



## UNDERGRADUATE PROGRAMME SPECIFICATION

Programme Title:	Education
Awarding Body:	Staffordshire University
Teaching Institution:	Ashton-under-Lyne Sixth Form College Burton College Stoke-on-Trent College Stafford College Shrewsbury College Riverside College The Skills Company Staffordshire University (Stoke campus)
Final Awards:	FdA Education
Intermediate Awards:	Cert HE Education
Mode of Study:	2 years Full-Time
UCAS Codes:	N/A
QAA Subject Benchmarks:	QAA Education Studies
JACS Code:	X100
Professional/Statutory Body:	none
Entry Year:	2020

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

## EDUCATIONAL AIMS OF THE PROGRAMME

- **To become a 'discipline expert' in Education.**

(The work-based award enables you to understand and develop your roles and responsibilities in their workplace.)

- **To develop your professionalism.**

(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.)

- **To develop your Wider Professional Practice.**

(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.)

- **To develop your independent thinking skills**

(You will critically reflect and evaluate your own practice, as well as that of 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.**

## PROGRAMME OUTCOMES

What will this programme teach me to do? At the end of your studies you should be able to:

<b>Common learning outcomes</b>	
<b>Knowledge and Understanding</b>	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.
<b>Learning</b>	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.
<b>Enquiry</b>	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.
<b>Analysis</b>	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.
<b>Problem Solving</b>	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.

<b>Communication</b>	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.
<b>Application</b>	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.
<b>Reflection</b>	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: FdA Education

L E V E L  4	Semester 1	<a href="#">EDUC40600</a> Professional, Personal and Academic Development (30 credits)	<a href="#">EDUC40601</a> Learning and Development (30 credits)	
	Semester 2		<a href="#">EDUC40602</a> Behaviour for Learning (30 credits)	<a href="#">EDUC40603</a> Supporting learning and Inclusion (30 credits)
	Semester 3			

(A Certificate in HE may be awarded with 120 credits at Level 4)

L E V E L  5	Semester 1	<a href="#">EDUC50600</a> Professionalism and Career Development (30 credits)	<a href="#">EDUC50601</a> Developing Educational Practice (30 credits)	
	Semester 2		<a href="#">EDUC50610</a> Learning and the Inclusive Curriculum (30 credits)	<a href="#">EDUC50603</a> Assessment for Learning (30 credits)
	Semester 3			

## HOW WILL I BE TAUGHT AND ASSESSED?

### Teaching and Learning

#### The aims of the programme are to:

- 1) become a 'discipline expert' in education.
- 2) develop your professionalism.
- 3) develop your wider professional practice.
- 4) develop your independent thinking skills

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).

## **Assessment**

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.

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## **ADDITIONAL INFORMATION**

### **Entry Requirements (including IELTS score)**

#### **What qualifications would I need to join this programme?**

The entry requirements for the award are normally:

- GCSE English A-C (or equivalent) IELTS 6.0 (or equivalent)
- Employment in the education sector evidenced by written managerial support and permission to engage in the course.
- A level 3 qualification or evidence of suitable workplace experience.

For details of UCAS tariff points please see the current online prospectus at: <http://www.staffs.ac.uk/undergraduate/>

### **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/study/disabled/index.jsp>

## **AWARD SPECIFIC INFORMATION**

### **Your college/provider**

Your 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/](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.



**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 21<sup>st</sup> century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

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

AWARD TITLE:	FdA Education	
Characteristic	Award Module(s) including level and number of credits	Method of Assessment
<b>Work-ready and employable</b>	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
<b>Understanding of enterprise and entrepreneurship</b>	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.
<b>Understanding of global issues and their place in the global economy</b>	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)

<b>Communication skills</b>	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)
<b>Presentation skills</b>	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)
<b>Independence of thought</b>	Module 1: Personal and Professional Development	Reflective writing accounts (part 1)
	Module 5: Professional and Career Development	Focus on career aspirations & development
<b>Skills of teamworking</b>	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
<b>Ability to carry out inquiry-based learning and critical analysis</b>	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)
<b>Skills of problem solving and creation of opportunities</b>	Module 3: Behaviour for Learning	Identify opportunities to develop own behaviour management policies and practice (part 2)
	Module 4: Supporting Learning and	Resource development (part 1) – making a resource appropriate the

	Inclusion	specific needs of an individual/group of learners
	Module 8: Action Research	Action research project
<b>Technologically, digitally and information literate</b>	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.
<b>Able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning</b>	Module 5: Professionalism and Career Development	Reflection & presentation: how to achieve future career aspirations

**Notes:**

**Award Modules**

Indicate which module(s) within the award develop this characteristic

**Assessment**

Indicate how achievement of the characteristic is assessed

## 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.

<b>Name and location of partner</b>	Ashton-under-Lyne Sixth Form College Burton College Stoke-on-Trent College Stafford College Shrewsbury College Riverside College The Skills Company
<b>Partnership Context</b>	The awards listed below are part of a franchise arrangement with Staffordshire University.
<b>Awards to be offered at partner</b>	FdA Education
<b>Aims / Learning Outcomes</b>	
<b>Curricula</b>	
<b>Teaching and Learning</b>	
<b>Assessment</b>	
<b>Admissions Criteria</b>	
<b>Specific Regulations</b>	
<b>Date of completion</b>	

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

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