

PROGRAMME SPECIFICATION

**for the award of
Foundation Degree Educational Practice**

**Managed by the Faculty of Humanities and Social Sciences School
of Education**

**delivered by New College Swindon and Activate Learning at Oxford
City College**

Date approved:	March 2019
Applies to students commencing study in:	September 2021 New College Swindon Activate Learning at Oxford City College

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
July 2020	Updated Module codes and names	Banner Codes
July 2021	Amend name for New College Swindon	College Merger

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	New College Swindon Activate Learning at Oxford City College
Language of study:	English
Final award/s:	Foundation Degree
Programme title:	Foundation Degree Educational Practice
Interim exit awards and award titles available:	Cert HE
Brookes course code:	FDA-EDP
UCAS code:	X316
JACS code:	X370
HECoS code:	100459
Mode of delivery: (Mode of Study given in brackets)	Face to face/on-campus (full-time)
Duration of study:	Normally Two Years Students must complete the programme within a maximum study period of 5 years
Subject benchmark statement/s which apply to the programme:	Subject benchmarking statements - Education -Studies
Professional accreditation attached to the programme:	Not Applicable
Apprenticeship Standard:	Not Applicable
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

Demands for high quality comprehensive services require highly skilled well-educated staff. Study at Higher awards Education award levels 4 and 5 (and beyond) is also required if you are considering becoming a researcher in childhood and education, a teacher (as someone with Qualified Teacher Status) or become an advocate or take on a role to monitor and inspect services.

Programme delivery reflects models of good practice. Teaching and learning methods model appropriate techniques used in the classroom and will be practical and include whole class, group and individual experience.

Work-based learning is the central and integrating element of the programme, both motivating and illuminating aspects of the college-based sessions. Your professional knowledge is brought to bear upon the challenges of your work in your institution and will be modified in the light of evaluation of, and reflection on, that experience. As increasing demands are made upon your professional abilities, work in the college-based elements of your studies will help you to reflect on your practice in your place of work and develop you as a professional teaching assistant.

The distinctiveness of the programme thus arises from the close links between the partner colleges that deliver the programme and Oxford Brookes University, and the ways in which the course team in the Activate Learning Colleges are able to respond to local needs. Activate Learning recognises that this course may now appeal to a greater number of people in a range of educational sectors other than just schools. There is a growing demand for learning support in further education and the course has been revalidated with this in mind; in addition this course will meet the needs of learning support staff in schools and other sectors that have such a role. As it stands the modules are more generic than previously where the market was for school based teaching assistants. The University, through its Associate College Partnership and other working relationships, seeks to support quality teaching and learning while paying due attention to key areas of success in Further Education colleges such as student support and personalised learning.

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

Recognise and evaluate the significance of political, social, economic and technological influences on education

Understand, apply and appraise a range of education concepts, practice and skills to enhance current and future professional practice and contribute to organisational development

Demonstrate a critical awareness of contemporary issues in education and lifelong learning and reflect on the impact of these on professional and organisational roles and expectations

3.2 RESEARCH LITERACY

Apply educational tools of research, analysis, decision-making and evaluation to a wide range of educational scenarios and problems

Apply robust educational research methodology and techniques and understand its role in the development of ideas and thinking at the forefront of the discipline and practice

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

Critically evaluate the role of the individual within the organisation, and the importance of self-awareness within an academic and lifelong learning context

Select, deploy and evaluate leadership skills and techniques within a range of organisational contexts

Reflect on personal and professional experiences to enhance performance, lifelong learning and career development.

3.4 DIGITAL AND INFORMATION LITERACY

Communicate and collaborate effectively with clients, colleagues and the community, face to face and using a range of appropriate technologies

Use a range of appropriate technologies to search for high-quality information and to evaluate and engage with the information obtained in personal, academic and professional life

3.5 ACTIVE CITIZENSHIP

Develop appropriate working practices to provide effective support for personalised and inclusive learning, recognising and valuing the diversity of learners and learning environments and actively engaging with issues of equity and social justice

Evaluate the scope and functions of curriculum within different contexts and cultures, locally, nationally and globally, questioning personal values and practices, and those of others, responsibly and ethically

Programme Learning Outcomes

Programme Learning Outcome		Year 1								Year 2						
		EDUC 001 Developing Literacy	EDUC 4002 Developing Mathematics	EDUC 4003 Developing Skills for Learning	EDUC 4004 Equality and Diversity	EDUC 4005 Understanding Planning for Learning	EDUC 4006 Technology in Learning	EDUC 4007 Understanding how Individuals Learn	EDUC 5002 Impact of Behaviour on Learning	EDUC 5003 Mentoring and Pastoral Support in Education	EDUC 5004 Preparing for Practice Based Study	EDUC 5005 Supporting Individual Needs	EDUC 5006 Developing Reflective Practice	EDUC 5007 Research Project		
Academic Literacy																
1.1	Recognise and evaluate the significance of political, social, economic and technological influences on education	X	X		X	X	X	X		X	X	X	X	X		
1.2	Understand, apply and appraise a range of education concepts, practice and skills to enhance current and future professional practice and contribute to organisational development	X	X	X	X	X	X	X		X	X	X	X	X		
1.3	Demonstrate a critical awareness of contemporary issues in education and lifelong learning and reflect on the impact of these on professional and organisational roles and expectations	X	X	X	X	X	X	X		X	X	X	X	X		
Research Literacy																
2.1	Apply educational tools of research, analysis, decision-making and evaluation to a wide range of educational scenarios and problems	X	X	X	X	X	X	X		X	X	X	X	X		
2.2	Apply robust educational research methodology and techniques and understand its role in the development of ideas and thinking at the forefront of the discipline and practice										X			X		
Critical Self Awareness and Personal Literacy																
3.1	Critically evaluate the role of the individual within the organisation, and the importance of self-awareness within an academic and lifelong learning context	X	X	X	X	X		X		X			X	X		
3.2	Select, deploy and evaluate leadership skills and techniques within a range of organisational contexts									X	X		X			
3.3	Reflect on personal and professional experiences to enhance performance, lifelong learning and career development.			X	X	X	X	X		X	X		X	X		
Digital and Information Literacy																
4.1	Communicate and collaborate effectively with clients, colleagues and the community, face to face and using a range of appropriate technologies	X	X			X	X				X		X			
4.2	Use a range of appropriate technologies to search for high-quality information and to evaluate and engage with the information obtained in personal, academic and professional life	X	X	X	X	X	X	X		X	X	X	X	X		
Active citizenship																
5.1	Develop appropriate working practices to provide effective support for personalised and inclusive learning, recognising and valuing the diversity of learners and learning environments and actively engaging with issues of equity and social justice	X	X	X	X	X	X	X		X	X		X			
5.2	Evaluate the scope and functions of curriculum within different contexts and cultures, locally, nationally and globally, questioning personal values and practices, and those of others, responsibly and ethically			X	X	X		X		X			X			

ACADEMIC POLICY & QUALITY OFFICE

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
EDUC 4003	Developing Skills for Learning	15	4	Compulsory	100:0
EDUC 4007	Understanding how Individuals Learn	15	4	Compulsory	100:0
EDUC 4006	Technology in Learning	15	4	Compulsory	100:0
EDUC 4001	Developing Literacy	15	4	Compulsory	100:0
EDUC 4002	Developing Mathematics	15	4	Compulsory	100:0
EDUC 4005	Understanding Planning for Learning	15	4	Compulsory	100:0
EDUC 4004	Equality and Diversity	30	4	Compulsory	100:0
EDUC 5003	Mentoring and Pastoral Support in Education	15	5	Compulsory	100:0
EDUC 5005	Supporting Individual Needs	30	5	Compulsory	100:0
EDUC 5006	Developing Reflective Practice	15	5	Compulsory	100:0
EDUC 5002	Impact of behaviour on learning	15	5	Compulsory	100:0
EDUC 5004	Preparing for Practice Based Study	15	5	Compulsory	100:0
EDUC 5007	Research Project	30	5	Compulsory	100:0

4.2 PROGRESSION AND AWARD REQUIREMENTS

In order to satisfactorily complete a year of full-time study, a student must pass at least 90 credits during the year;

The Examination Committee may require a student to withdraw if they do not pass at least 45 credits in any two successive semesters of study;

The Examination Committee may require a student to withdraw if, after taking a required module three times, they have not achieved the required pass mark.

4.3 PROFESSIONAL REQUIREMENTS

Not Applicable

SECTION 5: TEACHING AND ASSESSMENT

Teaching and learning strategies will:

- introduce you to new areas of knowledge, and encourage you to engage with them, and to broaden and deepen your existing knowledge;
- encourage you to engage in critical analysis of concepts, theories and practices and to test your analysis against received understandings and practices;
- give you the opportunity to acquire practical experience in a range of activities relevant to your role in an educational setting.;
- encourage you to engage in critical reflection on new knowledge and understanding and on your own learning experiences.

Learning Resources including ICT facilities will be available for use at **Oxford City College** and at Oxford Brookes University together with Student Services if required.

Throughout the programme you will be given opportunities to:

- participate in lectures, seminars and workshops
- work in groups to examine and discuss issues;
- compile portfolios;
- work with a wide range of practical resources, including appropriate computer hardware and software;
- undertake projects to benefit your institution and your own professional development

Work-based learning is the central and integrating element of the programme, both motivating and illuminating aspects of the college-based sessions. Work-based learning on the programme is concerned with developing and extending your role as a teaching assistant, mentor or other education support worker. It therefore comprises a range of workbased tasks and activities, including planning, teaching monitoring and assessment, designed to develop professional skills, knowledge and understanding.

The work-based elements of the programme aim to develop your skills and deepen your understanding in the areas of:

- professional values and practice;
- planning, monitoring and assessment;
- management and organisation of teaching and learning activities.

Assessment

The rationale for and pattern of assessment are informed by the Brookes Assessment Compact (<http://www.brookes.ac.uk/ask/BrookesACompact/>) and are based on the aims, learning outcomes and rationale of the course. Thus, assessment is concerned particularly with the development and demonstration of your knowledge and understanding of your professional competence as a teaching assistant, and with your academic development.

A variety of methods of assessment will be used within the programme, including essays and reports, practical projects and practical teaching. Assignments will include opportunities to undertake a piece of action research, to develop your collaborative and teamwork skills and model co-operative approaches to curriculum policies and planning.

In the course of each year you must successfully complete a number of assignments, related to individual modules. You cannot pass a module unless you complete the required assessment successfully. In modules with more than one assignment, both elements must be passed both in order to pass the module. Assignments take a variety of forms. Each is designed to assess specified learning outcomes for the module; the overall nature and pattern of assessment is linked to the course learning outcomes. A sample of assignments are moderated between colleges at the university three times per year and student work is sent to the External Examiner for verification. Marks are ratified at exam boards.

The programme conforms to the University Regulations for Foundation Degrees:
<http://www.brookes.ac.uk/uniregulations/current/specific/foundationdegree>

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Prior qualifications necessary for entry to the programme, including English language requirements.

Entrants to the Programme should normally possess the following:

- Minimum of two years' relevant work experience and a current role in an appropriate workplace setting,
- Line Manager's letter of support and recommendation;
- Minimum of one pass at A-level or 6-unit Vocational A-level, plus three passes at GCSE (grades A–C or 4-9), or O-level (grades A–C) to include Mathematics and English Language, or
- National Certificate or Diploma or other equivalent qualifications, such as GNVQ/NVQ or other Level 3 vocational qualifications.

All students must produce a 500 word piece of work reflecting on their support role in an educational setting which must be assessed by the programme leader.

All applicants must have a reference from their Head teacher or line manager. The letter must confirm that they support the application and will take all reasonable steps to support the applicant's study on the Programme, and in particular that the educational institution will facilitate the applicant's work-based studies.

Applicants whose first language is not English must also demonstrate that their level of English is acceptable, by achieving a score in a recognised test such as:

- British Council IELTS: normally minimum level 6.0 overall with a minimum of 6.0 in the reading and writing components;

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

All students will be required to have obtained clearance from, the Disclosure and Barring Service (DBS) for working with children and young people and as teachers. You will not be permitted to undertake the programme if you have been barred from teaching or working with children.

6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)

Not Applicable

SECTION 7: PREPARATION FOR EMPLOYMENT

If you decide you want to “top up” a Foundation Degree up to a full degree at Oxford Brookes, you will need to obtain another 90 credits at level 6 for a non-Honours degree or 120 credits at level 6 for an Honours degree. There is a well-practised route to honours with the BA (Hons) Education Studies degree offered by Oxford Brookes University. If you are considering this route, you should talk to the Subject Co-ordinator for Education Studies at the beginning of Stage 2. Activate Learning students studying at City of Oxford College or Bracknell and Wokingham College have an additional progression route in the Oxford Brookes BA in Education and Lifelong Learning, offered at either City of Oxford College or Bracknell and Wokingham College.

Students with the FD in Educational Practice typically stay in their current or similar employment. Routes into other areas of Education – notably towards Qualified Teacher Status – are also available.

Routes into teaching are changing, but current routes for holders of the FD include:

Entry to Year 3 Education Studies, Oxford Brookes University then onto a Postgraduate Certificate in Education or School-based Initial Teacher-Training (Schools Direct, SCITT) Entry to Education and Lifelong Learning, Oxford Brookes University (City of Oxford College or Bracknell and Wokingham College) then onto a Postgraduate Certificate in Education or School-based Initial Teacher-Training (Schools Direct, SCITT) or the Post 16 PGCE offered full time at OBU or part time at City of Oxford College and Reading College.

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