

BA Learning and Teaching

Programme Specification



1. Programme title	BA Learning and Teaching
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	N/A
5. Final qualification	BA (Hons) Learning and Teaching
6. Academic year	2014/15
7. Language of study	English
8. Mode of study	Full time

9. Criteria for admission to the programme

Applicants must demonstrate the ability to undertake level 6 final year undergraduate degree study through successful completion of a relevant Foundation degree or equivalent. They will have appropriate levels of numeracy and literacy to support learners in their workplace, as well as their level 6 study. Applicants will require support for study

during term-time from their headteacher (or equivalent).

10. Aims of the programme

The programme aims to:

- provide a high quality, coherent programme of study leading to the award of a BA Honours degree;
- encourage students to (further) develop critical, analytical, problem based skills and knowledge
- support students to (further) develop as autonomous learners becoming confident, effective independent learners able to identify their learning needs, take initiative and execute their own learning;
- support students to become informed reflective practitioners and apply educational principles to ongoing and/or future professional practice;
- encourage students to demonstrate respect for themselves and others

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. Educational, philosophical, historical, psychological and sociological perspectives and their influence on approaches to learning and teaching
2. Current policy and practice relating to learning and teaching
3. Issues affecting pupils progress and achievement
4. Current research and research

Teaching/learning methods

Students gain knowledge and understanding through guided and blended learning. Concepts, principles and theories will be explored in module sessions and a variety of other methods including reading, discussion, listening, practical and collaborative activities, accessing UniHub and self-directed

<p>methods used in the field of education.</p>	<p>scholarly activity.</p> <p>Assessment methods Students' knowledge and understanding is assessed through coursework consisting of essays, reports and oral presentations.</p>
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate education policy in a critical and systematic way 2. Critically analyse and challenge received views, concepts and theories of learning and teaching and show a willingness to accommodate new ideas. 3. Undertake research processes ethically involving a variety of methods of data collection relevant to learning and teaching contexts; demonstrate an understanding of the limitations of theory and research 4. Reflect on their own value systems, development and practices and critically evaluate own strengths and limitations 	<p>Teaching/learning methods Students learn cognitive skills through analysis, evaluation, problem solving and the application of theory and concepts to practice.</p> <p>Assessment methods Students' cognitive skills are assessed by coursework, including presentations, reports and essays.</p>
<p>C. Practical skills</p>	<p>Teaching/learning methods</p>

<p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Write for different purposes, including persuasion, explanation, description, evaluation and judgment, hypothesis and summary. 2. Access, retrieve, organise and use a range of sources of information. 3. Apply research skills such as observation and interviewing. 4. Communicate effectively (written, verbally, graphically) 5. Use IT skills effectively for producing written material and for undertaking research. 	<p>Students learn practical skills throughout the programme by integration of theory and practice in learning. Skills are developed through module sessions.</p> <p>Assessment methods Students' practical skills are assessed by module assignments, such as presentations and project reports.</p>
<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Reflect on practice 2. Learn independently in familiar and unfamiliar contexts with open mindedness and in the spirit of critical enquiry, demonstrating an increasing level of autonomy. 3. Have insight and confidence in working collaboratively with others and fulfil agreed responsibilities. 4. Present ideas precisely and convincingly, 5. Utilise IT appropriately and effectively. 6. Interpret, use and apply data 	<p>Teaching/learning methods Students acquire graduate skills through developing awareness of transferable skills and application to practice.</p> <p>Assessment methods Students' enhancement of graduate skills is assessed by coursework, including: personal learning needs analyses; research tasks; formative assessment tasks; individualised projects; reports and presentations.</p>

appropriately and effectively.	
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12. Programme structure (levels, modules, credits and progression requirements)
12. 1 Overall structure of the programme
<i>See P10</i>

12.2 Levels and modules		
Level 6		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following 4 compulsory modules:</p> <p>EDU3007: Contemporary Issues in Learning & Teaching</p> <p>EDU3008: Learning & Teaching Project</p> <p>EDU3009: Professional Practice in Learning & Teaching</p> <p>EDU3010: Research Methods in Education</p>		University regulations apply.

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
All modules are at level 6 and are compulsory.	EDU3007, EDU3008, EDU3009, EDU3010 are non-compensatable.

13. Curriculum map

See Curriculum Map below

14. Information about assessment regulations

The BA (Hons) Learning and Teaching programme complies with standard Middlesex University regulations.

15. Placement opportunities, requirements and support (if applicable)

Students are already operating in the workplace on application and remain there for the duration of the programme so there is no requirement for placement. Support is provided within the workplace by a workplace colleague acting as a mentor to the student. The programme modules have

links to the workplace. Students are encouraged to seek peer support and have opportunities to engage in collaborative paired and group formative and summative assessment tasks, which are linked to the workplace.

16. Future careers (if applicable)

As students on this programme are already involved in the workplace at various stages of their careers, advice on careers is considered differently and specifically.

Successful completion of the BA Learning and Teaching Degree will facilitate progression onto relevant postgraduate study and/or further career options.

17. Particular support for learning (if applicable)

Students are provided with module introductions and supporting materials by individual tutors. Seminars are run using group work and discussion and all students are encouraged to participate in these. Additional ongoing support is provided by mentors within schools. The Learning and Teaching project is supported by tutor supervision. The university provides a central support system for students. The LDU offer extra support for students who require help with areas such as essay writing and numeracy. Tutors can be contacted by email. Material is provided on the web (*UniHub*) to aid learning in modules. Students with disabilities are eligible for support from central university services. Authentic formative assessment will feature within the modules.

18. JACS code (or other relevant coding system)	135X308
19. Relevant QAA subject benchmark group(s)	Education Studies 2007

20. Reference points
The following reference points were used in designing the Programme:
<ul style="list-style-type: none">• National Occupational Standards for Supporting Teaching and Learning

21. Other information
Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student module handbook and the University Regulations

Curriculum map for BA Learning and Teaching

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Educational, philosophical, historical, psychological and sociological perspectives and their influence on approaches to learning and teaching.	C1	Write for different purposes, including persuasion, explanation, description, evaluation and judgment, hypothesis and summary.
A2	Current policy and practice relating to learning and teaching.	C2	Access, retrieve, organise and use a range of sources of information.
A3	Issues affecting pupils progress and achievement	C3	Apply research skills such as observation and interviewing.
A4	Current research and research methods used in the field of education.	C4	Communicate effectively (written, verbally, graphically)
		C5	Audit personal levels of professional skills and knowledge

Cognitive skills		Graduate Skills	
B1	Evaluate education policy in a critical and systematic way.	D1	Reflect on practice.
B2	Critically analyse and challenge received views, concepts and theories of learning and teaching and show a willingness to accommodate new ideas.	D2	Learn independently in familiar and unfamiliar contexts with open mindedness and in the spirit of critical enquiry, demonstrating an increasing level of autonomy.
B3	Undertake research processes ethically involving a variety of methods of data collection relevant to learning and teaching contexts; demonstrate an understanding of the limitations of theory and research.	D3	Have insight and confidence in working collaboratively with others and fulfil agreed responsibilities.
B4	Reflect on their own value systems, development and practices and critically evaluate own strengths and limitations.	D4	Present ideas precisely and convincingly.
		D5	Utilise IT appropriately and effectively.
		D6	Interpret, use and apply data appropriately and effectively.

Programme outcomes																			
A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	
Highest level achieved by all graduates																			
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Module	Code/Level	A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D 5	D 6
Contemporary Issues in Learning & Teaching	EDU3007 Level 6	/	/	/		/	/			/	/		/	/	/		/	/	/	
Learning & Teaching Project	EDU3008 Level 6	/	/	/	/	/	/	/	/	/	/	/	/			/	/	/	/	/
Professional Practice in Learning & Teaching	EDU3009 Level 6	/	/	/		/	/		/	/				/	/		/			
Research Methods in Education	EDU3010 Level 6		/		/			/	/	/	/	/	/			/			/	/