



## Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government’s guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face-to-face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24<sup>th</sup> July 2020

### Course Details

|                 |   |
|-----------------|---|
| Course Title(s) | BA (Hons) Education (FT)<br>BA (Hons) Education Studies (FT)<br>BA (Hons) Education Studies (Work Based) (FT) |
| Course Code(s)  | 3838; 4358; 4383  |
| Course Director | Fabienne Benoist; Zoe Leadley-Meade; Anna Jones   |
| Shared Modules? | Yes within these courses  |

*We are looking forward to seeing all of our students for face to face teaching as soon as possible. In the meantime, we have adapted our delivery for semester 1 to provide you with extensive online resources in addition to any on-campus activities.*

### Changes to the mode of delivery and course composition

*Subject to Government advice and in line with our commitment to the safety of our staff and students, from September we are planning the following:*

- *On-campus time for regular small group seminars, especially to prepare for assessments*
- *Online and remote alternatives to lectures during the first semester, for example recorded lectures and interactive online activities*
- *Regular live online seminars during the first semester with your lecturer and a group of other students to discuss the topics covered in the lectures*
- *Weekly readings and other material on our virtual learning environment, Moodle*
- *Weekly access to module teaching teams and personal tutors via email and virtual office hours*

*Importantly, we will ensure that we provide equivalent resources and support to students who are unable to join us on campus for these sessions.*

*Your overall amount of contact will be the same as if it were delivered fully on campus.*

### Changes to assessment strategy

*On-campus assessments replaced by carefully adapted alternatives that can be undertaken online (eg, take-home exams, essays and computer-based tests.*



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| <b>Reference points:</b>              | Internal  | School of Law and Social Sciences QA Committee |
|                                       | External  | QAA (2015) Educational Studies Benchmarks      |
| <b>B. Course Aims and Features</b>    |   |  |
| <b>Distinctive features of course</b> | <p>This course is ideal for those already employed in an appropriate educational setting and wish to study whilst working. BA Education (Top Up) is a one day a week taught course for professionals already working in settings where they can engage in study during their working week. As well as the day at LSBU, students are expected to reflect on their academic studies by relating them to their day to day experiences in the workplace. This work-based route allows students to develop transferable work-based analytical and research skills, gain academic recognition for existing skills and improve professional effectiveness.</p>   |  |
| <b>Course Aims</b>                    | <p><b>The Education (Top Up) course aims to:</b></p> <ul style="list-style-type: none"> <li>• Support students in developing their practice and professional approach in their workplace.</li> <li>• Give students opportunities to link theory and practice, to critically analyse different approaches and to develop the necessary skills to be a reflective and innovative practitioner.</li> <li>• Widen participation to include career changers and mature students with family commitments.</li> </ul> <p>Also, in relation to the student's workplace, the course aims to:</p> <ul style="list-style-type: none"> <li>• Understand the processes of human learning and barriers to learning across different age ranges and learning communities.</li> <li>• Broaden understanding of education in a range of different settings, through relevant practical and professional knowledge and experience.</li> <li>• Develop a range of qualities in students including intellectual independence and critical engagement with evidence.</li> <li>• To provide students with a coherent framework of educational experience within which theory and practice are fully integrated.</li> <li>• To develop the knowledge, skills and understanding needed to become a responsible educational professional who can make positive and informed contributions to the development of policy in educational establishments and in broader professional contexts.</li> <li>• To enable students to reflect critically on their personal and professional development and respond constructively to innovation and change as their career develops.</li> <li>• To foster appropriate values and attitudes, including an informed commitment to the principles of inclusion and equity, and the confidence to identify and contest discriminatory practices, both at a personal and professional level.</li> <li>• To encourage students to become creative and innovative educational professionals.</li> <li>• To provide academically rich and stimulating opportunities.</li> </ul> |  |

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| <p><b>Course Learning Outcomes</b></p> | <p>The course outcomes through the modules are split into five strands. Not all modules include all strands. Learning outcomes reflect the nature of the different modules</p> <p>The learning outcomes fit into the University Teaching and Learning Strategy, but are further divided or focused into sub-categories to reflect the applied nature of a degree in Education Studies.</p> <p>Section A      Knowledge and Understanding</p> <p>Section B      Intellectual Skills - critical thinking and applying theory to practice</p> <p>Section C      Practical Skills</p> <p>Section D      Transferable Skills - these are focused on communication</p> <p style="text-align: center;"><b>A    Students will have <u>knowledge and understanding</u> of: (QAA 2015 – Knowledge and Understanding)</b></p> <p>A1 The meaning and nature of education</p> <p>A2 The historical and contemporary contexts of education, both nationally and globally, including alternative approaches to education</p> <p>A3 The societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process in relation to the workplace</p> <p>A4 The economic, social, historical, philosophical, psychological and cultural underpinnings of educational practice</p> <p>A5 The relationship between education and the concepts of equality, inclusion, citizenship and social justice in relation to the workplace</p> <p>A6 The complex and multi-faceted nature of the field of education</p> <p>A7 Appropriate research methods, drawn from education, psychology and social science.</p> <p style="text-align: center;"><b>B    Students will develop their <u>intellectual skills</u> through: (QAA 2015 – Application and Reflection)</b></p> <p style="text-align: center;"><b>Critical Thinking</b></p> <p>B1      Demonstrate the ability to gather, describe, synthesise and analyse facts, information, theories, paradigms, principles and concepts.</p> <p>B2      Critically assess, interpret and evaluate text and data, using quantitative and qualitative research methods, as well as explore new and emerging practices using a variety of skills and resources</p> <p>B3      Develop a critical understanding of key theoretical approaches and debates relating to the academic study of education and psychology</p> <p>B4      Construct a reasoned argument based on sound theory and be able to substantiate independent points of view</p> <p style="text-align: center;"><b>Applying Theory to Practice</b></p> <p>B5      Understand the interplay between theory and practice within the field of education</p> |
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B6 Be able to demonstrate how the knowledge and understanding they have gained from theoretical modules applies in practice.

B7 Discuss the role of key theories and research in relation to education and classroom practices.

B8 Apply knowledge to the solution of familiar and unfamiliar problems, including their own practice

B9 Develop an awareness of how personal understandings of the concepts studied impact on personal practice in educational settings.

B10 Plan and execute an in-depth research project related to their workplace

**C Students will acquire and develop practical skills such that they are able to: (QAA 2015 – Transferrable and Application)**

C1 Develop relationships with a variety of professionals working in wider educational contexts.

C2 Develop teaching and mentoring skills in a different educational setting.

C3 Produce relevant materials and resources to support learners.

C4 Plan effectively and creatively to address the needs of different learners.

C5 Set up and manage a range of accurate records, plans and other professional documentation; adhere to workplace policies, meet deadlines and maintain a high level of personal organisation.

C6 Use digital media and ICT to present ideas and thinking developed on the programme

C7 Apply research skills such as observation and interviewing in the workplace

**D Students will acquire and develop a range of communication styles which are transferrable skills for employment and further study: (QAA 2015 - Transferable)**

D1 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

D2 Demonstrate adequate computer literacy to research and present reports including data in a variety of formats

D3 Research skills necessary to organise and assess evidence including the interpretation of both qualitative and quantitative data

D4 Gather and retrieve ideas and information effectively, using a wide range of primary and secondary sources and materials, and sift, synthesise and organise materials independently

D5 Develop, organise and deploy ideas and information to formulate arguments coherently and communicate them effectively in writing and orally

D6 Plan and work collaboratively in a range of contexts, showing abilities to listen, contribute and lead effectively

D7 Successfully manage the complex dynamics of settings, manage own learning strategies and organise effective working patterns, including working to deadline and make decisions in unpredictable situations

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|  | D8 Build and maintain effective professional relationships with learners and educational practitioners |
|  | D9 Reflect critically and constructively on own performance and adapt practice accordingly.            |

### C. Teaching and Learning Strategy

#### Practical skills:

C1 – 7 Will be acquired through the teaching and learning strategies outlined previously, but with an emphasis on applying learning to their workplace and exposure to professional practice. Personal tutorials and oral and written feedback on assessments support student learning at all levels of the programme.

**Communication skills** will be developed through written tasks; structured group work and presentations in taught sessions and workshops; personal organisation to meet assignment requirements; guidance on managing workload and meeting deadlines. Whilst in the workplace, there are opportunities for students to develop skills in the areas of professional cooperation; working in teams; personal and professional organisation; informed decision-making; self-evaluation and reflection. Communication skills are supported through discussions in taught sessions and lectures; seminars and tutorials; guided reading; self-study tasks; structured group tasks; independent inquiry and personal research.

Communication opportunities are afforded through, for example, contributions to taught sessions; e-learning activities; structured group work and presentations; problem-solving; discussions with practitioners; written tasks; group and individual tutorials/seminars.

### D. Assessment

**Practical Skills** will be assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: dissertation, poster, debate, media project, case studies, and individual and group oral presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements. The research project is the culmination of students' ability to demonstrate their application of educational research, project planning and problem solving skills. Self-reflection is a key element of assessment of practical skills and knowledge.

**Communication skills** will be assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: dissertation, essays, reports, portfolios, case studies, interactive displays, technology based learning tools, reflective journals and posters. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements.

### E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

## F. Entry Requirements

In order to be considered for entry to the course applicants will be required to have the following qualifications:

- 240 CAT points from two years higher education or equivalent Level 5 qualifications in a relevant academic discipline
- GCSE grade “C” or above in Mathematics and English Language or equivalent qualifications.
- Applicants must be employed in an appropriate educational setting in either a paid or voluntary capacity of a minimum of 20 hours per week.

While a GCSE in science is not an entry requirement to this degree, candidates must note that a GCSE in science or equivalent is required for application to a PGCE or School Direct Teacher Training programme.

The selection process may include participation in an interview which will include a written English assessment.

In the event of non-Standard entry, the applicant must satisfy the conditions of the interview including successfully demonstrating a level of academic writing that it is deemed appropriate for the applicant to be successful on the course.

Applicants are expected to be DBS checked as part of their current employment but should be made aware that they will need to submit themselves for a further DBS check when they undertake the Alternative Educational Setting module.

## G. Course structure(s)

**BA (Hons) Education (Top Up), 1 year full time.**

| Level | Semester 1               | Credit value | Semester 2  | Credit value |
|-------|--------------------------|--------------|---|--------------|
| 6     | Project                  |              |   | 40           |
| 6     | The Learning Environment | 20           | Alternative Educational Setting   | 20           |
| 6     | Teaching and Learning    | 20           | 2 options to choose from:<br>Creativity in Education<br>Educational Autobiography | 20           |

## H. Course Modules

| Module Code      | Module Title                    | Level | Credit value | Assessment  |
|------------------|---------------------------------|-------|--------------|---|
| <b>EDU_6_PRJ</b> | Project                         | 6     | 40           | proposal (10%); dissertation (90%)                |
| <b>EDU_6_TAL</b> | Teaching and Learning           | 6     | 20           | Profile of individual learner                     |
| <b>EDU_6_TLE</b> | The Learning Environment        | 6     | 20           | Interactive display and essay                     |
| <b>EDU_6_AES</b> | Alternative Educational Setting | 6     | 20           | Presentation and evidence of placement completion |

|                  |                                    |   |    |                    |
|------------------|------------------------------------|---|----|--------------------|
| <b>EDU_6_EAB</b> | Educational Autobiography (option) | 6 | 20 | Reflective Journal |
| <b>EDU_6_CRE</b> | Creativity in Education (option)   | 6 | 20 | Portfolio          |

**I. Timetable information**

The course is taught on one day a week. Students are required to attend for a full day per week.

**J. Costs and financial support**

**Course related costs**

- There are no set books requiring purchase associated with the course, although students may choose to purchase books to support preparation for specific modules. No specialist equipment is required. Students should dress in a professional manner for the AES placement, but not uniform is required.

**Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

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Terminology



## Appendix A: Curriculum Map for BA (Hons) Education Studies (work-based)

This map provides a design aid to help course teams identify where programme outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses. For each module, course teams should indicate on the map, where the programme outcomes are; D-developed, T-taught and A-assessed.

| Modules |                                 |           | Programme outcomes |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
|---------|---------------------------------|-----------|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| Level   | Title                           | Code      | A1                 | A2 | A3 | A4 | A5 | A6 | A7 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 | B10 |
| 6       | Project                         | EDU_6_PRJ | D                  | D  |    | A  | D  |    | A  | A  | DA | DA | DA | D  |    | A  |    |    | A   |
| 6       | Creativity in Education         | EDU_6_CRE |                    |    |    |    |    | DA |    |    |    |    |    | D  |    |    | DA |    |     |
| 6       | The Learning Environment        | EDU_6_TLE | D                  |    | A  |    | D  | D  |    | D  |    | A  |    | A  |    |    | D  |    |     |
| 6       | Alternative Educational Setting | EDU_6_AES |                    | D  | TA |    | DA | TA |    | TA |    |    | D  |    |    |    |    |    |     |
| 6       | Teaching and Learning           | EDU_6_TAL | TA                 | TA |    | T  | TA | D  |    | D  | TA | TA | TA | D  | TA | TA |    | TA |     |

| Modules |                                 |           | Programme outcomes |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |
|---------|---------------------------------|-----------|--------------------|----|----|----|----|----|----|-----|----|----|----|----|----|----|-----|----|
| Level   | Title                           | Code      | C1                 | C2 | C3 | C4 | C5 | C6 | C7 | D1  | D2 | D3 | D4 | D5 | D6 | D7 | D8  | D9 |
| 6       | Project                         | EDU_6_PRJ |                    |    |    |    |    |    | DA |     |    | A  | DA | A  |    |    |     |    |
| 6       | Creativity in Education         | EDU_6_CRE |                    |    | DA | DA | D  | DA |    | D   | A  |    | A  |    | A  |    |     |    |
| 6       | The Learning Environment        | EDU_6_TLE | A                  |    | TA | TA | TA |    | D  | DTA |    | TA |    |    | D  | TA | DTA |    |
| 6       | Alternative Educational Setting | EDU_6_AES |                    |    |    |    |    | A  |    | D   |    |    |    |    | A  | A  | D   | A  |
| 6       | Teaching and Learning           | EDU_6_TAL |                    | TA |    | D  | TA |    | D  |     |    |    | D  | DA |    |    |     | DA |

## **Appendix B: Embedding the Educational Framework for Undergraduate Courses**

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the

challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

| <b>Dimension of the Educational Framework</b>    | <b>Minimum expectations and rationale</b>  | <b>How this is achieved in the course</b>  |
|--|--|--|
| Curricula informed by employer and industry need | <p><u>Outcomes focus and professional/employer links</u><br/>           All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p> | <p>Students on this course are working in an educational setting. Much of the course content requires students to carry out activities in their work setting or reflect on their own practice. For example, students create an interactive display in their workplace (EDU_6_TLE) and complete a placement in an alternative educational setting in module (EDU_6_AES)</p> |
| Embedded learning development                    | <p><u>Support for transition and academic preparedness</u><br/>           At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the</p>                                   | <p>This course is at Level 6 only. However, learning development is embedded in the taught modules. For example, in the dissertation module (EDU_6_PRJ) lectures and seminars provide guidance and support in referencing and using literature effectively.</p>  |

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|   | learning development to aid in the transfer of learning.   |   |
| High impact pedagogies                      | <p><u>Group-based learning experiences</u></p> <p>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p> | This course is at Level 6 only. However, students are given opportunities to collaborate in modules. For example, in The Learning Environment (EDU_6_TLE) students work collaboratively to create a class display in preparation for the display they create in their work setting.   |
| Inclusive teaching, learning and assessment | <p><u>Accessible materials, resources and activities</u></p> <p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>  | All course materials and resources are provided in an accessible format. Students are encouraged to talk to tutors and raise any concerns about the accessibility of materials and resources.   |
| Assessment for learning                     | <p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to</p>   | Formative feedback is provided within modules. For example, formative feedback on the collaborative display (EDU_6_TLE) supports students' preparation for summative assessment. For example, supervisors provide formative feedback on drafts of sections of the dissertation (EDU_6_PRJ). Summative feedback on assignments includes formative feedback |

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|  | <p>provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b>.</p>  | <p>(feed-forward): students are encouraged to engage with this and apply it to subsequent assignments.</p>  |
| High impact pedagogies   | <p><u>Research and enquiry experiences</u><br/> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem- solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p> | <p>Students complete a small-scale piece of practical research and report on this in the dissertation (EDU_6_PRJ).</p>  |
| Curricula informed by employer and industry need / Assessment for learning | <p><u>Authentic learning and assessment tasks</u><br/> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed</p>   | <p>Throughout the course, students are expected to draw on their on-going practical experience in their workplaces. Some modules explicitly require students to carry out activity in real workplace contexts, e.g. the display activity in The Learning Environment (EDU_6_TLE).</p> |

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|  | <p>specification and deadline.</p> <p>Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>  |  |
| Inclusive teaching, learning and assessment      | <p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u></p> <p>An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc.</p> <p>This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>                    | <p>Models reflecting a broad range of social and cultural views are embedded in the course. Some modules engage explicitly with representations of diversity: for example, in The Learning Environment (EDU_6_TLE), students are required to reflect on the diversity of their own student cohort when designing their workplace displays.</p>   |
| Curricula informed by employer and industry need | <p><u>Work-based learning</u></p> <p>Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b>.</p> <p>Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course.</p> <p>Work-based learning can be linked to assessment if appropriate.</p> | <p>Students on this course are employed in an education setting and are required to draw on this experience as they engage in the taught course. The Alternative Educational Setting module (EDU_6_AES) requires students to undertake a placement in an alternative setting from their workplace in order to broaden and possibly challenge their understanding of the workplace and education.</p> |

|                                      |   |  |
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| <p>Embedded learning development</p> | <p><u>Writing in the disciplines: Alternative formats</u></p> <p>The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p> | <p>Module assessment utilises a range of formats applicable to those working in education, including project report/ dissertation (EDU_6_PRJ), plan for teaching (EDU_6_CRE), pupil profile (EDU_6_TAL), and display evaluation (EDU_6_TLE).</p>   |
| <p>High impact pedagogies</p>        | <p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional workplace settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including</p>  | <p>Students are employed in a range of education sectors, and cohorts usually include students working in Early Years, primary, secondary and post-compulsory education. Within sessions, opportunities are provided for students to collaborate with peers working in different educational phases.</p> |



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|  | <b>inclusivity</b> , communication and networking.   |   |
| Assessment for learning  | <p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p> | The course employs a range of different approaches to assessment, and these approaches reflect the types of activity with which students engage in the workplace, including planning, pupil profiling, and evaluation.  |
| Curricula informed by employer and industry need                             | <p><u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence</b> and <b>professionalism</b>.</p>  | A developing knowledge of education and the professional understanding associated with it is at the core of this course. Students are expected to build on work-related learning opportunities, for example in designing display resources and evaluating the effectiveness of these resources (EDU_6_TLE). |
| Curricula informed by employer and industry need / Assessment for learning / | <p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-</p>   | The dissertation (EDU_6_PRJ) draws on skills developed in other modules. Because students on this course enter directly to Level 6, skills that students on other routes may have acquired at Level 4 and 5 are   |

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| High impact pedagogies | driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including <b>professionalism, integrity</b> and <b>creativity</b> . | embedded within the module. For example, support in structuring the literature review and in referencing style is embedded in the dissertation module. |
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### Appendix C: Terminology

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| <b>awarding body</b>            | a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees                             |
| <b>bursary</b>                  | a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'  |
| <b>collaborative provision</b>  | a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former |
| <b>compulsory module</b>        | a module that students are required to take   |
| <b>contact hours</b>            | the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials              |
| <b>coursework</b>               | student work that contributes towards the final result but is not assessed by written examination   |
| <b>current students</b>         | students enrolled on a course who have not yet completed their studies or been awarded their qualification  |
| <b>delivery organisation</b>    | an organisation that delivers learning opportunities on behalf of a degree-awarding body  |
| <b>distance-learning course</b> | a course of study that does not involve face-to-face contact between students and tutors  |
| <b>extracurricular</b>          | activities undertaken by students outside their studies   |

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| <b>feedback (on assessment)</b>     | advice to students following their completion of a piece of assessed or examined work   |
| <b>formative assessment</b>         | a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students |
| <b>higher education provider</b>    | organisations that deliver higher education   |
| <b>independent learning</b>         | learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision  |
| <b>intensity of study</b>           | the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study   |
| <b>lecture</b>                      | a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials   |
| <b>learning zone</b>                | a flexible student space that supports independent and social learning  |
| <b>material information</b>         | information students need to make an informed decision, such as about what and where to study   |
| <b>mode of study</b>                | different ways of studying, such as full-time, part-time, e-learning or work-based learning   |
| <b>modular course</b>               | a course delivered using modules  |
| <b>module</b>                       | a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word   |
| <b>national teaching fellowship</b> | a national award for individuals who have made an outstanding impact on student learning and the teaching profession  |
| <b>navigability (of websites)</b>   | the ease with which users can obtain the information they require from a website  |

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| <b>optional module</b>            | a module or course unit that students choose to take   |
| <b>performance (examinations)</b> | a type of examination used in performance- based subjects such as drama and music  |
| <b>professional body</b>          | an organisation that oversees the activities of a particular profession and represents the interests of its members                      |
| <b>prospective student</b>        | those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider |

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| <b>regulated course</b>     | a course that is regulated by a regulatory body  |
| <b>regulatory body</b>      | an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities  |
| <b>scholarship</b>          | a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'   |
| <b>semester</b>             | either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)  |
| <b>seminar</b>              | seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture                              |
| <b>summative assessment</b> | formal assessment of students' work, contributing to the final result  |
| <b>term</b>                 | any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)   |
| <b>total study time</b>     | the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment  |
| <b>tutorial</b>             | one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project  |
| <b>work/study placement</b> | a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course |
| <b>workload</b>             | see 'total study time'   |
| <b>written examination</b>  | a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions  |