B Ed (Hons) Primary Education (Top-Up)

Academic Year: 2022 onwards

Programme documents detail the aims, learning strategies, structure and intended learning outcomes that students should achieve if they fully engage with the learning provided within the programme. The document is intended to support and inform prospective students, current students, academic and support staff, external stakeholders (such as PSRBs) and external examiners.

1. PROGRAMME INFORMATION	
Title of Final Award	Bachelor of Education with Honours in Primary Education (Top-Up)
	B Ed (Hons) Primary Education (Top-Up)
Code	OUbe019N
Awarding Body	Open University of Mauritius
Disciplinary Division	Humanities
Programme Manager	Dr. Belle Louis Jinot
Programme Duration	Minimum 2 Years
	Maximum 5 Years
Total Credits	120
Credits Per Year	*60 credits per academic year*
	Minimum number of credit per semester 20
	Maximum number of credit per semester is 40
MQA NQF Level	Level 8
EHEA EQF Level	Level 6
External Accreditors	Not applicable
Collaborative Partners	Not applicable
Programme Approval Date	-
Last Revision	Not applicable
Last Update	Not applicable

2. ENTRY REQUIREMENTS	
General:	Based on the General Entry Requirements under Direct Entry to Undergraduate Programmes, Applicants should fulfil the following conditions: **OPTION 1** A pass in English Language at Cambridge School Certificate/ 'O' Level or equivalent AND EITHER Pass in: 3 subjects at A-level and 1 subject at subsidiary level at Higher School Certificate Examination; OR Pass in: 2 subjects at A-level and 2 subjects at subsidiary level at the Higher School Certificate Examination; OR Pass in: 3 subjects at A-level at the London General Certificate Examination. OR any other qualifications acceptable to OU. (refer to OU General Rules and Regulations) **OPTION 2** Submission of a comprehensive portfolio for possible recognition of prior learning/experience (RPL/RPE) as an alternative to above along with evidence for the language/numeracy/Information and Communication Technology (ICT) skills required for the programme of study. Note: • Mature candidates will be considered on their own merit. (refer to OU General Rules and Regulations) • Learners who do not qualify under Option 1 may initially register for Foundation Courses offered by OU. (refer to OU General Rules and Regulations)
Programme specific:	An appropriate Diploma in Education (Level 6) or Teacher's Diploma approved by the Open University of Mauritius.

3. PROGRAMME OVERVIEW	
Aims and Objective of the Programme**:**	The programme aims to provide you with an in-depth understanding of the complex processes of teaching and learning, based on your academic and/or academic with theory, practice and research within the primary school setting. You will acquire knowledge and skills that will enable you to cope with the changing educational demands of parents, the behavioural and academic problems of pupils; the challenges of leading the school as an organisation, the prevention of safety and health hazards in primary schools and to be an active researcher in primary education. With this programme, the learner may aspire to become an educator, a mentor in primary schools. He/she can do further studies at postgraduate level in any field at the Open University of Mauritius.

Intended Learning Outcomes: After completion of the programme student will be able to:

Knowledge and Understanding	K1: Apply the required study skills to become autonomous learners and to develop their own life-long learning abilities; K2: Gain an understanding about the various types of child development and discuss strategies about how to address them; K3: Apply evidence-based classroom management and learner discipline management strategies; K4: Describe critically the processes and products of childhood in the society; K5: Apply the leadership theories, skills, styles and approaches in your school; K6: Apply language teaching strategies, methods and techniques in lessons to facilitate language acquisition and mastery; K7: Observe and critically evaluate the health and safety hazards in schools and the corrective measures to be taken to address them; K8: Develop into an autonomous researcher in education; K9: Design a lesson plan and critically assessed its practicability in the authentic classroom situation; K10: Support children with children using inclusive principles; K11: Develop life skills that they may reflect on to grow as a professional educator; K12: Use ICT tools to enhance the teaching and learning of languages; K13: Identify and explain the characteristics, and educational considerations of Children with SEN.
Cognitive Skills	C1: Analyse classroom and school problems and solve them using theories, professional experience and insights gained through this programme; C2: Evaluate, and critically analyse arguments, theories and policies; C3: Synthesise and interpret data; C4: Construct an argument through triangulation of sources, methods and literature; C5: Integrate inclusive pedagogy in the teaching and learning process to promote effective learning by each pupil, with no discrimination. C6: Analyse and develop language learning skills that promote language comprehension; C7: Adopt an integrative approach to language learning and teaching;

	C8: Demonstrate an understanding of the role and responsibilities of the general educator in the design of Individual Education Programs (IEP), including identification, referral, IEP development, and implementation.
Practical/ Professional Skills	P1: Transform the primary school setting into a safe and supporting learning environment P2: Apply independently the diagnostic techniques and tools that may be used to address a life crisis encountered by a pupil; P3: collect relevant information from a diversity of sources and correctly cite, acknowledge and reference sources; P4: Use quantitative and qualitative reasoning in the primary school context; P5: Observe and apply theoretical knowledge and insights gained in authentic classroom situations; P6: Demonstrate the skills of selection and presentation of literature books and stories; P7: To draft a mind-mapping about reading for the purpose of knowledge presentation and memorisation. P8: Develop self-assessment of their own teaching and learning; P9: Develop the opportunities for self-development and professional growth from their own professional experiences and within the school context; P10: Use data-driven approach to lead teaching and learning.
Transferable Skills	T1: Effectively communicate ideas and arguments in writing and orally in school committees and structures; T2: Collaborate with others and contribute effectively to the achievement of common school goals; T3: Work independently demonstrating initiative, self-management and other teacher leadership skills; T4: Sharing the leadership and pedagogical skills gained to other teachers in the workplace; T5: Mentor young, newly appointed educators in your place of work; T6: Communicate the findings of their own research to stakeholders in education; T7: Promote the culture and pleasure of reading in the children of the school; T8: List, describe, and recommend adaptations and modifications to promote inclusion of students with disabilities and other diverse needs.

4. PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable)
Not applicable

5.	LEARNING AND TEACHING STRATEGY

Learning and Teaching Methods:

Students will be provided with opportunities to engage in a diverse range of learning environments so as to maximise their learning. For this programme students will interact with their tutor and their fellow students mostly through the e-platform.

The e- platform will use the following tools:

- Online activities: Co-construction of knowledge and student-generated content are the main tasks of the students through the online activities.
- For every unit covered in each module students will be given opportunities to complete interactive learning activities including discussion forums, quizzes, field trips, webinars and problem-solving activities. Students will be encouraged to work independently but also to engage in collaborative work. Co-construction of knowledge and generation of content by students are the main tasks of the students through the online activities.

- Independent study: Independent study forms an essential part in the development of your knowledge and understanding. We will guide you, via the e-platform, on the reading and reflection of primary and secondary texts. Students should use this independent study time to link knowledge with e-class and face-to-face activities and develop their own understanding and critical perspective on the topics they are studying.

We also offer optional face-to-face sessions.

The face-to-face sessions are an opportunity to untangle complex concepts and provide students with an opportunity to apply the knowledge acquired in the preceding weeks. During the face-to-face sessions students can be expected to:
- Engage in role-play to simply apply their prior knowledge or to promote the generation of ideas for better understanding of new concepts
- Engage in problem solving activities
- Engage with reading material to engage in class discussions
- Review core/complex concepts through applied work.
- Do group work/collaborative learning

Research supervision:

In the final part, students will undertake a dissertation on any topic or theme in education or the primary education, supervised by one of our tutors with expertise in the area of the dissertation topic or theme. Students will have the opportunity to meet with the supervisor to explore the topic, receive guidance on the research and receive feedback on the work as it progresses.

Overall Workload:

Your overall workload as a student consists of independent learning, e-learning activities and, if you choose to, face-to-face sessions. The following gives you an indication of how much time you will need

to spend on the different components of your programme at each level. Each ECTS credit taken equates to 25 hours of study time.

The expected study time for this programme will be as follow:

Year 1: 1,500 hours for 60 ECTS credits.
Year 2: 1,500 hours for 60 ECTS credits.

Typically, for each year of your degree you will spend 0-10% of your time in face to face session, 30-40% of your time engaging with e-learning activities and 60% of your time in independent study time.

A typical study week for a student will involve some optional face to face sessions, required engagement in online discussion forum, the completion of online activities and independent study time to review attached readings, textbooks and relevant sections of the module document. Students should expect to devote 8 to 12 hours of study time per week per module.

These are indicative and may vary from student to student.

6. ASSESSMENT STRATEGY

Assessment Methods

A range of formative and summative assessment exercises are designed to enable you to demonstrate and apply your knowledge and understanding.
Most modules will consist of a Tutor Marked Assessment component and an examination. TMAs include:
- School-based portfolio
- Tests
- Essays
- Projects
- Exercises and problem sets
- Webinars
- Team projects
- Presentation/poster presentation

Some modules are non-examinable, with only one TMA with a larger writing scope.

Assessment mapping: See Appendix page 13.

Academic Feedback

Throughout the course of your studies, tutors will provide informal feedback on your online activities and class contributions. Feedback may be individual or provided to the class as a whole.

Each summative assessment will be accompanied by detailed marking criteria and marking scheme detailing the expectation of the assessment at each grade classification level. Feedback on assessment

will be provided along the marking criteria. Marking criteria will be made available to the student at the same time as the assessment details.

Students will receive written individual feedback on all TMA components.

The University Policy on Assessment Feedback and Guidance on Provisional Marks can be found in the section of the Rules and Regulations in the Undergraduate Handbook.

Late submission, Extension and Re-sit Policy

The University Policy on Late Submission, Extension and Re-sits can be found in section of the Rules and Regulations/Undergraduate Handbook in the General Rules.

Special Circumstances

The University Policy on Special Circumstance can be found in section of the Rules and Regulations of the Undergraduate Handbook.

Continuous Assessment and Exam Regulations

The University Regulations on Continuous Assessment and Examination can be found in section of the Rules and Regulations of the Undergraduate Handbook.

7. ACADEMIC MISCONDUCT

As a safeguard to the quality and standard of Open University of Mauritius' qualifications and awards, the university takes any incidence of academic misconduct seriously and will investigate any reported case.

Academic Misconduct refers to any activity where a student, through unpermitted means, seeks to gain an advantage in the completion of an assessment. Any unpermitted action will be considered as academic misconduct when occurring during a formal examination, a TMA, or any other form of assessment considered by Board of Examiners and undertaken in pursuit of a University qualification or award.

Plagiarism (using, intentionally or unintentionally another's person work and presenting it as its own) will be systematically checked through an automated plagiarism detection software: Turnitin.

For a list of all academic misconducts see section 23.3 of the University Regulations.

Any suspected cases of academic misconduct will be reported and investigated. Academic misconduct offences, may lead to suspension or expulsion from the University.

8. PROGRAMME STRUCTURE

C= Core i.e. modules which must be taken to be eligible for the award
S1 = Semester 1

S2 = Semester 2

Year 1 – Level 7 (NQ-MQA) – Short Cycle Intermediate (QF-EHEA)
All core modules must be taken

Code	Module Title	Type	Semester	Credits
OUbe019N111	The Teacher as a Lifelong Learner	**C**	**S1**	**7.5**
OUbe019N112	Safety and Health in Schools	**C**	**S1**	**7.5**
OUbe019N113	Life Crisis in Childhood	**C**	**S1**	**7.5**
OUbe019N114	Socio-Education	**C**	**S1**	**7.5**
OUbe019N121	Learner discipline Management	**C**	**S2**	**7.5**
OUbe019N122	Special Needs Education	**C**	**S2**	**7.5**
OUbe019N123	Research methodology in Education	**C**	**S2**	**7.5**
OUbe019N124	Life skills for educators	**C**	**S2**	**7.5**
			Credit Total	**60**

Year 2 – Level 8 (NQ-MQA) – 1ˢᵗ Cycle Honours (QF-EHEA)
All core modules must be taken

Code	Module Title	Type	Semester	Credits
OUbe019N211	Educational Leadership and Management	**C**	**S1**	**10**
OUbe019N212	Dissertation	**C**	**S1**	**15**
OUbe019N213	Inclusive Pedagogy	**C**	**S1**	**10**
OUbe019N221	Children Literature	**C**	**S2**	**7.5**
OUbe019N222	Language didactics: English/French/any other school languages	**C**	**S2**	**7.5**
OUbe019N223	Professional Experience and Development	**C**	**S2**	**10**
			Credit Total	**60**

Overall Programme Credit Total	**120**

9. GRADING

Grading system:

Assessments are graded in percentage and correspond to a letter grade and a grade point.

To pass a module, students need an overall of 40% weighted average of their combined continuous assessment (TMA) and examination or coursework.

Marks (x) %	Description	Letter Grade	Grade point
X ≥ 70	Excellent	A	5
60 ≤ X ≥ 69	Very Good	B	4
50 ≤ X ≥ 59	Good	C	3
40 ≤ X ≥ 49	Satisfactory	D	2
40 < X	Ungraded	U	0

Non-graded/pending	See section 17.1.1 in assessment rules and regulation for pending grades letter codes

University General Marking Criteria for undergraduate exams and undergraduate dissertations can be found in the Undergraduate Handbook.

Cumulative Point Average (CPA):

CPA will determine the classification of your degree. Your CPA is the weighted average of your overall mark in each module. The weight being the number of credit attached to each module and your average module mark being the weighted average of the continuous assessment and final exam.

Example:

Module	Score % (weighted average continuous assessment and exam)	Credit Unit	Module score = Credit x score
BAXX1	64	4	64*4=256
BAXX2	71	3	71*4=213
BAXX3	44	4	44*4=176
BAXX4	59	3	59*3=177
BAXX5	82	4	82*4=328
BAXX6	62	8	62*8=496
Total		26	1646
CPA = 1646/26=63.31			

10. PROGRESSION, EXIT POINTS AND AWARD	
Progression	If a student fails to achieve 60 credits at the end of a year level, the board of examiners will make a decision with regard to the student's progression. At its discretion, the board of examiners may: - allow a student to carry forward up to 15 credits in the following year level in order to retake these units in attendance; - require the student to repeat the year; - award of an exit award once you've exhausted all the opportunities to retrieve failed assessment.

Classification of Awards	For the award of the Honours degree, all modules of the programme must be completed.			

For the award of the Honours degree, all modules of the programme must be completed.

The Certificate of Higher Education and the Diploma of Higher education are awarded as possible exit points in the programme as indicated in the table below:

Award	Title	Level NQ-MQA	Total required Credits	Classification Based on Cumulative Point Average (CPA)
BEd (Hons)	Primary Education (Top-Up)	8	120	**1st Class Honours** (First): CPA ≥70 **2nd Class 1st Division Honours** (2:1): 60 ≤ CPA ≤ 69 **2nd Class 2nd Division Honours** (2:2): 50 ≤ CPA ≤ 59
Ordinary BEd	Primary Education (Top-Up)	7	120	**3rd Class:** 45 ≤ CPA ≤ 49 **Pass:** 40 ≤ CPA ≤ 44

11. STUDENT SUPPORT

- The Student Affairs Unit (Learning materials/Technical matters)
- The Student Support Unit (Administrative matters)
- The IT Unit
- The Programme Manager (Academic matters).

12. Have you say

Open University values student feedback and students will be given opportunities to have their say on their learning experience in the following way:

- Student programme and module evaluation surveys
- Acting as student representative and participate in a range of committees such as the staff-student consultative committee
- Participate in programme validation processes.

The University will respond to student feedback through the following channels:

- Response and action taken following the module evaluation survey will be posted on the e-platform
- Action from minutes will be monitored by the chair of the relevant committees
- Annual programme monitoring process will take into account student feedback
- Programme review process (every five years).

Module unit and code				Knowledge and understanding													Cognitive Skills							
Module title	Code	*Type*	Mode	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	C1	C2	C3	C4	C5	C6	C7	C8
Year 1 NQ-MQA Level 6																								
The Teacher as a Lifelong Learner	OUbe019N111	C	BL	✓														✓						
Safety and Health in Schools	OUbe019N112	C	BL					✓									✓							
Life Crisis in Childhood	OUbe019N113	C	BL		✓												✓							
Socio-Education	OUbe019N114	C	BL				√										√							
Learner Discipline Management	OUbe019N121	C	BL			✓											✓	✓						
Special Needs Education	OUbe019N122	C	BL												√						√			√
Research Methodology in Education	OUbe019N123	C	BL	✓							✓						✓	✓	✓	✓				
Life Skills for Educators	OUbe019N124	C	BL	✓										✓			✓				✓			
Year 2 NQ-MQA level 7																								
Educational Leadership and Management	OUbe019N211	C	BL					✓									✓	✓	✓					
Dissertation	OUbe019N212	C	BL								✓						✓	✓	✓	✓				
Inclusive Pedagogy	OUbe019N213	C	BL		✓								✓				✓							
Children Literature	OUbe019N221	C	BL		✓												✓							
Language Didactics: English/French/Any other school languages	OUbe019N222	C	BL								✓				✓							✓	✓	
Professional Experience and Development	OUbe019N123	C	BL									✓						✓						

Module unit and code				Practical Skills										Transferable Skills and Personal Attributes							
Module title	Code	*Type*	Mode	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	T1	T2	T3	T4	T5	T6	T7	T8
Year 1 NQ-MQA Level 6																					
The Teacher as a Lifelong Learner	OUbe019N111	C	BL							✓				✓							
Safety and Health in Schools	OUbe019N112	C	BL	✓				✓													
Life Crisis in Childhood	OUbe019N113	C	BL		✓																
Socio-Education	OUbe019N114	C	BL	√	✓										✓						
Learner Discipline Management	OUbe019N121	C	BL	✓	✓											✓	✓	✓			
Special Needs Education	OUbe019N122	C	BL		✓			√								√					
Research Methodology in Education	OUbe019N123	C	BL			✓	✓	✓	✓					✓					✓		
Life Skills for Educators	OUbe019N124	C	BL		✓			✓				✓	✓	✓	✓	✓					
Year 2 NQ-MQA level 7																					
Educational Leadership and Management	OUbe019N211	C	BL	✓				✓				✓	✓	✓	✓	✓	✓	✓			
Dissertation	OUbe019N212	C	BL			✓	✓	✓				✓	✓						✓		
Inclusive Pedagogy	OUbe019N213	C	BL					✓					✓								
Children Literature	OUbe019N221	C	BL					✓	✓											✓	
Language Didactics: English/French/any other school languages	OUbe019N222	C	BL			✓	✓	✓			✓	✓	✓						✓		
Professional Experience and Development	OUbe019N223	C	BL					✓				✓	✓							✓	

C = Core; E = Elective; DL = Distance Learning; BL= Blended Learning; CD = Campus delivery

Appendix 1: Assessment mapping

Module code and Title	Assessment Method
Year 1 NQ-MQA Level 6	
The Teacher as a Lifelong Learner	**TMA 40%**: Online test/presentation (20% of TMA) Essay 1,500 words (80% of TMA) **Final Examination 60%**
Health and Safety in Schools	**TMA 40%**: Online test/presentation (20% of TMA) Essay 1,500 words (80% of TMA) **Final Examination 60%**
Life Crisis in Childhood	**TMA 40%**: Online test (20% of TMA) Essay 1,500 words (80% of TMA) **Final Examination 60%**
Socio-Education	**TMA 40%**: Online test (20% of TMA) Essay 1,500 words (80% of TMA) **Final Examination 60%**
Learner Discipline Management	**TMA 40%**: Online test (20% of TMA) Essay 1,500 words (80% of TMA) **Final Examination 60%**
Special Needs Education	**TMA 40%**: Online test (20% of TMA) Essay 1,500 words (80% of TMA) **Final Examination 60%**
Research Methodology in Education	**TMA 20%:** **Online or poster presentation** **Essay 3, 500 words (80% of TMA)** **Final submission of Research Proposal 90%**
Life Skills for Educators	**TMA 40%**: Discussion forum participation (20% of TMA) Group project with webinar (80% of TMA) **Final Examination 60%**

Module code and Title	Assessment Method
Year 2 NQ-MQA level 7	
Educational Leadership and Management	**TMA 40%**: Online test (20% of TMA) Essay 1,500 words (80% of TMA) **Final Examination 60%**
Dissertation	**Final submission : 100% 12000-14000 words**
Inclusive Pedagogy	**TMA 40%**: Online test (20% of TMA) Essay 1,500 words (80% of TMA) **Final Examination 60%**
Children Literature	**TMA 40%** **Discussion forum participation (20% of TMA)** **Group project with Webinar (80% of TMA)** **Final Examination 60%**
Language Didactics: English/French/any other languages	**TMA 40%** **Discussion forum participation (10% of TMA)** **Essay 1500 words (90% of TMA)** **Final Examination 60%**
Professional Experience and Development	**TMA 40%**: Online test (20% of TMA) Essay 1,500 words (80% of TMA) **Coursework 60%**