Programme Specification for BA (Hons) Professional Practice

	This document applies to Academic Year 2020/21 onwards	

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester The Learning Institute (Cornwall) Somerset Centre for Integrated Learning
3.	**Programme accredited by**	Not applicable
4.	**Final award or awards**	BA (Hons) Professional Practice
5.	**Programme title**	BA (Hons) Professional Practice (Level 6 top up) with bracketed awards: (Integrated Children's Services) (Early Years) (Education)
6.	**Pathways available**	Single
7.	**Mode and/or site of delivery**	Work-based learning which encompasses blended learning. By this, there are mandatory taught lectures with additional negotiated tutorials with the work-based learning supervisor. The delivery of the programme involves a trinity of the workplace, the University and the partnership (i.e. The Learning Institute/Somerset Centre for Integrated Learning). Taunton (Somerset), Callington (Cornwall), Roche (Cornwall), Roskear (Cornwall)
8.	**Mode of attendance and duration**	Part-time/ Full-time
9.	**UCAS Code**	X370
10.	**Subject Benchmark statement and/or professional body statement**	Subject benchmarks are not applicable to generic Work Based learning programmes
11.	**Date of Programme Specification preparation/ revision**	August 2011; August and October 2014 – amendment to regulations August 2015 – amendment to regulations of assessment (link to new TCRF; personal academic tutors) March 2017 correction to regulations August 2017 - AQU amendments August 2018 – AQU amendments February 2019 – AQU amendments August 2019, AQU amendments to Section 19. August 2019 – AQU amendments to Section 19. March 2020 – New Research Project Module title. August 2020 – AQU amendments. Nov 2020 - Dissertation-equivalent module noted on award map (AQU)

12.   Educational aims of the programme

The aim of the BA (Honours) Professional Practice (or BAPP for short) is to influence and improve professional practice in the workplace through the pursuit of the concept of the professional as a learner, achieved through reflective practice. Central to this is being not only responsive to change but being proactive in facilitating the change process. In particular, the programme is designed to enhance professional practice through:

- The adoption of a reflective practice approach to personal and professional development;

- The ability to relate theory to practice;
- The critical exploration of values-based knowledge as a means to greater understanding of work related issues;
- The encouragement of effective decision-making based on a critical review of evidence;
- An ability to structure and engage with professional research;
- The ability to critically evaluate professional issues through a research-informed approach;
- The ability to facilitate change in a professional setting;
- The adoption of a personal philosophy to underpin professional practice.

The aim is achieved by providing a theoretical underpinning and appropriate tools of analysis to enable students to critically examine their work, or the work of others, in the professional setting. The work is based on the premise that practical decisions must be informed by the best theoretical insight available and their outcomes must be objectively evaluated against recognised criteria.

Students subject their personal philosophy and professional practice to the scrutiny of their peers as part of a deliberate process to foster collaborative working within the programme. The programme focuses on knowing how rather than knowing that, and endeavours to produce professionals who are equipped to operate professionally as articulate, critically reflective problem solvers within their professional setting. It is assumed that students entering the programme have both a willingness to change and grow, simultaneously developing the personal and professional qualities required to facilitate change.

13. Intended learning outcomes and learning, teaching and assessment methods

Intended learning outcomes:

By the end of the programme, students will have:

1. Developed a personal philosophy which they are able to relate this to their own professional context;
2. Acquired an ability to synthesise their knowledge and skills in the analysis of practical, professional problems and situations;
3. Applied a concern for the maintenance of good practice which allows flexibility of approach and the accommodation of change, along with an awareness of their own power to initiate change;
4. Learned how to enrich their awareness by sharing of expertise and insights with colleagues from different professional fields;
5. An appreciation of the uncertainty, ambiguity and limits of knowledge;
6. Demonstrated a continuing commitment to and concern for their own personal and professional development;
7. Evaluated an appropriate foundation of professional knowledge, understanding and skills on which they will be able to build, and take advantage of, the opportunities for further study.

The model of the learner that underpins the programme is one of an autonomous, reflective, critical professional who has a concern not only for the quality of their own learning, but a desire to improve those for whom they have a responsibility. The model recognises the importance of learning outcomes and the need for a shared, professional responsibility to achieve desired ends. It encourages students to adopt a critical, reflective attitude towards their practice. This is achieved by the adoption of a research based approach to personal and professional development also through a number of transferable skills. Specifically, such transferable skills are explicitly related to the programme's intended learning outcomes. The following overview provides the programme's position on learning, teaching and assessment:

Knowledge and understanding	Learning outcomes: The 'subject' studied, leading to an increase in knowledge and understanding, is primarily the candidate's own work-based learning as evidenced by their action based projects:

	A1 The ability to develop a systematic understanding of the principles and practice underpinning effective work-based learning and research in the context of continuous change.
	A2 The ability to critically identify, and appropriately use, sources of knowledge and evidence which will be from a range of contexts, some of which are at the forefront of professional practice.
	A3. The ability to select and justify approaches to tasks/problems which will be self-directed and will involve recognition, articulation and critical evaluation of a number of options.
	A4. To have gained an awareness of the ethical dilemmas likely to arise in research/professional practice which will span a number of contexts.
	A5. To critically evaluate theories, assumptions, concepts and data to achieve solutions to work-based problems.
	Example of learning in context A3: *Students undertaking the Specialism Study (BAPP3011) and the Research Project (BAPP3010) will be able to demonstrate the successful and justifiable use of resources and their approaches to the task/problem and their critical evaluation of a number of options.*
	Example of learning in context A5: *Students undertaking Reflecting on Practice (BAPP3014) will have evaluated current practice in light of theoretical perspectives and derived a possible change strategy adhering to core change principles.*
	Example of teaching activities: • BAPP3010: Series of individual/group tutorials supported with VLE (taught content, discussion and forums) • BAPP3011: Series of individual/group tutorials &/or small-group teaching based on a subject specialism supported with VLE (taught content, discussion and forums) and through expert seminars/inputs
	Indicative Assessments • BAPP3010: Research project • BAPP3011: Online presentation • BAPP3016: Evaluative report on implementing change
Cognitive and intellectual skills	**Learning outcomes:** In addition to the specific subject matter of the participant's own work based learning, they will also demonstrate generic cognitive capabilities during and on completion of the programme: B1. The ability to analyse and synthesise information and ideas, which will be sufficient to make judgements or frame questions to achieve a solution and derive principles to guide further actions. B2. The ability to engage in self-appraisal/reflection on practice that will lead to significant insights that impact further personal and professional development.

	B3. The ability to undertake effective action-planning leading to appropriate action and learning that is likely to be complex and impact on the work of others. B4. The ability to evaluate/argue a position/solution which involves critical appraisal and justification of alternative strategies within a range of contexts, whilst recognising the change, ambiguity and uncertainty involved. **Example of B1 and B4**: *Students undertaking the Specialism Study (BAPP3011) and the Research Project (BAPP3010) will be able to demonstrate their analysis of information and ideas and how this leads to further actions as well as subsequent critical appraisal within the range of contexts.* **Example of B2:** *Students undertaking the Professional Development Profiling (BAPP3012) will be able to demonstrate their self-appraisal/reflection on practice through thematically analysing their portfolio entries.* **Example of teaching activities:** • BAPP3010: Series of individual/group tutorials supported with VLE (taught content, discussion and forums) • BAPP3011: Series of individual/group tutorials &/or small-group teaching based on a subject specialism supported with VLE (taught content, discussion and forums) and through expert seminars/inputs **Indicative Assessments:** • BAPP3010: Research project • BAPP3011: Online presentation
Practical skills relevant to employment	**Learning outcomes:** In addition to the specific subject matter of the participant's own work based learning, he/she will also demonstrate generic practical skills during, and on completion of, the programme: C1. The ability to engage with, and reflect upon relevant research and apply this in relation to work-based projects and the workplace. To apply the learning within existing contexts and some unfamiliar situations. C2. The ability to identify learning and development needs, in the context of the organisation in which they work and demonstrate the ability to manage and sustain personal learning. C3. The ability to communicate effectively both in writing and orally in appropriate format, that is, clear, concise and persuasive to both specialist and non-specialist audiences. C4. The ability to work and learn autonomously and with others spanning a number of contexts in ways which are likely to challenge or develop the practices and/or beliefs of self/others and contribute to change. To interact effectively in professional work groups.

	Example of C2: *On completion of Professional Development Profiling (Learning Contract) (BAPP3012), students will be able to demonstrate their ability to identify learning needs and how these might impact on wider work experience.* **Example of C4:** *On completion of Reflecting on Practice (BAPP3014), students will be able to identify, evaluate, and implement professional change on a micro or macro level.* **Example of teaching activities:** • BAPP3014: Self-directed learning • BAPP3016: Lecture format supported with self-directed learning activities **Indicative Assessments:** • BAPP3014: Reflective evaluation • BAPP3016: Evaluative report on implementing change
Transferable/key skills	**Learning outcomes:** In addition to the specific subject matter of the participant's own work based learning, he/she will also demonstrate key transferable skills during, and on completion of, the programme: D1. The ability to develop the skills of a change agent within a range of contexts and stakeholders at peer and superior level. D2. The ability to develop self-awareness and take actions to develop self-awareness to modify own behaviour including handling conflict. D3. The ability to develop effective, interpersonal skills of influencing, listening, questioning, challenging, negotiating, communicating and relationship building. D4. Manage and communicate the ethical issues of conducting insider/participant action research and consultancy **Example of D1 & D4:** *Undertaking the Research Project (BAPP3010) and Reflecting on Practice (BAPP3026) will enable the students to demonstrate the development of interpersonal and change specific skills.* **Example of teaching activities:** • BAPP3010: Series of individual/group tutorials supported with VLE (taught content, discussion and forums) • BAPP3016: Lecture format supported with self-directed learning activities **Indicative Assessments:** • BAPP3010: Research project • BAPP3016: Evaluative report on implementing change

Learning, Teaching and Assessment Methods

Section 17 of the programme specification provides an overview of support available to students undertaking this programme. Specific module outlines include further details on learning, teaching and assessment methods. All modules are 15 credits at level 6 (with the exception of the Research Project which is 45 credits).

The learning and teaching strategies outlined below are specifically focused on fulfilling the course aims and are consistent with the University of Worcester Learning, Teaching and Assessment Strategy (2011) employed across all undergraduate and post graduate programmes.

'Blended Learning'

'Blended learning' is a generic term which synthesises traditional lectures with the use of 'flexible and distributed learning' materials to create an interactive and meaningful learning environment (Graham, 2005). 'Flexible and distributed learning (FDL)' is defined by the University of Worcester Quality Standards for Flexible and Distributed Learning (including distance and e-learning) (reviewed 2012) policy as aspects of courses or modules that *are 'delivered primarily through delivery methods where the learner and teacher are physically separate during the teaching process'* (p.1).

Within the BAPP, such a 'blended learning approach' is used to provide additional breadth and depth to the module, enabling students to pursue varied and professional relevant themes. Such blended learning also makes use of a 'patchwork text' discussion format (Scoggins and Winter, 1999) through the virtual learning environment, with a series of readings and activities to facilitate learning and reflection.

Consequently, 'blended learning' consists of:

- *Direct contact time:* this involves lectures, seminars, workshops, and tutorials (in person or electronically);
- *Directed study:* a task your tutor may ask you to complete in addition to assessment tasks;
- *Flexible and distributed learning:* use of the virtual learning environment (VLE), readings and activities that are provided on the module;
- *Individual study:* time devoted to preparing for assessment, for example, reading, planning, drafting, etc.

Professional Focus

The programme incorporates a strong work-place focus and is aimed at supporting and promoting independent student learning through professional reflection. Indeed autonomous, self-directed learning is characteristic at this level of study and the programme is designed to facilitate such learning. The comprehensive range of assessment methods are designed to enable students to demonstrate their achievement of the Learning Outcomes and to further develop key skills to prepare them for lifelong learning.

Graduate Skills Portfolio (Personal Development Planning)

Personal Development Planning is a structured and supported process undertaken by an individual to reflect upon their learning, performance and / or achievement and to plan for their personal, educational and career development. The primary objective for PDP is to improve the capacity of individuals to understand what and how they are learning, and to review, plan and take responsibility for their own learning. Each module facilitates a range of skills within the PDP above those of the academic subject benchmark statements.

Teaching and learning methods:

- Formative feedback on draft chapters from the student's Research Project by their supervisor;

- Formative feedback through lectures and through e-mail support;
- Formative feedback on draft plans for module specific assessment;
- Expert seminars/inputs on a range of specific topics related to the student's award descriptor;
- Self-directed learning activities facilitated through the VLE;
- Peer group support and learning facilitated through the VLE;
- Series of individual/group tutorials for the Research Project;
- Small-group teaching based on a subject specialism supported with VLE (taught content, discussion and forums).

Assessment methods:

Module (BAPP)	Research Project	Critical response report/ portfolio	Reflective evaluation	Comparative assignment	Evaluative report
3010	✓				
3011		✓			
3012		✓			
3013		✓			
3014			✓		
3015				✓	
3016					✓

Note: Students will require access to a computer throughout the BAPP in order to access resources and communicate with other students and staff members. Specifically, students will require:

- Internet connection to access online resources (databases, e-books, e-journals, PebblePad, the virtual learning environment, UW SOLE page);
- Adobe Acrobat reader (available for free from www.adobe.com);
- Word processing software (e.g. MS Word) (Note: Open Office which contains word processing software is available as a free download from www.openoffice.org);
- An e-mail account that is checked daily for communications from the University (Note: all students will have a UW e-mail account, however students may wish to set up e-mail forwarding to their personal e-mail account);
- A media player (e.g. Windows Media Player, Video Lan media player available for free from www.videolan.org);

Students will need to be proficient with all of the resources detailed above and should check that their computer operating system and software is compatible with those or, or required by, the University.

14. Assessment strategy

The assessment strategies are designed to enable students to demonstrate their achievement of the programme aims and outcomes and transferable skills development. Specifically they are intended to develop and assess knowledge and skills relevant to practitioners in a range of professional contexts. A variety of methods of assessment are used to enable students to demonstrate a range of knowledge and skills required both in higher education and within the professional context. These include:

- Research Project
- Critical response report/portfolio
- Reflective evaluation
- Comparative assignment
- Evaluative report

Further detail about these assessment items are discussed in Section 12 and also detailed within the module specifications.

The assessments encourage and promote reflection and learning that enables and encourages the student to think critically and analytically. The assessments relate specifically to module learning outcomes and encompass both formative and summative elements in line with the University of Worcester Assessment Policy.

Informal assessment has a formative purpose and does not contribute to the final module grade. Throughout each module, a series of learning tasks will be provided, where engagement will deepen and develop a student's understanding of the nature of the module, which in turn will help contribute to their work for formal assessment. Such examples relate to tutor-, peer- ad self-assessment through interaction with learning tasks, etc.

Formal assessment has a summative purpose, contributing to the final module grade. Formative feedback on such formal assessment will provide students with indication for future development within their work on future modules.

Assessment Methods

Each assessment item has published specific marking criteria contained in the module outline which is provided to students at the beginning of the module. These are based on the University of Worcester Generic Undergraduate Grade Descriptors.

The table below shows the full range of assessment items used within the programme, by module, and also shows the relative weightings (in percentages) for each item.

Module (BAPP)	Research Project	Critical response report/ portfolio	Reflective Evaluation	Comparative assignment	Evaluative report
3010	100%				
3011		100%			
3012		100%			
3013		100%			
3014			100%		
3015				100%	
3016					100%

Flexibility in the type of assessment will be used where appropriate and in line with the University's Policy, Procedures and Guidance on Assessment Arrangements for Disabled Students.

15.   Programme structures and requirements

Overview of Course Programme

The modules are designed to create a coherent whole in which individual modules relate to and complement each other and, as the student progresses through the course, the modules will build upon and further develop knowledge and skills learned in earlier modules. All modules are mandatory and must be studied by all students.

The course is designed to be studied either as a one-year full-time programme, or as a part-time programme over two-years. Students are required to complete their studies within two years of starting in full-time mode, or four years of starting in part-time mode. Students are able to switch between modes of study at any point in their course.

The full range of modules are listed below:

Award Map

Module Code	Module title	Credits	Status (Mandatory (M) or Optional (O)
BAPP3010	Research Project (Dissertation equivalent module)	45	M
BAPP3011	Specialism Module: Early Years	30	O
BAPP3012	Specialism Module: Integrated Children's Services	30	O
BAPP3013	Specialism Module: Education	30	O
BAPP3014	Professional Development Planning	15	M
BAPP3015	Applied Psychological Perspectives	15	M
BAPP3016	Reflecting on Practice: Evaluation and Change	15	M

Requirements for Specific Award Descriptors

Students will need to complete the specific specialism module in relation to achieve the associated specific award descriptor (as detailed in Section 5 of the Programme Specification).

Integrated Children's Services: This award has been devised for students working within Children's Services, for example, children's centres, SureStart, etc. The award reflects the diversity of roles within the sector, not just limited to the education context.

Early Years: This award has been devised for students working in an early years' context within an educative capacity and who may wish to progress to apply for primary teacher training.

Education: This award descriptor has been devised for students working within a primary or secondary school setting. Students may use this award descriptor in order to apply for primary teacher training routes or secondary vocational training.

Single Honours Requirements at Level 6

All students must complete the listed modules (equaling 120 credits) in order to graduate with an honours degree. A student who passes four modules (equaling 60 credits) would be eligible for a non-honours degree.

Delivery of the Course

Work-based learning which encompasses blended learning. By this, there are mandatory taught lectures with additional negotiated tutorials with the work-based learning supervisor. The delivery of the programme involves a trinity of the workplace, the University and the partnership (i.e. The Learning Institute/Somerset Centre for Integrated Learning).

16.   QAA and professional academic standards and quality

There are no specific benchmark statements for Professional Practice at BA (Hons) level. The learning outcomes and assessment criteria for the award have been drawn up with reference to the Framework for Higher Education Qualifications (QAA, 2008) and the level 6 qualification descriptors states:

Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be

applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

17. Support for students

Induction arrangements

Induction will occur both on a general course basis (course induction) with the Course Leader, with individual modules (module induction) and before commencement of the Research Project.

Personal Academic Tutors and Research Project tutors

Due to the nature of the BAPP, students will have a close working relationship with their Research Project supervisor who will also act in the role of personal academic tutor. Similarly, module tutors should be approached with any concerns relating to the module students are studying.

Work-based key contact

This is the person (possibly the line manager) who is responsible for the student's continuing professional development. The student is expected to inform this contact regularly on the nature and progress of their studies. As an example, the student will need to negotiating access with the key contact for research purposes, ethical consent for research, etc.

Work-based learning supervisor

This will be the person who provided academic support to enable the student to undertake and complete their studies for the specific module.

Specific ILS Support

Students will be able to have direct access to all University of Worcester Library and Learning Services, specifically the subject liaison librarian and a range of e-resources (databases, e-journals, e-books, inter-library requests, etc). Additionally, the programme predominantly utilises e-resources opposed to textbooks.

PDP

The PDP, as previously outlined, provides the opportunity for students to reflect upon their learning, performance and achievement in order to plan for their personal, educational and career development. Each module facilitates a range of skills within the PDP above those of the academic subject benchmark statements.

Module Outlines

Module outlines provide the student with a detailed overview of the module, the expectations, learning outcomes, assessment methods and content, for example. Specific contact details are also contained.

Course Handbook

The Course Handbook details all requirements for the BAPP, providing specific detail on a range of issues designed to support the student in finding the relevant information when required for any aspect relating to the student experience.

Online Support

Students will be able to access module tutors electronically throughout the module. Further support is provided through the VLE and e-resources to facilitate learning.

Study Skills Support

A range of study skills are implicitly developed within each module, for example, specifically reviewing access of e-resources, along with refining academic skills developed during previous study. In addition, a number of other support processes and strategies are provided on the VLE and through Information Learning Support.

Peer Support Groups (PSG)

Considerable emphasis is placed on the importance of the PSG. These comprise 5-6 students from geographically proximal areas. The role of PSG is (i) to provide opportunities for the sharing of professional experiences and engage with formative feedback, (ii) to offer mutual emotional and practical support (e.g. travelling and the sharing of resources) and (iii) to provide the framework for collaborative study and the completion of certain formative and summative assessment tasks.

Student Services and the Disability and Dyslexia Service

http://www.worcester.ac.uk/student-services/index.htm
https://www2.worc.ac.uk/disabilityanddyslexia/

18.   Admissions

Admissions policy

The programme consists of a number of modules each worth 15 credits (excluding the Research Project which is worth 45 credits and the specialism module worth 30 credits). Students must have completed 120 credits at level 4 and 120 credits at level 5 in order to apply for the BAPP.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html.

See Admissions Policy for other acceptable qualifications.

Evidence of recent and relevant study at HE level 4 and 5 is always required. This is usually evidenced through completion of a Foundation Degree, or equivalent.

As this course is essentially Work Based, students will require evidence of support from their current employer to provide the time, opportunity and support for the Work Based requirements and release to attend university-based study as necessary.

Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is available from the University webpages or from the Registry Admissions Office.

Disclosure and Barring Service (DBS) requirements

A Disclosure and Barring Service check is required for this course.

Recognition of Prior Learning

Students may be admitted with recognition of credit, or recognition of experiential or certified learning in accordance with the University's Policy and Principles for the Recognition of Prior Learning. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is available from the University webpages or from the Registry Admissions Office.

Students who have the required academic credits and who have a current professional background are eligible to apply for the BAPP. The admissions policy for the BAPP is to encourage access to higher education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

The admissions procedures for the programme are designed to open up opportunities for study to as many students as possible, provided that:

- they carry some responsibility for teaching and learning in their work situation;
- they have the ability to benefit from further study;
- there is a reasonable expectation of achieving an award.

In all instances, students are requested to contact the Registry Admissions Office on (01905) 855111, or through accessing the website:
http://www.worc.ac.uk/courses/howtoapply/113.html

Admissions procedures

Application for full-time entry onto the BAPP is made through www.ucas.com (UCAS code X370). Application for part-time entry onto the BAPP is made through accessing the University of Worcester application form available from:
http://www.worcester.ac.uk/registryservices/documents/Applicationformsept09.pdf

Students may seek additional clarification on the application process through contacting Registry Admissions on (01905) 855111, or through accessing the website:
http://www.worcester.ac.uk/registryservices/941.htm

Admissions/selection criteria

A progression agreement ensures that a place will be available to any student who has successfully completed the FdA in Learning and Teaching, or FdA Integrated Children's Services with Somerset SCITT or The Learning Institute SCITT. Students are, however encouraged to discuss their potential for engaging successfully with the BAPP 'top-up' award before applying.

All other students applying for entry onto the BAPP will be required to provide an academic reference detailing the student's ability to engage with Level 6 study along with evidence of appropriate recent and relevant qualifications (e.g. HND, FdA, etc.) and a work-based reference detailing the employer's perspective on whether appropriate learning opportunities can be provided alongside the student's ability to commit to an extended period of study without compromising work commitments.

Students that meet the entry requirements will be interviewed. Students will be selected based on their qualifications and ability to articulate learning they have achieved from their previous work and life experiences. Students should also demonstrate the motivation to learn and plan study around their work and home life.

19.   Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Award	Requirement
Top up Degree (non-honours)	Passed a minimum of 60 credits at Level 6, as specified on the award map.
Top up Degree with honours	Passed a minimum of 120 credits at Level 6, as specified on the award map.

Classification

The honours classification will be determined by the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

20. Graduate destinations, employability and links with employers

The degree programme provides students with opportunities to:
- Gain professionally related, validated qualifications at diploma or degree level for advancement in their workplace.
- Seek roles of greater responsibility in the planning and management of learning and teaching within organisations
- Seek formal qualified teacher status through PGCE or more flexible routes.
- Apply for a range of postgraduate courses through University of Worcester or other higher education institutes (e.g. masters programmes in learning and teaching, postgraduate diplomas, etc.)

Collaboration with Employers

The BAPP has developed from the previous BA (Hons) Education (Theory & Practice). As such, employer perspectives have been informed by a number of employers and agents over the previous incarnation of the course, for example, Early Years (Belfast), Department for Education Northern Ireland (DENI), Somerset SCITT, Learning Institute SCITT, Worcestershire Local Education Authority, West Mercia Police, Heart of Worcestershire College alongside a range of individual settings (schools, early years settings, etc). Such discussion with employers has focused on the relevance of the course for the student and in turn the work context, while also inviting comment for future changes.

Additionally, the course has responded to students and their needs and requirements while studying and engaged within their work context. Additionally, feedback from employers will continue to be achieved and inform development of the course through online questionnaires, focus groups and direct contact with course leader.

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 s/he 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 associated course documentation e.g. course handbooks, module outlines and module specifications.