

# Professional Development

*\*Please note that this programme specification is currently being revalidated and will be updated by end of July 2014.*

<b>Final award</b>	BA Honours
<b>Intermediate awards available</b>	N/A
<b>UCAS code</b>	N/A
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	The BA (Hons) Professional Development follows a process-oriented framework which is multi-disciplinary and inquiry-based and, as such, is not founded on a single subject benchmark statement.
<b>Date specification last up-dated</b>	March 2013

## Profile

### The summary - UCAS programme profile

#### **BANNER BOX:**

This work-based programme is specifically designed as a level 3 - equivalent to level 6 of the Framework for Higher Education Qualifications (FHEQ) - direct entry 'top-up' programme for students with a Foundation degree. It is suitable for students who have successfully completed UEL's FdA Professional Development and students who have obtained 240 credits at the appropriate higher education (HE) levels from previous and relevant studies, and who wish to further develop their qualifications to the level of an Honours degree.

Created to appeal to learners in employment who seek continuing professional development and a degree-level qualification, this programme will enable them to apply the skills and knowledge they have previously developed at HE level to further enhance their employability and become more responsible for their future learning and development. It will also enable them to become more effective at work by developing their skills of reflection. It offers flexible learning opportunities and in order to suit employed learners there is an emphasis on blended learning which uses a range of face to face sessions and distance learning. Over 50% of the programme specifically addresses workplace issues and will include practitioner research in and/or for the workplace. Students will also be able to negotiate a work-based learning topic which is focused around the demands of their employment.

#### **ENTRY REQUIREMENTS**

Students will be admitted if they have either:

- passed the FdA Professional Development or
- passed an equivalent Foundation Degree or HE credits and achieved ED2000 via the pre-entry short course
- plus: satisfactorily completed an interview.

For students wishing to gain access to the programme via an equivalent foundation degree it is essential that they possess the requisite knowledge and understanding required to undertake a substantial piece of individual research. To ensure this, students will need to provide evidence that their programme maps directly to the learning outcomes for the FdA Professional Development's Research Method and Design Module (ED2000). This will be achieved via UEL's Accreditation of Certificated Learning process.

With credits from another institution, it may be necessary to take additional modules to ensure a satisfactory transition.

Learners will require sufficient work-based experience and opportunity to undertake work-based projects. This will be established via a guidance interview with a programme advisor.

A letter from the employer should accompany any application. The letter must support the application by confirming the applicant's role in the organisation and state that every effort will be made to support the learner in undertaking the work-based activities required by the programme.

Due to the emphasis on work and employment international students on a **student** visa will **not be able to undertake this programme**. International Students on **other types of visas may be considered** for this programme if the visa expressly permits work without restrictions while in the UK.

Consideration of eligibility will include:

- suitable employment - *the place of work will provide a context for the study. Whilst the type of organisation or job description does not define the study the student must have employment which permits a context within which they can organise their study and develop professionally. The employer will need to provide a named person who will act as mentor on this programme. If self-employed, the same requirements will hold.*
- recommendation of the employer
- commitment to completing programme requirements
- evidence of a desire for professional development
- access to relevant professional contexts
- ability to succeed and likelihood to benefit.

If employment should cease during the programme then participants may carry on as long as they resume employment (paid or voluntary) in an appropriate capacity. Students should contact UEL immediately, to advise of any change in employment status and to consider options. It is essential that both the work-based learning module and research modules are completed within a work setting.

In order to be able to complete this programme, a good level of English is required. The IELTS requirements are a minimum of 6.0 overall, with a minimum of 6.0 in both reading and writing (and a minimum of 5.0 in listening and speaking). Where English is not your first language, you may be required to provide a written example of your work in order to ensure

your suitability for the programme.

Students that apply to enter the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

To participate in the programme you need:

1. Regular access to a PC or Mac, capable of running standard MS Office software (or equivalent) for producing word-processed documents, spreadsheets and presentations.
2. Reliable Internet access; at least a 56K modem connection, **but broadband is highly recommended.**
3. An Internet browser capable of running UEL Plus (based on Blackboard Learning System Vista 4.0), the platform used by UEL in delivering this programme. For further information, see UEL Plus's tune-up page at:  
[http://www.webct.com/tuneup/viewpage?name=tuneup\\_browser\\_tuneup\\_information](http://www.webct.com/tuneup/viewpage?name=tuneup_browser_tuneup_information)
4. Access to reliable email. (Email facilities are provided by UEL Plus, but additional email is recommended in case of any technical problems with UEL Plus.)

Access to a printer is recommended.

## **ABOUT THE PROGRAMME**

### **What is the BA Professional Development?**

This innovative programme is designed to allow students who are currently employed to combine learning which occurs in the workplace with appropriate and relevant academic theory. With a mixture of learning options there is ample opportunity to develop workplace expertise by engaging in academic learning and research at degree level. The programme will build upon prior academic skills and life skills, and will enable students to pursue an educational experience relevant to specific professional development needs. With an emphasis on professional practice and development, the programme supports professionals in reflection on their own practice in the workplace.

The programme can be completed full time in one year and part time in eighteen months or more. It is a modular programme consisting of five modules.

Each learner has the opportunity to create a programme relevant to their work and career aims and in collaboration with the university and, where appropriate, the employer. This allows for maximum flexibility in terms of subject choices and employment relevance. The learner is also able to apply their learning specifically to their workplace via the work-based learning module and the double weighted research module.

This programme is at level 3 (equivalent to level 6 of the FHEQ). Successful completion of this combined with the appropriate level 1 and 2 credits would allow students to progress to further study at postgraduate level.

### **BA Professional Development at UEL**

- a strong emphasis on recognising your existing skills and experience, and experiential learning.

- an opportunity to negotiate your learning outcomes
- the freedom to continue working while pursuing your studies
- an opportunity to research your own workplace
- academic support from tutors
- help and guidance from our student advisors.

## **Programme structure**

### **Integrating Work-based Learning (WBL)**

The BA Professional Development is offered as a **full time or part time** programme of study that may be started in September or February. This flexibility of delivery allows a student to follow a programme which is aligned to their professional and personal development, improved career opportunities and varied educational interests and goals.

There are three components that make up the programme: (1) professional development and work-based learning; (2) graduate skills development; and (3) an individually chosen subject module.

The BA has a total of six modules. The professional development and work-based learning component provides the ‘backbone’ of the programme and consists of four core modules which focus on active and reflective engagement with work activities:

ED3020 – Negotiated work-based learning module (work place project): delivered through workshops and tutorials on campus.

ED3033 – E-Learning; communication, cooperation and collaboration online: delivered partly on campus and partly via distance learning (online).

The graduate skills development component consists of a core research module which is double weighted and enables the student to create their work-based dissertation:

ED3000 – Independent Research Project: delivered largely through seminars and tutorials on campus with some online aspects. This is a double module and therefore counts as two modules.

These four modules provide the essential context and backbone to the programme and are therefore deemed as core and compulsory. The remaining module is optional. This means that a student can select a module to study from across the entire university. All Schools in UEL have what are referred to as ‘university wide’ options which are available to any student. As well as these on-campus modules which are delivered by the various schools in UEL, BA Professional Development students will also be able to select from a range of distance learning modules.

### **BA Professional Development Negotiated Programme**

Module	Core/Option	Credit
University wide option module or distance learning module	Option	20

Independent Research Project ED3000	Core	40
Negotiated Work-based Learning ED3020	Core	20
E-Learning; Communication, Cooperation and collaboration online ED3033	Core	20
University wide option module or distance learning module	Option	20
<b>TOTAL Level 3 (level 6FHEQ) Credits</b>	These credits added to 240 credits achieved at an appropriate higher education level from previous and relevant studies create the full BA Honours Degree.	120

All core modules will need to be approached with the workplace in mind.

ED3033 examines online communication, cooperation and collaboration. This is designed to enable the student to examine issues related to working online.

ED3020 (the negotiated work-based learning module) is designed to enable on the job learning and allows a student to negotiate learning outcomes pertinent to their work context. ED3000 (the research module). Rather than a conventional honours dissertation, students will be expected to undertake research related to their own professional practice and/or organisational context. The module builds on ED2000 (Introduction to Research) by using methods developed in that module to undertake independent research

Students are then free to select their university wide or distance learning option. This choice can be informed by what might compliment the work-based learning project but equally can be chosen by relevance and appropriateness to current or future work or by personal interest and development. Students will be supported and guided in this process by their module tutor and student advisor.

## Learning environment

This programme is offered on a blended learning basis which allows you to select your learning environment – be it your home, workplace, classroom or library. For distance learning options material is presented in the format of textbooks with specially written study guides containing interactive activities; feedback is provided in the form of exemplar responses to activities, to enable you to monitor your own progress. Where you choose optional modules which are taught on campus, module guides will detail the balance of learning methods in terms of: lectures, seminars, tutorials and workshops; whole group or individual teaching; and student or tutor-led sessions.

All participants will be asked to identify a workplace facilitator with whom they can discuss their Degree. The term 'workplace facilitator' is used to describe a colleague within the organisation who is prepared to support the student following the programme.

You will be expected to make use of opportunities via our Online Student Community Website for students. Additional learning resources include access to Athens and UK Libraries Plus system.

## **Contribution of Employer**

The nature and extent of the contribution of the employer to the student's programme can be varied, ranging from the minimum requirement of permission to use the workplace as a context for study and providing a named individual to act as a mentor for the negotiated work-based learning module, to a more expansive role which can include, where appropriate: involvement in the student's choice of optional module; involvement in the decision as to what the student decides to research independently; and involvement in the choice of project for the negotiated work-based learning. In all instances the student's interest and motivation is paramount as is ensuring that the work completed meets with the academic requirements of the university. At no time will any of the work required for the programme impinge upon the student's responsibility as an employee and the employer will not be expected to participate in any assessment.

## **Assessment**

Assessment methods vary across the degree according to the learning outcomes of the individual modules. Students are required to submit work to be assessed for all modules.

Assessment methods include:

- portfolios including reflective commentaries;
- critical appraisal of materials and resource use;
- investigations into attitudes and practices;
- case studies;
- accounts of plans for and evaluations of professional development;
- analysis of issues which arise out of work experiences, reading or seminars.

## **Work experience/placement opportunities**

-

## **Project work**

The work-based learning module and extended independent research module create opportunities for students and employers to negotiate projects which are focused upon issues and topics relevant to individual workplaces.

## **Added value**

This programme centres on learning through work and allows you to demonstrate high level academic achievement alongside professional and personal development through active and reflective engagement with your employment. Upon successful completion of this programme you not only display relevant knowledge, skills and understanding to an employer but also that you are able to manage your time effectively, that you are self-motivated and already have a good work ethic – all of which will give you the edge you need to find career success.

## **IS THIS THE PROGRAMME FOR ME?**

### **If you are interested in...**

- enhancing your career prospects
- taking control of your future learning and development
- identifying, targeting and achieving personal and professional goals
- understanding the role of work-place learning in continuous professional development
- getting the most out of your employment
- gaining self confidence
- learning about information relevant to your workplace and career plans

### **If you enjoy...**

- practice-based study
- problem solving
- seeking information
- developing skills relevant to the workplace.

This programme will provide you with the opportunity to build on your work experience, and the skills and knowledge gained in previous academic study. This programme will encourage an advanced theoretical appreciation which, with reflection, will further enhance your work and status within the workplace. Students who study with us come from a variety of educational, cultural and occupational backgrounds - some more traditional than others. It is this rich diversity of age and experience which enhances the debate and discussion. We welcome all students who demonstrate their interest in and their enthusiasm for learning.

### **If you want...**

- the opportunity to study from a range of subject areas
- to work on projects relevant to your work and which have the potential to enhance practice
- a range of learning opportunities which fit in with your employment demands
- a supportive academic framework that helps to guide your study
- to learn more about yourself and career progression

### **Your future career**

Students who study the BA (Honours) Professional Development will have varied careers. Successful completion of this programme opens the door to all relevant postgraduate courses including, if appropriate, Primary PGCE training courses. As well as strengthening your confidence in your current professional role and context, by providing a broader professional context it will open doors to a variety of graduate employment opportunities including new areas of employment.

### **How we support you**

During your studies, you will be supported by our team of student advisors in UELconnect. These advisors act as a first point of contact for you, addressing the majority of student queries and referring only those that relate to academic matters to the module tutor. The student advisors will also contact students who seem to be falling behind and will offer advice and encouragement to them.

You will be allocated a module tutor for each module that you study. Your module tutor is the person who will help you and will work with you to plan your learning and ensure that you are making progress. Your module tutor will also help you with any academic difficulties you may be having. Tutorials may be held with other students or individually.

In addition to the core teaching and support staff on the Foundation Degree in Professional Development you will also be supported by Fieldwork tutors from the Cass School of Education who have tutorial responsibility for the support of students whilst on field work, including work-based learning.

We will all work together with you to enhance your learning experience. All staff attempt to help students identify any additional learning needs at the earliest opportunity so that appropriate help and guidance can be sought. You will also be encouraged to identify a critical friend / employer representative. You will have access to all the support available to students at the university, including guidance on fees, loans, time management and study skills.

UEL is committed to promoting full participation for disabled students in all aspects of the academic and social life here and our disability policy is based on the QAA Code of Practice for the Assurance of Academic Quality and Standards. As part of this policy we want to ensure that no student who has a disability is disadvantaged. The Cass School of Education has a disability coordinator and administrator. Either of them can advise students and offer technological, practical or financial support; advice and guidance, and liaison with tutors and other staff.

### **Bonus factors**

Your work experience will be something that you build on throughout the programme. Your learning will start to impact on your performance at work from the moment that you begin your studies.

## **Outcomes**

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- negotiate an individual programme of study which focuses on topics, subjects and issues that are relevant to your workplace
- choose a module to study from a multi-disciplinary range of subject areas
- undertake work-based projects which meet your individual needs and where applicable the needs of your organisation or employer
- become an effective reflective practitioner able to define and manage your own continuous professional development and engage with the principles of lifelong learning
- build on your present knowledge and skills through a developmental programme of learning to enhance your future employability and job satisfaction.



## **What will you learn?**

On successful completion of the programme students should be able to:

### **Knowledge**

- demonstrate knowledge and understanding relevant to chosen academic study and professional practice in the workplace
- demonstrate an ethical understanding of workplace practice
- gain knowledge and understanding of theoretical approaches to learning and their implications for workplace learning
- identify and evaluate sources of knowledge and evidence and apply them appropriately in the workplace
- understand the workplace in a contemporary context where rapid and continuous change is the norm
- manage own professional development.

### **Thinking skills**

- analyse practical and theoretical situations, in the context of the workplace and synthesise solutions showing original and creative thought
- negotiate, plan and manage work-based projects which lead to effective and appropriate action
- plan, manage and reflect on own learning and progression in acquiring graduate attributes appropriate for chosen career.

### **Subject-based Practical skills**

- communicate appropriately and effectively in a range of modes and media
- relate theory to practice so that work-based practice has a sound theoretical underpinning
- demonstrate understanding of research methodology by applying what is learned to work-related tasks and an extended research project

### **Skills for life and work (general skills)**

- plan for personal and professional development in the context of career development
- read critically and write fluently for a range of audiences
- demonstrate autonomy and self-reliance
- develop electronic information retrieval skills
- make effective use of resources.

## **Structure**

### **The programme structure**

#### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of five levels:

- 0 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 equivalent in standard to the third year of a full-time undergraduate degree programme
- M equivalent in standard to a Master's degree

### **Credit rating**

The overall credit-rating of this programme is 360 credits (**240 credits will have been obtained from the entry level requirement described above**).

### **Typical duration**

The expected duration of this programme is 18 months or more in part time mode. Students studying in full time mode can complete the programme within one year.

### **How the teaching year is divided**

Your studying can begin in September (Semester A) and end in June as is traditional, or you may also start in February (Semester B). Part time students may register for up to 80 credits in any academic year. You may study part time or full time.

### **What you will study when**

The BA Professional Development Degree is based on an integrated work and study pattern at level 3 comprising four 20 credit modules and one 40 credit module totalling 120 credits. The modules are a mix of negotiated work-based modules, face-to-face taught modules and distance learning modules.

You will be able to choose from a range of distance learning modules or from our university-wide options. Details of distance learning modules can be found at:  
[http://www.uel.ac.uk/uelconnect/distance\\_learning/programmes.htm](http://www.uel.ac.uk/uelconnect/distance_learning/programmes.htm)

Details of university wide options can be found at:

<http://www.uel.ac.uk/combined/documents/Uniwidoptionmodules08.09.pdf>

You must meet the entry requirements for each module. Your student advisor will help you identify modules that are appropriate for you.

Modules are defined as:

Core – must be taken

Distance Learning or University Wide Options – select from a range of options

**The following are the core and option modules for this programme:**

<b>LEVEL</b>	<b>TITLE</b>	<b>UEL Module Code</b>	<b>SKILLS MODULES</b> (Insert Y where appropriate)	<b>CREDITS</b>	<b>STATUS</b>
3	Option module: distance learning or university wide option			20	Option
3	Negotiated work-based Learning	<b>ED3020</b>		20	Core
3	Independent Research Project	<b>ED3000</b>		40	Core
3	E-Learning: Communication, Cooperation and Collaboration online.	<b>ED3033</b>		20	Core
3	Option module: Distance Learning or University Wide Option			20	Option

Below is an overview of the programme structure and suggested timetable for a typical student studying in **part time** mode **starting in Semester A (September)**.

Semester A Sep 2011 (Year 1)

Option Distance learning or university wide option module

ED3033 Communication, Cooperation and Collaboration Online

Semester B Feb 2012 (Year 1)

Option Distance Learning or University-wide option module

ED3000 Independent Research Project

Semester A Sep 2012 (Year 2)

ED3000 Independent Research Project

ED3020 Negotiated Work-based Learning

Alternatively you can **start in Semester B (February)**, so your plan could look like this:

Semester B Feb 2012 (Year 1)

Option Distance learning or university wide option module

ED3033 Communication, Cooperation and Collaboration Online

Semester A Sep 2012 (Year 1)

Option Distance Learning or University-wide option module

ED3000 Independent Research Project

Semester B Feb 2013 (Year 2)

ED3000 Independent Research Project  
ED3020 Negotiated Work-based Learning

If you wish to study **full time** your year could look like this:

Semester A Sep 2011 or Sem B Feb 2012

Option Distance learning or university wide option module  
ED3033 Communication, Cooperation and Collaboration Online  
ED3000 Independent Research Project

Semester B Feb 2012 or Sem A Sep 2012

ED3000 Independent Research Project  
Option Distance Learning or University-wide option module  
ED3020 Negotiated Work-based Learning

### **Requirements for gaining an award**

In order to gain an honours degree a student will need to obtain 120 credits at Level 3 or higher on top of the 240 credits obtained from the entry level requirement.

In order to gain an ordinary degree a student will need to obtain a minimum of 60 credits at Level 3 or higher on top of the 240 credits obtained from the entry level requirement.

### **Degree Classification Honours degree – classification**

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

The arithmetic mean of the best 100 credits at level 3  $\times 2/3$  + The arithmetic mean of the next best 100 credits at levels 2 and/or 3  $\times 1/3$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% First Class Honours  
60% - 69% Second Class Honours, First Division  
50% - 59% Second Class Honours, Second Division  
40% - 49% Third Class Honours  
0% - 39% Not passed

### **Degree Classification - Honours degree – classification (A(E)L)**

Where a student is eligible for an Honours degree, has non-UEL credit (accredited learning, experiential learning or recognised credit), and has achieved fewer than 240 UEL credits at level 2 or level 3 (but with a minimum of 120 UEL credits achieved at Level 2 or Level 3 including a minimum of 80 UEL credits achieved at Level 3) on the current enrolment for the programme, the award classification is determined by calculating:

## Credits

220	(mean of the best 100 credits at level 3) $\times 2/3$	+ (mean of the next best 100 credits at levels 2 or 3) $\times 1/3$
240	(mean of the best 100 credits at level 3) $\times 2/3$	+ (mean of the next best 80 credits at levels 2 or 3) $\times 1/3$
180	(mean of the best 80 credits at level 3) $\times 2/3$	+ (mean of the next best 80 credits at levels 2 or 3) $\times 1/3$
160	(mean of the best 80 credits at level 3) $\times 2/3$	+ (mean of the next best 60 credits at levels 2 or 3) $\times 1/3$
120-140	(mean of the best 80 credits at level 3) $\times 2/3$	+ (mean of the next best 40 credits at levels 2 or 3) $\times 1/3$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification:

70% - 100%	First Class Honours
60% - 69%	Second Class Honours, First Division
50% - 59%	Second Class Honours, Second Division
40% - 49%	Third Class Honours
0% - 39%	Not passed

## Degree Classification - Ordinary degree – classification

Where a student is eligible for an ordinary degree, the award classification is determined by calculating the credit-weighted arithmetic mean of all marks at level 2 and level 3 on the current enrolment for the programme and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification:

70% - 100%	Distinction
55% - 69%	Merit
40% - 54%	Pass
0% - 39%	Not passed

## Assessment

### Teaching, learning and assessment

#### Teaching and learning

All participants will be treated as active learners, able to draw on their experience and learn independently. The strategies vary according to the type of module and the learning outcomes. Teaching and learning methods will include face to face lectures, tutorials and seminars, group tutorials, paired activities through the use of study partners, group activities, practical - group and individual, use of audio-visual aids - e.g. video, work-based learning, requiring tasks and projects to be carried out in the workplace, individual reading, research -

individual and group, Writing of programme-related work, keeping of learning/reflective logs or journals, study skills sessions, workshops, tutorials - individual and group, use of ICT - this may include programmes supported by UEL Plus.

This combination of methods will further develop students' knowledge, thinking skills, practical skills and skills for life and work.

## **Assessment**

### **Knowledge is assessed by**

- written work such as essays, reports, portfolios of evidence and reflective commentary;
- Work-based tasks.

### **Thinking skills are assessed by**

- the above, together with self-reflection sheets attached to assignments;
- reflective journals or logs;
- levels of analysis in written work.

### **Practical skills are assessed by**

- quality of written work;
- presentations;
- research projects and classroom based tasks.

### **Skills for life and work (general skills) are assessed by**

- classroom based tasks and portfolios;
- evaluative comments from critical friend/employer representative, tutor, etc;
- personal development plans and work-based learning

## **Quality**

### **How we assure the quality of this programme**

#### **Before this programme started**

Before this programme started the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions. Each panel member scrutinises key documents and talks to the staff who will deliver the programme before deciding whether it should be approved

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information programme teams undertake the annual Review and Enhancement Process (REP) which is co-ordinated at School level and includes student participation. The process is monitored by UEL's Quality Standing Committee. Once every six years UEL undertakes an in-depth review of the whole field. This is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

The programme committee comprises all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the REP and proposes changes to improve quality. The programme committee plays a critical role in UEL's quality assurance procedures.

### **The role of external examiners**

**The standard of this programme is monitored by external examiners who have two primary responsibilities:**

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

**External examiners fulfil these responsibilities in a variety of ways including:**

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback to UEL through an annual report that enables us to make improvements for the future.

### **Listening to the views of students**

**The following methods for gaining student feedback are used on this programme:**

- mid and end of module evaluations;
- student representation on programme committees (meeting at least 2 times a year);
- seminars and tutorials, group or individual;
- the construction of opportunities for student representatives to communicate with other students and with tutors online.

### **Students are notified of the action taken through:**

- circulating the minutes of the programme committee meetings;
- feedback on actions in module guides
- providing details on the programme notice board;
- regular use of email contact.

### **Listening to the views of others**

#### **The following methods are used for gaining the views of other interested parties:**

- meetings for prospective students and other colleagues from their workplaces;
- questionnaires to former students;
- information from HR managers in partnership employers;
- reading and responding to initiatives in this area (from government and others)

## **Further Information**

### **Alternative locations for studying this programme**

<b>Location Which elements?</b>	<b>Taught by UEL staff</b>	<b>Taught by local staff</b>	<b>Method of Delivery</b>
---------------------------------	----------------------------	------------------------------	---------------------------

### **Where you can find further information**

Further information about this programme is available from:

- The UEL web site <http://www.uel.ac.uk>
- The Student Handbook (provided when you register for the programme)
- Module Study Guides (provided when you register for each module)
- UEL Manual of Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- Cass School of Education web site <http://www.uel.ac.uk/education>
- UELconnect web site <http://www.uel.ac.uk/uelconnect/index.htm>