PROGRAMME SPECIFICATION

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| 1. | Awarding Institution | University of Huddersfield |
| 2. | Teaching Institution | University of Huddersfield |
| 3. | School and Department | School of Education and Professional Development  Department of Education and Community Studies |
| 4. | Course accredited by | N/A |
| 5. | Mode of delivery | Full time |
| 6. | Final award | BA(Hons) Education Human Resource Development & Training |
| 7. | Course title | Education Human Resource Development & Training |
| 8. | UCAS code | TBC |
| 9. | Subject benchmark statement | Education Studies (2019) |
| 10 | Date of Course Specification Approval | January 2017 |

# EDUCATIONAL AIMS OF COURSE

The main aims of the programme are to:

* provide professional development for home and international students in education or training, or those who are intending to join related professions;
* enhance participants’ knowledge and skills in areas of professional responsibility;
* develop lifelong learning skills which will enable students to be responsive to change in different global educational and training environments;
* provide opportunities to examine theories underpinning education and training in specific international contexts;
* enable students to apply their knowledge and skills for analysing and solving problems related to education and training in a global context;
* enable students to develop skills for analysing human resource needs and developing training to meet those needs;
* provide sound knowledge of the organisational, political, economic, social and technological factors affecting the delivery of education and training;
* enable students to apply different enquiry methods to provide data to inform rigorous investigation in education and training;
* develop students’ understanding of the importance of education and training in a competitive global environment;
* provide a programme of study that enables students to develop their autonomous learning and analytical skills.

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

# COURSE LEARNING OUTCOMES

***Knowledge and Understanding***

1. Understand key concepts in education and training
2. Understand factors influencing educational and training policies and practices in a global context
3. Understand key principles in the organisation and management of education and training
4. Understand the importance of education and training for individuals and organisations in a global context
5. Understand essential stages in identifying, designing, delivering and evaluating education and training
6. Understand learning theories and concepts related to motivation and learning styles
7. Understand key approaches, strategies and methods for conducting research
8. Understand importance of ethical practices in education and training in different global contexts

***Professional/practical skills***

1. Analyse complex issues related to education and training in specific political, economic, social and cultural contexts
2. Evaluate relevant theories and their application to the management and organisation of education and training in particular international contexts
3. Apply theory to practice
4. Critical reflection on current professional practices in a specific international context
5. Critical comparison of education and human resource development approaches in different countries
6. Critical analysis of primary and secondary data relevant to own research
7. Synthesis of relevant data for a specific problem
8. Justify reliability, validity and ethical considerations in a planned research project
9. Justify the choice of research methods and their application to a specific research problem
10. Formulate recommendations for overcoming a specific problem investigated by empirical research
11. Demonstrate effective skills for the design, delivery and evaluation of teaching and training in a specific international context
12. Application of appropriate technology for the design and delivery of education and training
13. Undertake an investigative project in a specific global context that will improve, enhance and develop the organisation and/or education or training offered.

***Transferable/Key Skills***

1. Apply knowledge and understanding of theory to problem solving
2. Critically analyse information from a variety of sources
3. Apply investigative and research skills
4. Develop inter-personal and team work skills
5. Plan and carry out a relevant investigative project
6. Communicate effectively with a variety of audiences using speech, writing and teaching/training technology

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

The course is a three year Honours degree and the award is BA (Hons) Education Human Resource Development & Training. The award requires 120 credits each year or 100 credits in year 3 for the ordinary degree. Modules are either 20, 30 or 40 credits. Modules are at Foundation, Intermediate and Honours level.

*Distinctive Features:*

The course will particularly appeal to international students, or those wishing to work overseas and pursue a career in education and training in a range of organisations, including schools, businesses or the non-governmental sector. The course provides students with knowledge, understanding and skills that are essential for planning and delivering education and training to meet the needs of a specific organisation.

Option modules listed below provide flexibility for students. While ensuring a coherent and relevant academic experience within the scope of the degree awarded, students will be able to choose from a range of option modules available within the SEPD. The choice has been designed specifically to support students in preparation for relevant future employment. It will enrich the curriculum and also facilitate sharing of learning experiences with students on other courses within the SEPD.

The course will offer students an opportunity to experience placement visits in the EHRD&T departments of employers in order to understand the culture and practice of UK employers. The scheme will be co-ordinated within the School and provide students with valuable opportunities for practical observation and an experience of work that will enhance their employability profile and skills development.

*Module Structure:*

There is considerable scope for choice within the module specifications so that the learning can be contextualised to mirror the background of individual students. The Major Study will also be individualised to reflect the professional interests and backgrounds of students.

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| **Year** | Module code and title | Credit  value | Option, Core and Compulsory | Award and Progression |
| **1** | **DFM5030** Human Resources | 30 | Core | The assessment is based upon 100% coursework.  120 Foundation level credits are normally required for progression to the Intermediate year. Exceptionally, in the light of good overall performance in other modules, and by approval of the CAB, a student may be allowed to trail one module.  **Exit Award:**  A student who has passed 120 credits at Foundation level may elect to leave the course at the end of the first year, and be awarded the Cert.HE in Education Human Resource Development and Training. |
|  | **DFM1030** Theories and Strategies for Learning | 30 | Core |
|  | **DFM1230** Self Society and Welfare | 30 | Core |
|  | **DFM1130** Perspectives on Learning and Development | 30 | Core |

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| **2** | **DIM5030** Wellbeing at Work | 30 | Core | The assessment is based upon 100% coursework.  120 Intermediate level credits are normally required for progression to the Honours year. Exceptionally, in the light of good overall performance in other modules, and by approval of the CAB, a student may be allowed to trail one module.  **Exit Award:**  A student who has passed 120 credits at Foundation level and 120 credits at Intermediate level may elect to leave the course at the end of the second year, and be awarded the Dip.HE in Education Human Resource Development and Training. |
|  | **DIM5130** Analysing Educational Approaches | 30 | Core |
|  | **DIM5230** Advanced Critical And Reflective Writing in Context. | 30 | Core |
|  | **DIM1430** People in Action | 30 | Option |
|  | **DIA2730** Philosophical Approaches to Education | 30 | Option |

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| **3** | **DHF2940** Major Study | 40 | Core | Assessment is based upon 100% coursework.  An Honours degree is awarded on the basis of gaining 120 Foundation level credits; 120 Intermediate level credits and 120 Honours level credits; 360 credits in total.  **Final Award:**  BA(Hons)Education Human Resource Development and Training. |
|  | **DHM2930** Education Human Resource Development and Training | 30 | Core |
|  | **DHM1020** Research Methodologies | 20 | Core |
|  | **DHJ2230** Leadership and Management in Professional Contexts | 30 | Option |
|  | **DHM1130** Helping in Context | 30 | Option |

# TEACHING, LEARNING AND ASSESSMENT

Further information on University policies relating to Teaching, Learning and Assessment Strategies; Regulations for Awards and Student Handbooks can be found at <http://www.hud.ac.uk/registry/teaching/index.htm>.

**Rationale**

A wide variety of teaching and learning strategies will be employed to support and challenge individuals with different preferred learning styles and approaches. The teaching and learning strategies employed will be structured so as to facilitate development of the ability to:

* reflect on a range of current educational issues;
* critically analyse research findings and challenge accepted theoretical frameworks;
* evaluate practical situations and find solutions to problems;
* develop reasoned arguments and communicate their ideas and opinions to a variety of audiences for a range of purposes;
* select and implement different approaches to Human Resource Development and Training based on analysis of the context and through informed judgement.

Course tutors consistently aim to model effective developmental and training practices during taught sessions. Consequently there is a focus on group tasks, group discussions, practical work and experiential learning during taught sessions.

**Methods of Delivery**

Within the modules of the course there will be an overlap of learning and teaching strategies facilitating integration of theory and practice. In order to optimise the educational opportunities for students the course will offer a range of learning, teaching and assessment methods to accommodate a range of different learning styles and to provide support for individual learning needs. The following teaching and learning strategies will be used across the programme.

*Virtual Learning Environment*

The VLE will be used to support all taught modules on the course. Students are encouraged to use the VLE and the University’s electronic resources, and services that are convenient for students and environmentally sustainable. The VLE is used for the submission of all assignments. Additionally the VLE will be used as a tool for disseminating research, articles and general information about human resource development, training and education.

*Keynote Lectures*

These will be used to present key concepts and theories and to introduce new topics. They will provide basic frameworks for later discussion and learning activities in tutorials and seminars. This form of teaching will also be used when visiting speakers are invited to provide expert input on specific issues.

*Seminars*

These provide smaller groups of students with opportunities for discussion and personal reflection. Within such sessions students will present papers based on their own individual or collaborative research on specific areas, allowing them to discuss and interpret research findings and apply them to their own learning. Also they will experience group work and a wide range of interactive teaching approaches. These sessions are aimed at encouraging students to:

* reflect upon and discuss issues relating to educational practice, human resource development and training to develop a greater depth of understanding;
* learn to think critically about educational, human resource development and training issues;
* present reasoned and clear arguments that have been carefully prepared and clearly presented;
* reflect upon and discuss issues relating to their own professional development.

*Interactive workshops*

In these sessions the focus is on enabling students to explore practical aspects of learning. They will also provide opportunities to develop training skills and to extend understanding of the rationale behind a variety of teaching approaches. In addition students will have the opportunity to visit a variety of HRD&T workplaces to analyse:

* pedagogical and subject specific knowledge, understanding and skills;
* basic techniques which are essential to all training activities;
* strategies for the effective use of a variety of human resource development and training resources.

*Individual and group tutorials*

These sessions will provide opportunities for students to receive individualised and small group support. A major focus in these tutorial sessions will be Professional Development Planning (PDP) to facilitate evaluation of progress and target setting for future development.

Students on the BA (Hons) Education HRD&T degree are taught for some modules alongside other undergraduates on alternative programmes in the SEPD. This shared learning experience is intentionally designed to integrate international and home students and enrich the teaching and learning experiences of both. The structure broadens the student learning experience by enabling a wider range of module choice and integrating students on this course with students studying alternative disciplines. This will strengthen the potential for meaningful discussion and sharing of cultural understandings, ideas and experiences.

In addition to this, students are encouraged to use the VLE and the University’s electronic resources, services that are convenient for students and environmentally sustainable. The VLE is used for the submission of assignments.

Teaching, learning and assessment strategies are underpinned by the aim of providing a student experience which enhances employability through the embedding of skills for training and conducting research that will equip students with the necessary attributes to succeed in graduate positions. It will enable students at all levels to make the most of their study, while preparing for future employment.

**Ethics**

All assignments/ research projects undertaken by students of the SEPD which involve 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.

Teaching, learning and assessment strategies are underpinned by the aim of providing a student experience which enhances employability through the embedding of skills that will equip students with the necessary attributes to succeed in graduate positions. It will enable students at all levels to make the most of their study, while preparing for future employment. It will include learning opportunities to incorporate skills development.

# SUPPORT FOR STUDENTS AND THEIR LEARNING

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

* International students are offered a ‘Welcome Week’ organised by the International Office. All students will be introduced to the town of Huddersfield, the university campus and facilities, and have opportunities to meet other students and share sports, leisure and social events.
* The course begins with all students attending a one week induction programme. In particular this will include an overview of the course; an introduction to study skills; an introduction to academic writing skills and expectations regarding academic conduct and academic integrity; an introduction to the University’s VLE and a guide to Computing and Library Services and an introduction to the student services gateway on Level 4 of CSB. It will also include an explanation of the Personal Development Planning process through the personal academic tutor sessions. [see below].
* At the beginning of the course, students will be allocated a personal academic tutor who will, offer pastoral support, academic counselling and guidance, maintain an overview of academic progress, maintain an overview of problems which may lead to a claim for extenuating circumstances, coordinate the preparation of references, and refer the student to other university support mechanisms as appropriate. The student will be in contact with the personal academic tutor at least five times a year.
* Students will be provided with a Student Handbook, which contains inter alia information on university facilities, course organisation, assessment regulations, and advice on the presentation of assignments.
* For each Module studied students will be provided with a Module Handbook which contains inter alia information on university facilities and student support services, together with all information regarding teaching and assessment of the module.
* Throughout the course students will have access to email tutorial support from both module tutors and personal academic tutors.
* The Academic Skills Tutor and Academic Support Tutor within the School of Education and Professional Development will be available to provide academic support in a range of contexts including; support for dyslexic students; support for mature students who are returning to study; English support for international students tutorials for all students covering generic academic skills and academic writing skills workshops.
* Throughout the course students will be able to access advice from module tutors on correct forms of referencing using the APA 6th System.
* Students will have access to the provision of the Directorate of Student Services, which includes the Careers Advisory Service, the Chaplaincy, the Faith Centre, Counselling Service, and Disability Support Service.
* All the modules incorporate formative assessment enabling students to receive interim feedback on the quality of their work prior to the formal submission.
* Module tutors provide academic advice and support to students on issues relating to the modules which they teach.

**Personal Development Plans** (PDPs) have been used on the course and provide key skills development to ensure students are aware of all the varied support systems in place within the university to ensure a successful outcome for their future employability.

Year 3 would require participants to have completed three years of a Chinese degree, with a 70% plus students with a means of measuring their personal and professional development during their period of study. During induction, students are allocated to Personal Development Groups (PDGs). PDGs meet with the allocated Personal academic tutor on a regular basis and focus on tasks of direct relevance to personal and professional development. The modules, focusing on students’ practice and their professional formation, focus on personal and professional development.

International students will be encouraged to include in the PDP their reflections on any study skills required on the course, and their progress in developing these as the course progresses.

The PDP has been designed to enable students to identify skills and knowledge gained during their time at University, and to encourage a personal reflection and development process that reflects an ethos of empowerment and autonomous learning.

The course complies with disability legislation arising from the Equality Act 2010, the Disability Discrimination Act 2005, the Special Educational Needs and Disability Act 2001.Univeristy regulations are followed in supporting all students with any form of disability and the PLSP process is explained.

# CRITERIA FOR ADMISSION

The entry requirement for the BA (Hons) Education, Human Resource Development and Training can be found at: <http://www.hud.ac.uk/undergraduate/howtoapply/entryrequirements/>.

The academic entry requirements for entry into year 1 are normally one of the following:

* BBB at A level
* 120 UCAS points
* DDM BTEC

The course allows flexibility for overseas students to join the course in year 2 and Year 3. For direct entry onto year 2, participants would need to have completed two years of for example-: a Chinese degree with a 70% plus average (in an appropriate subject area).

English language competence is required .All international participants will have IELTs 6, with no component being lower than 5.5. or Test of English as a Foreign Language (TOEFL) 87. The University’s normal entry criteria apply to all international students.  Details of country-specific entry requirements are available on the home country page of the university’s website.

http://www.hud.ac.uk/international/enquirer/whereareyoufrom/ (applicant’s home country)

Students who do not meet that requirement can enrol on a pre-sessional English programme of between 4-48 weeks, depending on their level of English. Guidance is available on:

<http://www.hud.ac.uk/international/enquirer/pre-sessionalenglishprogramme/>

The SEPD has significant experience and expertise in supporting international students and has academic and study skills support. The course will utilise flexibility allowed by CATS/ECTS, and the equivalency advice of NARIC, in order to provide a structured, coherent programme that incorporates opportunities for people from the UK and different countries and backgrounds to study together.

The entry qualification is not subject specific, so the course will appeal to students across a range of subjects who wish to specialise in Education Human Resource Development and Training to degree level.

Applicants must provide evidence that they have passed the appropriate qualifications to undertake the course. The basic criterion will be a person's ability to benefit from the programme, so consideration will be given to holders of alternative recognised qualifications.

* *. You will find these in Section D2 of the University’s ‘Regulations for Awards’*

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

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| Mechanisms for review and evaluation:   * Module evaluation by students * Course evaluation by students * Module Leader’s reports * Moderation events * 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   Committees with responsibility for monitoring and evaluating quality and standards:   * Student Panel * Course Committee * School Board * School Teaching and learning Committee * University Teaching and Learning Committee * Course Assessment Board * School Accreditation and Validation Panel * Annual Evaluation Committee   Mechanisms for gaining student feedback on the quality of teaching and their learning experience:  Feedback is obtained from students through course 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 report to the Course Committee.  Staff Development:  Annual Staff Appraisals  Peer observation of teaching  Staff encouraged to attain appropriate higher degrees  Updating professional and IT)computing developments  All staff encouraged to attain HE Academy membership  Research and scholarly activity |

# REGULATION OF ASSESSMENT

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| Regulations are outlined in the University Regulations for Awards and Student Handbook of Regulations  <http://www2.hud.ac.uk/registry/awards_regulations.php>  <http://www2.hud.ac.uk/registry/students_handbook.php> |
| *Role of External Examiners*  External Examiners are appointed by School Boards and approved by University Teaching and Learning Committee.  Monitor and comment on:   * the quality of student work * the appropriateness of approaches to teaching, learning and assessment as indicated by student performance * the relevance and currency of the curriculum and the adequacy of learning resources * the strengths and weaknesses of cohorts of students * the quality of assessment procedures * the conduct of examination boards |

# INDICATORS OF QUALITY AND STANDARDS

The programme is validated by the University, during a process which includes external representation.

Each module has a module leader identified on the module specification. Staff will be employed to teach modules that reflect their academic expertise and qualifications.

The principal committees involved in the management of the course will be the Course Committee, the Course Assessment Board and the Student Panel. The functions and mode of operation of these committees is as indicated in the University Regulations.

The Student Panel will meet twice per academic year. There will be a rolling record of student comments that is available online through UniLearn. A report of issues raised and actions taken will be given at the subsequent Course Committee.

The School received an excellent grading of 22 out of 24 in the most recent review of the provision of the School of Education and Professional Development by the Quality Assurance Agency. A QAA Institutional Audit in 2010 reported that confidence can reasonably be placed in the soundness of the institution's present and likely future management of the academic standards of its awards. The University possesses the Investors in People Quality Kitemark.

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| **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. |  |

# GLOBAL CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

The concept of global citizenship underpins the course. Concepts of social justice, the appreciation of diversity are embedded across the modules and students are encouraged to critically reflect on their practice and their impact on personal development and progress.

**Equality and Diversity**

The School of Education and Professional Development operates within the University’s Disability Discrimination and Equal Opportunities policies and a commitment to these policies is stated within the general aims of the school.

**Environmental Sustainability**

Awareness of the importance of sustainability is a relevant issue for teachers, trainers and administrators. The course operates within, and has a commitment to, the School’s ethos for sustainability. This is partly achieved through the VLE and attention to minimising printing of hand outs. Sustainability will also be embedded into the evaluation of education and training policies within the modules. Ensuring organisational policies are both effective and sustainable will be an important criteria for evaluating education and training practices.

Staff and students will be encouraged to reflect that they should be positive role models regarding issues relevant to sustainability. The Analysing Educational Approaches Module is an ideal vehicle for this reflection.

**Course Context and Rationale** including market and demand

**Target Market**

The target market is international students (particularly Chinese and Vietnamese), home and EU students. The degree will offer students an opportunity to develop a range of skills, while specialising in Education Human Resource Development and Training at undergraduate level. The achievement of the BA (Hons) EHRD&T will also encourage students to progress to Masters study on one of the expanding range of PG courses within the SEPD and in particular the MA Learning and Development Management, which has seen a steady increase in recruitment since its development in 2009.

The SEPD has responded to new markets and started delivering its BEd (Education in Development) off campus in China in 2002/03 and in 2009/10. Aimed primarily at international students, this course has proved particularly popular with the Chinese who have made up the majority of the total student numbers. The University’s China Office, is very knowledgeable about market demand for education and training qualifications in China and has indicated to the SEPD potential new markets for a 3 year degree in EHRD&T. The BA (Hons) EHRD&T (top up) has recruited students solely from China. It is hoped the new BA (Hons) EHRD&T will attract students from a wider range of countries. It will be marketed globally and within the UK to attract a wider range of potential students. The viability of the new course will be ensured through its integration with other undergraduate courses within the SEPD. The sharing of some modules will mean the course is less vulnerable to temporary movements in recruitment, and will also mean that it is able to be more responsive to changing market demand.

As indicated, the course is designed to meet the needs of a wide variety of students. Whilst building on what students have in common, it will take full advantage of the wide range of specialist curricular within the SEPD in order to offer students a relevant and diverse learning experience. The BA (Hons) EHRD&T will be integrated with other undergraduate courses within the SEPD in order to offer flexibility, viability and enhancement of student choice and experience. The SEPD has significant experience and expertise in supporting international students and has academic and study skills support. The course will utilise flexibility allowed by CATS/ECTS, and the equivalency advice of NARIC, in order to provide a structured, coherent programme that incorporates opportunities for people from the UK and different countries and backgrounds to study together.

No universities offer a full undergraduate degree with the above title. This course is unique within the School of Education although there are many Human Resource Management Business courses available throughout the UK.

**What courses at Huddersfield might be similar?**

The School of Business offers a BA (Hons) International Business which includes some Human Resource Management. The markets are quite distinct and the courses are different in terms of content and target students.

**Staffing and management**

**Course Management**

Strategic University roles to support the delivery of the courses are listed as follows:

1. Head of Department of Education and Community Studies
2. Head of Division Postgraduate & International Studies
3. Course Leader
4. Admissions Tutor
5. Examinations Tutor
6. Module Leaders
7. Module Tutors
8. Personal Academic Tutors
9. Academic Skills Tutor
10. Academic Librarian

School Roles to support the delivery of both courses are as follows:

1. Learning Support Assistant

Annual external quality assurance is undertaken by the External Examiner team.

**Staff Development**

Staff development is essential to ensure that the student learning experience is of the highest quality at module and programme level. Evaluation is a key to this process and will feed into the programme quality assurance procedures. All teaching staff will have opportunities to review and reflect on their own methods to enable them to identify best practice and set key targets for future personal development. Peer observation plays an important part of the developmental process and is undertaken on an annual basis. For University staff, these will contribute to the annual appraisal process with the Head of Division and inform staff development needs.

All course tutors attend conferences, are active in research and scholarship and regularly attend policy briefings in relation to their subject. Teaching staff are also studying for higher degrees and participate in national and international conferences. Their work as part of the School of Education’s research groups informs module development and their teaching. Tutors regularly share their research with students, modelling the critically reflective practice they aim to develop in students.

**Support for members of staff new to the team**

The School of Education and Professional Development is active in providing staff development opportunities for tutors. The School has a staff induction programme in place which is designed to ensure that new colleagues understand fully their roles and responsibilities. New tutors will be supported in all aspects of their role and will be mentored initially in their work with schools through the support of an experienced colleague.

**Appointment of new part-time tutors**

Part-time hourly paid tutors are appointed to the University pool in accordance with the University Procedures for Recruitment and Selection, which includes approval by the Course Leader and SAVP. Conditions for approval or for non-approval must be recorded.

## Appendix 1 Course Learning Outcomes mapped onto Modules

OPT **Optional modules**

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|  | DFM1030  Theories & Strategies Learning | DFM1130  Perspectives Learning & Development. | DFM1230  Self ,  Society, Welfare | DFM5030 Human Resources | DIM5030  Wellbeing at Work | DIM1430 People in Action | DIM5130 Analysing Educational Approaches | DIM5230 Advanced Critical and Reflective writing in Context | DIA2730  OPT  Philosophical. Approaches | DHF2940  Major  Study | DHM1020  Research  Methods | DHM2930 Education Human Resource Development and Training | DHM1130  OPT  Helping in Context | DHJ2230  OPT  Leadership  & Management in Context. | |
| **CLO1** |  |  | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** |  | ✓ |  | |  |
| **CLO2** |  |  | **√** |  | **√** |  | **√** |  | **√** | **√** |  | ✓ | **√** | |  |
| **CLO3** |  | **√** |  | **√** |  |  |  |  |  | **√** | **√** | ✓ | **√** | |  |
| **CLO4** |  |  | **√** | **√** | **√** |  | **√** |  | **√** | **√** | **√** | ✓ | **√** | |  |
| **CLO5** | **√** | **√** | **√** |  | **√** |  | **√** | **√** | **√** | **√** | **√** | ✓ | **√** | | **√** |
| **CLO6** | **√** | **√** |  | **√** | **√** | **√** | **√** | **√** | **√** | **√** |  | ✓ |  | | **√** |
| **CLO7** |  |  |  |  |  |  |  |  |  | **√** | **√** |  |  | |  |
| **CLO8** |  |  |  |  |  |  | **√** |  |  | **√** | **√** |  |  | |  |
| **CLO9** |  | **√** | **√** |  |  |  |  |  | **√** | **√** |  |  | **√** | |  |
| **CLO10** | **√** | **√** |  | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |  |  | | **√** |
| **CLO11** | **√** | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** |  | **√** | | **√** |
| **CLO12** |  | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** | **√** | ✓ | **√** | | **√** |
| **CLO13** |  | **√** | **√** |  |  |  | **√** |  | **√** | **√** |  | ✓ | **√** | | **√** |
| **CLO14** |  |  |  |  |  |  |  |  |  | **√** | **√** | ✓ |  | | **√** |
| **CLO15** |  |  |  |  |  |  |  |  |  | **√** | **√** |  |  | |  |
| **CLO16** |  |  |  |  |  |  |  |  |  | **√** | **√** |  |  | |  |
| **CLO17** |  |  |  |  |  |  |  |  |  | **√** | **√** |  |  | |  |
| **CLO18** |  |  |  |  |  |  |  |  |  | **√** | **√** |  |  | |  |
| **CLO19** |  | **√** |  |  | **√** |  |  |  |  | **√** | **√** | ✓ | **√** | |  |
| **CLO20** |  |  | **√** |  | **√** |  | **√** |  | **√** | **√** | **√** | ✓ | **√** | |  |
| **CLO21** |  |  | **√** |  | **√** |  |  |  |  |  |  |  | **√** | | **√** |
| **CLO22** | **√** |  | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | ✓ | **√** | | **√** |
| **CLO23** |  |  |  |  |  | **√** |  | **√** |  | **√** | **√** |  |  | |  |
| **CLO24** |  |  |  |  |  | **√** |  |  |  | **√** | **√** |  |  | |  |
| **CLO25** |  |  |  |  | **√** | **√** |  |  |  |  |  |  | **√** | | **√** |
| **CLO26** |  |  |  |  |  | **√** |  |  |  | **√** | **√** | **√** |  | |  |
| **CLO27** |  |  |  |  |  | **√** |  | **√** |  |  |  | **√** | **√** | | **√** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **√** |

## Appendix 2 QAA Education 2019 Benchmarking with Course Learning Outcomes

|  |  |
| --- | --- |
| **QAA Education 2019** | **Course Learning Outcomes, CLOs** |
| **Knowledge and understanding** |  |
| 7.4 On graduating with an honours degree in education studies, students should demonstrate a critical understanding of: |  |
| i. the underlying values, theories and concepts relevant to education |  |
| ii. the diversity of learners and the complexities of the education process |  |
| iii. the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process |  |
| iv. the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process. |  |
|  |  |
| **Application** |  |
| 7.5 On graduating with an honours degree in education studies, students should be able to demonstrate the ability to: |  |
| i. analyse educational concepts, theories and issues of policy in a systematic way |  |
| ii. identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts |  |
| iii. accommodate new principles and understandings |  |
| iv. select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding |  |
| v. use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice |  |
| vi. apply theories and concepts to a range of real-world educational contexts. |  |
|  |  |
| **Reflection** |  |
| 7.6 On graduating with an honours degree in education studies, students should be able to demonstrate: |  |
| i. the ability to reflect on their own and others' value systems |  |
| ii. the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject |  |
| iii. an understanding of the significance and limitations of theory and research. |  |
|  |  |
| **Transferable skills** |  |
| **Communication and presentation** |  |
| 7.7 On graduating with an honours degree in education studies, students should be able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary. |  |
|  |  |
| **Technology** |  |
| 7.8 On graduating with an honours degree in education studies, students should be able to use technology effectively to enhance critical and reflective study. |  |
|  |  |
| **Application of numerical skills** |  |
| 7.9 On graduating with an honours degree in education studies, students should be able to: |  |
| i. collect and apply numerical data, as appropriate |  |
| ii. present data in a variety of formats, including graphical and tabular |  |
| iii. analyse and interpret both qualitative and quantitative data. |  |
|  |  |
| **Working with others** |  |
| 7.10 On graduating with an honours degree in education studies, students should have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities. |  |
|  |  |
| **Improving own learning and performance** |  |
| 7.11 On graduating with an honours degree in education studies, students should be able to articulate their own approaches to learning and organise an effective work pattern, including working to deadlines. |  |
|  |  |
| **Analytical and problem-solving skills** |  |
| 7.12 On graduating with an honours degree in education studies, students should be able to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives. |  |

## Appendix 3 Assessment Overview Grid

**BA (Hons.) EHRD&T**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module Title & Number** | **Module Leader**  & Tutors | **Formative Assessment Task** | **Formative Assessment Date** | **Summative Assessments Tasks** | **Summative Assessment Date** | **Moderators** |
| **Year 1 Example** |  |  |  |  |  |  |
| Human Resources  **DFM5030** | Frances Marsden | **Mock test**  **Draft report** | **January**  **April** | **Online test 1hour**  **Essay** | **February**  **May** | **Glynn Jones** |
| Theories and Strategies for Learning  **DFM1030** | Jane Mullen | **Portfolio plan**  **Draft Essay** | **November**  **November** | **Portfolio of evidence**  **3000 word essay** | **November**  **December** | **UG Fmwk** |
| Self, Society and Welfare  **DFM1230** | James Reid | **Mock timed Test**  **Assignment plan** | **November**  **March** | **Timed test**  **Assignment** | **December**  **April** | **UG Fmwk** |
| Perspectives on Learning and Development  **DFM1130** | Jean Hatton | **Display proforma**  **Practice test** | **December**  **March** | **A display representing 1500 words.**  **Timed test 2hours 3000 words** | **January**  **April** | **UG Fmwk** |
| **Year 2 Module Title & Number** | **Module Leader**  & Tutors | **Formative Assessment Task** | **Formative Assessment Date** | **Summative Assessments Tasks** | **Summative Assessment Date** | **Moderators** |
| Wellbeing at work  **DIM5030** | Frances Marsden | **Draft paper**  **Presentation plan** | **November**  **January** | **Paper**  **Presentation** | **December**  **February** | **Geraldine Regan** |
| People in Action  **DIM1430** | Lyn Boyd | **Poster plan**  **Draft assignment plan** | **January**  **March** | **Poster presentation**  **3000word assignment** | **February**  **May** | **Mo Karolia** |
| Analysing Educational Approaches  **DIM5130** | Jane Wormold | **Portfolio plan** | **November** | **3000 word portfolio** | **March** | **Frances Marsden** |
| Advanced Critical and Reflective Writing in Context  **DIM5230** | Jane Mullen | **Portfolio plan**  **Draft 1000 words essay** | **December**  **April** | **Portfolio**  **Essay 3000words** | **January**  **May** | **Atilla Szabo** |
| Philosophical Approaches to Education  **DIA2730** | Julie Dalton | **Group analysis**  **Draft paper** | **December**  **January** | **Design and present educational system.**  **3,500 word paper** | **March**  **March** | **UG Fmwk** |
| **Year 3 Module Title & Number** | **Module Leader**  & Tutors | **Formative Assessment Task** | **Formative Assessment Date** | **Summative Assessments Tasks** | **Summative Assessment Date** | **Moderators** |
| **DHF2940**  Major Study | Supervisors  Glynn Jones |  | **ongoing** | **Major Study** | **May** | **1st/2nd markers**  **(Allocated)** |
| **DHJ2230**  Leadership and Management in Educational Settings | Frances Marsden  Ceri Daniels  Martin Purcell | **Annotated Bibliography**  **Poster Presentation** | **November**  **March** | **Annotated Bibliography**  **Poster Presentation** | **December**  **April** | **Frances Marsden,**  **Ceri Daniels**  **Martin Purcell** |
| **DHM1020**  Research Methodologies | Emma Salter  Wayne Bailey | **Research Proposal**  **Evaluative Report Tutorials** | **October**  **December** | **Proposal Poster**  **Evaluative Report** | **November**  **January** | **Emma Salter**  **Lisa Russell**  **Helen Jones**  **Andrew Youde** |
| **DHM2930**  Human Resources Development | Glynn Jones | **Training Package**  **Report** | **On-going via tutorial** | **Training Package**  **Report** | **December**  **May** | **Frances Marsden** |
| **DHM1130** (OPTION)  Helping in Context (OPTION) | Mo Karolia  Lyn Boyd  Wayne Bailey  Jim Reid | **Helping Conversation Tutorials**  **Draft assignment** | **On-going**  **March** | **Helping Conversation**  **Written Report** | **January**  **April** | **Mo Karolia**  **Lyn Boyd**  **Wayne Bailey**  **Jim Reid** |