

PROGRAMME SPECIFICATION

1. Awarding Institution	University of Huddersfield
2. Teaching Institution	The University of Huddersfield and Consortium colleges
3. School and Department	School of Education and Professional Development Department of Initial Teacher Education
4. Course accredited by	
5. Mode of delivery	Part-time
6. Final award	BA/BA(Hons)
7. Course title	Education and Professional Development
8. UCAS code	Not applicable
9. Subject benchmark statement	Education Studies 2005
10. Date of Programme Specification Approval	May 2017

11 EDUCATIONAL AIMS OF COURSE

1. Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and professional development and the context within which it takes place.
2. Provide students with a broad and balanced knowledge and understanding of the principal features of education and professional development in relevant contexts.
3. Develop in students the ability to carry out ethical research within a variety of education and professional development settings
4. Encourage students to engage with fundamental questions concerning the aims and values of education and professional development and their relationship to society.
5. Provide opportunities for students to appreciate the problematic nature of education and professional development theory, policy and practice.
6. Encourage the development of education and professional development procedures and processes in a wide variety of work-based settings and professional contexts.
7. Develop in students the ability to construct and sustain a reasoned argument about education and professional development issues in a clear, lucid and coherent manner.
8. Promote a range of qualities in students including intellectual independence and scholarship, reflexivity and critical engagement with evidence.

The course values equality and diversity and fully complies with the statutory requirements of the Equality Act (2010).

12 INTENDED LEARNING OUTCOMES

A: Knowledge and Understanding

- Understands the policy environment in which education and professional development operates and evolves.
- Understands the origins, management and development of the curriculum in education and professional development.
- Understands the nature and value of critical and reflective practice in education and professional development.
- Has a knowledge and understanding of the value of work-based learning in education and professional development.
- Understands the effects of different policies and processes on learning in education and professional development and how they impact upon professional practice and organisational change.
- Understands the complex interactions between education and professional development, their contexts and relationships with other disciplines and professions.
- Understands the content, significance and contribution of Key Transferable Skills to their own professional development.
- Understands how new ideas and initiatives are incorporated into policy, structures and organisations.

Learning Strategy

Acquisition of knowledge is achieved typically through day schools and blended learning and online learning activities. Where appropriate, individual tutorials may also be used. Online learning materials are available electronically through the University's virtual learning environment to support independent learning. Understanding is strengthened by group discussion at the day schools and the contextualisation of general principles within the students' own working environments. Work-based learning is an important strategy. Reflective practice is required to enable the development of critical understanding and professional autonomy.

Assessment strategy

Assessment methods are set out in each module specification and students are required to complete an assessment task, supported by the module tutor. All learning outcomes in a module are assessed.

B: Intellectual/Cognitive Outcomes

- Integrate theory and practice
- Synthesise information and critical analysis from a variety of sources
- Exhibit critical abilities in the field of education and professional development appropriate to professional needs and development
- Critically reflect on professional practiceAnalyse education policies
- Synthesise relevant concepts from cognate disciplines
- Reflect on own value systems, development and practices in education, training and professional contexts

Learning Strategy

Intellectual skills are developed through the day schools, online activities and the assignments, plus independent reading and research, reflection and the application of principles and knowledge to education and professional development contexts. Students are required to develop the skills and knowledge of the autonomous learner. This enables them to resolve work-based issues and problems through the completion of two complementary research-centred modules. Online transition materials will support the progression between Intermediate and Honours' levels in year 1; managing the transition to Honours level study will also be a focus of the day schools.

Assessment Strategy

	← Assessment methods are set out in each module specification and students are required to complete an assignment, supported by the module tutor. All learning outcomes in a module are assessed.
C: Subject Practical Outcomes <ul style="list-style-type: none">• Design and apply a course action plan to achieve identified personal and professional goals• Manage time, workloads and resources effectively• Plan and execute work-based projects, demonstrating appropriate levels of negotiation and collaboration with peers, mentors and managers• Demonstrate an appropriate range of leadership and management skills and qualities• Generate, collate and analyse qualitative and quantitative research data	← Learning Strategy <p>Work-based learning is an important strategy for developing practical abilities and skills. Students are already employed in education and professional development settings. All students are required to play as full a part as possible within their respective organisations so that the full spectrum of personal, team and organisational opportunities are enhanced for the benefit of individuals and employing organisations. Formal and informal approaches to enhance learning are embedded in practice, including organisationally derived case studies, action learning sets, group work, project and task centred groups, as well as the module day schools and critical friendship groups. The course emphasises the acquisition and development of academic skills in keeping with equivalent undergraduate courses.</p> ← Assessment strategy <p>The integration of theory and practice is an important feature in the completion of module assignments, together with the recognition and elucidation of diverse perspectives in education and professional development. All module assignments have a written component which is assessed. Other appropriate assessment techniques are used to enable students to experience inclusive and innovative assessment practice, e.g. poster presentations, oral examinations and portfolio and negotiated work based project assignments.</p>

D: Key/Transferable Outcomes

- Demonstrates a commitment to appropriate inclusive beliefs and values in all written work, work-based activity and on-going activity on the course.
- Evaluate and apply critical reflective practice to professional learning activities
- Demonstrate skills and understanding in the use and application of C & IT
- Demonstrate appropriate skills in researching, analysing and using information and numerical data gathered from a variety of sources.
- Evaluate their own continuous professional development by setting and monitoring identified targets
- Communicate effectively using a variety of media
- Work effectively with people in education and professional development contexts.

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Learning Strategy

Key Skills are themes, which underpin the course. Additionally, there are some modules which provide an additional focus on specific Key Transferable Skills at appropriate points on the course, e.g. Pedagogical and communication skills in Improving Teaching and Learning, Policy analysis skills in Critical Education and critical reflection in the Reflexive Study. Students taking the Major Study will be expected to present and share the findings of their work at a Research Festival organised by the University.

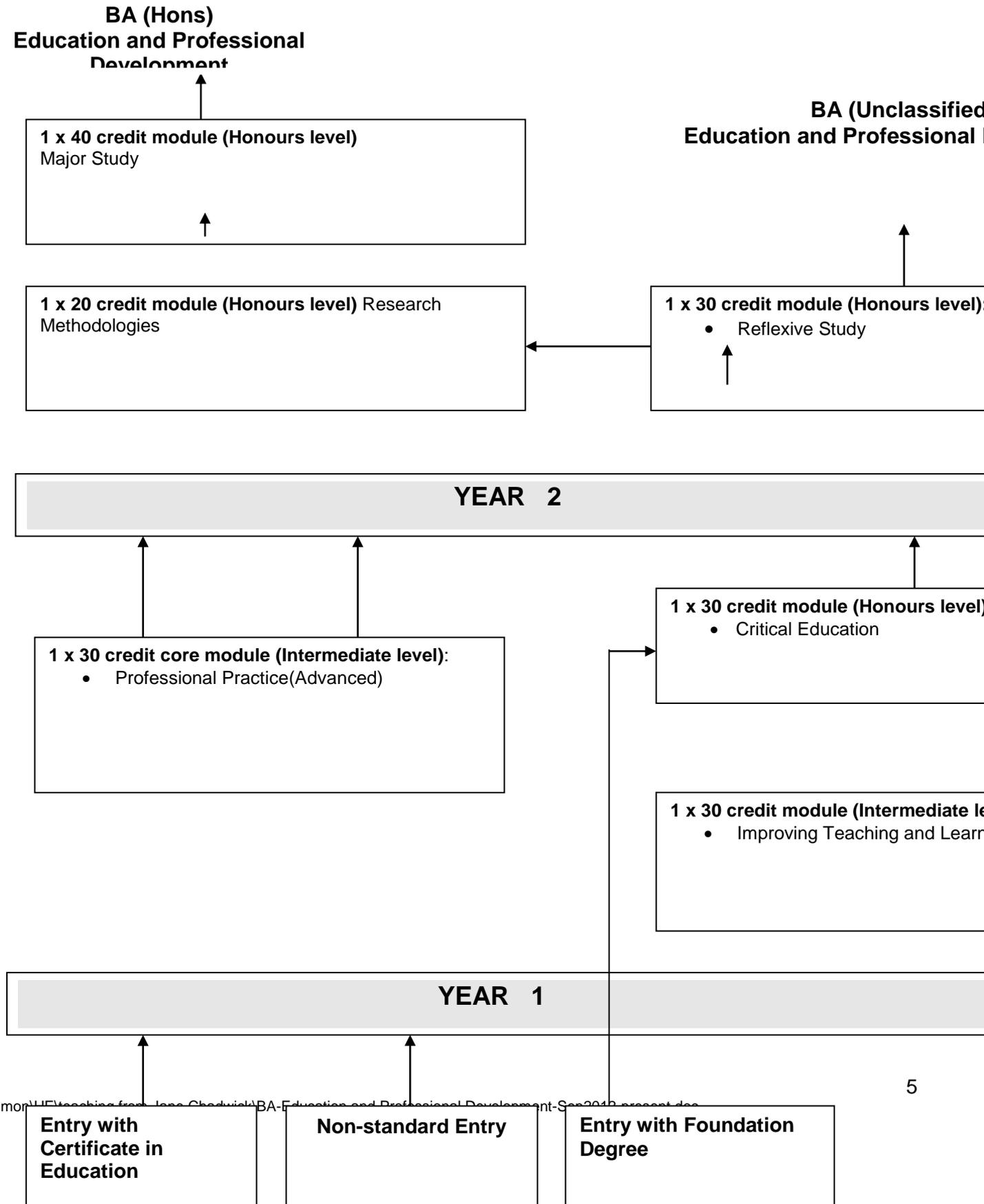
Assessment strategy

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Course assessment criteria sets out in more detail the range and level of key skills to be demonstrated. These criteria are applied in the design of modules and the marking of all assignments submitted for assessment.

13 COURSE STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

Entrants are normally eligible for 180 credits – 120 credits for the Certificate in Education and 60 credits for professional experience - as part of the application procedure; entrants with Foundation Degrees may be eligible for up to 240 credits, depending on the content of their degree programme. This enables the BA course to be offered as a two-year part-time programme for individuals working in education, training and related professional contexts, leading to either an honours degree or an unclassified degree. It has a September intake and is delivered at the University and partner colleges in the Consortium. The routes available are presented in the flow diagram below:



Year 1

Students take compulsory first-year modules totalling 90 credits: 60 credits at Intermediate level (consisting of 2 x 30 credit modules) and 30 credits at Honours level.

Year 2

Honours degree students are required to undertake modules totalling 90 credits at Honours level. These final-year modules challenge students to demonstrate a high level of ability in researching and working more autonomously. They also provide students with the opportunity to synthesise their learning and development by undertaking a significant piece of empirical research and by consolidating their critical reflective development and practice. Optionality within modules, such as the focus of assignments, enables students to satisfy their individual and professional needs and to relate their studies to the specific context of employing institutions. The range of modules is enhanced by students undertaking a 40-credit Major Study module, ensuring flexibility and relevance within a balanced range of modules and providing the opportunity to apply research skills in the investigation of an issue of professional concern to the individual student. This module builds on, and is supported by, a 20-credit honours level module in Research Methods. The programme is completed by a 30-credit synoptic module at Honours level, the Reflexive Study. This module requires students to synthesise their professional learning and look ahead to how they will use their knowledge, understanding and skills to develop a transformative praxis which takes into account different standpoints and the social, political and biographical contexts in which they have arisen.

The unclassified degree programme requires students to complete the synoptic module in year 2 of the programme.

Full details of the modules are provided in the tables below:

Unclassified degree

Year	Module code and title	Credit value	Option, Core and Compulsory	Award and Progression
1	DIM5335 Professional Practice (Advanced)	30I	Core	Progression
	DIM2135 Improving Teaching and Learning	30I	Compulsory	
	DHM2035 Critical Education	30H	Compulsory	Progression
2	DHM2135 Reflexive Study	30H	Compulsory	Award

Assessment is based upon 100% coursework

Honours degree

Year	Module code and title	Credit value	Option, Core and Compulsory	Award and Progression
1	DIM5335 Professional Practice (Advanced)	30I	Core	Progression
	DIM2135 Improving Teaching and Learning	30I	Compulsory	
	DHM2035 Critical Education	30H	Compulsory	Progression
2	DHM1025 Research Methodologies	20H	Core	Progression
	DHF2945 Major Study	40H	Core	
	DHM2135 Reflexive Study	30H	Compulsory	Award

Assessment is based upon 100% coursework

Exceptionally, and in the light of a good overall performance in other modules, a student may be allowed to trail one module (Intermediate or Honours), and hence progress with 240 credits. Exceptional progression can only take place with the approval of the Course Leader in consultation with the student's centre manager, and the Course Assessment Board.

14 TEACHING, LEARNING AND ASSESSMENT

- This programme will be delivered using a blended learning model and has five different elements: induction and module day schools, on line learning and networking, online and paper based assessment, teaching and learning festivals and online and face to face support at their centre.
- Initially, the students will attend an induction day school at the beginning of their undergraduate experience where they will be introduced to the features of the programme. As a part of the induction process, students will also be provided with detailed information relating to the key elements of the course at this stage, including course structure, the day schools and how they will work, the blended learning elements of the course, assessment processes and requirements, relevant university quality systems, student support and personal and module tutorial systems. Each student will be provided with a Student Handbook as part of the induction process.
- The induction and module day schools will be held on a regional basis with approximately 40 students in total attending from a cluster of colleges in the same geographical area. For instance, Region 1 might include Bishop Burton, Craven, East Riding, Hull & Harrogate, S. Tyneside, Leeds City and York with a possible base at York. Centres in a particular regional group will share the delivery of the day schools; with each module day school normally staffed by 3 tutors to allow for break-out groups and other tutor-intensive activities for part of the day. For the first cycle of the programme a member of the University teaching staff will be part of the delivery team at every day school in each of the regional groups to ensure the quality of the student learning experience. For example, the induction day school in Region 1 might be staffed by a University member of staff and a member of staff representing Bishop Burton College and a member of staff representing Craven College. The aim of the day schools is to provide a vibrant, high-quality learning experience for a much larger group of students than is possible on current student numbers and one of the perceived benefits of this model is the networking opportunities it offers to students from a diverse range of professional contexts. This initial networking will help foster and build trust for the forthcoming online learning activities that follow on from the day school.
- The University teaching team, in collaboration with partner colleges, have developed and are developing high quality online learning materials that will support the students after the day school and be available through the University's virtual learning environment (VLE). Some of these materials have been developed already as the University team have been using blended learning to deliver the current programme since September 2009. All centres will deliver the online element to the students they have recruited and initially respond to any queries arising from these activities. In addition, online social networking tools like Yammer and Facebook will be used to support and build an online community of practice for the students to engage with.
- All the modules incorporate formative assessment enabling students to receive interim feedback on the quality of their work prior to the formal submission. Some of the 30 credit modules have 2 part assessment strategies thus enabling students to benefit from receiving formative feedback and tutorial support at an earlier stage in the academic year. Normally, student work will be submitted through Turnitin and assessed online using the Grade Mark tool.
- Two teaching and learning festivals will be held over the duration of the course. In year 1, the students will be required to disseminate their work from the Improving and Teaching Learning module (Intermediate level) at a regional event similar to the day school. The main purpose of this event is as a professional development opportunity for the students so that they can share their work with others and learn from their fellow students about the interventions they have been working on. Honour's students will be required to share the findings of their Major Study with other students from the programme at a 'Research Festival' organised by the University. Again, this provides an excellent professional development opportunity and it is expected that one of the advantages of such an approach is that the students will be able to write about this experience in their Reflexive Study module, which concludes their degree.
- The Consortium centre where the student is enrolled will be responsible for all aspects of pastoral support. This might be face to face or online, depending on the students' preferences and availability.
- Details of how the teaching and learning strategies and assessment strategies for the course are aligned to the course learning outcomes are detailed in section 12 of the Programme Specification.

- The programme will build the Embedding Skills project work into the new programme and how this will be achieved is represented in the mapping document on the table below.

Skills being developed	Module	Module	Module	Module	Module	Module
	DIM5335 Professional Practice (Advanced)	DIM2135 Improving Teaching and Learning	DHM2035 Critical Education	DHM1025 Research Module	DHF294 5 Major Study	DHM2135 Reflexive Study
Critical Thinking	TT	TT, P	TT, P	TT, P	P	P
Self reflection	TT, P	P	TT, P	P	P	P
Note-making skills	TT, P	P	P	P	P	
Oral communication	TT,P	TT, P	TT,P		P	
Formal writing skills	TT, P	TT, P	P	P	TT, P	P
Interpersonal skills	TT, P	P	P	TT, P	P	P
Identifying and solving problems	TT, P	TT, P	TT, P	TT, P	TT, P	P
Leadership	TT	TT/P	TT		P	
Teamwork		P			P	
Organisation	P	P	P	P	P	P
Producing an argument	TT	TT, P	TT, P	TT,P	TT,P	TT, P
Referencing	TT, P	P	P	P	P	P
Information literacy	LS		P		P	
Computer literacy	TT, P	P	P	P	P	P

TT = Taught by module tutor

TAS = Taught by Academic Skills Staff

P = Practised

LS = Input from library staff

- 15 The concept of the teacher as researcher is an important concept within this programme and therefore all students will be expected to consider and apply ethical considerations when planning and carrying out research. Students studying modules where there is a research dimension will participate in class based and online discussions to consider possible ethical issues arising from their proposed research before they submit any research paperwork for approval. All assignments/ research projects undertaken by students from this programme where they are using primary research with people are subject to rigorous checks regarding the possible ethical dimensions of the work. A checklist is available which requires students to carefully consider how their planned work addresses key ethical issues. Following completion of the checklist students are then required, as part of the formative element of their work, to complete a standard proforma which briefly outlines the proposed focus and methods of research. This records ethical considerations at the planning stage and explains how these are to be addressed. It is important to note that this proforma is discussed and agreed before any research takes place and students are clear that research which differs in**

any way from the agreed plan is unacceptable and will result in failure of the module. The form is signed by the module tutor and agreed with another tutor from SEPD. There is a mechanism for further consideration, by a virtual ethics panel, of any proposal which two tutors still have concerns over. When agreement is reached regarding the proposed piece the student must record on information and consent forms that the process has been approved by SEPD, University of Huddersfield. All printed information given to respondents will display appropriate tutor contact details. Paperwork evidencing approval for the research must be included when the assignment/research project is submitted for assessment **SUPPORT FOR STUDENTS AND THEIR LEARNING**

The principal features of the support for students are as follows:

- Applicants will receive information, advice and guidance (IAG) at the centre they wish to study at to enable them to make a more informed decision prior to them applying for the course. The IAG will cover essential information regarding the blending learning model including attendance at the day schools, as well as emphasising that the centre will be responsible for supporting the online learning, the assessment of students' work and providing academic and pastoral support.

All students will be allocated a personal tutor at their centre of study who will provide pastoral support, including counselling and guidance, and maintain an overview of academic progress.

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- In addition to the induction day school, all students will be provided with an induction to their centre of study. This will include familiarisation with computer facilities; the availability of electronic resources through Summon; relevant book and journal resources; and mechanisms for accessing the library.
- An introduction to the University's VLE will be undertaken as part of the Induction day school and followed up by the personal tutor at their centre.
- Throughout the programme students have access to email tutorial support from both module tutors and personal tutors. An integral feature of the course is the support provided by the tutorial and delivery team at the centre in responding directly to individual students according to their needs and circumstances. For example, the nature of this type of student cohort with mature, in-service returnees often requires substantially more reassurance and tutorial support than conventional undergraduates. Students are allocated a designated personal tutor and they are entitled to a tutorial each term with their personal tutor in any academic year. In addition, students are entitled to module specific academic and assessment tutorial support from each of their centre tutors.
- The Academic Skills Tutor within the School of Education and Professional Development plays a key role in providing academic support in a range of contexts including: support for tutors form across the Network. Student Services at each centre provide support for students with disabilities and students with dyslexia; support for mature students who are undertaking undergraduate level study and academic writing for the first time, as well as tutorials for students covering generic academic skills.
- Students are provided with detailed guidance on the use of the Harvard referencing scheme and the academic conventions required at undergraduate level through the Induction day school and an online learning activity. The University's guidelines on the use of the Harvard system are included in the BA Course Documents folder on the VLE.
- Students will have access to the University's Student Services, which includes for example Careers Advisory Service, Faith Centre, the Counselling Service, Student Support (Welfare and Immigration) and Disability Support Service.
- The course has in place a system of Personal Development Planning [PDP], which conforms to both institutional and national requirements. During the Induction day school the students will be introduced to the PDP system, which has been designed to integrate into the Intermediate level Advanced Professional Practice and Honour's level Reflexive Study modules. Across both years of the course, students are encouraged to use the PDP as part of the tutorial process.
- The course complies with disability legislation from the Single Equality Act 2010, the Disability Discrimination Act 2005, the Special Educational Needs and Disability Act 2001.

16 CRITERIA FOR ADMISSION

Standard entry requirements:

Applicants will normally hold either (a) a full initial teaching or training qualification such as a Certificate in Education or DTLLS, together with two years (or equivalent) of teaching or other relevant professional experience, or (b) a relevant foundation degree. Under University regulations, those entering with a foundation degree from another HEI will be required to complete the Honours route to achieve a University of Huddersfield award.

Applicants holding a full teaching qualification and the required teaching experience enter the programme with 120 credits at foundation level or above; 60 additional credits at intermediate level will be awarded by APL on the basis of their professional experience. Appropriate experience would include management, staff development, curriculum design and development, project management and liaison with stakeholders. Applicants are required to provide detail of this experience as part of the application process, which is supervised by the course Admissions Tutor and is subject to audit and verification through references.

Applicants holding a foundation degree in a curriculum area related to education are required to complete the full application process, and will enter the course at honours level having successfully achieved a total of 240 credits at foundation and intermediate levels. Applicants holding a foundation degree in an alternative curriculum area will be interviewed and their work examined for suitability for entry. Where the foundation degree has been awarded by another Higher Education Institution, applicants will be subject to the University's APL tariff process and are required to complete the Honour's route to achieve a University of Huddersfield award.

As part of the application process, all applicants are required to provide detailed evidence of their professional responsibilities and experience to support their application; this is supplemented by a reference from their employer(s) who is able to confirm the applicant's relevant professional responsibilities.

Non-standard entry:

Applicants who do not possess the recognised entry qualification, but with more substantial professional experience of the kind outlined above, relating to the equivalence of 2 years or more of teaching or other relevant professional experience, will be considered for entry with 180 credit points on condition of their being able to provide detailed and verifiable evidence of their substantial relevant professional experience, as well as their responsibilities including curriculum development and management.

Applicants are not normally subject to a formal interview process; however, prior to formal application, a substantial number of applicants hold detailed discussions with the BA Lead Tutor in each Consortium centre or the Admissions Tutor at the University, who provides clarification and guidance regarding the admissions process and the Blended learning features of the programme.

Applicants who have achieved 300 credits on the BA Education and Professional Development are entitled to leave the course having achieved a BA Education and Professional Development (unclassified degree). These students are entitled to re-apply to complete a classified degree with 60 credits of study at Honours' level. Students following this route must leave at least 12 months before returning, but no more than 6 years, from having first achieved credit awarded at a Course Assessment Board.

Applications for APL will be considered by the Admissions Tutor in accordance with the University's requirements.

Credit on entry

Students who hold a full teaching qualification on entry and the required level of teaching experience carry 120 credits onto the course from their teaching qualification. In addition, these applicants may be awarded 60 additional credits in recognition of their professional experience and competence. All applicants are required to provide specific detailed written confirmation of their professional experience and responsibilities in Section Q of the online application form. This is supported by a reference from their employer. The Admissions Tutor monitors and manages all applications to check the sufficiency and validity of the evidence submitted and to ensure this requirement is fulfilled before entry to the programme. Therefore, a candidate who is able to claim a total of 180 credits at entry, will need to complete a further 60 credits at intermediate level and 60 credits at honours level to achieve an unclassified degree. Those students who progress to their classified honours degree are required to complete a further 60 credits at honours level, so accumulating a total of 360 credits for their final honours award.

Credit Transfer

In keeping with the University's entry requirements and procedures, credit transfer will be considered for appropriate candidates on application to join the course. Successful completion of the credit transfer process gives recognition to other qualifications and relevant professional experience as well as enhancing access to the BA (Hons) course, so ensuring greater professional relevance whilst contributing to widening participation amongst practitioners from across the sector.

17 METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation:

- Module evaluations by students
- Course evaluation by students
- Moderation at the University centre attended by all Network Tutors involved in the assessment process
- Module Leaders' reports
- Annual course evaluation prepared by the Course Leader, considered by the Course Committee, and then by the Annual Evaluation Committee.
- School Board
- Annual staff appraisals
- Peer observation of teaching
- External Examiners' reports
- External Examiners' report and responses from the course team are reported in the Course Annual Evaluation Report.
- School Teaching and Learning Committee.
- School Accreditation and Validation Panel approves amendments to the course, structure and module specifications
- Subject review/revalidation, in keeping with the University's quality assurance procedures
- National Student Survey

Committees with responsibility for monitoring and evaluating quality and standards:

- Student Panel
- Course Committee
- School Board
- School Teaching Committee
- University Teaching and Learning Committee
- Course Assessment Board
- School Accreditation and Validation Panel
- Annual Evaluation Committee
- Course Accreditation for Prior Learning Panel

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

Feedback is obtained from students through course and module evaluation at the end of each academic year. Student Panels provide another opportunity for student feedback. They are held twice during the academic year and issues are recorded in the Rolling Log, and reported to the Course Committee.

Staff Development:

Staff receive an annual personal development review, which identifies staff development needs, and these may relate to the BA. Support is available to attend relevant courses and conferences.

The annual peer observation of teaching process provides feedback to individual staff on their teaching, and may be used as a strategy to identify relevant staff development activities.

University and Network tutors are able to make applications to the Consortium for PCET to enable them to undertake higher degree qualifications required to work on the BA Education and Professional Development course. A number of tutors are currently taking advantage of this opportunity. In addition, Network tutors, together with key staff such as administrators, HR personnel and librarians from the Network centres are able to attend training events at the University as well as the Consortium Conferences and development days.

18 REGULATION OF ASSESSMENT

Regulations are outlined in the University Regulations for Awards (See http://www2.hud.ac.uk/registry/awards_regulations.php) and the Student Handbook of Regulations (see http://www2.hud.ac.uk/registry/students_handbook.php)

External Examiners:

In keeping with the University's quality assurance procedures, External Examiners will have been appointed with appropriate specialist knowledge of the course, and who are capable of making judgements about the standard of work at first degree level. The External Examiners will be expected to carry out the duties set out in the University 'Regulations for Awards'.

A sample of student assignments for each module across the Network is internally moderated to ensure parity of assessment standards between modules and centres. A sample of moderated student assignments is submitted to the External Examiners, who are members of, and report to, the Course Assessment Board.

19. INDICATORS OF QUALITY AND STANDARDS

Please note: This specification provides a concise summary of the main features of the Programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

COURSE RATIONALE

Historical context:

In keeping with the University of Huddersfield's long tradition of over 50 years' contribution to the Lifelong Learning sector, the BA Education and Professional Development has developed as a valued and key progression route enabling students from the in-service Certificate in Education (Cert Ed) programme to undertake professionally relevant undergraduate level study.

Starting out as a BEd programme in the early 1990s, by the late 1990s, the BA Education and Training provided a broader based professional qualification distinct from initial teacher education programmes with similar titles. In September 2011, the name of the programme changed to the BA Education and Professional Development to reflect the increasing emphasis on professional development for practitioners within the Lifelong Learning sector and it currently offers programmes to study to Unclassified Degree level in two years, Honours Degree level in two or three years and includes provision for Foundation Degree students to enter at year 2 to achieve an Unclassified Degree in one year or an Honours' Degree in two years.

The essential cornerstone of the BA Education and Professional Development centres on its in-service nature where students are required to integrate knowledge, skills and experience developed in a range of professional contexts, together with the academic challenges presented on the course. This is enshrined within the stated philosophy and defining principles of the BA which underpins all aspects of course design, delivery and assessment:

The programme has been designed to enhance practitioners' knowledge and skills in three broad areas: critical reflection, policy and practice, and research and academic scholarship. It is an academically rigorous programme underpinned by commitment to professional development and lifelong learning which draws upon a range of differing perspectives, academic disciplines and sustainable practices applied to the practitioner's context. The purpose of the degree is to develop reflexive practitioners who shape and influence policy and its implementation within a changing professional context, whilst responding to the needs of learners, employers and organisations.

The current development is prompted by the need to maintain the quality of student experience and course viability in the face of changes to HE funding and student financial support following the Government Spending Review of 2010 and the Browne Review. We anticipate a substantial fall in student numbers for the BA course, resulting from increased fees and a reduction in the numbers of trainees achieving Cert Ed or DTLLS qualifications – itself related to spending cuts and increased fees. This fall in numbers is likely to reduce cohort sizes in individual centres to non-viable levels, so that regionalisation and online delivery is essential to maintain the viability of the course. Furthermore, regionalisation provides a way of maintaining or enhancing the quality of student experience by ensuring that students have access to an academic community with diversity, vitality and an intellectual 'critical mass'.

Features of the BA include:

- Delivery is across the North of England by partner colleges in conjunction with the University. This feature of the course is in keeping with the Government's commitment to maintaining professional development for practitioners working in a wide range of contexts in education and professional development.
- The course enables students to complete a 2 year undergraduate course to achieve an unclassified BA Education and Professional Development, or a 2 year course to achieve a BA with an Honours classification in Education and Professional Development. One of the benefits of the BA course is its flexibility and responsiveness to student circumstances. So, students may leave the course with an unclassified BA, and, after a 12 month break, may return to complete the final honours year of the programme to achieve a classified degree. Where students have approved extenuating circumstances, they may be able to take up to 6 years to complete their course of study.
- The curriculum has been purposely designed to ensure currency and relevance to professionals working in all aspects of education and professional development within a variety of professional contexts. The majority of applicants are drawn from those who have successfully achieved the Cert Ed programme through the University of Huddersfield and Consortium partners. However, an increasing number of applications are received from professionals working within schools, human resources, uniformed services and the health sector.

- On completion of the course, all students are given appropriate guidance on the courses to which they may progress.

Delivery and Learning Methods:

A regionalised blended learning model for the course ensures that students are able to continue to undergraduate level by following a progression route within the University of Huddersfield's portfolio of courses, studied at local level so maintaining accessibility as well as familiarity with the Awarding Institution, its assessment and quality assurance procedures and its Consortium partners. The teaching and learning methods for individual modules are indicated in the Module Handbook.

The delivery of all modules is supported in a number of ways; these include:

Day schools

Day schools will be organised on a regional basis - current plans are based around three regional groups of colleges - so that students can access the one closest to them. The aim of the day school is to provide a vibrant, high-quality learning experience for a much larger group of students than is possible on current student numbers and one of the perceived benefits of this model is the networking opportunities it offers to students from a diverse range of professional contexts. This initial networking will help foster and build trust for the forthcoming online learning activities that follow on from the day school.

Blended Learning

The University teaching team have developed and are developing high quality online learning materials that will support the students after the day school. Some of these materials have been developed already as the team have been using blended learning to deliver the current programme since September 2009. All centres will deliver the online element to the students they have recruited and initially respond to any queries arising from these activities. In addition, online social networking tools like Yammer and Facebook will be used to support and build an online community of practice for the students to engage with.

Teaching and Learning festivals

Intermediate level students will be required to disseminate their work from the Improving and Teaching Learning module at a regional event similar to the day school. The main purpose of this event is the opportunity for the students to share their work with others and also learn from their fellow students about the interventions they have been working on.

Honour's students will be required to share the findings of their Major Study with other students from the programme at a Research Festival organised by the University. One of the advantages of such an approach is that they will be able to write about this experience in their Reflexive Study module, which concludes their degree.

Tutorial support

An integral feature of the BA course is the support provided by the tutorial and delivery team in responding directly to individual students according to their needs and circumstances. For example, the nature of this type of student cohort with mature, in-service returnees often requires substantially more reassurance and tutorial support than conventional undergraduates. Students are allocated a designated personal tutor at the centre where the student is enrolled and they are entitled to tutorials each term with their personal tutor in any academic year. This might be face to face or online, depending on students' preferences and availability. In addition, students are entitled to module-specific academic and assessment tutorial support from each of their module tutors at their centre.

Resourcing

All students enrolled on the course are entitled to full access to the Library and Computing Centre facilities at the University. Students also have access, through the University's Summon system, to a wide variety of full text electronic academic journals and books. As part of the approval and re-validation process, the University of Huddersfield's quality assurance procedures require approved centres to sufficiently resource the course. As a part of this process, the SEPD's Academic Librarian examines available resources and provides a report to the validation committee. Only those centres that meet the required resource levels are approved to deliver the BA.

Teaching and learning resources are under constant review, and, given the changing nature of the professional contexts in which students operate, a range of resources have been developed, drawing on the expertise of Network tutors under the leadership of the University.

Assessment strategy

The programme's approach to assessment seeks to reflect the Vice Chancellor's introduction to this 2011 Teaching and Learning Conference when he said, "Our assessment and feedback will inspire and challenge students to achieve. It will be clear, accessible, responsive, professional and innovative." Therefore appropriate assessment techniques will be used to enable students to experience inclusive and innovative assessment practice, e.g. poster presentation and oral examination for Improving Teaching and Learning, a student devised portfolio for Critical Education. In keeping with the University's assessment strategy, all students on the course are entitled to formative feedback on a draft of their work produced for assessment in each module. Through a number of tutor development events held at the University, all tutors delivering the BA in all Consortium centres are committed to providing detailed, specific on-script feedback on a draft submission in keeping within The University's Assessment Strategy.

Outline modes of assessment mapped to modules

MODULES	ASSESSMENT METHOD (S)
Intermediate level 30 credit modules	
DIM5335 Professional Practice (Advanced)	Written assignment
DIM2135 Improving Teaching and Learning	Poster presentation about their innovation and supporting paper and oral examination
Honours level 20 credit modules	
DHM1025 Research Methodologies	Written assignments
Honours level 30 credit modules	
DHM2035 Critical Education	Portfolio equivalent to 6000 words
DHF2945 Major Study	Written assignment
DHM2135 Reflexive Study	Assignment equivalent to 6000 words

Staffing and Management:

The course has the following staffing and management roles and responsibilities, the detailed functions of which are as indicated in the School of Education and Professional Development Scheme and Quality Handbook.

- Course leader
- Admissions tutor
- Examinations tutor
- Module leaders
- Module tutors
- Personal tutors
- APL tutors

The course is managed and led from the University centre by the Course Leader. There is a separate Admissions Tutor and the third member of the course management team is the Examinations Tutor. The Course Leader (CL) provides management and academic leadership on all aspects of the provision across all centres and tutorial and

delivery teams across the Network approved to run the BA in Education and Professional Development. Monthly Network Tutors' meetings are convened and these are planned and managed by the CL. Furthermore, additional developmental events to ensure best practice in teaching, learning and assessment and that University quality assurance procedures are complied with, are led from the University by the CL. The moderation events and Course Assessment Boards (CABs) are led from the University by the Examinations' Tutor in keeping with University regulations.

The regional day schools will operate under a collaborative ethos, with funding arrangements designed so that all centres in a region contribute equally to the day schools irrespective of their own student numbers from year to year. This ensures that smaller centres are not marginalised and provides stability in terms of planning and staff expertise.

The development of a professional critical dialogue with the External Examining team is a particular feature of the approach adopted by the CL to ensure the identification of best practice in delivery, assessment, the enhancement of standards and the quality of the student learning experience. For example, where External Examiners identify particular issues in relation to a centre in the Network, the External Examiner is able to directly address their comments to the centre/tutors in question through a pre-CAB meeting with each Centre on an individual basis. This process was instigated by the CL and continues to be managed effectively from the University.

The University team comprises the CL, the Admissions' tutor and Examinations Tutor together with a number of staff drawn from across the SEPD and the Consortium. The ability of the BA to draw on the expertise of a range of experienced colleagues both in centres and across the network ensures that all students are able to benefit from a professionally designed, developed and delivered curriculum which is of direct relevance to their professional development within organisational contexts.

Each student on the course is allocated a personal tutor. The roles of the personal and module tutors and the tutorial process are fully detailed in the Student Handbook.

The principal committees involved in the management of the course will be the Course Committee, the Course Assessment Board, and the Student Panel. The Student Panel meets twice per academic year and a Rolling Log records issues raised and actions taken and these are reported back at the next Course Committee, and made available through UniLearn.

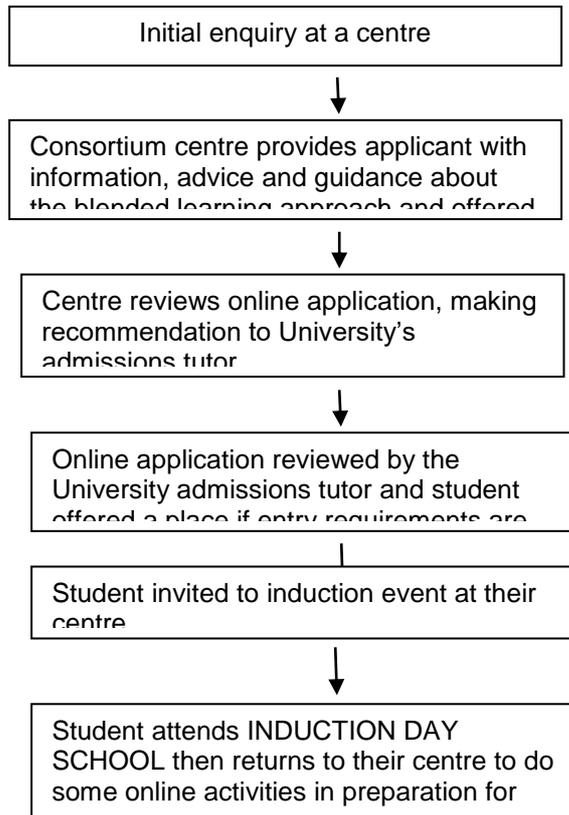
Marketing strategy and recruitment

Research has been undertaken into the equivalent qualifications offered by a number of HEIs in the North of England. Whilst the programmes appear to offer an equivalent qualification to the BA Education and Professional Development at the University of Huddersfield, there are significant differences in design and delivery. A significant strength of the new model for the programme is the flexibility it offers the busy education professional. A variety of marketing strategies and approaches are currently being undertaken in centres across the Network. For example, the recent production of a marketing DVD for all the BA Consortium centres provides a useful generic marketing tool at open days. In addition, all centres are committed to delivering a marketing approach that is compatible with their local circumstances and current recruitment trends. In recognition of the importance of the progression route from Cert Ed, BA Lead Tutors are promoting the merits of the BA to current second year students. Cert Ed students attending the Subject Specialist Conference at the University will receive a comprehensive presentation on progression to the BA, as well. All centres are being encouraged to contact students who have graduated from the Cert Ed but to date have chosen not to progress on to the BA.

With the introduction of qualified teacher learning and skills (QTLS) status, and the requirement for all teachers/tutors and trainers to maintain their licence to practice through continuing professional development (CPD), it is anticipated that the course will continue to play a leading role in providing opportunities for professional development.

An example of the student journey from application to attendance at the induction day school is on the following page.

Example of the student journey from application to attendance at the induction day school



Course Learning Outcomes mapped onto Modules

Course Outcomes	Intermediate Level		Honours Level			
	DIM5335 Professional Practice Advanced)	DIM2135 Improving Teaching and Learning	DHM2035 Critical Education	DHM 025 Research Methodologies	DHF2945 Major Study	DHM2135 Reflexive Study
A: Knowledge and Understanding						
Understands the policy environment in which education and professional development operates and evolves			✓	✓	✓	✓
Understands the origins, management and development of the curriculum in education and professional development		✓	✓			✓
Understands the nature and value of critical and reflective practice in education and professional development	✓	✓	✓			✓
Has a knowledge and understanding of the value of work-based practice in education and professional development.		✓	✓			✓
Understands the effects of different policies and processes on learning in education and professional development and how they impact upon professional practice and organisational change.	✓		✓			✓
Understands the complex interactions between education and professional development, their contexts and relationships with other disciplines and professions.	✓	✓				✓
Understands the content, significance and contribution of Key Transferable Skills to their own professional development	✓	✓	✓	✓	✓	✓
Understands how new ideas and initiatives are incorporated into policy, structures and organisations.	✓		✓			✓

	DIM5335 Professional Practice (Advanced)	DIM2135 Improving Teaching and Learning	DHM2035 Critical Education	DHM1025 Research Methodologies	DHF2945 Major Study	DHM2135 Reflexive Study
B: Intellectual/Cognitive Outcomes						
Integrate theory and practice	✓	✓	✓	✓	✓	✓
Synthesise information and critical analysis from a variety of sources	✓	✓	✓	✓	✓	✓
Exhibit critical abilities in the field of education and professional development appropriate to professional needs and development	✓	✓	✓	✓	✓	✓
Critically reflect on professional practice	✓	✓		✓	✓	✓
Analyse educational policies			✓			✓
Synthesise relevant concepts from cognate disciplines		✓	✓	✓		✓
Reflect on own value systems, development and practices in education, training and professional contexts		✓	✓			✓
C: Subject Practical Outcomes						
Design and apply a course action plan to achieve identified personal and professional goals	✓	✓				✓
Manage time, workloads and resources effectively	✓	✓			✓	

	DIM5335 Professional Practice (Advanced)	DIM2135 Improving Teaching and Learning	DHM2035 Critical Education	DHM1025 Research Methodologies	DHF2945 Major Study	DHM2135 Reflexive Study
C: Subject Practical Outcomes (cont'd)						
Plan and execute work-based projects, demonstrating appropriate levels of negotiation and collaboration with peers, mentors and managers	✓	✓	✓	✓	✓	✓
Demonstrate an appropriate range of leadership and management skills and qualities			✓	✓	✓	✓
Generate, collate and analyse qualitative and quantitative research data		✓	✓		✓	
D: Key/Transferable Outcomes						
Demonstrates a commitment to appropriate inclusive beliefs and values in all written work, work-based activity and on-going activity on the course.	✓	✓	✓			✓
Evaluate and apply critical reflective practice to professional learning activities		✓	✓		✓	✓
Demonstrate skills and understanding in the use and application of C & IT	✓	✓			✓	✓
Demonstrate appropriate skills in researching, analysing and using information and numerical data gathered from a variety of sources			✓	✓	✓	✓
Evaluate their own continuous professional development by setting and monitoring identified targets	✓	✓	✓	✓	✓	✓
Communicate effectively using a variety of media		✓			✓	✓

For information only – this document does not form part of the student contract

Work effectively with people in education and professional development contexts.		✓	✓	✓	✓	

Mapping to current Subject Benchmark Statements

Course Outcomes	Subject Benchmarks
A: Knowledge and Understanding	
Understands the policy environment in which education and professional development operates and evolves	Relevant aspects of cultural and linguistic differences and societies; politics and education policies; economics; geographical and historical features of societies and contexts; moral, religious and philosophical underpinnings, including issues of social justice, and their effects on learning
Understands the origins, management and development of the curriculum in education and professional development	Formal and informal contexts for learning. Educational contexts will include some understanding of their own education system and other education systems, and the value systems underpinning their organisation
Understands the nature and value of critical and reflective practice in education and professional development	Relevant aspects of cultural and linguistic differences and societies; politics and education policies; economics; geographical and historical features of societies and contexts; moral, religious and philosophical underpinnings, including issues of social justice, and their effects on learning
Has a knowledge and understanding of the value of work-based practice in education and professional development.	Formal and informal contexts for learning. Educational contexts will include some understanding of their own education system and other education systems, and the value systems underpinning their organisation
Understands the effects of different policies and processes on learning in education and professional development and how they impact upon professional practice and organisational change.	<p>Formal and informal contexts for learning. Educational contexts will include some understanding of their own education system and other education systems, and the value systems underpinning their organisation</p> <p>The accommodation of new ideas concerning globalisation on education systems and issues such as social justice, sustainable development, peace education, social inclusion and the knowledge economy</p> <p>Provision of well argued conclusions relating to these main global issues</p>
Understands the complex interactions between education and professional development, their contexts and relationships with other disciplines and professions.	<p>The processes of learning, including some of the key paradigms and their impact on educational practices</p> <p>The accommodation of new ideas concerning globalisation on education systems and issues such as social justice, sustainable development, peace education, social inclusion and the knowledge economy</p> <p>Provision of well argued conclusions relating to</p>

	these main global issues
Understands the content, significance and contribution of Key Transferable Skills to their own professional development	<p>Improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning</p> <p>Use Information and Communication Technology, including word processing, data bases, internet, communication, information retrieval and on-line searches</p>
Understands how new ideas and initiatives are incorporated into policy, structures and organisations.	Relevant aspects of cultural and linguistic differences and societies; politics and education policies; economics; geographical and historical features of societies and contexts; moral, religious and philosophical underpinnings, including issues of social justice, and their effects on learning
B: Intellectual/Cognitive Outcomes	
Integrate theory and practice	<p>The use of examples of the implementation of policies in practice</p> <p>Interrogate the assumptions underpinning theory and research</p> <p>The accommodation of new ideas concerning globalisation on education systems and issues such as social justice, sustainable development, peace education, social inclusion and the knowledge economy</p>
Synthesise information and critical analysis from a variety of sources	<p>Communicate and present oral and written arguments</p> <p>Interpret and present relevant numerical information</p>
Exhibit critical abilities in the field of education and professional development appropriate to professional needs and development	<p>Analyse, synthesise, evaluate, and identify problems and solutions</p> <p>Reflect on their own development and practices</p> <p>Question concepts and theories encountered in their studies</p> <p>The accommodation of new ideas concerning globalisation on education systems and issues such as social justice, sustainable development, peace education, social inclusion and the knowledge economy</p>
Critically reflect on professional practice	<p>Reflect on their own development and practices</p> <p>Reflect on their own value systems, development and practices</p>

	Interrogate the assumptions underpinning theory and research Question concepts and theories encountered in their studies
B: Intellectual/Cognitive Outcomes cont'd	
Analyse educational policies	Interrogate the assumptions underpinning theory and research The accommodation of new ideas concerning globalisation on education systems and issues such as social justice, sustainable development, peace education, social inclusion and the knowledge economy
Synthesise relevant concepts from cognate disciplines	The complex interactions between education and its contexts, and relationships with other disciplines and professions The analysis of complex situations concerning human learning and development in particular contexts, including their own learning
Reflect on own value systems, development and practices in education, training and professional contexts	Reflect on their own value systems, development and practices Reflect on their own development and practices
C: Subject Practical Outcomes	
Design and apply a course action plan to achieve identified personal and professional goals	Improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning
Manage time, workloads and resources effectively	Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team
Plan and execute work-based projects, demonstrating appropriate levels of negotiation and collaboration with peers, mentors and managers	Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team
Demonstrate an appropriate range of leadership and management skills and qualities	Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team
Generate, collate and analyse qualitative and quantitative research data	Interpret and present relevant numerical information
D: Key/Transferable Outcomes	
Demonstrates a commitment to appropriate inclusive beliefs and values in all written work, work-based activity and on-going activity on the course.	Reflect on their own value systems, development and practices Interrogate the assumptions underpinning theory

	<p>and research</p> <p>Reflect on their own development and practices</p>
D: Key/Transferable Outcomes cont'd	
Evaluate and apply critical reflective practice to professional learning activities	<p>Reflect on their own value systems, development and practices</p> <p>Interrogate the assumptions underpinning theory and research</p> <p>Reflect on their own development and practices</p>
Demonstrate skills and understanding in the use and application of C & IT	Use Information and Communication Technology, including word processing, data bases, internet, communication, information retrieval and on-line searches
Demonstrate appropriate skills in researching, analysing and using information and numerical data gathered from a variety of sources	Interpret and present relevant numerical information
Evaluate their own continuous professional development by setting and monitoring identified targets	Improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning
Communicate effectively using a variety of media	<p>Use Information and Communication Technology, including word processing, data bases, internet, communication, information retrieval and on-line searches</p> <p>Interpret and present relevant numerical information</p>
Work effectively with people in education and professional development contexts.	Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team

The process of PDP will be central to the way in which students plan and reflect on their learning within the course and this will be monitored through the tutorial system, with the development plans being used as a focus for tutorial discussion.

Examples of how the PDP will be embedded into the programme include:

At the beginning of the programme, during the induction, students will be introduced to the principles of the PDP, and to the relevant documentation on UniLearn.

In the first module - Advanced Professional Practice - the students will be expected to produce as part of the module assessment an initial PDP which identifies the skills they already possess and those they will need to develop to successfully complete the degree.

The Improving Teaching and Learning module offers students the opportunity to draw on their initial PDP to select an aspect of their practice they want to develop.

At the start of other modules the student might want to review and update their plan, as well as reflecting upon their own professional development and learning arising from the previous module.

The culmination of this will be the student's ability to provide an account of their professional development and learning over the duration of the programme when they present this as part of the summative assessment in the Reflexive Study module, a synoptic module.

Appendix 1

Assessment schedule for all Consortium centres

MODULES	DRAFT SUBMISSION	FINAL SUBMISSION
Year 1 DIM5335 Professional Practice (Advanced) (I)	5/11/12	3/12/12
Year 1 DIM2135 Improving Teaching and Learning (I)	Poster presentation and paper 4/2/13	Poster presentation and paper 4/3/13 Oral Examination 23/3/13
Year 1 DHM2035 Critical Education (H)	20/5/13	24/6/13
Year 2 DHM 1025 Research Methodologies (H)	14/10/13	18/11/13
Year 2 DHF 2945 Major Study (H)	24/2/14	31/3/14
Year 2 DHM2135 Reflexive Study (H)	12/5/14	19/6/14