

Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	PGCert Global Labour and Social Change (GLSC)
Teaching Institution	Ruskin College
Awarding Institution	The Open University (OU)
Date of latest OU validation	March 2015
Next revalidation	2020-21
Credit points for the award	PGCert GLSC – 60 Credits at Level 7
UCAS Code	N/A
Programme start date	September 2015
Underpinning QAA subject benchmark(s)	QAA Master's degree characteristics (2010) QAA Framework for higher education qualifications (2008)
Other external and internal reference points used to inform programme outcomes	The MA of the Global Labour University (GLU), <i>Labour Policies and Globalisation</i> . Ruskin College is an associate member of the GLU.
Professional/statutory recognition	N/A
Duration of the programme for each mode of study (P/T, FT,DL)	4 months block residential ,2 month attachment
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	May 2015

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 student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

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Aims of the Programme

2.1.1 The programme will enable students to acquire the necessary knowledge, understanding, skills and critical dimensions of the subject area through teaching, learning and assessment as a basis for:

- The education and development of activists, employees and volunteers in labour and allied movements to improve the quality of leadership, innovation and radical, strategic thinking.
- To provide movement-informed pedagogical approaches for practitioners to make sense of their own and others' labour movement and allied experience. For students to apply these frameworks through their group and independent study and research.
- To gain a unique structured attachment opportunity for integrated praxis; situating theory within a participatory worldview and grounding practice in issues of power and inequality at a local, regional and global level.
- Preparing graduates for both career development and the taking on of effective and leadership roles in labour and allied organisations, and for research and further academic study.
- To support students to generate new critical awareness of their personal and academic growth and development.

2.1.2 It will achieve this through the completion of two modules, which although are operational as standalone elements, complement and consolidate each other. By the end of the course students will have experienced study of labour, gender, employment, environmental, geography and economic issues. This will support development of students skills and capabilities in analysis, methodology, research, problem solving, understanding and critical evaluation. This will be reinforced by the programme's assessment strategy described below.

2.1.2 Students will be supported to gain vital skills and experience in flexible learning methodologies through, for example, a pre-course MOOC phase, recognising the both the necessary capabilities for study at post-graduate level, and also the extensive materials and resources available to those in movements for developmental purposes.

2.1.4 Ruskin College's experience has shown that its postgraduate provision can equip students for further postgraduate studies and/or for the professional development in, trade unions, other civil society organisations and international labour organisations. Additionally, students feel better positioned to reflect critically on their continuing roles within labour and allied movements and contribute more effectively utilising a new range of skills, knowledge and experience gained from the award.

2.1.5 Ruskin's pedigree and expertise in the field of labour and trade union studies education and research is recognised by many academic and other institutions both domestically and internationally. For example, Ruskin retains the largest number of dedicated trade union scholarships, including from the Trades Union Congress (TUC), of any other educational institution in the UK. Similarly, Ruskin is an associate member of the Global Labour University (GLU) which reflects the College's long-established international academic and labour movement relationships. Ruskin's provision in the field of labour and trade union studies now falls under the umbrella of the international labour and trade union studies (ILTUS) programme area at Ruskin. As outlined further at s.5 below, this new post-graduate certificate award (PGCert) builds on the significant achievements of the current post-graduate ILTUS provision, and seeks to re-structure this and generate an appeal to those from allied social movements.

2.1.6 The course philosophy and approach is centred on the role and place of labour and allied movements internationally in the ongoing debate about labour movement crisis and renewal. This philosophy recognises also that academic disciplines of gender and development have a significant confluence with the study of labour and labour movements. Thus students benefit from an inter-disciplinary curriculum delivered through a pedagogical approach predicated on radical and critical teaching and learning methodologies.

2.1.7 The PGCert award offers practitioners and scholars of labour and allied movements, the conceptual, analytical and critical framework for understanding and explaining, making links with, and comparing and contrasting their own and fellow and sister students' depth and breadth of labour and allied movement experience. It aims to encourage students to think beyond the mainstream about new and creative strategies of labour movement renewal and transformation and their own role and identity in this.

2.1.8 The overall philosophy of the programme is rooted in a commitment to self development and the empowerment through education and learning. This combines with an ethos whereby students take responsibility for their own autonomous learning, making sense of their own experience as they proceed. This aspect is built into the PGCert as part of the learner journey and particularly in the attachment which is central to the second module of the award. Students are required to reflect on this systematically and critically throughout the programme. Thus, issues reflexivity and positionality are required to be addressed in the assessed components of the award

2.1.9 The programme is based on the expectation that students will have a wide range of knowledge and/or practical experience in labour movements and allied fields, and a primary aim is for the course to provide the conceptual and analytical framework for them to make sense of such practice, and make links across disciplines and fields. The heavy emphasis on grounded learning and praxis means that much study will be based on current issues, dilemmas and debates in the field, accessed through case study work, data analysis, archives, video and other media gained, structured and presented through information and learning technologies (ILT).

2.1.10 Students will be required to prepare papers to be presented and discussed at module workshop seminars. Material for preparation and pre-

reading will be indicated and distributed to students in advance of each workshop. Students will have the opportunity to differentiate their learning through the opportunity to opt to complete the award via one of three thematic specialisms: labour, development or gender. A range of teaching and learning strategies will be used on the programme and there will be an emphasis on interactive and participative learning. Students will attend lectures, give seminar papers and presentations on work carried out outside the formal sessions/course programme. Whilst all PGCert students will be taught together, differentiation based on preferred thematic specialism will be supported through collaborative teaching comprising expertise in the three themes available. Additionally, each thematic specialism will allow students to gain preferred, additional subject knowledge through differentiated assignment titles and access to relevant academic materials. The attachment experience of module two of the award will also accentuate the student's preferred thematic focus.

2.1.11 Whilst thematic differentiation will be encouraged, not least as this confluence will stimulate debate and analysis from differing perspective in the classroom, and thus enhance overall learning outcomes, students will gain from engaging in core pedagogic and assessment approaches. For example, all students will be expected to reflect and embed learning based on their attachment. Similarly students and alumni are also encouraged to attend events, and/or present papers, organised by bodies with a close association to the ILTUS programme. For example, the annual symposium of the Critical Labour Studies (CLS) network, or the annual summer school of the Global Labour University (GLU) which is held in Berlin every September.

2.1.12 Student contributions to the teaching and learning strategy of the programme will often be based on their practitioner and/or voluntary/work experience and will also involve both individual and group work. From the outset, students are organised into syndicated groups, or Student Support Groups (SSGs). These allow students to form close study and personal support networks within the cohort. Academically, SSGs enable students to work collaboratively on the preparation and presentation of seminar materials. Additionally, they are a forum for discussion, debate, mutual support and sharing and exchange findings and ideas. These are also where students collaboratively develop and discuss proposals for assessed work assignments. Students' own learning outside the workshops and the classroom builds through these applying flexible learning approaches, as well as developing their own individual work through reading and research.

2.1.13 Tutor-led methods include the use of lectures, case study work, data search and analysis, archives, video and other media materials and engagement with ILTs to support discrete blended learning approaches. Library use will be important, including electronic access to the library and to electronic journals held at Ruskin and the Bodleian library. Students who are not resident in Oxford, will be encouraged to use their local university/college libraries and the internet.

2.1.14 The residential workshops thus provide an important site for intensive learning in a residential setting reserved solely for this purpose. Indeed, as radical, critical pedagogies are embedded in teaching and learning strategies across the College, Ruskin provides an essential community of practice for all

teachers and learners.

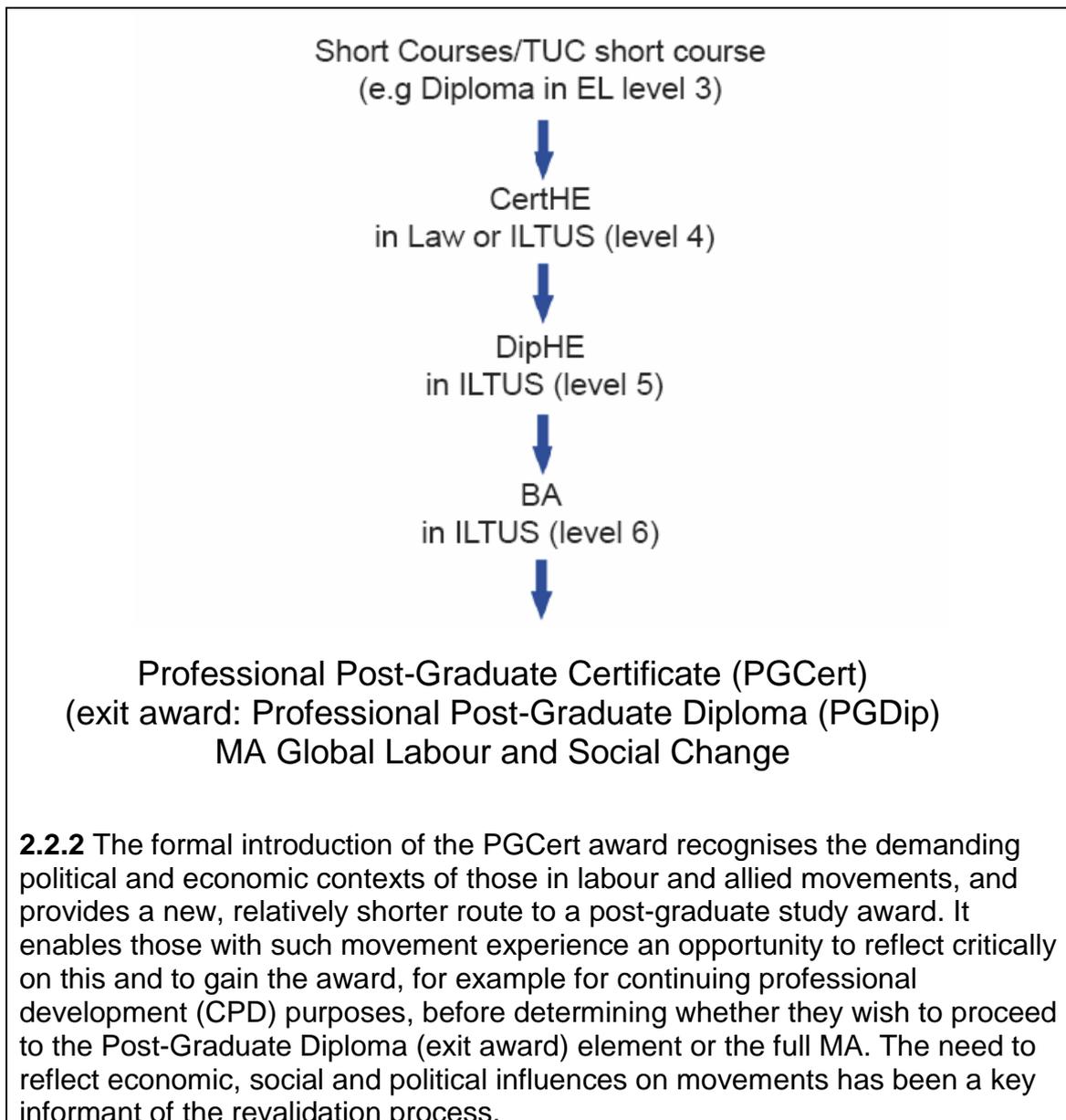
2.1.15 Learning takes place through a range of different methods, tutor led and student led, individual and collective. There is whole group work and small group work and informal mentoring and support through the SSGs. There is also dedicated time at the workshops for individual reflective library and self study and for individual tutorial support. It is also hoped that where trade unions and other organisations are sponsoring or supporting students, they will also offer support systems such as an attachment experience, mentoring, opportunities to undertake action research, and provision of data/material as appropriate. Thus, differentiation among students in terms of learning pace and styles can be accommodated within the workshop framework, and observations of these by tutors can be carried into individual tutorials both face to face and electronically. This differentiation is also addressed in the range of assignments for students and dissertations which support thematic options.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

2.2.1 (see figure below) Ruskin College has a Trade Union Studies Centre where students can study short course programmes from Levels 1 to 3. The work of the centre comprises delivery of the TUC's core suite of courses for trade union representatives, regional and national partnership-based provision with a number of trade unions including UNISON, UNITE, URTU, FBU, UCU, POA, UCATT and the Communication Workers Union (CWU), and the hosting of the TUC's flagship Organising Academy. The TUC Centre Co-ordinator, is completing the MA programme (he has suspended study) and has taught on the BA of the ILTUS programme area. The Academic Co-ordinator of the ILTUS programme area is an alumni of the current MA programme and the BA ILTUS Programme Co-ordinator and Programme Co-ordinator of the PGCert and MA GLSC all contribute to teaching in the Centre, drawing on their significant experience as trade union educators.

2.2.2 As a result of this strong, close inter-departmental working, the approach to supporting and signposting short course trade union learners to pathway undergraduate and postgraduate at Ruskin has worked well. Trade union centre short course students are encouraged to apply for a degree programme either through formal promotional slots or as a result of signposting during or following the completion of study. The MA programme has benefited considerably from promotion of the programme via the TUC nationally and Centres like that at Ruskin. Additionally, the Programme Co-ordinator of the PGCert and MA GLSC is a lead tutor for a BA ILTUS cohort and routinely teaches across BA cohorts typically adopting a teaching approach and resources mirroring the MA. Here the intention is to both promote the MA as a pathway and introduce alternative pedagogic approaches to BA ILTUS students.



3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	Learning and teaching strategy/ assessment methods
<p>At the end of the module, learners will be expected to:</p> <p>A1. Demonstrate a systematic understanding and scholarship of the theories and models of international and comparative organised labour, gender and international development.</p> <p>A2. Be critically and strategically aware of the impact of complex internal and external contextual forces and their interrelationship with labour and allied</p>	<p>Teaching and learning methods used to enable outcomes to be achieved:</p> <ol style="list-style-type: none"> 1. Through the use of relevant academic literature, case study material the development of the ability to apply knowledge and understanding of the subject matter to complex issues, systematically, creatively and strategically, in order to improve policy and practice in the field. 2. To use teaching, supplemented by

<p>movements both nationally and internationally</p> <p>A3. Develop a systematic, critical and analytical understanding of new forms of organised labour and its interrelationship with allied movements, the state and globalised business.</p>	<p>visiting tutors and guest speakers, to provide conceptual frameworks for practitioners to make sense of their own and others' labour movement and allied experience; to enhance this with appropriate global perspectives also.</p> <p>3. To provide an educational environment whereby practitioners in the field can work and debate together, share and exchange experiences, knowledge and understanding of key issues in the field and enhance their career competence.</p>
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<p>3B. Cognitive skills</p> <p>At the end of the module, learners will be expected to:</p> <p>B1: Evaluate and critique their own understanding of the effect of globalisation on labour and labour markets at national and international levels.</p> <p>B2: Evaluate and develop critiques of philosophies, ontological, epistemological and methodological approaches to research and enquiry in the field.</p> <p>B3: Reflect critically on study, on research, on practice and experience, on their contribution to the academic environment.</p>	<p>Teaching and learning methods used to enable outcomes to be achieved:</p> <p>1. To provide conceptual frameworks for practitioners to make sense of their own and others' labour movement and allied experience. For students to apply these frameworks through their group and independent study and research.</p> <p>2. To support students to generate new critical awareness of their personal and academic growth and development through personal assessment tools e.g. Belbin, Honey & Mumford.</p> <p>3. To encourage students to define and apply research strategies in the development of their assessed work and in the production of their practice-based portfolio.</p>
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<p>3C. Practical and professional skills</p> <p>At the end of the module, learners will be expected to:</p> <p>C1. Critically appraise and reflexively analyse their own studies and development, be able to reflect critically on study, on research, on practice and experience, on personal development and on their own contribution to civil society movements and the academic environment</p> <p>C2. Develop their own praxis in relation to the study of global labour and social</p>	<p>Teaching and learning methods used to enable outcomes to be achieved:</p> <p>1. To embed learning and teaching strategies with a conscious appreciation of students' prior, relevant employment, activism or volunteering ensuring that this can be located fully in all formative and summative assessed activity.</p> <p>2. Seminar sessions will facilitate an oral articulation of their own original analysis of theory</p>
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<p>applying a rigorously structured approach to the communication of their own original analysis of theory and practice in both written and oral form as required.</p> <p>C3. Draw on their experience of using different forms of communication to demonstrate their understanding of trends and developments across international labour, gender and development movements in written and oral forms.</p> <p>C4. Maintain a critical awareness of new and emerging literature, theory and practice effecting labour movements and related organisations both nationally and internationally.</p>	<p>3. To maintain student engagement with latest theoretical and practical developments in relevant fields including attendance and presentations at academic and movement-oriented events.</p>
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<p>3D. Key/transferrable skills</p> <p>At the end of the module, learners will be expected to:</p> <p>D1. Communicate complex ideas effectively, carry out critical analysis, show originality and new insights, argumentation, in both written and oral form as required</p> <p>D2: Practice effective collaborative techniques in the critique of systems, which affect collective organised labour activities and within allied movements</p> <p>D3. Articulate and analyse leadership and representation approaches and demonstrate effective autonomous and groupwork skills in the preparation of argumentation and proposals for collective activities.</p> <p>D4. Demonstrate ability to be self-directive and original in tackling and solving problems, in decision making: establishing criteria, selecting appropriate techniques, the ability to evaluate options, and implement and review decisions.</p>	<p>Teaching and learning methods used to enable outcomes to be achieved:</p> <ol style="list-style-type: none"> 1. Student reflexive practice supports the development of learner autonomy and is built continuously through, for example, their responses to feedback on assessed work and seminar contributions. 2. Reflective comments on feedback from assessed work and seminar contributions provides a systematic method that identifies enhancement of lifelong learning skills and options to contribute to labour organisations and to society at large. 3. Foster an understanding of and ability to apply praxis from learning to the material and practical work of practitioners.
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4. Programme Structure

Programme Structure - LEVEL 7			
Compulsory modules	Credit points	Optional modules	Credit points
Power and Inequality	30	None	
Praxis (Attachment)	30		

[Successful completion of the above 2 modules entitles the student to exit the programme with a **POST-GRADUATE CERTIFICATE IN GLOBAL LABOUR AND SOCIAL CHANGE (60 credits at Level 7) – REGISTERED AWARD**]

MODULE 1

Weekend 1 (October): Power and Inequality (1)

Pre-study MOOCs (bridging programme)

Thursday	Induction	8 hours (10am-1pm; 2pm-5pm; 7pm-9pm)	
Friday		6 hours teaching (9am-1pm; 7pm-9pm)	4pm-6pm facilitated seminar
Saturday		6 hours teaching (9am-1pm; 7pm-9pm)	4pm-6pm facilitated seminar
Sunday		4 hours teaching (9am-1pm)	

Initial formative assessment for module 1: comparative summary (2,000 words)

Due by end first weekend; feedback before weekend 2.

Weekend 2 (Nov/Dec): Power and Inequality (2)

Friday		6 hours (9am-1pm; 7pm-9pm)	4pm-6pm facilitated seminar
Saturday		2 hours (7-9pm)	4pm-6pm facilitated seminar

Final assessment for module 1: essay (3,000 words) – preparing for practice-based learning/attachment period

Due beginning Jan.; feedback by beginning of attachment (Feb)

Total teaching 24 hours 8 hours facilitated seminar

MODULE 2

Weekend 2 (cont'd): Praxis

Saturday		4 hours (9am-1pm)	
Sunday		4 hours (9am-1pm)	

Assessment for module 2: Portfolio of practice (3,000 words)

Due end April ; feedback by end May.

Total teaching 8 hours

ATTACHMENT PERIOD FEB/MARCH Completion of PG Cert

5. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

5.1 The PGCert award as a distinct but integrated part of the MA has been developed to address specific requirements undergone some relevant, evolutionary change and development following its revalidation in 2010 when it was previously the MA in international labour and trade union studies (ILTUS).

5.2 In summary the principal revalidation changes are:

- A change of programme title and introduction of thematic specialisms in gender and development to allow for recruitment of staff, activists and volunteers from social movements allied to labour movement goals of economic, political and environmental justice.
- Formalisation of post-graduate certificate (PGCert) and post-graduate diploma (PGDip) exit awards of the MA to allow the programme to be marketed on the basis of a professional, flexible programme which may appeal more to those in research and policy roles and see the MA as CPD.
- An opportunity to apply praxis and reflexive practice in the form of an attachment associated with a place of activism, volunteering and/or work.
- A greater use of flexible and blended learning approaches to support student learning and development.
- A reduction in teaching hours, assessment components including the word count of assignments and the dissertation.
- Incorporation of formal study time during residential workshops in Ruskin or Bodleian libraries.

5.3 The changes which create the PGCert award enhance the opportunity for students to engage in a unique pedagogical approach, which is predicated on prior and/or on-going employment/activism/volunteering and provides an opportunity for critical reflexive practice around this. The capacity for students to situate their own learning theoretically and practically (praxis) in a new, standalone award, and as a route to the MA, will enhance the credibility and appeal of the programme to trade union learners and to a wider audience.

5.4 It is important to add that elements of this change are based on on-going collaborative partnerships. For example the introduction of blended learning approaches is based on a long-term exercise to gain advice and guidance on blended and online learning and teaching strategies, particularly in the context of the GLSC programme, under the umbrella of a collaborative working arrangement with the labour studies department of Empire State College, New York. Additionally, Ruskin College is a member of the Higher Education Academy's (HEA) strategic enhancement programme for flexible learning:

<https://www.heacademy.ac.uk/funding-call/strategic-enhancement-initiatives>

5.5 The PGCert award is offered on a block residential part-time study mode, although the full MA award will be available in part and full-time modes. Originally validated in the part-time mode only, the programme is offered to part-time students on a block residential basis in-line with Ruskin's policy on widening participation. It was also more specifically the result of responding to the needs of a core target group of MA students: those engaged in labour and other social movements in a paid, lay or activist position. In this context the part-time mode of the MA has, from the MA's outset, been predicated on an understanding that students would be undertaking study alongside other, considerable workload, activist and/or domestic demands.

5.6 It is important to add that part-time PGCert students will benefit from learning alongside full-time MAGLSC students. Full time students will enhance the overall PGCert programme, enabling Ruskin to build on and develop existing sources of students, both from the UK and overseas, effectively maximising its programme of scholarships for overseas trade unionists seeking postgraduate study. As an example of the growth of the MA in this context in September 2014 MA staff visited South Africa, hosted by several trade unions, COSATU and sister educational bodies, to launch a £100,000 scholarship to enable a woman trade unionist from South Africa, and another country of the global south, to complete the MAGLSC.

5.7 International students are a key target market and their recruitment exemplifies Ruskin's international reach across labour movements. Additionally, international students have traditionally benefitted from financial support from UK and overseas trade unions and in doing so underline the considerable international political support for Ruskin's ILTUS programme

5.8 Ruskin has always had international trade unionists from a wide range of developing countries, visiting and studying at the College, and for many years ran a scholarship programme (funded by the Webb Memorial Trust) for eastern European scholars and notably Chevening Scholars, funded jointly by the British Foreign and Commonwealth Office, Ruskin and sponsoring UK trade unions. The Chevening Scholarship fund was blocked to trade unionists following the election of the Coalition government in 2010. Despite this Ruskin has been able to maintain highly positive international trade union links and recruit overseas students.

5.9 With the focus of the programme being international, exploring international labour and social issues, cohorts are strengthened by having international students, including students from Sierra Leone, Malawi, Ghana, South Africa, Egypt, Albania, Russia, Georgia, Ukraine, Moldova.

5.10 The PGCert programme has a core focus on the continuing notion of trade union crisis and renewal enabling students to examine the resulting catalysts for transformation and change across organisational and cultural features of trade union activity. Overlapping thematic specialisms of gender and of development allow for those interested in these intersections with issues of, for example, the role of social movements to improve the economic position of women workers in informal economies.

5.11 Enabling PGCert students to generate differing perspectives on the status of labour at a global level and of movements that represent labour interests add significant dynamism to the programme, and enrich student experience and overall learning outcomes.

5.12 Student learning outcomes are enhanced through Ruskin's close working relationship with the Critical Labour Studies (CLS) network which fosters research and collaboration at the intersection of changes in work and employment and research interests. The CLS network brings together trade unionists, trade union staff and academics at an annual symposium at which Ruskin staff and students from the ILTUS programme area present papers. For students in this programme area this is typically a paper linking their study to an area of current focus/activism. The annual CLS symposium is a critically important, unparalleled opportunity to gain insight, and generate discussion, on their research from peers and leading academics in the field.

5.13 Unlike other post-graduate programmes, there are no links to business, instead the programme emphasises students current links with organised labour and other movements. Part-time students have traditionally held paid or lay roles and so are able to apply the skills and knowledge as the programme develops. The attachment opportunity to provides a formal opportunity for integrated praxis also.

5.14 It is the wholly unique status of post-graduate ILTUS provision which has led to the programme being the only one of its kind in the UK to maintain a large number of dedicated trade union scholarships, including from the TUC. Further, the provision has been able to attract funding from a number of UK and EU trade unions for staff to undertake the programme as a form of CPD.

6. Support for students and their learning

6.1 The PGCert incorporates a MOOC-based bridging programme allowing students the flexibility of developing key skills and knowledge to assist with (a) study at post-graduate level and (b) gaining some early exposure to core theoretical underpinning knowledge e.g. sociology of work, social movements, new technologies etc. The bridging programmes aids the completion of a 2,000 word formative assignment also.

6.2 The completion of this bridging programme is followed by a formal induction session where students will complete an assessed presentation of their formative piece. This will provide valuable, early feedback on student approaches to relating prior learning, knowledge and experience to core themes of the PGCert. Induction is a vital starting point, providing students with the opportunity to meet each other and teaching and support staff, and to familiarize themselves with the facilities and resources available at the College. During induction students will meet their personal tutor, the Learning Development team, and the Counsellor; be introduced to the IT and library facilities (including the Bodleian); and, beginning their reflective engagement with their studies, complete a personal development plan (PDP)

6.3 Teaching on the programme is delivered in classes of normally no more than 20 students supported by individual tutorials. Each year cohort is allocated a lead tutor, who oversees student progress throughout their study, in

conjunction with the Programme Co-ordinator. Additionally, every student at Ruskin is allocated a personal tutor from the course team monitoring the progress of students, providing advice and guidance and suggesting other forms of support as appropriate.

6.4 Tutorials provide students with the opportunity for individual or small group discussions on work submitted both at the conceptual and the drafting stages. Coupled with the College's Learning Development team, teaching via tutorials allows for far greater differentiation and also for strong relationships to develop between staff and students and among the students themselves, thus further creating a supportive learning environment.

6.5 Learning support and study skills, encompassing study support for disabled students is an area of undoubted strength at Ruskin, with the Ruskin tutorial system and specialist learning support services adding up to comprehensive and highly individualised support for students. Provision has now been extended to Saturdays for the block residential students and this has proved to be successful. Email and telephone tutorials are also offered by the Learning Development Team. Every HE student at Ruskin undergoes an initial assessment of their basic skills and learning needs.

6.6 This is particularly important in view of the lack of formal educational qualifications and prevalence of past underachievement. Where a student is diagnosed as dyslexic, or as having another disability need, if the student agrees, tutors will be encouraged to look for alternative ways of supporting them. This dedicated and whole-College approach to support explains the success of some disabled students at Ruskin who had previously not achieved elsewhere.

6.7 The College Counsellor is introduced to students during induction. The confidential support offered encompasses short-term, focused individual work, as well as longer-term personal support. During their time at Ruskin, many students access the service to assist them to cope with the challenges of studying or of living in College, or with problems impinging from their outside or earlier lives. The College Counsellor meets students in their first term. The counselling service that the College provides has been taken up by older learners in the past and has provided an invaluable service in providing them with strategies for managing stress and coping with living communally. Telephone counselling is also available for students who are not able to make an appointment in person.

6.8 The Academic Registrar offers advice to applicants and current students about financing their studies, meeting their accommodation and childcare needs, and coping with personal and social issues.

7. Criteria for admission

7.1 Admission requirements

All candidates must be able to satisfy the general admissions requirements for Ruskin College. These are:

- Candidates must attend an interview. Overseas applicants are interviewed by telephone in-country.

- Candidates will be expected to demonstrate commitment to the ethos and vocation of Ruskin College.
- Candidates will be expected to benefit from study at this level, fulfil the learning outcomes of the programme and achieve the standard required for the award.

7.2 Admission Procedure.

1. On enquiry a prospectus and application form will be sent within a week. A record will be made of the enquirer's name and address, noting the date of enquiry.
2. Should no application have been received by the Academic Registrar six weeks after this, a letter will be sent offering a telephone number whereby advice can be sought if necessary. Telephone and email advice will be offered to enquirers and applicants throughout the year.
3. On receipt of an application (applications may arrive via UCAS, hard copy or online) the Academic Registrar will write to the applicant acknowledging receipt the application. References will be taken up at this stage.
4. The application will be passed to the relevant Programme Admissions Tutor who will review the application form and let the Academic Registrar know whether the applicant should be invited in for an interview.
5. Students will normally be offered a personal interview, but in exceptional circumstances may be offered a telephone interview. For example, overseas and EU students may be offered a telephone interview. Ruskin College does not offer places to students who have not attended an interview.
6. A letter will normally be sent to the applicant within four weeks of receipt of the completed application which will inform them whether they are to attend an interview or not. If the applicant is required to bring anything with them to the interview they will be informed in this letter. For example, applicants may be required to bring examples of their own creative writing with them if they are applying for a place on the English Studies: Creative Writing and Critical Practice programme.
7. Applicants invited for an interview will be given between two and four weeks' notice of an interview date (unless they are offered the opportunity of filling in after a late cancellation). Applicants unable to make the original interview date offered and who wish to continue with their application will be offered another interview date as detailed above. Students who do not inform the College that they are unable to attend an interview will have their application automatically withdrawn.
8. Normally two tutors will conduct the interview. The interview will last approximately half an hour. Students will be asked a number of set questions. For example, undergraduate students will be asked why they want to return to study now, why they are interested in the programme they have applied for, what reading/writing/visits they have done in relation to the subject. Applicants will also be asked if they have any special needs or specific study skills requirements, or have any personal background issues or a disability that the College should know about. The interview also provides the applicant with the opportunity to ask any questions that they may have concerning the programme or the College in general.
9. It is during the interview that the applicant informs the College as to whether they would like to be resident or not.
10. Students who wish to be residence must do so for the whole academic year,

not including Christmas and Easter vacation. Students may keep their room during the Christmas and Easter vacation by completing the form that is sent out with the Joining Instructions (see point 18).

11. After the interview the Tutors will return the Interview Report Form to the Academic Registrar no later than the next working day following the interview. This report will contain clear recommendations.
12. A letter will be sent to the applicant within a week of the interview informing them of the interviewer's decision. Successful applicants will be offered a provisional place, dependent on a satisfactory medical report, two satisfactory references, a probationary first term, and the applicant having their tuition fee and residence and catering fees (if a resident student) in place before the first day of term. Additional conditions such as attending a relevant short course may also be included in the offer letter. The course reading list will be included in with the offer letter.
13. A medical report form will be sent with the offer letter. Grant information will be sent as soon as it is available.
14. If the applicant is not offered a place recommendations will be given as to what their next steps should be.
15. Offers can only be deferred for one academic year. If an applicant wishes to defer for longer they will need to re-apply.
16. On receipt of the medical report by the College Medical Adviser a form will be forwarded by him to the Academic Registrar recommending whether or not the applicant should be admitted. The Medical Adviser may recommend admission, or a probationary term, a postponed admission date or no admission on health grounds. Within three working days of receipt of medical clearance, the Academic Registrar will inform the applicant if the Medical Adviser has advised that the applicants place should be on a probationary first term, postponed, or not admitted due to health grounds.
17. Applicants will be sent an unconditional offer letter once the Academic Registry has received two satisfactory references, medical clearance, has evidence that they have made arrangements for financial support and the college is clear about student numbers for the programme the applicant has applied for.
18. The Academic Registry will send out detailed Joining Instructions normally about four weeks before the start of the course. Joining instructions will contain information on residence (if the applicant plans to live at the College), the Student and College Contract, a Funding Confirmation Form, Joining Instructions Acknowledgement and Vacation Address Details Form, the Learning and Support Handbook and the Community and Residence Handbook (for resident students only).

7.3 Admission Appeals procedure

A student who wishes to appeal against the College's decision on the grounds that the Admissions Procedure has not been adhered to should send a letter to the Academic Registrar within a month of receipt of the College's letter. On receipt of such an appeal, a decision will be taken by the Principal. A letter to inform the appellant of the decision will be sent out within a week of the receipt of the appeal.

7.4 Recruitment/Publicity Materials

Over the period since the last revalidation exercise a bespoke suite of recruitment/publicity materials have been developed for the current post-

graduate ILTUS provision. It is acknowledged that the current approach, as outlined below, for devising the marketing/recruitment strategy is based principally on recruiting from labour movement globally, and that this approach will extend to include allied movements over time. Examples of the current range of bespoke recruitment/publicity materials/activity illustrates the approach to be adopted for the PGCert programme.

This bespoke suite of materials incorporates the following:

1. A dedicated range of material hosted via a range of social media:

- Custom-produced YouTube videos providing an overview of the programme, student testimonials and a welcome to new cohorts:

<https://www.youtube.com/watch?v=eSOR3XvcXf4>

<https://www.youtube.com/watch?v=olo5pDGc6NU>

https://www.youtube.com/watch?v=Fu_c1Bwtb0

- A definitive programme brochure showcasing student achievements, advertising open days and providing background detail on the international features of the MA curricula and networks:

2014-16 Brochure:

http://issuu.com/mailtus/docs/ma_outlined_version_1/10

2012-14 Brochure:

http://issuu.com/mailtus/docs/ma_iltus_outlined

- The personal blog of Ian Manborde maintained to write around issues allied to the MA and promote the programme. Examples of posts promoting the MA/Ruskin:

<http://ianmanborde.blogspot.co.uk/2014/10/the-best-of-humanity-ruskin-college.html>

<http://ianmanborde.blogspot.co.uk/2014/10/south-africa-battle-for-ideas.html>

http://ianmanborde.blogspot.co.uk/2014/02/ruskin-keyword-for-115-years_23.html

- The personal Facebook page of Ian Manborde maintained on the same principles of the blog:

<https://www.facebook.com/ian.manborde>

- Twitter accounts are maintained by student cohorts to allow for a degree of independence in how MA issues are promoted and discussed. This link is for the Twitter account of the MA cohort that graduated in 2014:

<https://twitter.com/ruskinma12>

- Current students of the MA and alumni also use their own social media accounts to promote the MA/Ruskin. Examples include:

<http://tradeunion.wordpress.com/2014/02/18/ruskin-college-115-years-of-educating-radicals/>

<https://uslive.org/iss14-are-we-socialists-and-what-do-we-mean-by-socialism/>

2. A highly extensive range of yearly adverts, news features in trade union media and attendance at a wide range of trade union and allied events including the annual conferences on the larger UK trade unions, the TUC annual conference and linked conferences e.g. women, black workers etc. A Ruskin presence (either in the form of a table/banner, guest speaker slot etc.) also features at the leading UK trade union events e.g. Tolpuddle, Durham Miners' Gala etc.
3. The ILTUS team at Ruskin also work collaboratively in hosting local or national events which have the benefit of promoting the BA and MA programmes whilst also maintaining a high profile for Ruskin's continuing close relationship with the UK and international labour movement. Examples of events which fulfilled these aims in 2014 include the following:

http://www.ruskin.ac.uk/news/2014/06/26/Ruskin_remembers_the_1985-84_miners_strike_dispute

http://www.ruskin.ac.uk/storage/files/Events/Mandela_Day_v2.pdf

7.5 The following factors feature in the generation of the yearly ILTUS generic and MA-specific recruitment/marketing strategy:

- Publicity materials promote the availability of appropriate trade union and TUC scholarships and carry testimonials from past students. This is customised for adverts/articles in trade union literature.
- Whilst publicity material is devised to generate individual enquiries it is also designed to attract MA applicants to several MA ILTUS-specific open days which are made concurrent to residential workshops so that applicants have the opportunity to meet current students.
- Utilising international (e.g. GLU, new York, COSATU etc.) networks to encourage overseas applications and to encourage overseas applicants to apply to available scholarships.
- Utilising established formal partnerships to promote the programme and to access, where relevant, available scholarships e.g. UNISON, UNITE, PCS, TUC, GFTU etc.
- BA and MA ILTUS alumni supplement many of the above factors. For example, where alumni are at union conferences/events where there is a Ruskin stall/stand they help facilitate awareness of the availability of Ruskin staff to discuss the BA or MA.

7.6 Applications, Short-Listing and Interview Processes

Applications can arrive on-line or as hard copies. Applicants appearing to have potential to meet the criteria outlined in the chart below are invited to interview. Interviews are held regularly from January until August. The interview comprises:

- A presentation about the programme delivered by a member of the programme team with the opportunity to ask questions.
- A tour of the building and grounds which provides a less formal opportunity to ask questions.
- A visit to the College library.
- An individual interview with members of staff.
- Completion of a health declaration form.
- Seeking a satisfactory reference from two people not related to the student, at least one of whom must be able to comment on the applicant's academic ability and capacity to study at post-graduate level.

7.7 Entry Requirements

Where appropriate, conditional places are offered which require the applicant to successfully meet the criteria above. All places are conditional upon a satisfactory medical form from their general practitioner (submitted to the College medical adviser). In practice, every situation is examined on its own merits and appropriate decisions taken. A high premium is placed on total honesty: where a student was found to have failed to reveal information concerning their record, their studies could be terminated.

8. Language of study

8.1 English

8.2 International learners are welcomed on the basis that their communication skills in English are demonstrated prior to enrolment (to a minimum level of IELTS 6.0 or TOEFL 550 – 600) and that previous qualifications gained can be equated to a United Kingdom qualification. Students who have 6.0-6.5 on the score will be strongly encouraged to do a Level 2 English class run by the College.

9. Information about assessment regulations

9.1 Assessment regulations are outlined in the College Regulatory Framework

10. Methods for evaluating and improving the quality and standards of teaching and learning.

10.1

- End of year meetings to compile the annual monitoring report
- Meeting/s with the external examiner at examination board
- End of module and end of year feedback from students via the module evaluations and cross College survey
- Drawing up action points arising both from annual report, external examiners' report and discrete modules that are monitored at the Law & ILTUS Programme Board.
- Input of academic reviewer installed by the CICP, as appropriate
- Tutor attendance at best practice sessions and other CPD events

organised internally

- Tutors' participation in external CPD especially conferences, writing of papers /books, attendance at seminars, reviewing articles for journals etc.
- Effective peer observation of teaching and learning (OTL) scheme operating in the College
- Tutors bringing critical self-reflection gained from their work as external examiners in other institutions / experience of teaching in other institutions
- Monitoring of above through annual staff development report drafted by the General Secretary and discussed at AQSC with action points for implementation in following year.
- Teaching staff are encouraged to apply to become a Fellow of the HEA.
- Teaching staff are encouraged to complete PhD programmes in order to fulfil a specific research interest and enhance their own teaching practice.
- Teaching staff are expected to be research active.

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
7	Power and inequality	✓	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	
	Praxis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓