

**PROGRAMME SPECIFICATION**

for the award of

**BA (Hons) Education and Lifelong Learning**

**Managed by the Faculty of Faculty of Humanities and Social Sciences**

**delivered by London School of Commerce and IT**

<b>Date approved:</b>	TBC
<b>Applies to students commencing study in:</b>	January and April 2023 in London School of Commerce and IT (LSCI)

**RECORD OF UPDATES**

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>

## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	London School of Commerce and IT
<b>Language of study:</b>	English
<b>Final award/s:</b>	BA (Hons) Education and Lifelong Learning
<b>Programme title:</b>	Education and Lifelong Learning
<b>Interim exit awards and award titles available:</b>	BA (Ordinary)
<b>Brookes course code:</b>	BAH-ELL
<b>UCAS code:</b>	X316
<b>JACS code:</b>	X370
<b>HECoS code:</b>	100459
<b>Mode of delivery:</b> (Mode of Study given in brackets)	Face to face/on-campus (full-time)
<b>Duration of study:</b>	Normally One Year Students must complete the programme within a maximum study period of 3 years
<b>Subject benchmark statement/s which apply to the programme:</b>	<a href="#">Subject benchmarking statements for Honours Degree Education Studies - 2019</a>
<b>Professional accreditation attached to the programme:</b>	Not Applicable
<b>Apprenticeship Standard:</b>	Not Applicable
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a>

## **SECTION 2: WHY STUDY THIS PROGRAMME?**

The BA Education and Lifelong Learning is a 'top-up' year to provide progression from Foundation Degrees in Educational Practice or Early Years. The programme greatly improves access to full BA for teaching support staff in primary, secondary and FE classrooms. Students enjoy the advantages of studying within their community at London School of Commerce and IT and of accessing 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, developing classroom practice, contemporary issues, research methods and reflective and professional practice. Programme delivery reflects models of good and inclusive practice. Teaching and learning methods model appropriate techniques used in the classroom and will be practical and include whole class, group and individual experience. 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 student support services at LSCI and Oxford Brookes.

This programme will enable students with Foundation Degrees in Educational Practice or Early Years or equivalent

1. The opportunity to further their education in order to achieve an honours degree.
2. To provide an opportunity to enhance current professional roles and promote personal development and progression;
3. To enable students to develop knowledge, understanding, experience and skills in relation to research, policy and practice in education;

To provide opportunity for engagement with continuous professional development and life-long learning and education

## **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**

<b>Program me Learning Outcome</b>			EDUC 6004 Contemporary Issues in Education	EDUC 6005 Developing Professional Roles and Identity	EDUC 6006 Dissertation	E EDUC 6007 Developing an Effective Learning Environment	EDUC 6008 Psychology in the Learning Environment	EDUC 6009 Research Methods
<b>Academic Literacy</b>								
1.1	Recognise and evaluate the significance of political, social, economic and technological influences on education		X	X	X	X	X	X
1.2	Understand, apply and appraise a range of education concepts, practice and skills to enhance current and future professional practice and contribute to organisational development		X	X	X	X	X	X
1.3	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		X	X	X	X	X	X
<b>Research Literacy</b>								
2.1	Apply educational tools of research, analysis, decision-making and evaluation to a wide range of educational scenarios and problems		X	X	X	X	X	X
2.2	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				X			X
<b>Critical Self Awareness and Personal Literacy</b>								
3.1	Critically evaluate the role of the individual within the organisation, and the importance of self-awareness within an academic and lifelong learning context		X	X		X	X	
3.2	Select, deploy and evaluate leadership skills and techniques within a range of organisational contexts		X	X				
3.3	Reflect on personal and professional experiences to enhance performance, lifelong learning and career development.		X	X	X	X	X	X
<b>Digital and Information Literacy</b>								
4.1	Communicate and collaborate effectively with clients, colleagues and the community, face to face and using a range of appropriate technologies		X	X		X	X	
4.2	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		X	X	X	X	X	X
<b>Active citizenship</b>								
5.1	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		X	X	X	X	X	
5.2	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		X	X	X	X	X	

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
EDUC6009	Research Methods	15	Level 6	Compulsory	100:0
EDUC6008	Psychology in the Learning Environment	15	Level 6	Compulsory	100:0
EDUC6006	Dissertation	30	Level 6	Compulsory	100:0
EDUC6005	Developing Professional Roles and Identity	15	Level 6	Compulsory	100:0
EDUC6004	Contemporary Issues in Education	30	Level 6	Compulsory	100:0
EDUC6007	Developing an Effective Learning Environment	15	Level 6	Compulsory	100:0

### 4.2 PROGRESSION AND AWARD REQUIREMENTS

In your studies you will need to obtain 120 credits at level 6 for an Honours degree or 90 credits at level 6 for a non-Honours degree.

The Examination Committee may require a student to withdraw if they do not pass at least 45 credits in any two successive semesters of study.

The Examination Committee may require a student to withdraw if, after taking a required module three times, they have not achieved the required pass mark.

### 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.

*Updated July 2022*

## Assessment

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 summative assessment methods is used to address the module outcomes, including:

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

The rationale for and pattern of assessment are informed by the Brookes Assessment and Feedback Policy (<https://www.brookes.ac.uk/getmedia/f614bd44-70b4-4d1a-85d8-1fd580819d3a/Assessment-and-Feedback-Policy>) and are based on the aims, learning outcomes and rationale of the course. Thus, assessment is concerned particularly with the development and demonstration of your knowledge and understanding of your professional competence, and with your academic development.

A variety of methods of assessment will be used within the programme, including essays and reports, practical projects and practical teaching. This variety of assessment is carefully aligned with the specifics of different subjects and allows learners to link academic content with their practice. It also makes it more accessible to groups of students with different needs. assessment strategy is informed by the Brookes [Inclusive Teaching](#) and IDEAS [What is IDEAS? - Oxford Brookes University](#) . 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 this programme, 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.

## SECTION 6: ADMISSION TO THE PROGRAMME

### 6.1 ENTRY REQUIREMENTS

Entrants to the Programme should normally possess the following:

- Minimum of one year experience of working or volunteering in an educational setting prior to commencing the course and a current role in an appropriate workplace setting.
- Line Manager's letter of support and recommendation. The letter must confirm that they support the application and will take all reasonable steps to support the applicant's study, and facilitate the applicant's work-based studies.
- Level 5 qualification such as Foundation Degree or HND (240 Credits equivalent) in a relevant subject.

- 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, Mathematics and Science at the point of application.
- All applicants will be required to attend an interview at the College.
- Applicants whose first language is not English must also demonstrate that their level of English is acceptable, by achieving a score in a recognised test such as British Council IELTS - normally minimum level 6.0 overall with a minimum of 6.0 in the reading and writing components and 5.5 in listening and speaking.
- Applicants will also need to provide evidence of a satisfactory DBS (Disclosure and Barring Service) check.

## **6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED**

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 prior to starting the programme. You will be given instructions how to do this once you are enrolled on the programme. You will not be permitted to undertake the programme if you have been barred from teaching or working with children.

## **6.3 WORK EXPERIENCE**

Students must undertake a minimum of 10 hours work experience 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.

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

The majority of students are already employed in learning support. Some students go on to initial teacher education in the Primary and Secondary 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.

Students can access careers advice through Oxford Brookes.

Links with Employers

Current links are:

- visiting speakers from relevant industries/professions;
- employer representation at student presentations;