UNDERGRADUATE PROGRAMME SPECIFICATION

Programme Title: **Foundation Degree in Education**

Awarding Body: **Staffordshire University**

Teaching Institutions:

Staffordshire University (at Congleton High School)
Ashton-under-Lyne Sixth Form College
Birmingham Metropolitan College
Burton and South Derbyshire College
Stoke-on-Trent College
Stafford College

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	**: Foundation Degree**
JACS Code	**: X100**
Professional/Statutory Body	**: n/a**
Date of Production	**: 03/09/2013**
Date of Revision	**: tba**

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

EDUCATIONAL AIMS OF THE PROGRAMME

Award Rationale

The Foundation Degree in Education will provide you with an opportunity to build on your knowledge and experience of working in education.

The aims of the award are:

- To become a 'discipline expert' in Education
- To develop your wider professional practice
- To develop your professionalism.
- To develop your independent thinking skills

What is distinctive about this programme?

This award will develop your understanding of supporting learning in your sector, whether you work in a school, college or any other setting where learning takes place. The strong employability focus of this work-based award can help you to develop your career prospects. Successful completion of this award provides a route towards obtaining a degree through our BA Hons. Education Award as well as further professional qualifications.

This award will give you deeper understanding of:

(i)   up to date developments in the education sector;
(ii)   how to apply key theories and principles of education to your professional practice to meet your employer's requirements and your own personal development needs;
(iii)   wider professional and academic skills development to help secure your current employment and broaden your future career options.

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.

In brief, the Staffordshire Graduate Attributes aim to make you:

A Discipline Expert, Professional, A Global Citizen, Use Communication and Teamwork skills, Be Reflective and Critical, A Life-long Learner.

This course places the Staffordshire Graduate at the heart of your learning. The work-based nature of the award enables you to put your development

into practice in order to help you develop these attributes. Progression onto the BA Education will enables full development of these skills and qualities.

PROGRAMME OUTCOMES

At the end of your studies you should be able to achieve the following:

Knowledge & Understanding You will develop your knowledge and understanding of key principles and theories of education and learner development. You will 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 Developing your study skills is covered throughout this course; we have the explicit intention to improve your ability to 'learn to learn'. Specific skills you will develop include developing your academic reading and writing ability, organisation, and the ability to act on informed critical reflection.
Enquiry Each module requires you to investigate and reflect on your practice. You will engage in critical self-reflection to develop action plans for your personal and career development. You will also investigate policies and practices of other institutions in order to help you identify improvements to your own organisation.
Analysis You will be encouraged to compare differing approaches to learning in alternative contexts to your own as well as considering differing viewpoints in terms of policies and research findings.
Problem Solving As a work-based course, you will evaluate complex education issues throughout, focusing on how national policies impact on your practice and the experiences of your learners. This will help you to make informed judgements to develop your personal and wider professional practice.
Communication Through networking, skills development and access to the university Careers Service your awareness of education sector employment opportunities will be enhanced.
Application 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.
Reflection As a work-based professional development course, you will be required to engage in informed critical reflections of your own practice throughout the course.

PROGRAMME STRUCTURE, MODULES AND CREDITS

This is an extended part time 2 year award. Each level runs from September to the following September.

Programme Title: Foundation Degree in Education

L E V E L 4	Teaching Block 1	Personal and Professional Development	Learning and Development
	Teaching Block 2		Behaviour for learning Supporting Learning and Inclusion
	Teaching Block 3		

(To progress to Level 5 at least 90 credits at Level 4 must be passed)

L E V E L 5	Teaching Block 1	Professionalism and Career Development	Developing Educational Practice within the Inclusive Organisation
	Teaching Block 2		Learning and the Inclusive Curriculum Action Research
	Teaching Block 3		

HOW WILL I BE TAUGHT AND ASSESSED?

Teaching and Learning

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.

Assessment

Each module is assessed with a value of 30 credits and comprises of one or two tasks. You must pass all parts to pass the module overall. We utilise a variety of assessment strategies in order to develop your overall critical thinking skills. These include creating learning resources, comparing workplace policies as well as reflecting and acting on your personal career aspirations. These are then underpinned by demonstration of academic understandings of the vocational tasks carried out within written assignments, group feedback and presentations.

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)

What qualifications would I need to join this programme?

Access to the programme is based on learning in the workplace, requiring either paid or voluntary employment in an education role. Therefore you must be employed for at least four hours per week in an appropriate educational role and setting. A letter from your head teacher/principal/head of department/manager must accompany your application. This letter must support your application by confirming your involvement in supporting education and state that every effort will be made to support you in undertaking the work-based activities required by the programme.

The letter must also state that the employee has appropriate and current Disclosure and Barring Service (DBS) clearance.

- have a minimum of three GCSEs (or equivalent) at grade C or above, including English Language. International applicants require a current IELTS 6 score, with no single skill being below 5.5.

- have a minimum of an A level (grade C) or Level 3 equivalent.

This Foundation Degree is currently offered by several providers throughout the region. Each provider arranges contact sessions of four hours per week at a time to suit its particular cohort and local circumstances. The day and timing of the sessions will depend on the individual college and its client group. This will allow you to choose the location and timing which suits you best.

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 to your participation on this programme. You will need to meet their requirements with regard to agreed roles, responsibilities and DBS clearance throughout the course. Your employer may wish to provide mentor support. You must gain approval for your action research project from your employer.

Staffordshire University responsibilities:

All host delivery sites as well as all modules will be have been approved by Staffordshire University. All assignments will be assessed according to the university'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. In accordance with the University's Quality Assurance, Staffordshire University will appoint an Award Leader 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 Staffordshire University. 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.

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.

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 (potentially)	Action research project as chosen by learner and agreed by manager. This may be of an entrepreneurial nature.
Understanding of global issues	Module 6: Developing Educational Practice within the Inclusive Organisation	Literature review of equality and diversity issues related to the learner's sector (part 1).

and their place in the global economy	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 6: Developing Educational Practice within the Inclusive Organisation	Presentation evaluating own practice in relation to advancing equality through appropriate assessment practice (part 2).
	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 6: Developing Educational Practice within the Inclusive Organisation	Presentation evaluating own practice in relation to advancing equality through appropriate assessment practice (part 2).
	Module 6: Developing Educational Practice within the Inclusive Organisation	Presentation evaluating own practice in relation to advancing equality through appropriate assessment practice (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 teamworking	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	Module 2: Learning and Development	Literature review (part 1): Select and research theories and principles of education relevant to own sector

learning and critical analysis	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: Developing educational Practice within the Inclusive Organisation	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	Action plan to organise how to achieve future career aspirations (part 2)

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.

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