UNDERGRADUATE PROGRAMME SPECIFICATION

Programme Title: Foundation Degree in Education

Awarding Body: Staffordshire University

Teaching Institutions:

Ashton-under-Lyne Sixth Form College
Birmingham Metropolitan College
Burton College
Stoke-on-Trent College
Stafford College
Shrewsbury College
Riverside College
The Skills Company

Final Awards: Foundation Degree in Education (Level 5)

Intermediate Awards	:	**Certificate of Higher Education in Education (Level 4)**
Mode of Study	:	**part-time**
UCAS Codes	:	n/a
QAA Subject Benchmarks	:	**Education Studies 2015**
JACS Code	:	**X100**
Professional/Statutory Body	:	n/a
Date of Production	:	**20/03/2017**
Date of Revision	:	

If you require this document in a larger text or a different medium please contact us.

EDUCATIONAL AIMS OF THE PROGRAMME

Award Rationale   2

The rationale for the Foundation Degree in Education is to provide an opportunity for you to build on your knowledge and experience of working in education through study at higher education level. This will enhance your understanding of your current professional role. In addition this, it provides a route towards obtaining a degree and professional qualifications at a higher level. It is designed specifically for people who wish to combine work and study.

- The work-based award enables you to understand and develop your roles and responsibilities in the workplace.
- The work-based award develops skills towards supporting education, such as teaching assistants/learning support assistants. It also promotes progression towards alternative careers in education, such as teaching. Successful completion of the award enables direct progression onto a top-up BA (hons.) Education Award. Professional attributes developed include improving communication and team-working abilities, as well as information literacy and academic skills.
- You will evaluate how the organisation you work for compares with alternative institutions and contexts in order to consider developments to your practice and that of your institution.
- You will critically reflect and evaluate your own practice, as well as that your institution in order to inform practitioner-led research and change.

What is distinctive about this programme?

This award will give you deeper understanding of:

(i)   Up-to-date national changes in the education sector

(ii)   How to apply key theories and principles of education to your professional practice to meet the specific needs of your employer.

(iii)   Wider professional and academic skills development to broaden your career options.

The course therefore has the following overall aims, which focus on developing your career aspirations and opportunities:

1   To become a 'discipline expert' in Education.
2   To develop your professionalism.
3   To develop your Wider Professional Practice.
4   To develop your independent thinking skills

Employability is at the heart of this work-based programme. You will need an education-based placement and employer support, as your career development is the central focus of the course. Each module relies on work-based reflection and development. Modules 1 and 5 are explicitly targeted at personal and professional development in order to help you to reflect and act on your career aspirations.

As a Foundation Degree programme, you will have the opportunity to progress onto the BA top-up award. This then enables further progression onto various teacher training routes or academic courses.

The Staffordshire Graduate

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work. The following statement shows how the Fd(A) Education award addresses the Staffordshire Graduate qualities:

- The work-based award enables you to understand and develop your roles and responsibilities in their workplace. This will enable you to become a **'discipline expert'** in Education.
- The work-based award develops skills towards supporting education, such as teaching assistants/learning support assistants; **developing professionalism**. It also promotes progression towards alternative careers in education, such as teaching. Successful completion of the award enables direct progression onto a one-year top-up BA (hons.) Education Award

- **Professional attributes** are also developed through improving **communication and team-working abilities,** as well as information literacy and academic skills.

- To develop your **wider professional practice, y**ou will evaluate how the organisation you work for compares with alternative institutions and contexts in order to consider developments to your practice and that of your institution.

- To develop your **independent thinking skills**, you will critically reflect and evaluate your own practice, as well as that your institution in order to inform practitioner-led research and change.

PROGRAMME OUTCOMES

At the end of your studies, Level 5, you will have developed the following areas of your practice:

Knowledge & Understanding   *QAA subject benchmarks: 7.4.1, 7.4.2, 7.4.3, 7.4.4*

Your knowledge and understanding of key principles and theories of education and learner development will grow. Each module includes content to be delivered by the providers. As well as this, you will be given the opportunity to research specific information, policies and practice relating to your own sector. This enables you to be an expert in your workplace, with deep understanding of your sector – a key advantage for enhancing your career prospects.

Learning   *QAA subject benchmarks: 7.11, 7.12*

The study skills element of the course explicitly covered in modules one and five and implicitly delivered throughout the rest of the course, aim to develop the concept of 'learning to learn'. General academic study skills are delivered in module one, with each module delivering further guidance as well as in learner feedback. Specific study skills are also delivered in order to enable you to develop the skills required to meet the requirements of the module. For example, modules 1 and 5 will consider developing critically informed reflective practice with a view to producing informed reflective accounts. They also introduce and develop the concept and ability to form realistic personal action plans. Module 8 will investigate how to organise a small-scale research project. Other modules will cover relevant aspects of writing such as literature reviews, comparative studies and so on.

Enquiry   *QAA subject benchmarks: 7.5.2, 7.5.3, 7.6.3*

Each module requires you to investigate and reflect on your practice, as evidenced in the reflective accounts of modules 1 and 5 and the work-based assessments throughout the rest of the modules. Explicit use of enquiry is found in module 3, where you have to compare behaviour management policies in relevant institutions and module 4 where you will observe a professional practitioner. Further to this, module 8 is a small scale-action research project.

Analysis   *QAA subject benchmarks: 7.5.1, 7.12*

This is a work-based course, and analysis of one's own practice in relation to theory is engaged in every module. As an example, in Module 3 you will be required to analyse two behaviour management policies with a view to your future personal and organisational development. Analytical skills are also explicitly credited in the generic School of Education level 4 and 5 criteria used in all of the modules.

Problem Solving   *QAA subject benchmarks: 7.12*

As a work-based course, you will evaluate complex education issues throughout. This will help you to make informed judgements to develop your personal and wider professional practice.

Communication *QAA subject benchmarks: 7.7, 7.8, 7.10*

Effective communication is promoted throughout the course. As well as with the learners that you provide support for, you will need to develop effective communication with your colleagues. To enrol and continue on the course, you will require management approval. This is also the case with your action research project, which needs the specific ethical approval of their employer prior to commencement. You also need to engage in communication with peers during group tasks/peer assessment tasks. For example, in module 6, you will make a presentation to peers.

Application *QAA subject benchmarks: 7.5.1, 7.5.2, 7.5.3, 7.5.4, 7.5.5*

As a work-based course, direct application of learning is implicit throughout. Each module assessment features reflection on the application of educational theories, principles and policies into your personal and professional practice. As an example, in module 4, you will create/develop your own assessment resource for use in their practice.

Reflection *QAA subject benchmarks: 7..6.1, 7.6.2, 7.6.3*

As a work-based professional development course, you will be required to engage in informed critical reflections of their own practice. Modules 1 and 5 require you to reflect on your personal and professional progress in relation to the learning outcomes of the other modules in the course.

PROGRAMME STRUCTURE, MODULES AND CREDITS

Programme Title: Fd(A) Education

	Semester 1	Semester 2	Semester 3
Y E A R 1	1. Personal and Professional Development *30 credits Level 4*		
	2. Learning and Development *30 credits* *Level 4*	3.Behaviour for Learning *30 credits* *Level 4*	4.Supporting Learning and Inclusion *30 credits* *Level 4*

(120 credits completed in Year 1: A Certificate of Higher education can be awarded on completion of level 4)

	Term 1	Term 2	Term 3
Y E A R 2	5. Professionalism and Career Development *30 credits* *Level 5*		
	6. Developing Educational Practice *30 credits Level 5*	7. Learning and the Inclusive Curriculum *30 credits* *Level 5*	8. Assessment for Learning *30 credits Level 5*

HOW WILL I BE TAUGHT AND ASSESSED?

Work-based reflection and development forms a major part of the overall course content and assessment. Throughout the course, you will therefore engage in:

• Work-based tasks
• Creation of resources to support learning
• Observation of the practice of professionals
• Reflection on organisational practice
• Wider understanding of sector practice
• Work placement research

As developing professionals, you are expected to:

• Take responsibility for your own learning and understand your learning patterns.

• Develop study skills by utilising a range of learning methods, including tutor/student contact, virtual learning environments and work-based activities.

• Apply new knowledge to the workplace, reflecting on existing practice at individual, team and organisational level.

• Focus learning on your education sector and organisation, supported by appropriate levels of theoretical knowledge, skills and techniques.

• Utilise work-based support, academic tutors and critical friends to maximise your educational experience.

You will be assessed on every module for which you enrol and must pass all parts of the assessment to pass the module overall. You will be given information on what is expected of you at the start of the module. The assessment strategies employed within the course emphasise the value of workplace knowledge and understanding, informed by application of relevant theories and will be based on the learning outcomes of the module.

Assessment types, volume and length have been considered by the University team to allow you to demonstrate skills and knowledge outlined within module assessment criteria. These combine workplace skills and knowledge with academic practices and learning, for example assessments include requirements: to create learning resources; outline workplace policies; and reflect upon your progression. These are then underpinned by demonstration of academic understandings of the vocational tasks carried out within written assignments, group feedback and presentations.

Knowledge, Understanding and Learning are assessed through tasks requiring the use of theoretical frameworks to develop specified aspects of professional practice, reviews of this and recommendations for policy and improved practice.

Analysis and Reflection are assessed through professional practice and the analysis of complex situations, for example, concerning human learning and development, (including their own learning within assignments) and within reflection on your own value

systems. Analysis and Reflection is also assessed through the accommodation of new ideas discussed within class and through written assignments.

Transferable and generic skills (including problem solving and communication) are assessed through a variety of methods, including written assignments, professional practice, discussions and consideration of case studies.

On successfully completing the award, you will be able to progress onto the BA Education hons. (top up) for the final 120 credits (at level 6).

ADDITIONAL INFORMATION

Entry Requirements (including IELTS score)

For part-time study:

All part-time applicants are individually assessed on their qualifications, skills and experience. However you would *normally:*

- Be in employment (either paid or voluntary) within an early years setting for at least four hours a week. *
- Have a pass in a Level 3 vocational qualification*
- GCSE qualifications in English and Maths or demonstration of a level 2 competence. *
- If English is not your first language you will be expected to have achieved an IELTS score of 6.0 or above.
- Entry will be subject to a successful interview and applicants providing evidence that they have a clear enhanced DBS check which confirms that there are no reasons why a candidate should not work with children

*Note: evidence of suitable workplace experience will be considered.

Disability Statement
Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at:
http://www.staffs.ac.uk/courses_and_study/disabled_students/index.jsp

AWARD SPECIFIC INFORMATION

Your college/provider

You college will provide you with resources to support your study. You will also be allocated a Personal Tutor. This tutor will be your first port of call if you have any questions. Support is also available from your organisation and the University, details of which are available from: http://www.staffs.ac.uk/courses_and_study/student_services/

Your employer

Your employer will need to agree your participation on this programme. You will need to meet their requirements with regard to agreed roles and responsibilities. Your employer may wish to provide mentor support.

Quality Assurance

All host delivery sites as well as all modules will be have been approved by SU. All assignments will be assessed according to SU's assessment guidelines (http://www.staffs.ac.uk/assets/assessment_policy_tcm44-26754.pdf). Assignments will be marked by one or more of the Award tutors and a sample of assignments will be first and second marked following which a sample (of both first and second marking) will be passed to the External Examiner for moderation.

Staffordshire University responsibilities

In accordance with the SU Quality Assurance, SU will appoint:

• An Award Leader/ Programme Advisor who is responsible for monitoring the student and staff experience to ensure the comparability of learning experience

Programme monitoring

Monitoring procedures at partner organisations will be consistent with those in operation at SU. These include:

Module monitoring – student feedback is obtained on the completion of each module and is analysed by the module leader following which a module report will be completed. This report will evaluate how well the module has operated, providing supporting evidence and will be subject to inspection via the University's QA process.

Regular staff meetings between the University Award team will take place to review the academic management and operational aspects of the Award. Other meetings (for example Board meetings and for administration purposes) will also take place between the University Award team and those overseeing the Award. These will be in the format of Skype meetings and face-to-face meetings as appropriate.

Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, learning outcomes at levels below honours, student support, and academic regulations.

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THE STAFFORDSHIRE GRADUATE

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

This is a Foundation Degree, so the learner is not expected to have fully covered all of the following by the end of their course. However, it is expected that they will have engaged in each of these attributes to some extent, with a view to full achievement should they progress onto the BA Education course.

The table below indicates where, within the award, these characteristics are addressed:

AWARD TITLE:	Foundation Degree in Education	
Characteristic	**Award Module(s) including level and number of credits**	**Method of Assessment**
Work-ready and employable	Reflection on personal practice in each module.	This is evidenced in the reflective modules, 1&5. These require reflective accounts related to the learning outcomes of the other modules. As well as this, at least on part of the other modules' assessment is work based.
	Module 1 Personal and Professional Development	Reflective writing accounts (part 1): Personal Development Action Plan (part 2)
	Module 2 Learning and Development	Personal skills and development needs evaluation (part 2)
	Module 5: Professional and Career Development	Focus on career aspirations & development
Understanding of enterprise and entrepreneurship	Module 5: Professionalism and Career Development	Personal development action plan focuses on steps to realising career aspirations (part 2)
	Module 8: Action research project	Action research project as chosen by learner and agreed by manager. This may be of an entrepreneurial nature.
Understanding of global issues and their place in the global economy	Module 6: Developing Educational Practice	Literature review of safeguarding, equality and diversity issues related to the learner's sector.
	Module 7: Learning and the Inclusive Curriculum	Observation of an education professional in another context/organisation in order to promote broader understanding (part 1) Compare specialist subject strategies in two organisations in order to

		consider future improvements to own practice (part 2)
Communication skills	Module 4: Supporting Learning and Inclusion	Resource development (part 1) – making a resource appropriate the specific needs of an individual/group of learners
	Module 7: Learning and the Inclusive Curriculum	Be responsible for organising observation of another education professional.
	Module 8 Action Research	Present action research project in format appropriate to practitioner-led research (part 1)
Presentation skills	Module 1: Personal and Professional Development	Personal Development Action Plan (part 2):
	Module 4: Supporting Learning and Inclusion	Resource development (part 1) – making a resource appropriate the specific needs of an individual/group of learners
	Module 5: Professionalism & career development	Give a professional presentation on your future career aspirations and development needs (part 2)
	Module 7: Learning and the Inclusive Curriculum	Be responsible for organising observation of another education professional.
	Module 8 Action Research	Gain managerial approval for action research project (part 1)
Independence of thought	Module 1: Personal and Professional Development	Reflective writing accounts (part 1)
	Module 5: Professional and Career Development	Focus on career aspirations & development
Skills of team working	Module 5: Professionalism and Career Development	Reflective accounts (part 1) and personal development action plan (part 2)
	Module 8 Action Research Project	This requires managerial permission and will benefit from colleagues' support
Ability to carry out inquiry-based learning and critical analysis	Module 2: Learning and Development	Literature review (part 1): Select and research theories and principles of education relevant to own sector
	Module 3: Behaviour for Learning	A comparison of behaviour management policies in 2 organisations (part 1)
	Module 4: Supporting learning and Inclusion	Justification of resource development (part 2)
	Module 8: Action Research	Carry out and evaluate change to own practice – the Action research project (part 1)
Skills of problem solving and creation of opportunities	Module 3: Behaviour for Learning	Identify opportunities to develop own behaviour management policies and practice (part 2)
	Module 4: Supporting Learning and Inclusion	Resource development (part 1) – making a resource appropriate the

		specific needs of an individual/group of learners
	Module 8: Action Research	Action research project
Technologically, digitally and information literate	All modules	All modules will be supported by blackboard VLE Assessments from all modules will be submitted through Turnitin via blackboard
	Module 4: Supporting Learning and Inclusion	Resource development (part 1) – making an e-learning resource appropriate the specific needs of an individual/group of learners
	Module 6: Professionalism & career development	Presentation: learners will be encouraged to use technology to enhance their presentation.
Able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning	Module 5: Professionalism and Career Development	Reflection & presentation: how to achieve future career aspirations

ADDENDUM FOR DELIVERY AT A PARTNER INSTITUTION

This section should record any matters within the programme specification, which do not apply to the delivery at the partner. It should also note any differences in delivery, course content, module choice etc.

Name and location of partner	
Partnership Context	E.G., The awards listed below are part of a franchise arrangement with Staffordshire University.
Awards to be offered at partner	
Aims / Learning Outcomes	
Curricula	
Teaching and Learning	
Assessment	
Admissions Criteria	
Specific Regulations	
Date of completion	

All of the above sections should be completed as appropriate for each partner organisation.

Appendix A

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<u>QAA Subject Benchmarks</u> *February 2015*

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7.4 Knowledge and understanding
7.4.1 The underlying values, theories and concepts relevant to education

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7.4.2 The diversity of learners and the complexities of the education process

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7.4.3 The complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process

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7.4.4 The societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.

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7.5 Application
7.5.1 Analyse educational concepts, theories and issues of policy in a systematic way

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7.5.2 Identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts

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7.5.3 Accommodate new principles and understandings

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7.5.4 Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding

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7.5.5 Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice

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7.6 Reflection
7.6.1 The ability to reflect on their own and others' value systems

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7.6.2 The ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject

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7.6.3 An understanding of the significance and limitations of theory and research

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Transferable skills

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7.7 Communication
Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary

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7.8 Application of numerical skills
7.8.1 Collect and apply numerical, as appropriate

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7.8.2 Present data in a variety of formats including graphical and tabular

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7.8.3 Analyse and interpret both qualitative and quantitative data

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7.10 Working with others
The ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.

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7.11 Improving own learning and performance
Be able to articulate their own approaches to learning and organise an effective work pattern including working to deadlines.

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7.12 Analytical and problem-solving skills
 To process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.

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