Programme Specification

Awarding Institution:	University of Bolton		
Teaching Institution:	Bradford College		
Division and/or School/Institute:	Education and Community Division School of Education, Professional Development and Sport		
Professional accreditation	Professional body	Professional body URL	Status of graduates
Final award(s):	Honours Degree (BA)		
Exit or Fallback award(s)	Ordinary degree		
Programme title(s)	Supporting and Managing Learning in Education		
JACS Code	X300 Academic Studies in Education		
University Course Code(s)	TBC		
QAA Benchmark Statement(s)	Education Studies (2015)		
Other internal and external reference points			
Language of study	English		
Mode of study and normal period of study	Full-time – One Year Part-time – Two Years		
Admissions criteria	• Successful completion of a relevant Foundation Degree or equivalent, awarded by a United Kingdom Higher Education institution (240 credits) • Have recent experience of an educational setting		
Additional admissions matters	• Candidates can be considered who have 240 credits in another discipline or subject if they have relevant experience		
Fitness to practise declaration			

Aims of the programme

The principal aims of the programme are to:
- To develop the academic skills required at Level 6 of a degree programme.
- Provide students with a practical and theoretical knowledge and understanding of key educational issues and its ability to address the diverse needs of pupils or students.
- Provide students with an opportunity to examine aspects of the curriculum relevant to their experience.
- Develop the key skills that are necessary to allow them to progress further in academic study or in an educational setting.
- Enable students to link theory and practice in order to make informed, critical and independent judgements.
- Facilitate personal and professional development through reflective practice using a range of theoretical constructs and the modelling of relevant approaches.

Distinctive features of the programme

- The student body is likely to be diverse and the College and teaching team value this. Students need to balance work, family life and study and therefore attendance is one day per week to enable effective continuation of other commitments. Students are expected to study independently and make full use of the VLE as is appropriate for level 6.

- The timetable is devised to enable you to focus on one module at a time but the dissertation runs throughout the year. This effective time-management is a requirement.

- The part-time route allows students to have more time to complete the dissertation whilst studying the other modules alongside their peers thereby maintaining group cohesion. This will benefit those with demanding work or family commitments or those who need more time to achieve well academically at level 6. A brief induction to the dissertation process will be available at the end of term 3 for part-time students so they can make good use of the Summer break to start reading and planning.

Programme learning outcomes
The programme will enable students to develop the knowledge and skills listed below.

K. Knowledge and understanding
On completion of the programme successful students will be able to demonstrate systematic knowledge and critical understanding of:

K1	the impact of relevant current social, ethical and legal issues (and the associated policies and initiatives) in educational organisations.
K2	research strategies and ethical considerations
K3	different aspects of professionalism in complex contexts.
K4	the impact of theory on practice in education settings.

C. Cognitive, intellectual or thinking skills
On completion of the programme successful students will be able to demonstrate the ability to:

C1	Evaluate effective approaches to pedagogy in order to support the achievement of all students/pupils

C2	Synthesise, appraise and evaluate data and evidence from appropriate sources to inform independent professional judgements.
C3	Analyse the extent to which research, academic theory and professional practice are inter-related and mutually reinforcing.

P. Practical, professional or subject-specific skills

On completion of the programme successful students will be able to demonstrate the ability to:

P1	Critically evaluate a range of teaching strategies for delivering subjects which is stimulating and challenging
P2	Provide evidence of the ability to plan for critical and reflective classroom practice by the application of relevant theory
P3	Create and appraise resources both within and beyond the classroom (as appropriate), that assist with the delivery of curriculum
P4	Demonstrate appropriate skills in language, numeracy and ICT to be able to support and deliver aspects of the curriculum

T. Transferable, key or personal skills

On completion of the programme successful students will be able to demonstrate the ability to:

T1	Communicate effectively to an academic audience using appropriate visual resources and range of techniques
T2	Engage effectively in academic discussion and present arguments in a professional manner.
T3	Plan, manage and evaluate the acquisition of new knowledge and skills as part of a lifelong learning strategy
T4	Recognise and evaluate factors which enhance group processes and team-working, and modify and evaluate own personal effectiveness within a team

Programme structure

Full Time

Term 1 (Sept-Jan)	Term 2 (Jan-March)	Term 3 (March-May)
Integrating the Creative Arts in the Curriculum (20 credits)	Greening the Curriculum: Development and Sustainability (20 credits)	Developing Numeracy and Literacy for all (20 credits)
Personal Philosophy of Education (assessed at the end of term one and term three) (20 credits)		
Dissertation (40 credits)		

Part-time

Year 1 - Term 1 (Sept-Jan)	Year 1 - Term 2 (Jan-March)	Year 1 - Term 3 (March-May)
Integrating the Creative Arts in the Curriculum (20 credits)	Greening the Curriculum: Development and Sustainability (20 credits)	Developing Numeracy and Literacy for all (20 credits)
Personal Philosophy of Education (assessed at the end of term one and term three) (20 credits)		

Year 2 - Term 1 (Sept-Jan)		
Dissertation (40 credits)		

Module Code	Module title (Core Modules)	Core/Option (C/O)	Credits	Length (1, 2 or 3 periods)
TBC	Personal Philosophy of Education	Core	20	3
TBC	Integrating the Creative Arts in the Curriculum	Core	20	1
TBC	Greening the Curriculum: Development and Sustainability	Core	20	1
TBC	Developing Numeracy and Literacy for all	Core	20	1
TBC	Dissertation	Core	40	3

Learning and teaching strategies

Students will be taught usually as a single cohort although might be combined with other groups for certain topics if appropriate. Sessions model interactive learning and together with individual and group tutorials provide students with relevant and appropriate understanding to scaffold their learning and develop professional and practical skills. E-learning is an important tool and is also used to develop independent study skills and communicate with colleagues and tutors.

The learning and teaching process becomes increasingly participative and student led as the programme develops, enabling students to become more autonomous. The programme will include on-line submission for some modules and specific and detailed feedback will be provided.

A placement or paid work is not a compulsory element of the programme but you need to have had recent experience in an education setting so that you can apply theory to practice. This is also needed as part of the assessment strategy is to produce resources that could be used in an education setting.

Learning activities (KIS entry)

HE Level 6

Scheduled learning and teaching activities	164
Guided independent Study	1036
Placement	0

Assessment strategy

Assessment methods are varied, rigorous and appropriate to the element of the award being studied. Students will have the opportunity to receive feedback from formative assessments to develop their skills and confidence prior to submitting summative assessments. Formative assessment occurs throughout the programme in the form of staff feedback on student discussion, case studies, seminars, presentations and question and answer sessions.

Summative assessments will include written assignments, creation of resources and presentations that will be delivered to your peers on the programme. A detailed briefing about the assessment strategy for each module will be published in module handbooks and be available on the VLE.

Assessment methods (KIS entry)

	Full-time
Exams %	0
Coursework %	80%
Practical %	20%

Assessment regulations

Undergraduate assessment regulations apply.

Grade bands and classifications

Grade Description

Below 40%   Fail
40% to 49%   3rd
50% to 59%   2:2
60% to 69%   2:1
70% + 1st

Role of external examiners

External examining is an important, valued, skilled and useful peer review process. The process enables complex information about our students' learning and their standards of achievement to be independently evaluated. From these contextualized evaluations, opinions and judgements are formed and impartial advice is provided to us, both to ensure that students are treated fairly and to enable teaching teams to understand their standards better and improve the quality of the education they provide.

Support for student learning

Students are taught by a small dedicated core team with expertise in a range of specialist subjects and extensive industrial knowledge and academic skills. Induction is designed to welcome the students to the college and establish effective relationships between learners and the teaching team begins at this point and activities will establish and promote a cohort identity.

Learners on the programme will have a programme leader who is also their personal tutor. Students will receive one-to-one tutorials to track their progress and set targets. They will be able to receive further tutorials in order to provide the opportunity to discuss any issues or matters which may affect their study. Additional support will be provided electronically as all module tutors are contactable and will

provide formative assessment opportunities. Students will receive module and student handbooks so they are clear about requirements.

The personal tutor will provide pastoral support and refer students to other sources as needed, such as, counselling, finance, housing and welfare support or careers information and guidance. Student can access additional support specifically focussed on study skills and academic writing. The subject area's dedicated librarian will enable students to gain access to the library and on-line resources, referencing guidelines and developing research skills. IT support and laptops are available through Central Media Services. The College's central Student Services supports students with a wide range of individual needs who have claimed, or will be advised to claim, Disabled Student Allowance.

Methods for evaluating and enhancing the quality of learning opportunities

- Student representatives
- Programme Committee Meetings and Student Councils
- Student Module Evaluations
- College focused student surveys (induction & end of year)
- Student Experience Surveys
- Annual quality monitoring and action planning through:
  Module reviews, Programme Annual Monitoring reports (AMR) School and Faculty action plans.
- Peer Reviews
- Scholarly Activity and Research programme for HE academics
  External Examiner reports.

Other sources of information

Student Union https://www.bradfordcollege.ac.uk/student-services/students-union
Student Portal https://www.bradfordcollege.ac.uk/student-portal
External Examiner Reports https://www.bolton.ac.uk/examreports
Services for Students https://www.bradfordcollege.ac.uk/student-services
Career Advice and Guidance https://www.bradfordcollege.ac.uk/student-services/student-support/careers-advice

Document control

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Effective from:	
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Learning Outcomes Map (D – Developed; T – Taught; A – Assessed)

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3	T4
Personal Philosophy of Education		C	TDA		TDA				TD					TDA	TDA	TDA	TDA
Integrating the Creative Arts in the Curriculum		C	TD			TD	TDA			TD	TD	TDA	TD		TD		TD
Greening the Curriculum: Development and Sustainability		C			TD	TD	TDA	T	T	TDA	TDA	TDA	TD		TD		TD
Developing Numeracy and Literacy for all		C	TD		TD	TDA	TD	TD	TD	TD			TDA		TD		
Dissertation		C	TDA	TDA		TDA		TDA	TDA					TDA	TDA	TDA	

K. Knowledge and understanding   P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills   T. Transferable, key or personal skills

Module Listing and Assessments Map

Module title	Module Code	New? ✓	Level	Credits	Type	Core Option Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Personal Philosophy of Education		✓	6	20		Core	No	Written (2500 words)	50%	N	Presentation (15 minutes)	50%	Y
Integrating the Creative Arts in the Curriculum		✓	6	20		Core	No	Written (2500 words)	50%	N	Presentation (10 minutes)	50%	Y
Greening the Curriculum: Development and Sustainability		✓	6	20		Core	No	Written (2500 words)	50%	N	Showcase (2500 words equivalent)	50%	Y
Developing Numeracy and Literacy for all		✓	6	20		Core	No	written assignment (5000 words)	100%	Y			
Dissertation		✓	6	40		Core	No	Written (8000 words)	100%	Y			

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