

**Programme Specification for FdA in Education and Development with specialism pathways: Teaching and Learning, SEND and Outdoors Learning**

**This document applies to Academic Year 2024/25 onwards**

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	Somerset Centre for Integrated Learning (SCIL)
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	FdA
5.	<b>Programme title</b>	FdA in Education and Development (FDED)
6.	<b>Pathways available and/or Linked Honours Degree progression route/s</b>	FDED with the following specialism pathways: Teaching and Learning, SEND and Outdoors Learning
7.	<b>Mode and/or site of delivery</b>	Blended learning, typically this will include 6 hours of contact time per module with additional engagement using online learning opportunities.
8.	<b>Mode of attendance and duration</b>	Full-time. To ensure flexibility and accessibility for a diverse cohort of learners, this may constitute either weekday or evening and Saturday attendance.
9.	<b>UCAS Code</b>	<ul style="list-style-type: none"> <li>• FdA Education and Development, Teaching and Learning: UCAS code X316.</li> <li>• FdA Education and Development, SEND: UCAS code X317.</li> <li>• FdA Education and Development, Outdoors Learning: UCAS course code X318.</li> </ul>
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<p>The development of this Foundation Degree is premised on guidance provided in the <b><i>Foundation Degree Characteristics Statement (QAA 2020)</i></b> <a href="http://www.qaa.ac.uk/en/the-quality-code/characteristics-statements/characteristics-statement-foundation-degrees">www.qaa.ac.uk/en/the-quality-code/characteristics-statements/characteristics-statement-foundation-degrees</a></p> <p>Additionally, information regarding aspects of learning, teaching, assessment and the student experience have been informed by the <b><i>UK Quality Code for Higher Education (QAA 2014)</i></b> <a href="http://www.qaa.ac.uk/the-quality-code/qualifications-frameworks">www.qaa.ac.uk/the-quality-code/qualifications-frameworks</a></p>
11.	<b>Date of Programme Specification preparation/ revision</b>	Approved June 2023

## 12. Educational aims of the programme

This new Foundation Degree is designed for people who are working in, or who aspire to work in, a range of formal and informal educational settings at all phases and stages of working with children and young people. Work roles could include teaching assistant, special needs assistant, cover supervisor, a higher learning teaching assistant, a cover supervisor or an outdoor learning practitioner. Knowledgeable and effective practitioners are vital in supporting children to develop their learning and achieve their potential. The Foundation Degree in

Education and Development offers pathways of specialisation in **Teaching and Learning**, **SEND** or **Outdoors Learning**.

Whilst studying this Foundation Degree students explore factors from the perspectives of children, young people and practitioners that can influence learning and development as well as how the environment and curriculum supports development. As a result, students will have the knowledge and skills needed to make a significant difference to learners' outcomes.

This programme has been developed to draw and build upon prior experience and skills to support students in discovering fresh insights. The FDED is therefore intended to equip learners with the skills and knowledge relevant to employment, in doing so to satisfy the needs of employees and employers in the Southwest of England. As Somerset does not have a university, it is also the aim to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered or been able to study for a higher-level qualification.

### Key features:

- Opportunities for those working or interested in working in an educational setting to develop key skills and knowledge to prepare for further study and/or employment to improve practice and gain promotion e.g. HLTA, cover supervisor, social work assistant, children's home support worker, outdoor learning lead (in EY/primary setting), outdoor learning practitioner (in an outdoor learning setting).
- The course offers students the opportunity to combine studying and learning on the job. Students are expected to spend at least 10 hours a week in a setting, this can be either as a member of staff or on a voluntary basis.
- Further optional vocational training opportunities, which may incur an additional fee, are available that would support continuing professional development depending on the chosen pathway e.g. basic autism training or Lowland Leader / Hill and Moorland Leader training.
- In addition, the delivery of the programme will take advantage of the diverse and rich range of settings in Somerset Authority incorporating visits, as appropriate within the delivery schedule relative to the specific pathway, such as a visit to a Special School or Kilve Court Outdoor Learning Centre.
- The Foundation Degree is a significant step towards acquiring a full honours degree in the future, with top-up options available in Worcester and the Southwest. Completion of the Foundation Degree will enable students to progress to the BA Hons in Professional Practice which takes one year to complete.
- The full honours degree opens up the possibility of a route in to teaching, social work, applying for a full master's degree. Applicants will need to check their existing GCSEs to ensure that they meet those that are required for potential career progression e.g. maths, English and science are required in order to apply for a post-graduate teaching qualification.

The Foundation Degree in Education and Development (FDED) aims to inspire students to become the best practitioners that they can be by:

1. Building on existing knowledge, experience and values of working with children and young people in diverse settings
2. Equipping students for a professional career, reflecting the graduate attributes of social responsibility, lifelong learning, problem solving, teamwork, effective communication and digital citizenship.
3. Developing knowledge and understanding of legislation, policy and current trends in education.
4. Enabling deep critical reflection, professional curiosity, learning from lived experiences, in order to become resilient, aspirational, lifelong learners.

5. Deepening understanding of the socio-cultural and environmental issues that impact on learning and development and the ameliorative approaches that support inclusive and enabling learning environments.
6. Identifying, and acting upon, personal, academic and professional development needs.
7. **TEACHING AND LEARNING:** Deepening understanding of school policies, practices and curricula and the impact that these have on learning and development.
8. **SEND:** Deepening understanding of the issues that impact on the learning and development of children and young people with SEND and the ameliorative approaches that support child development.
9. **OUTDOOR LEARNING:** Deepening understanding of the profound impact that outdoor learning can have on health, learning and development and the diverse means by which this can be achieved.

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

<b>Knowledge and Understanding</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1	Identify and apply knowledge and critical understanding of the major theories, principles and concepts relating to education and development of children and young people, including the application of those principles in an employment context.	1003, 1004, 2007

<b>Cognitive and Intellectual skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
4	Articulate a critical understanding of the main methods of enquiry in the development of teaching and learning.	1005, 2006

<b>Skills and capabilities related to employability</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
2	Model, evaluate and critically reflect upon the professional roles and responsibilities of adults working with children and young people including analysis of relevant legislation, policy and current trends in education.	2008, 2009, 2010.
3.	Recognise, value and respect individual differences and promote equal opportunity in practice with regard to working in diverse educational settings.	1002, 2005.
5	Evaluate and apply appropriate problem-solving techniques and apply these in professional contexts.	1006, 1007, 1008.

<b>Transferable/key skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
6	Put into practice the skills for lifelong learning, including identifying and targeting future development needs.	1001, 2001
7	Evaluate and critically apply the graduate attributes of social responsibility, teamwork, effective communication, and digital citizenship	2002, 2003, 2004

### **Learning, teaching and assessment.**

#### **Teaching**

Students are taught through a combination of interactive workshops/lectures, fieldwork, practical activities, etc. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. In addition, meetings with Personal Academic Tutors (PAT) are scheduled on at least four occasions in the first year and three occasions in the second year of the course. All tutors provide group and individual student support as part of the delivery of the programme. General support or tutorials for the identification and resolution of general and specific issues may be held in-person or online.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Study Skills Services and Library Services, and also the Personal Academic Tutoring (PAT) system enables students to reflect on progress and build up a profile of skills, achievements and experiences that helps them to flourish and be successful.

#### **Contact time**

On average, students will have thirty-seven study hours per week incorporating 9 direct contact hours of teaching and 10 hours in a professional placement setting and 18 hours independent study. Typically, 1 session per module will be delivered using collaborative online modalities in addition to an expectation that learners will engage with online learning opportunities in advance of, and following, each of their individual sessions. Weekly class contact time will be structured around module delivery but may also include 1 to 1 and group personal academic tutoring.

Typically, class contact time will be structured around:

- Theoretical lectures
- Practical Sessions as appropriate
- Module specific tutorials

#### **Independent self-study**

In addition to the contact time, students are expected to undertake eleven hours of personal self-study per week, including reading, preparing work-based tasks such as writing up an observation carried out in the workplace and at least ten hours work-based practice.

Independent learning is supported by a range of excellent learning facilities, including library resources, the virtual learning environment, and the use of a diversity of e-learning tools. Students are given guidance about what is available and how to access them in their induction sessions.

### Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes the course leader, the PAT and tutors with expertise relating to module content informed by research, consultancy and practice.

### Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Summative assessment methods include essays, reports, portfolios, presentations, journals, projects and case studies. The precise assessment requirements for an individual student in an academic year will vary according to the specific pathway chosen, but a typical formal summative assessment pattern for each year of the course is:

Year 1: portfolio/essay, presentation, essay, essay, research plan, portfolio

Year 2: journal, presentation/essay, case study, project, presentation, portfolio

### 14. Assessment strategy

The FDED assessment strategy provides a progressive approach to assessment, thus allowing students to develop skills applicable to future practice in both an academic and vocational context. The assessment strategies are based on several principles that offer:

- a variety of assessment formats across both levels of the course (e.g. essays, presentations, portfolios, case studies);
- assessment strategies that are aligned to meet employer requirements;
- a progressive approach in order to develop the students' academic abilities, whilst also providing opportunities to reflect upon experience of working in settings
- both summative and formative assessment approaches to devise developmental strategies to enhance academic rigour and employability;
- a standardised approach to assessment support, completion and feedback.

The FDED course incorporates the use of **formative assessments**. Such formative assessment tasks are designed to provide students with the opportunity to use feedback to inform subsequent summative assessments. These contribute towards developing academic skills, reduce occurrences of academic integrity and practical competencies when preparing for summative assessments; these are presented in the table below:

Module	Module name	Written sample	Presentation	Discussion post	Assignment proposal
1001	Understanding our Academic, Professional and Personal Selves	x			
1002	Keeping Children Safe in Education	x			
1003	Learning and Development				x

1004	SEND: Inclusive Practice	x			
1005	Introduction to Research				x
1006 (SEND)	Identification of Special Education Needs – the Graduated Response				x
1007 (TL)	TL: The Creative Curriculum				x
1008 (OL)	OL: The Benefits of Outdoor Learning		x		
2001	Reflective Journal				X
2002 (SEND)	SEND: Barriers to Learning – Lived Experience				X
2003 (TL)	Teaching and Learning in the Primary Phase – the Core Curriculum				X
2004 (OL)	OL: Applying the Principles of Environmental Science – Biodiversity and Interdependence of All Living Things		x		X
2005	Partnership Working			x	
2006	A Systematic Approach to Answering a Research Question				x
2007	Behaviour for Learning		x		
2008 (SEND)	SEND: Assess, Plan, Review, Do in Practice				x
2009 (TL)	TL: Planning, Assessing and Evaluating Learning				x
2010(OL)	OL: Perspectives in Outdoor Education – Forest School and Beach School				x

## 15. Programme structure and requirements

FDED is a full-time Foundation Degree. As part of the Foundation Degree students are required to spend time, either as a paid employee or as a volunteer, in a recognised educational setting. Engaging in practice-based learning is an essential part of the programme, this helps students to make sense of what is taught on the programme and to link theory to practice. As such all students are required to work or volunteer at a setting for at least 2 days (10 hours) per week. Students are responsible for finding their own placements, however, appropriate guidance will be offered on the basis of individual student need.

There is an expectation that students visit specialist provision setting relative to their pathway. In addition, the Outdoor Learning pathway may involve occasional weekend residentials which may incur an extra cost.

### Award Map for FdA in Education and Development

#### Requirements at Level 4

Students must take the mandatory modules listed above. Students must successfully complete 120 credits in total at Level 4.

**Teaching and Learning Pathway**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> Mandatory (M) or Optional (O)
FDED 1001	Understanding our Academic, Professional and Personal Selves	30	M
FDED 1002	Keeping Children Safe in Education	15	M
FDED 1003	Learning and Development	15	M
FDED 1004	SEND: Inclusive Practice	15	M
FDED 1005	Introduction to Carrying Out Research	30	M
FDED 1007 (TL)	The Creative Curriculum	15	M

**SEND Pathway**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> Mandatory (M) or Optional (O)
FDED 1001	Understanding our Academic, Professional and Personal Selves	30	M
FDED 1002	Keeping Children Safe in Education	15	M
FDED 1003	Learning and Development	15	M
FDED 1004	SEND: Inclusive Practice	15	M
FDED 1005	Introduction to Carrying Out Research	30	M
FDED 1006 (SEND)	Identification of Special Education Needs – the Graduated Response	15	M

**Outdoor Learning Pathway**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> Mandatory (M) or Optional (O)
FDED 1001	Understanding our Academic, Professional and Personal Selves	30	M
FDED 1002	Keeping Children Safe in Education	15	M
FDED 1003	Learning and Development	15	M
FDED 1004	SEND: Inclusive Practice	15	M
FDED 1005	Introduction to Carrying Out Research	30	M
FDED 1008 (OL)	The Benefits of Outdoor Learning	15	M

**Requirements at Level 5**

Students must take the mandatory modules listed above. Students must successfully complete 120 credits in total at Level 5.

**TL Pathway**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> Mandatory (M) or Optional (O)
FDED 2001	Reflective Journal	15	M
FDED 2003 (TL)	Teaching and Learning in the Primary Phase – the Core Curriculum	30	M

FDED 2005	Partnership Working	15	M
FDED 2006	A Systematic Approach to Answering a Research Question	30	M
FDED 2007	Behaviour for Learning	15	M
FDED 2009 (TL)	Planning, Assessing and Evaluating Learning	15	M

### **SEND Pathway**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> Mandatory (M) or Optional (O)
FDED 2001	Reflective Journal	15	M
FDED 2002 (SEND)	Barriers to Learning – Lived Experience	30	M
FDED 2005	Partnership Working	15	M
FDED 2006	A Systematic Approach to Answering a Research Question	30	M
FDED 2007	Behaviour for Learning	15	M
FDED 2008 (SEND)	Assess, Plan, Review, Do in Practice	15	M

### **Outdoor Learning Pathway**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> Mandatory (M) or Optional (O)
FDED 2001	Reflective Journal	15	M
FDED2 004 (OL)	Applying the Principles of Environmental Science – Biodiversity and Interdependence of All Living Things	30	M
FDED 2005	Partnership Working	15	M
FDED 2006	A Systematic Approach to Answering a Research Question	30	M
FDED 2007	Behaviour for Learning	15	M
FDED 2010(OL)	Perspectives in Outdoor Education – Forest School and Beach School	15	M

## **16. QAA and professional academic standards and quality**

Following guidance in the [QAA Foundation Degree Characteristics Statement](#), academic knowledge and understanding covered in the programme integrates and supports the development of vocational skills and competencies, taking account of the need for appropriate academic rigour. Learning and work are therefore closely interlinked.

This award is located at Level 5 of the [OfS sector recognised standards](#) and is designed to enable students to demonstrate knowledge and competencies as detailed in the Foundation Degree Characteristics Statement (QAA 2020).

Work-based learning aspects of the course are informed by the UK Quality Code for Higher Education Advice and Guidance Work-based Learning (QAA2018) and the University of

Worcester's [Work-based and Placement Learning Policy.pdf \(worc.ac.uk\)](http://worc.ac.uk). It also operates within the Taught Courses Regulatory Framework (2020) of the University of Worcester.

## 17. Support for students

### Tutorial support

Students are supported by a Personal Academic Tutor, The Cohort Leader, Module Tutors and the Course Leader. A peer learning support system is integral to the course design and organisation. A student Practice-Based Learning Handbook provides relevant information and guidance for the workplace.

Individual Support: a named Personal Academic Tutor will be available. The Personal Academic Tutor also acts as the cohort leader and is the tutor who delivers the first modules taught each year (FDED1001, FDED2001). In this way learning relationships can be quickly established. All Tutors are accessible by email, the Blackboard Virtual Learning Environment or in person by appointment.

Online and Distance Learning: online learning and tutor support will be available through email and the use of the Blackboard Virtual Learning Environment.

Curriculum Design: the programme has been designed to support student's achievement through an emphasis on reflective practice which supports personal and professional development, theorisation of practice and its impact on quality improvement within educational settings.

As students progress through the programme and gain confidence, the module content will require more independent learning. The learning outcomes of the programme reflects a student-centred approach enabling students from diverse but relevant educational backgrounds to build on previous learning and experience.

### Student Conferences

Each year in January, Foundation Degree students have the opportunity to attend the annual student partnership conference. The conference is designed to provoke and extend students' thinking, whilst encouraging links to be made to the modules currently being undertaken at all levels. It allows attendees to be informed by other practitioners. Eminent speakers identified as leaders in Education and Development reinforce our ethos of collaborative communities of practice. The conference also provides a forum for learning about progression and career opportunities. There is no additional cost to the student for the conference apart from travel expenses. For those not attending, elements of this conference are available for students to access online in the week of the conference.

## 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 should be currently working or volunteering 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 – Designed to anticipate and meet social and learning requirements of a diversity of learners.

- Widening participation – Enabling participation of a wide variety of students who may not otherwise have progressed into higher education.
- Developing strong employability – Enhancing future promotion and employability of course participants.

The admissions policy for the Foundation Degree in Education and Development 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**

The normal minimum entry requirement for Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above) and 1 A Level (or equivalent Level 3 qualification). The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>. See [Admissions Policy](#) for other acceptable qualifications.

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 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.

### **Enhanced Disclosure and Barring Service (DBS) requirements**

Students will be required to have an Enhanced Disclosure and Barring Service (DBS) check in place before starting the course or at the latest by the beginning of October 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 Enhanced 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**

Applications are made through UCAS. The relevant codes are:

FdA Education and Development (Teaching and Learning) (UCAS course code X316)  
 FdA Education and Development (SEND) (UCAS course code X317)  
 FdA Education and Development (Outdoors Learning) (UCAS course code X318)

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.

Successful applicants are invited to come along to a 'Selection Day,' which involves a group discussion activity. Applicants will be asked to bring along a written piece of work in response to an article which will be assessed for basic literacy skills. Offers of places made are dependent on the ability of applicants to read and respond to academic reading and their

ability to be able to articulate their ideas clearly. 'Selection Day' also provides an opportunity for applicants to fully understand the nature and requirements of the course and to be able to make an informed decision if offered a place on the programme.

To support successful engagement and achievement on the programme, applicants will be asked to fill in an audit of IT skills to identify strengths and weaknesses and how these can be supported. Details of this audit will be sent to students in an email before 'Selection Day.' Applicants are informed within 3 working days whether or not they will be offered a place on the foundation degree.

### **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.

See Section 20 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

## **19. Regulation of assessment**

### **The course operates under the University's Taught Courses 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.
- A student is required to submit and pass all items of assessment in order to pass a module
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### **Submission of assessment items**

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

#### **Retrieval of failure**

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped 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); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

This course is subject to the University's Fitness to Practice and Fitness to Study procedures.

### Requirements for Awards

Award	Requirement
Certificate of Higher Education: Cert HE	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

## 20. 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.
- Parent Support Advisers.
- Specialist supporters.
- Outdoor learning practitioners.
- Educational experts for children's charities.

Approximately 95% of current FD graduates at SCIL progress to a Top-Up annually, with a significant majority choosing the BA (Hons) Professional Practice

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

The BA (Hons) Professional Practice 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 Education and Development are eligible to apply for a place on this course to the BAPP Honours Degree. Information sessions are available for students studying at level 5.

Students will be notified of the appropriate time to apply for the BAPP, the application will be made via students' SOLE pages

### **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.

### **Links with employers**

SCIL has very strong links with employers of children's services covering SEND, TL and OL. SCIL delivers education -based programmes on behalf of Somerset Local Authority from level 3 to level 7, including in ITT. The Service Manager for the outdoor learning centres has been involved in the writing of the modules relating to Outdoor Learning. SEND practitioners from within the local authority have been involved in writing the modules for the SEND pathway.