

## PROGRAMME SPECIFICATION – FdA Teaching and Learning

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	The Learning Institute and Somerset SCIL
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	FdA
5.	<b>Programme title</b>	Teaching and Learning
6.	<b>Pathways available and/or Linked Honours Degree progression route/s</b>	BA (Hons) Professional Practice (Level 6 top up) with bracketed awards: (Integrated Children’s Services) (Early Years) (Education)
7.	<b>Mode and/or site of delivery</b>	At University approved centres of the two partner institutions including, Alec Reed Academy, Northolt, Brixington Primary School, Exmouth, Callington Community College, Callington, Charlotte Sharman Primary School, Southwark, Fiveways Special School, Yeovil, Helston Community College, Helston, Ilfracombe Primary School, Ilfracombe, Ilfracombe Academy Ilfracombe, Newquay Tretherras Community College, Newquay, Roselands Nursery, Paignton, Roskear Primary School, Camborne, St Martins Primary School, Cranbrook, South Dartmoor Community College, Ashburton, Taunton Academy, Taunton, Victoria Business Park, Roche.
8.	<b>Mode of attendance</b>	Full and part time
9.	<b>UCAS Code</b>	XX12
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">QAA benchmark statements</a> , <a href="#">FD qualification benchmark statement</a> (QAA 2010)
11.	<b>Date of Programme Specification preparation/ revision</b>	<i>May 2010 - Approval by Audit and Review Committee</i> <i>July 2014 for FDTL 1002, 1003, 1005, 2007, 2013,</i> <i>August and October 2014 – amendment to regulations.</i> <i>March 2015 for FDTL 1003, 1006, 2012</i>

### 12. Educational aims of the programme

The Foundation Degree in Teaching and Learning (FDTL) aims to:

- (1) provide students with the opportunity to build on existing knowledge and experience and to further develop specific knowledge, skills and values relevant to work in Teaching and Learning;
- (2) enable students to understand the key issues within legislation and other national initiatives for developing children’s services, such as Every Child Matters, including understanding of inter-agency working and Children’s Services structures;
- (3) utilise employers’ perceptions and ideas as appropriate to enrich students’ learning experience;
- (4) enable students to identify and develop the application of employment-related skills through work-based tasks;

- (5) enable students to identify and acknowledge personal professional development needs and implement appropriate development strategies;
- (6) provide opportunities for students to develop key skills to prepare for further study and/or employment and lifelong learning through critical reflection and reflective practice;
- (7) provide students with the skills, knowledge and understanding to foster the creation of a multi-agency ethos and to develop the practice of collaborative working.

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

By the end of the programme students will be able to:

- (i) recognise, understand and evaluate the professional roles and responsibilities of adults working with children and young people and have a working knowledge of the law and formal procedures relating to key roles in education settings; in the context of the principles of integrated children's service working;
- (ii) demonstrate awareness of frameworks for planning and assessing learning;
- (iii) demonstrate understanding of specialist and/or subject knowledge in context of the relevant phase of education;
- (iv) recognise and value individual differences and promote equal opportunity in practice, respect difference and diversity, and demonstrate inclusive practice with regard to working in Teaching and Learning settings;
- (v) show knowledge of the main methods of enquiry in the development of teaching and learning, and the ability to evaluate critically the appropriateness of different approaches to solving problems and apply these in a work context;
- (vi) develop key skills for lifelong learning, including identifying and targeting future development needs in relation to teaching and learning, based on an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge in a work context;
- (vii) apply successfully in the workplace a range of knowledge and skills directly related to the development of Teaching and Learning and learnt throughout the programme, with the ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context.

The course is typically studied full time through attendance of one taught session per week at which attendance is expected.

### **Learning, teaching and assessment methods**

The learning outcomes, content and learning, teaching and assessment strategies at levels four and five of the programme are designed to assist the student's progression through the first two levels of undergraduate study and contribute to their development of independence in learning. Progression and achievement at each level is evidenced through the assessment strategies in individual modules.

A comprehensive range of learning and teaching strategies are associated with this programme including:

- Written assignments
- Individual and group presentations
- Case studies
- Reflective portfolio entries
- Problem based learning
- Learning journals / reflective journals
- Seminars
- Independent Studies
- Workplace investigations
- Self-evaluation / needs analysis
- Evaluations of processes and resources
- Production of workplace resources
- Practical essays
- Exhibitions

- Literature critiques

The assessment methods encourage and promote reflection and learning that enables students to think critically and analytically. The assessments relate specifically to module learning outcomes and encompass both formative and summative elements in line with the University's Assessment Policy.

#### 14. Assessment Strategy

The assessment strategy is designed to enable students to demonstrate their achievement of the programme aims and learning outcomes, module learning outcomes and key skills development. It is particularly focused on fulfilling the programme aims which are consistent with the University of Worcester learning and teaching strategy employed across all undergraduate and post graduate programmes. Specifically it is intended to develop and assess knowledge and skills relevant to practitioners in integrated children's services work settings.

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

Progression in assessment is planned across level 4 and level 5, through differently weighted mark schemes with greater demand for critical reflection being required at level 5. Each level is marked against generic grade descriptors in the following areas:

- Focus of assignment and knowledge and understanding
- Critical approach to reading
- Analysis, argument and reflection
- Ability to relate theory to practice
- Clarity of written work and development of academic writing style
- Structure and academic conventions

The course is fully compliant with University of Worcester regulations for assessment, mitigation, appeals and complaints.

#### 15. Programme structures and requirements

##### Award Map for Foundation Degree in Teaching and Learning

Date of preparation/revision July 2014

LEVEL 4				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDTL1001	Introduction to Study Skills	15	Mandatory	None
FDTL1002	The Principles of Practitioner Reflection	15	Mandatory	None
FDTL1003	Safeguarding and well-being of children and young people	15	Mandatory	None
FDTL1005	Introduction to the development of children and young people (0 – 19 years)	15	Optional	None
FDTL1006	Understanding motivation and behaviour in children and young people	15	Optional	None
FDTL1008	Curriculum Development	15	Optional	None
FDTL1010	Work-based project	30	Mandatory	None

#### Requirements at level 4

Students must take the 3 mandatory modules, i.e 1001, 1002, plus 90 credits of optional modules from those listed above. Students must successfully complete 120 credits in total at level 4 in order to gain the award. Students at Level 4 will be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4. Each partner will make local decisions about which optional modules are available each year.

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDTL2001	Reflective Journal	15	Mandatory	None
FDTL2005	Supporting Early Childhood Development	15	Optional	None
FDTL2006	Meeting the individual needs of children and young people with specific learning difficulties	15	Optional	None
FDTL2007	Behaviour for Learning	15	Optional	None
FDTL2008	Planning, Assessing and Evaluating Learning	15	Optional	None
FDTL2010	Teaching and Learning in Primary Phase	30	Optional	None
FDTL2012	Work-based independent study	30	Mandatory	None
FDTL2013	Supporting Teaching and Learning	30	Optional	None

#### Requirements at level 5

Students must take the 2 mandatory modules, i.e. 2001 and 2012 plus optional modules totalling 90 credits from those listed above. Students must successfully complete 120 credits in total at level 4 & 5 in order to gain the award.

Each partner will make local decisions about which optional modules are available each year

There is a requirement that all students undertaking the programme will be in a relevant work environment, either as a paid member of staff or on a voluntary basis for at least 10 hours per week and an associated learning contract signed by the employer or placement setting. Work based learning will be shaped by the learning outcomes for the modules, assessment requirements and objectives arising from students' personal development plans. Students are expected to attend all taught sessions.

For the part-time student, an individual learning contract will be negotiated to enable the requirements for practice learning to be fulfilled.

#### 16. QAA and Professional Academic Standards and Quality

The award is located at level 5 of the FHEQ and is constructed to enable students to demonstrate knowledge and competencies as detailed in the [Foundation Degree Benchmark Statement](#) (QAA 2010).

Work-based learning aspects of the course are informed by [Making it work: a guidebook exploring work-based learning](#) (QAA2010) and incorporate [The University of Worcester Quality Standards for Management of Work-based and Placement Learning](#) (2012).

It operates within the [Undergraduate Regulatory Framework \(2014\)](#) of the University of Worcester. The Foundation Degree is located within at level 5 of the level of the [Framework for Higher Education Qualifications](#) (FHEQ) for England, Wales and Northern Ireland.

## 17. Support for students

Induction will occur both on a general course basis (course induction) with the Course Leader and Assistant Course Leader, and within individual modules (module induction) Course Induction will cover the following elements:

- libraries, including membership and a tour of facilities;
- internet induction;
- identification of special needs support requirements;
- student handbooks, UW regulations and expectations;
- assignment schedules, common skills and assessment procedures;
- careers and counselling support;
- work related learning

### Tutorial Support

All of the tutors on the FD in Learning Support will provide group and individual student support. Meetings for the identification and resolution of general issues may be held on a small group basis within each centre, while students are encouraged to discuss matters of individual difficulty with their module tutor in the first instance.

### Support for Students and Their Learning

- Students on this programme will experience a wide variety of learning and teaching activities designed to facilitate development of both subject specific knowledge and skills and transferable knowledge and key skills.
- A range of assessment strategies enables students to develop academic and practice knowledge and skills and facilitate the application of this knowledge to practice.
- Students will receive comprehensive course handbook which will include module details and assessment guidance.
- Students will be supported by the individual module tutors who will provide specific educational guidance.
- Students will be offered support and guidance in the event of a work placement breakdown. The course team do not take responsibility for providing and alternative work placement, but appropriate guidance will be offered on the basis of individual student need.
- Use of virtual learning environment to obtain resources and email contacts to and maintain contact with tutors and peers.
- Students will receive advice and guidance for the progression onto the linked Top-Up route BA Professional Practice.
- Information and Learning Support Services, Student Support Services including, Disability and Dyslexia Service, Careers Guidance, Counselling, Programme Advisors are available to all students, including those studying at partner institutions.

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. Recommendations for reasonable adjustments to teaching and assessment are made based on individual need and works with disabled students to allow them to manage their own learning development <http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>.

A specialist student support service is available at Worcester University and these services are replicated with all partners <http://www.worcester.ac.uk/student-services/index.htm>.

## 18. Admissions

### Admissions Policy

This course is designed for anyone working in an education-related setting who has an interest in developing academic and professional practice. Applicants may be currently working in schools, or other relevant education settings. We are committed to widening participation, equality and diversity and the admissions policy is in line with and contributes to the following aspects of the University's mission statement:

- Excellent inclusive education – in that it is designed to meet the needs of a wide variety of individuals.
- Widening participation – it will encourage the participation of a wide variety of students who may not otherwise have progressed into higher education.
- Develop strong employability – the programme intended to enhance the future promotion and employability of the participants.

The admissions policy for the Foundation Degree in Teaching and Learning is to encourage access to higher education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age. Please contact the Registry Admissions Office for further information or guidance 01905 855111

### Entry requirements

Possession of 4 GCSEs (Grade C or above) and qualifications to the value of 60 UCAS tariff points from minimum of 1 A Level (or equivalent Level 3 qualification) and a maximum of 3 ½ A levels. Access to HE diploma welcome.

For mature students (i.e. 21 or over), without formal qualifications, a non-standard entry route is available. Candidates are encouraged to apply if they feel they can benefit from the programme; such applicants will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level.

Students with non-standard qualifications will be asked to complete a written piece of work on a relevant subject and/or learning needs assessment. Students transferring from other Foundation Degree programmes are welcomed, subject to University of Worcester Admissions Policies on the recognition of prior learning (RPL)– see below for more details.

### Course Specific Entry Requirements:

- All places are conditional upon occupational health clearance.
- Students will be required to have a Disclosure and Barring Service (DBS) check as it is a requirement for this course that all students will be in a relevant work environment, either as a paid member of staff or on a voluntary basis for at least 10 hours per week. Students will not be able to commence practice until DBS clearance is confirmed.

### Recognition of Prior Learning

Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

All applications follow the University of Worcester full-time admissions regulations and procedure.

All applicants will be required to attend a group interview prior to acceptance onto the course. Guidance will be provided on seeking suitable practice experience if the applicant is not already working in an appropriate environment.

- Full-time applicants apply through UCAS (XX12).
- Each application will be considered by University of Worcester Registry Admissions and the Course Leader.
- Evidence of qualifications will be checked.
- References and personal statements will inform the selection of candidates.

### **Admissions/selection criteria**

1. Applicants should demonstrate high levels of commitment to their work context and to their own training and development. Evidence for these could be on their application form regarding previous work experience and in enrolment questions and tasks about their awareness and understanding of their own learning.
2. They should be self-aware and demonstrate a capacity to learn and to be critically self-reflective. Evidence for these could be in questions and tasks about their awareness and understanding of their own learning undertaken during the group interview.
3. Applicants should demonstrate good communication skills. This may be evident from written communication skills in the application form and verbal communication during the group interview.
4. Applicants will be committed to the philosophy of maximizing the growth and potential of each individual within the learning community – to include pupils, teachers, trainees, parents children and young people, and of colleagues, parents and carers. Evidence may be found in the application form of previous experience, and during the group interview.
5. Applicants will not have been previously excluded from working with children. Evidence will be found in a Disclosing and Barring Service Check.

## **19. Methods for evaluating and improving the quality and standards of teaching and learning**

*A brief statement outlining, for example: annual evaluation report, external examiner report, student evaluation of modules, course committees, staff scholarly activity, staff review and development, feedback from schools, employers, hospitals or graduates.*  
The policies and strategies for evaluating and improving the quality and standards of teaching and learning derive from and comply with the University of Worcester Quality Assurance processes, and include:

- Annual Link Tutor Monitoring Report
- Written student module evaluation
- Programme Committee with Student Representation each semester
- Internal moderation and verification of assessment
- External verification of assessment and External Examiner's Report
- Peer Review

## **20. Regulation of assessment**

**The course operates under the University's Undergraduate Regulatory Framework**

### Requirements to pass modules

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

### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

Award	Requirement
CertHE	120 credits at Level 4 or higher
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified. See Appendix 1 for details of how the programme learning outcomes map to modules for the award of CertHE (level 4 modules) and the award of Foundation Degree (level 4 & 5 modules)..

## 21. Indicators of quality and standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.



## Periodic Review

The latest Periodic Review undertaken in November 2014 concluded that confidence can be placed in the soundness of the management of the academic standards of the FdA Teaching & Learning and in the quality of the learning opportunities available to students.

NSS and UW Student Survey outcomes from 2014 demonstrate students' positive overall evaluation of the course. These results, in part, drive the enhancement plan set constructed as a result of the annual course evaluation.

The teaching on my course	TLI	4.3	Scil	4.2	UW	4.1
Assessment and feedback	TLI	4.3	Scil	4.3	UW	3.8
Academic support	TLI	4.2	Scil	4.0	UW	4.1
Organisation and management	TLI	4.2	Scil	3.9	UW	4
Learning resources	TLI	3.6	Scil	2.9	UW	4
Personal development	TLI	4.3	Scil	4.4	UW	4.2
Overall satisfaction	TLI	4.3	Scil	4.2	UW	4.1

B1 Careers	TLI	3.9	Scil	4.1	UW	3.9
B2 Course Content and Structure	TLI	4.2	Scil	3.9	UW	3.8
B5 Course Delivery	TLI	4.2	Scil	3.8	UW	4
B6 Feedback from Students	TLI	4.1	Scil	3.8	UW	3.8
B11 Learning Community	TLI	4.3	Scil	4.0	UW	4
B12 Intellectual Stimulation	TLI	4.4	Scil	4.2	UW	4
B13 I have been well supported by my Academic Tutor	TLI	4.5	Scil	4.0	UW	4

## 22. Graduate destinations, employability and links with employers

### Graduate destinations

Graduates are expected to seek employment working in statutory, voluntary and commercial organisations. Examples of the types of paid employment following the completing of the Foundation Degree include those in-

Educational settings including roles such as

- Teaching assistants including Higher Level TA equivalents
- Early years practitioners and setting managers
- Parent support Advisers
- Specialist support

Other work based settings including

- Children's centres
- Employees for children's charities

Each year between 65 and 90% of the students progress to a Top-Up with the vast majority choosing the BA Professional Practice.

### Progression to Linked Honours Degree(s)/Top-Up Degree(s)

The BA (Hons) Professional Practice, approved in 2009, provides a progression route for students on the FDs, as well as others, providing opportunity for those from across phases of education-related employment and volunteering to access an undergraduate degree. Principles of widening access and participation apply across the provision as a whole. Students successfully completing the Foundation Degree in Teaching and

Learning are eligible to apply for a place on this course to the BAPP Honours Degree. Students will be notified of the appropriate time to apply for the BAPP, the application will be made via students SOLE page.

### **Student employability**

The Foundation Degree should enhance student employability in several ways. Effective professional practices and values will be established and strengthened during the two years of the Course (e.g. the ability to meet deadlines, to prepare well, and to communicate effectively within a formal context). Fundamental to this is the constant comparison and evaluation, within the course's design and delivery, of theory to practice. Thus, students enhance their employability by using and developing a range of different skills in different contexts, and by bringing learning from one context to the other.

Strategies to promote student employability include conferences and careers fairs, individual/specialist advice and guidance given by Programme managers and academic tutors and scrutiny of job application forms and mock interviews.

**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 the module outlines and the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**Appendix 1**  
**Programme learning outcomes mapped to Level 4 modules**

		Programme learning outcome						
		(i)	(ii)	(iii)	(v)	(vi)	(vii)	(viii)
Module		Recognise, understand and evaluate the professional roles and responsibilities of adults working with children and young people and have a working knowledge of the law and formal procedures relating to key roles in education settings, in the context of the principles of integrated children's service working.	Demonstrate awareness of frameworks for planning and assessing learning.	Demonstrate understanding of specialist and/or subject knowledge in context of the relevant phase of education.	Recognise and value individual differences and promote equal opportunity in practice, respect difference and diversity and demonstrate inclusive practice with regard to education settings.	Show knowledge of the main methods of enquiry in the development of teaching and learning and the ability to evaluate critically the appropriateness of different approaches to solving problems and apply these in a work context.	Develop key skills for lifelong learning, and how this influences analyses and interpretations based on that knowledge in a work context.	Apply successfully in the workplace a range of knowledge and skills, with the ability to apply underlying concepts and principles.
FDTL 1001	Introduction to study skills					●	●	●
FDTL 1002	The Principles of Practitioner Reflection	●	○	○	●	●	●	●
FDTL 1003	Safeguarding and well-being of children and young people	●			●	●	●	●
FDTL 1005	Introduction to the development of children and young people (0-19 years)	●	○	○	●	●	●	●
FDTL 1006	Understanding motivation and behaviour in children and young people	●	○	○	●	●	●	●
FDTL 1008	Curriculum development	●	●	●	●	●	●	●
FDTL 1010	Work-based project	●	○	○	●	●	●	●

○ = Optional focus

## Programme learning outcomes mapped to Level 5 modules

		Programme learning outcome						
		(i)	(ii)	(iii)	(v)	(vi)	(vii)	(viii)
Module		Recognise, understand and evaluate the professional roles and responsibilities of adults working with children and young people and have a working knowledge of the law and formal procedures relating to key roles in education settings, in the context of the principles of integrated children's service working.	Demonstrate awareness of frameworks for planning and assessing learning.	Demonstrate understanding of specialist and/or subject knowledge in context of the relevant phase of education.	Recognise and value individual differences and promote equal opportunity in practice, respect difference and diversity and demonstrate inclusive practice with regard to education settings.	Show knowledge of the main methods of enquiry in the development of teaching and learning and the ability to evaluate critically the appropriateness of different approaches to solving problems and apply these in a work context.	Develop key skills for lifelong learning, and how this influences analyses and interpretations based on that knowledge in a work context.	Apply successfully in the workplace a range of knowledge and skills, with the ability to apply underlying concepts and principles.
FDTL 2001	Reflective Journal	●	○	○	●	●	●	●
FDTL 2005	Supporting Early Childhood Development	●	●	●	●	●	●	●
FDTL 2006	Meeting the individual needs of children and young people with specific learning difficulties	●	●	●	●	●	●	●
FDITL 2007	Behaviour for Learning	●	●	●	●	●	●	●
FDITL 2008	Planning, Assessing and Evaluating Learning	●	●	●	●	●	●	●
FDTL 2010	Teaching and learning in Primary Phase	●	●	●	●	●	●	●
FDTL 2012	Work-based independent study	●	○	○	●	●	●	●
FDTL 2013	Supporting Teaching and Learning	●	●	●	●	●	●	●

○ = Optional focus