up

Programme Handbook 2023

Final Award: BA (Honours) Degree

Exit Award: BA (Ordinary) Degree

Mode of Study: Full time

Mode of Delivery: On Campus

Professional/Regulatory Accreditations/Approval or Endorsement: Not applicable

Department: School of Education

Faculty: Faculty of Humanities and Social Sciences

Welcome to London School of Commerce and IT and to the BA (Hons) in Education and Lifelong Learning, developed in collaboration with the Oxford Brookes University Faculty of the Humanities and Social Sciences, School of Education.

The purpose of this handbook is to introduce you to the academic community of which you are about to become a part and to give you sufficient information about the programme structure and the systems at London School of Commerce and IT and Oxford Brookes University to enable you to take control of your learning experience.

The course is designed to further your knowledge of education and of good educational practice in compulsory education and the lifelong learning sector, and to aid your personal and professional development. We have also structured the course to include on-going tutorial support as well as academic tutorials at the end of each term. You can also request meetings with any of the staff who teach you at any time so that you can be assured of support whenever you need it.

In joining the course you have become part of a learning community, at London School of Commerce and IT and across the University, and it is through contact with other members of the community, the staff and the students that you will be helped to develop and grow. The staff you meet (both teaching and support) have a wide range of experience from which you can benefit and learn.

Our aim is that through your learning on this course you will develop both personally and professionally. We hope that your learning will help you to enhance your practice now and take up new career pathways in the future.

We hope that you will enjoy all aspects of your life as a student and we wish you every success as you settle in and become part of London School of Commerce and IT and Oxford Brookes University.

Programme structure

BA (Hons) Education and Lifelong Learning top-up				
Code	Module Title	Level	Credits	Term
EDUC6009	Research Methods	6	15	Term 1
EDUC6008	Psychology in the Learning Environment	6	15	Terms 1, 2
EDUC6006	Dissertation	6	30	Terms 2, 3
EDUC6005	Developing Professional Roles and Identity	6	15	Terms 2, 3
EDUC6004	Contemporary Issues in Education	6	30	Terms 1, 2
EDUC6007	Developing an Effective Learning Environment	6	15	Term 2
	Total Credits		120	

All modules on the BA (Hons) Top-up in Education and Lifelong Learning are compulsory.

You will need to pass all modules to successfully complete the programme to gain the BA (Hons) in Education and Lifelong Learning.

Please note that your academic teaching team may make changes to some of your modules in order to keep your programme fresh and up to date with the changing demands of the subject and industry. It may also be because we have some exciting new members of staff who have wonderful expertise that will bring something new to the programme. These changes go through a rigorous quality process so whatever changes are made will always be for the best experience for the students.

Specific requirements to study

Disclosure and Barring Service (DBS)

All students will be required to have obtained clearance from the Disclosure and Barring Service (DBS) for working with children and young people and as teachers. You will not be permitted to undertake the programme if you have been barred from teaching or working with children.

Work Experience

Students must undertake a minimum of 10 hours work placement per week, working in a suitable education or family support role, to be agreed with tutors. This work experience is mandatory, but not assessed. Instead, this work experience will inform, and guide assessed work, including reflection, research, and further development of practice.

Chapter 3

Your Learning Opportunities & How Your Learning is Organised

Your Learning Opportunities & How Your Learning is Organised

How we teach your course

Our emphasis for the delivery of this programme is on lectures and seminars, which take an interactive approach to learning and teaching. Single modules (15 CATS) have a notional 150 hours of learning time (pro rata for larger modules) of which 20 - 25% is contact time and the remainder is made up of independent study, directed reading and coursework (group or individual). We encourage you to take responsibility for your own learning and to develop appropriate professional skills. The aim of the programme is to develop students into autonomous learners who take responsibility for their learning and assessment and who will make positive contributions in their chosen professions.

To that end we work with you so you can:

Work independently

Know how to find information without guidance

Know how to set goals and devise strategies for achieving them

Monitor your own progress to these goals and adapt your strategies accordingly.

We do this by:

Setting assessment tasks that focus upon what we really want students to learn, and which require meaningful activity and complexity of thought in relation to practice.

Developing students as researchers throughout their programme of study.

Balancing summative and formative assessment to guide development of knowledge and skills.

Staff make themselves available through regular consultation hours, and actively welcome questions about content, the course content or professional practice outside set class time.

During the course you will take part in a range of activities that will help you to develop the required skills and understanding for you to be successful in this programme and your chosen career, these will include opportunities to:

Engage with new areas of knowledge

Broaden and deepen your existing knowledge

Engage in critical analysis of concepts, theories, texts and practices

Question and challenge concepts, theories, texts and practices

Interrogate the assumptions underpinning theory and research to come to an understanding of the significance and limitations of theory and research

Opportunities to acquire practical experience in a range of activities relevant to your role in an educational setting

Engage in critical reflection of your own and others' value systems, development and practices.

We will use a range of strategies to support you to develop these skills and understanding, including:

Lectures, seminars and workshops

Range of group work strategies to include, discussion and the consideration of and development of resources

Development of online resources and portfolios

Group and independent projects that will benefit your institution and your own professional development.

Work-based learning

Work-based learning is the central and integrating element of the programme, motivating and illuminating aspects of the college-based sessions. Work-based learning on the programme is concerned with developing and extending your role as a teaching assistant, mentor or other education support worker. It therefore comprises a range of work based tasks and activities, including planning, teaching monitoring and assessment, designed to develop professional skills, knowledge and understanding.

The work-based elements of the programme aim to develop your skills and deepen your understanding in the areas of:

Professional values and practice

Planning, monitoring and assessment

Management and organisation of teaching and learning activities.

How do you include group work in my course?

Working in teams is essential for the workplace and study. We use a number of group activities throughout the programme to provide opportunities to develop these valuable skills.

To help you to make the most of these activities so that you develop the required skills we are guided by the following principles:

Expectations of any group tasks will be outlined as part of the instructions for that activity

Support will be offered to help you to take full advantage of the opportunities offered by the group tasks

A range of pedagogical considerations will inform the allocation of individuals for group tasks

A range of pedagogical considerations will inform the structure and implementation of group tasks.

Marks given for group assignments will be individual, however due to the nature of group work it is anticipated that group members will receive a similar mark. Grades awarded will reflect individual student contributions and collaboration, however, where identified and evidenced, individual grades will differ to reflect contributions.

What are the opportunities in my programme?

As you study alongside your work placement/role you can use what you learn from the course to help you to be more successful in the workplace. Additionally, your work experience alongside studying on this course can bring your insights from your workplace into the classroom, this will help you and your peers to make sense of the theory and research that you study.

The unique structure of the course, including the work placement, places you in a strong position when you come to apply for jobs. Also, you are able to build on your achievements to consider further study such as a teaching qualification, Masters Degree and programmes to enter other education affiliated roles such as Community or Museum Education Officer or Youth Worker.

During your studies module tutors will endeavour to arrange guest speakers to develop your skills for learning; for example, technology support and resources for your research, as well as Psychology in the Learning Environment, utilising mind-maps for presenting key information for assessment. Additionally, there are opportunities in the programme for students to access formative feedback on draft assignments or one page of work, to action and develop their work prior to submission. Students also have regular feedback on the Contemporary Issues in Education and Dissertation modules to enable progression for research.

Timetable

The timetable and assessment schedule outlines the structure of the year of study. In addition to your timetabled lectures, you should plan into your own calendars time for independent study. A copy of the timetable and assessment schedule can be located on the College Moodle page (add link). Should there be any changes to the timetable, students will be informed by the Programme Lead. Additionally, if submission dates on the assessment schedule are updated, you will be informed by the Module Lead / Programme Lead.

As part of your timetable you will have personal/academic tutorials; these tutorials may be scheduled as group tutorials or individual time slots.

Moodle & Virtual Learning

As a New College Swindon student, you will get College email and password and you will have access to Virtual Learning Environment – Moodle (add link) On Moodle you will be able to access the Programme Specification, Programme and Module Handbooks, Course Timetable / Assessment Schedule, resources and links to support you in your studies.

Staff email addresses can be located on individual Module Handbooks, as well as within Chapter 1. You can contact staff through their College email address, which you should check your own student email accounts regularly for messages that can also include assignment formative feedback. Staff will endeavour to respond to emails within 48 hours* (*working hours).

As well as your College email address you will also have an Oxford Brookes University email address, details and passwords will be provided once you are fully enrolled onto the programme and can be accessed via Student Information pages. Your Brookes Account and suite of Google resources provides key information to support you in your studies. Help with using the Google facilities can be found on the following link.

College IT support can be accessed by visiting the IT Information Desk, or emailing add link

What we expect from you

As a student at University we expect you to apply yourself in a professional manner with a good attitude for learning and the motivation to apply your learning independently with additional reading and activities outside of your scheduled taught time. Your modules have been broken down into different learning hours and many hours within a module are classified as Directed/Independent Study. This means the responsibility lies with you to complete the work expected between taught times. There is help and support available for you if you do struggle with managing your time and your tutor can signpost you to the college based support. There are also online webpages available with everything you need to know through the student pages on the website.

If we have guest speakers who we have invited to the College to share with you their professional expertise we expect all students to attend wherever possible, especially during scheduled taught time.

We expect you to attend all taught sessions, if you expect to be absent for a taught session, please email the Module Lead to let them know. If you feel that your absence may extend beyond missing a couple of sessions, please contact the Programme Lead so that they can discuss any support that you might need. The expectation of the College is that students' attendance should be above 90%.

Chapter 4

Your Assessment and Feedback

Your Assessment and Feedback

How will I be assessed?

In the Module Handbook you will find the Learning Outcomes for the module, these are general statements about what you can expect to learn. The Learning Outcomes will be assessed throughout the module including the assignments that you submit.

Also in the Module Handbook you will find the Assessment Criteria for each summative assignment, these will help you to understand how to structure your assignment so that you successfully meet the Learning Outcomes for the module.

Throughout the programme you will be given a range of opportunities to develop the skills that you will need to successfully complete the summative assignments and meet the Learning Outcomes for the module.

Your tutor will give you informal verbal feedback about your progress and formal written feedback on your assignments, this will help you to understand how to further develop your academic practice.

It is expected that you use the feedback that you receive to inform your future assignments.

Appropriate adaptations for assessments are available for those with Independent Support Plans in place. Assessment tasks such as an assessed presentation may be exempt from this as they cannot accommodate the adaptations. If this is the case this will be clearly identified in the Module Handbook.

When are my deadlines (assessment schedule)?

You can find an assessment schedule on Moodle (add link) of when submission deadlines and feedback dates are set, as well as key dates within each individual Module Handbook.

Assignment submissions will be through the Moodle Turnitin (add link), where a link will be created for each Module component for you to upload assignments. On the VLE you are able to utilise the Draft Submission Portals to check similarity score and layout of your assignments before submitting to the final Turnitin tabs.

If you have a Support Plan, having arranged an extension with the module leader, they will advise you on a revised submission deadline. You will upload the assignment to the same link on the VLE Turnitin tab, although the submission date will be highlighted in red. Additionally, if you have exceptional circumstances, depending on the extension time given, a revised submission date will either be advised from the Module Lead.

Module	Submission Deadline
EDUC6004 Contemporary Issues in Education Task 1	Week 10
EDUC6004 Contemporary Issues in Education Task 2	Week 15
EDUC6005 Developing Professional Roles and Identity	Week 38
EDUC6006 Dissertation Task 1	Week 26
EDUC6006 Dissertation Task 2	Week 37
EDUC6007 Developing an Effective Learning Environment	Week 30
EDUC6008 Psychology in the Learning Environment Task 1	Week 20
EDUC6008 Psychology in the Learning Environment Task 2	Week 22
EDUC6009 Research Methods Task 1	Week 7
EDUC6009 Research Methods Task 2	Week 14
EDUC6009 Research Methods – Ethics documentation	Week 12

(Submission Deadlines may be subject to change).

Assignment submission deadlines are agreed at the start of the academic year, there may be occasions, however, where dates need to be changed, and you will be informed by the Module Lead of any changes.

You will be informed by the Module Lead when and where to access assignment marks and feedback. (Located on Turnitin, with annotations / quick marks on the scripts and summative feedback and mark [subject to external moderation and exam boards] on the feedback summary).

Assignment marks and feedback are typically available two **working weeks** after the submission deadline. It is worth noting that a number of factors may impact the process. Marks and feedback can only be returned once all assignments have been marked and moderated, consequently individual deadline extensions and staff sickness may delay the release of marks and feedback.

How are grades awarded?

Where there is more than one summative assignment in the module the marks from each task will be calculated together to determine your overall grade for that module.

You must pass all assessed tasks to pass the module.

The minimum pass on an undergraduate module is 40%.

A grade for each assessment will be given based on the criteria by which it is assessed. These criteria will be available on the module Moodle page or in the Module Guide. There are regulations on assessment and awarding of grades which you should make yourself familiar with by following the link here: Brookes Assessment and Progression Regulations

A table showing you how %'s breakdown into grade bands is on this webpage: [Marks and Grades](#)

Undergraduate

One of the most important things for an undergraduate student to remember is that if you fail a module you cannot progress to the next level of your studies and you will have to retake that module meaning additional financial implications.

If you fail more than 45 credits in any level, you will not be able to continue on your programme. It's really important to remember this and to communicate early to your academic team if you are struggling and need guidance on how to approach your studies. These decisions will be ratified at the next exam board meeting.

There are rules for undergraduate students around compensation if you narrowly miss the pass mark for an undergraduate module. Follow the link above to understand compensation in more detail. Some programmes have additional regulations around compensation because of their professional body so you should make sure you know which modules can and cannot be compensated.

How is my final award calculated?

Information on how your final award is calculated can be found here: [Award Classification](#)

What if an assessment goes wrong?

If an assessment goes wrong there are things in place to recover your position including:

- Resits
- Retakes
- Exceptional Circumstances

For information about Resits and Retakes please see the page on the Brookes website. [Resits and Retakes](#)

For information about Exceptional Circumstances students may apply using the template on the course Moodle Page (**ensure you download a copy before completing the form**). Once completed the exceptional circumstances form, students should email to the Module tutor, copying in the Programme Lead at the College.

It is imperative that you make yourself aware, through studying your module guide, on the specifics of each of your modules.

It is advisable to always be in open communication with your course team to ask for guidance with what to do if things are getting overwhelming and you are struggling to cope with your assessments. The HE Academic Support Advisor (add information of who' in this role) is also there to support and guide you.

Who makes sure the marks are awarded fairly?

University processes ensure that assessment is rigorous, of an appropriate standard and fair, and a key role in this is that of the internal moderator and the external examiner, who ensures that the standards used to assess students are comparable with other universities.

Brookes fairness in assessment

- Each assessment is written so that students can show they have achieved the learning outcomes for the module and for the whole programme, and the range, type and timing of assessment have been carefully chosen to enable students to become independent and reflective learners.
- Tasks and questions are set by the Module Leader, internally moderated (checked by another member of staff) and sent to the external examiner to ensure that they are appropriate for assessment of the module learning outcomes and that the instructions and marking criteria are clear.
- Student work is marked, then either a sample or all of the marking is internally moderated. A sample from modules is also sent to the external examiner so that they can monitor standards and ensure that the marking is consistent.
- The University adopts a policy of anonymous marking where possible. In your programme you will find some modules, or some parts of assessment such as presentations are not subject to anonymous marking because you need to present to the marker.
- The Examination Committee comprises the Oxford Brookes Programme Lead, Module Leaders and the External Examiner. It meets in the spring and summer to approve the examination and coursework results. You may already have seen the mark awarded on an individual piece of coursework, but it is the role of the Examination Committee to grant final approval of the individual marks on each module and to recommend the awarding of final qualifications.
- At the end of each academic year external examiners submit reports to the University which are published on the Programme Moodle Sites. The name of the external examiner and institution/organisation at which they are employed is included in the report, but this information is provided for transparency and not for the purposes of direct communication with the external examiner.

Chapter 5

Supporting Your Learning and Resources

Supporting Your Learning & Resources

Academic/Personal Support Tutor

The College Academic/Personal Support Tutor is a member of academic staff, who will normally be teaching on one or more of your modules. Your Academic/Personal Support Tutor will be automatically allocated to you. Your Academic/Personal Support Tutor will help with elements related to your programme, and with general academic skills, such as writing and referencing.

At the start of the course your Academic/Personal Support Tutor will contact you to let you know how and when best to contact them. Your Academic/Personal Support Tutor can be contacted on the following email address: - (add link) and a tutorial schedule will be available at the start of the programme and can be located on Moodle.   The Academic/Personal Support Tutor will maintain contact with you through regular, negotiated meetings, if possible meeting you at least once a term. They will also be able to provide you with a reference, based on the judgements of the teaching team. Additionally, they will visit you in your work setting at least once per academic year, to discuss your progression on the programme, as well as applying your studies in your working practice.

HE Student Support Adviser

Your HE Student Support Adviser provides dedicated support and if they don't know the answer to your question, they will know someone who does. They offer a confidential and non-judgemental service with regular office hours.

The HE Student Support Adviser deals with a wide range of queries, such as personal and confidential issues. They can, if necessary, signpost students to other support such as counselling, disability support or a tutor.

Your HE Support Adviser will be introduced to you at the induction. After a short screening task, during the induction period, the HE Support Adviser will be able to assess if additional support is required with your studies. If you already have Disabled Student Allowance (DSA) and wish to discuss any aspect of the support arrangements, inform the HE Team at enrolment / induction, so support can be put in place. Additionally, the HE Support Adviser can help you with strategies to enable you to develop your academic writing, referencing and planning of assignments.

The HE Student Support Adviser can be contacted on the following email address: (add link) if you wish to arrange a meeting.

Study Skills

As a Brookes' student you can also access the Brookes Centre for Academic Development (CAD) online services at the following contact details: - academicdev@brookes.ac.uk or telephone number +44 (0)203 4260116

The Centre for Academic Development (CAD) offers online tutorials, to help you with how to study effectively. They are open to everyone, and you can find all their information and resources here Brookes Centre for Academic Development (CAD). They have many different resources and dedicated staff team to help you covering anything from writing skills to presentation skills, Maths as well as English Language skills. It's worth having a browse on their webpages to get an idea of what they have to offer Brookes Centre for Academic Development (CAD)

Library

The Library is going to be an important service to you during your time at University and you will need to become acquainted with how it all works. The Oxford Brookes online library pages are packed with useful guides and services to help you navigate their collections. In addition, there are librarians who know a great deal about the different subjects and you should see who your Brookes based and college based Academic Librarians are at the start of this handbook here.

There are links to the library page within your online module spaces and your module lead will have prepared a page of the resources. If you type your module number into the search page you will find the Reading List for that module which will help you to narrow down your search.

IT equipment

The College IT Helpdesk can be visited in person or contacted on the following email address: - (add link)

Specialist facilities

During your higher education studies there may be times that impact on your learning. Therefore, you may wish to access additional resources to support you. **The Counselling Services at Oxford Brookes** offer a free, confidential counselling service. The Counsellors listen and support you if you have any personal difficulties that affect your learning. However, Counselling is limited to a maximum of six sessions under normal circumstances. Student Services can also provide information for external support agencies, should you require further support.

Chapter 6

Your Programme Community

Your Programme Community

Employability and placement opportunities

Students on the programme are employed or volunteer in the education sector from various settings and age groups. The Degree offers a vocational programme that is directly related to working practice. Once successfully completed students may wish to progress onto Initial Teacher Training programmes in the Primary, Secondary or Further Education sectors, Qualified Teacher Status or Masters Level. Alternatively, some students may wish to take on additional responsibilities in their setting, or promotions in their current employment of with new employers in roles such as Cover Supervisor or management roles in College Support Services.

Throughout the programme you will further develop your professional practice, collaborating with peers from a variety of settings. Furthermore, students learn to apply knowledge gained in research for various modules, to their own professional working practice and to make links between theory and practice. Students will have the opportunity to liaise with peers from various educational settings to build confidence in knowledge and understanding of key topics. In particular students will be completing personal research and developing critical writing skills, in Research Methods and Dissertation modules. Additionally, students

Students will also work collaboratively in group work, for example, during the Contemporary Issues in Education module, exploring current topics in education, where students also have to negotiate topics to explore and research for the assessment criteria. Additionally, students develop their knowledge and awareness of the current placement of education nationally and internationally including issues surrounding historic, socio-economic and political influences on education.

The Developing Professional Roles and Identity module enables students to plan and review professional development and lifelong learning. Students will have the opportunity to examine their own professional role within the learning environment and explore their professional identity within education and wider society. Students are also encouraged to consider contemporary issues, review their career plans, increase employability and prepare for future work and study.

Students are encouraged to focus upon the skills of communication, leadership and the practical management of the modern learning environment within the Developing an Effective Learning Environment module. Furthermore, students explore the various factors which impact on working practices, including collaborative working, including the use of digital technologies in providing effective learning environments; all of which will enable students to prepare for employment opportunities and progression in the education sector.

Students will also have the opportunity to discuss career progress with the Oxford Brookes Careers Adviser/Services (add link for further advice), who can provide impartial information, advice and guidance on career prospects. Furthermore, students are able to

develop the university Graduate Attributes by reflecting on their personal and professional experiences to enhance performance, lifelong learning and their career development.

Work or Study Abroad opportunities

The work or study abroad opportunities at Oxford Brookes are aimed at giving you the confidence to go out there and see the world. It is an exciting opportunity which has been a wonderful enriching experience for students who have the desire to try new things and do something different. There is a central University department who will help us support you with this if it is something you would like to do. We have dedicated staff members in the School who will help to guide you through the process of applying for this opportunity. It is called the Turing Scheme and there is funding available to all students to help towards going global which might help towards the cost of travelling to the country you want to go to, living costs and the fees of studying at another institution. The link to the University webpage, which can also be accessed through the student pages, is here.

Co-curricular activities

As a student of Oxford Brookes University you have the opportunity to participate and attend a Student Conference in May. Further details will be discussed at the university induction day with further details to follow.

Once you have achieved the top-up Degree you have the opportunity to graduate from the programme. Students generally attend graduation at Oxford Brookes to celebrate their achievements.

Chapter 7

Your Voice

Your Voice

Student representatives

The Programme Team encourages students to become involved with their programme(s) via a system of Student Representation. Student Representatives are elected by a variety of methods and your Student Support Coordinators and Brookes Union will be able to give you further information. See the following link for further details Brookes Union – Representation

College Student Representatives will be voted for during the induction period, where all students have the opportunity to be elected. It will be the responsibility of the Student Representative to liaise with their peers to obtain feedback on their teaching and learning experiences, and lead the Student Experience Forum meeting.

Mid-semester and end of module evaluations

At the end of each module, you will be asked to complete and submit an evaluation of the module. We assure you that your feedback has no impact on your marks and encourage you to be honest; module evaluations are completed anonymously. We need constructive feedback to enable us to develop and continuously improve the programme and ask you please to take a few minutes to respond to the questionnaires on completion of each module. The results of the Student Module Evaluations are discussed as part of the Subject Committee, with Student Representatives present.

Student Experience Forum (SEF) Meetings

Whilst studying on the BAH-ELL, Student Representatives will lead Student Experience Forum Meetings to obtain constructive feedback from students on specific topic areas/questions related to their studies, teaching and learning etc. Minutes from the SEF will be shared with specific department staff and liaison manager from Oxford Brookes to enable the College to action any feedback given.

Subject Committees

Student Representatives are included as members of the Subject Committee, which meets termly to discuss the running of the programme and to evaluate module tuition. It is through the Subject Committee that you can influence how the programme is delivered and developed in the future.

These meetings are usually based at Oxford Brookes and as such it may be impractical to attend in person, Student Representatives can submit reports to be considered at the meetings.

Brookes Student Survey

The Brookes Student Survey is open to any student who is not in their final year of study. Those in their final year are asked to complete a different survey. This survey doesn't take

very long but the information you provide us with from this survey is extremely important and can lead to significant improvements in what we do as a programme and as a University. The results of the survey are looked at and acted upon by the very highest committees in the University and so if you want to have your say and provide us with really useful anonymous feedback then this is the place to do it.

National Students Survey

The NSS survey for Year 2 Foundation Degree students and the PTES survey for graduating Post Graduate students is the externally run process for providing feedback on your whole University experience. The results of these surveys are reviewed annually in the Annual Quality Monitoring Report produced by the academic teams and reviewed by the University Committees. They are a significant tool for academic teams and the University to reflect on what they do and to amend things that need improving. You will be contacted independently of the University to complete these surveys and the results of which get released nationally. They also feed into league tables and are useful for future students to use as a benchmark when deciding on their future choices.