

# BA (Hons) Education and Training Studies (Top Up)

## *Programme Specification*

### **Primary Purpose**

Course management and quality assurance.

### **Secondary Purpose**

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

### **Disclaimer**

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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## Course Details

### **1. Named Awards**

BA (Hons) Education and Training Studies

### **2. Course Code (and UCAS Code if applicable)**

C2182P

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University of Portsmouth

### **5. Accrediting Body**

N/A

### **6. QAA Benchmark Groups**

Education Studies 2015

### **7. Document Control Information**

June 2017

### **8. Effective Session**

2017/18

### **9. Author**

Chris Neanon

### **10. Faculty**

Humanities and Social Sciences

### **11. Department**

School of Education and Childhood Studies

## Curriculum

### **12. Educational Aims**

A progression route for students who have:

- a) Foundation Degree or equivalent credit points (120 at Level 4 and 120 at Level 5)
- b) Certificate of Post Compulsory Education teaching or equivalent credit points (120 at Level 4 and 60 at Level 5)
- c) other relevant professional level 5 credits

The degree is underpinned by a set of assumptions about working in a multi-disciplinary team in the area of education and training and the characteristics of vocationally qualified and experienced adult learner who is likely to undertake a programme of continuing studies.

- Such learners have significant professional experience, which can be drawn upon in their continuing education studies.
- To enable students to develop as reflective, independent learner with transferable skills.
- To provide a range of flexible, up to date, interdisciplinary units relevant to students developmental and professional needs.
- Critically analyse contemporary professional issues in educational policy and practice.
- Enable students to develop skills for, and a commitment to their own continuing professional development.
- Enable progression to Qualified Teacher Status (QTS) via an appropriate Initial Teacher Training (ITT) programme.

### 13. Reference Points

- University of Portsmouth Curriculum Framework
- The scholarship and research expertise of academic members of staff.
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education.
- Framework of Higher Education Qualifications.
- National Qualifications Framework
- Benchmark Statements Education Studies.
- QAA Codes of Practice.

### 14. General Learning Outcomes

#### Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

#### Level 6

Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

## 15. Learning Outcomes

### A. Knowledge and Understanding of:

- A.1 A range of classical and contemporary educational theories and concepts.
- A.2 Underlying values and principles relevant to the study of human needs.
- A.3 The social processes underpinning social change and education.
- A.4 The nature of the relationship between individuals, groups and social institutions.
- A.5 Key legislation and its historical and contemporary impact on education.
- A.6 Contemporary activities and organisation of main institutions of the British education system.
- A.7 Societal and organisational structures and purposes of education systems.
- A.8 The diversity of learners and complexities of educational process.
- A.9 Different contexts in which learning can take place and the range of roles of participants in the learning process.
- A.10 The strengths and weaknesses of the range of sociological and educational research methods.
- A.11 The impact of global and national issues on policy and practice of education establishments.
- A.12 Study skills strategies to enhance own learning and understand that of others.

**B. Cognitive (Intellectual or Thinking) Skills, able to:**

- B.1 Appreciate the complexity and diversity of educational situations
- B.2 Gather, retrieve and synthesise information
- B.3 Make reasoned arguments
- B.4 Analyse and question concepts, theories and issues in systematic way
- B.5 Understand the significance and limitations of theory and research
- B.6 Review and evaluate evidence and texts
- B.7 Reflect on own value system
- B.8 Accommodate new principles and understanding

**C. Practical (Professional or Subject) Skills, able to:**

- C.1 Be sensitive to the values and interests of others.
- C.2 Analyse educational needs using theory and concepts.
- C.3 Analyse and interpret a range of educational and research data.
- C.4 Undertake scholarly work.
- C.5 Understand the ethical implications of educational enquiry.
- C.6 Construct an effective educational research proposal.

**D. Transferable (Graduate and Employability) Skills, able to:**

- D.1 Critical thinking and learning skills and study skills.
- D.2 Communicate in a variety of contexts and modes.
- D.3 Demonstrate information retrieval skills in relation to primary and secondary sources of information.
- D.4 Demonstrate communication and IT skills.
- D.5 Demonstrate skills of time planning and management.
- D.6 Work as a member of a group.
- D.7 Present material in a variety of formats.
- D.8 Undertake independent study and take responsibility for own critical review.

**16. Learning and Teaching Strategies and Methods**

- Lectures are used to set out the major theories, concepts, issues and evidence in a given area of study (A 1-11; B 2,4,7)
- Seminars, workshops, poster presentations, group and individual projects enable students to advance their knowledge and understanding in a more interactive environment (A 12; B 3,7; D 1-8)
- Tutorials provide individual support with regard to specific learning needs (A 12; B 7; C 1; D 8)
- Guided study enables students to make use of a range of learning materials and resources and together with online activities promotes independent study (C 1-4)
- The final year dissertation enables a deeper level of study in a chosen area (B1-8, C 1-6, D8)

The teaching and learning of cognitive skills will be developed alongside the teaching and learning of knowledge and understanding as set out above. More specifically development will be through discursive activities including those in formal groups, through e-mail and with tutors and VLE activities.

- Substantive issues are taught in lecture sessions and developed through workshop and seminar sessions, while further knowledge in relation to these is developed through independent reading.
- The practical application of theory and analysis is developed through seminars, workshops and discussions.
- The development of transferable skills is an important aspect of teaching and learning of all core and optional units.
- At Level 5 learning and study skills are developed through a specific programme. These include reading for information, group work, library and VLE skills, essay planning and writing and referencing.
- At Level 6 students are encouraged to explore 'a changing job market' with reference to the University Careers Service
- At Level 6 students draw upon and further develop a range of transferable skills in the production of a dissertation. These include information retrieval skills, time planning and project management skills and the effective presentation of an extended piece of written work. These are introduced in a specifically tailored programme
- There has been consideration of the Core Employability skills (UoP Curricula framework) throughout the whole course

## 17. Assessment Strategy

Assessment is a crucial component of student learning. It is necessary to monitor student progress in both knowledge and skills, motivate learning, provide feedback and grade students. Assessment reflects progression within the programme and enables students to demonstrate a wide range of ability and skill. The assessment methods used on the programme are varied:

- Individually assessed coursework takes the form of essays, seminar journals, individual projects and reports, article reviews, , assessed seminars and the dissertation.
- Group-based course work assessments.
- Virtual Learning Environment (VLE) based assessments.
- Assessment feedback addresses coherence and structure of argument as well as specific subject knowledge.
- The range of assessments outlined above develops students' cognitive skills in a variety of contexts and situations. For example a presentation to a group will rely on planned limited responses whereas the dissertation demands an extended period of research, reflection and evaluation.
- Although students taking this programme are in employment, group and individual presentations are used to enhance employability skills.
- Marking criteria for assessment are designed to address a range of intellectual skills.
- The ability to apply practical, professional and subject specific skills will be through the modes of assessment highlighted above.
- The Consolidation and Assessment Period (CAP) provides opportunities for inputs to work based learning.
- At all levels these skills are integrated in the LOs and assessment opportunities
- At Level 5 this will be through the Reflective review of Learning unit
- At Level 6 this will be through individual tutorials and career inputs from University Careers Service and a dissertation proposal
- At Level 6 the dissertation will be the assessed artefact.

## 18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)<sup>1</sup> for full details on the course structure and units

- Education and Training Studies is offered as a part-time progression route with two entry points:
  - a) to gain 60 level 5 credits before proceeding to 120 level 6 credits (over 3 years)
  - b) to gain 120 level 6 credits (over 2 years)
- One credit is equivalent to one hour of learning.
- Level comprises of a minimum of 60 credits.
- Level 6 comprises a minimum of 120 credits Units are offered as 20 credits, with the final year dissertation being 40 credits
- 360 credits are required to achieve the degree. Standard University rules apply. The regulations must be consulted for a full description of exit awards

## 19. Employability Statement

The students taking this degree are already in employment and are taking the course to improve their professional qualification in order to enhance their progression within their individual field of education.

Curriculum:

- Units will give students the opportunity to manage a range of tasks, manage others, manage information and manage themselves and their learning. This is more explicitly covered in the following units:
- Reflective Review – time management, resources, own best-study practice;
- Psychology of Learning – learning styles, multiple intelligences, cognitive development – self and others;
- Coaching, Mentoring and Leadership – explore issues involved in supporting other (pupils, students, adults);
- Global Perspectives on Education – impact of local and international factors on the delivery of education and training;
- Personal Development Planning will be introduced in Reflective Review unit (level 5) individual tutorials and talks from the University's career service (level 6) will support student with job application and CV writing

## Course Management

### 20. Support for Student Learning

- The Course is managed by a Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- University support services include careers, financial advice, housing, counselling etc.
- Academic Skills Unit (ASK)
- SECS LearningDevelopment Tutor
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.

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<sup>1</sup> [www.port.ac.uk/unitwebsearch](http://www.port.ac.uk/unitwebsearch)



- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.

## **21. Admissions Criteria**

### **A. Academic Admissions Criteria**

- Foundation Degree in educational related subject.
- Certificate of Education in the Post Compulsory Education sector.
- Professional qualifications and experience are considered positively
- Other qualifications e.g. equivalent to the above
- Mature students and International students are welcome
- If appropriate, Recognition of Prior Learning (RPL) may be assessed and accredited

### **B. Disability**

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

## **22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching**

### **A. Mechanisms for Review and Evaluation**

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.

### **B. Responsibilities for Monitoring and Evaluation**

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

### **C. Mechanisms for Gaining Student Feedback**

- Student Representation on Board of Studies.

- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, eg National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

#### **D. Staff Development Priorities**

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff new to teaching required to undertake APEX - Academic Professional Excellence Framework
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

### **23. Assessment Regulations**

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations<sup>2</sup>](#)).

### **24. Role of Externals**

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

### **25. Indicators of Standards and Quality**

#### **A. Professional Accreditation/Recognition**

N/A

#### **B. Periodic Programme Review (or equivalent)**

Periodic Review was conducted in March 2015 and confirmed the 'fitness of purpose' of the curriculum and the effectiveness of its annual monitoring and review processes.

#### **C. Quality Assurance Agency**

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015<sup>3</sup>](#)*).

<sup>2</sup> [www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/)

<sup>3</sup> [www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf](http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf)

## D. Others

None.

## 26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)<sup>4</sup> and [School/Department](#)<sup>5</sup> websites

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<sup>4</sup> [www.port.ac.uk/](http://www.port.ac.uk/)

<sup>5</sup> <http://www.port.ac.uk/school-of-education-and-childhood-studies/>