

Programme Specification

Cert HE

and

**Foundation Degree (Arts)
Educational Practice**

Valid from: September 2018

Faculty of Humanities and Social Sciences

Partner Organisations:

Swindon College

Solihull College & University Centre

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Swindon College, North Star Campus Solihull College & University Centre
Final award:	FdA
Programme title:	Educational Practice
Interim exit awards and award titles:	Cert HE Educational Practice
Brookes course code:	SH36 SW36
UCAS/UKPASS code:	X100
JACS code:	X370
HECoS code	100459
Mode of delivery:	Face to face
Mode/s of study:	Full time
Language of study:	English
Relevant QAA subject benchmark statement/s:	QAA Foundation Degree benchmark: http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Foundation-degree-qualification-benchmark.pdf Also relevant are the National Occupational Standards https://www.education.gov.uk/publications/standard/publicationDetail/Page1/NOS-SUPPORT and the QAA Education Studies degree benchmark: http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Education-studies.aspx
External accreditation/recognition :	
Faculty managing the programme	Humanities and Social Sciences
Date of production (or most recent revision) of specification:	September 2018

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the 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 Swindon College is able to respond to local needs. In particular Swindon College 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. 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.

2.2 Aim/s of the programme

2.1 Programme Aims and Learning Outcomes

2.1.1 Aims

The aim of the programme is to develop your skills, knowledge and understanding so that you can play an effective role as a teaching assistant.

The programme aims to:

- enable you to understand and develop your role within your school/college;

- provide you with the opportunity to acquire the skills, knowledge, understanding and confidence to fully support teaching and learning to benefit teachers and learners, including those with special educational needs;
 - ensure that you can demonstrate inclusive practice;
 - develop your partnership skills with teachers in terms of joint planning, teaching, monitoring and assessment;
 - develop your self-awareness and ability to reflect on and evaluate your own practice;
 - develop your range of academic and work-based skills;
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- develop your understanding of the importance of continuing professional development, and the knowledge how to work with others in order to achieve this;
Provide you with the opportunity to follow a pathway having completed the Foundation Degree leading to a teaching qualification – see Section 8, below.

SECTION 3: PROGRAMME LEARNING OUTCOMES

Knowledge, understanding and skills:

3.1 Academic Literacy

General

Graduate Attributes: These will be developed through written assignments, classroom discussions and presentations given both to peers and tutors.

You will :

- Develop your ability to be critically analytical
- Express complex ideas on subjects such as the factors that affect learning, curriculum, how different styles of learning can affect teaching and the complexities of the lifelong learning sector.
- Listen to an argument rationally and objectively and to avoid emotional arguments and anecdotal evidence.
- Develop your ability and skill in using appropriate media and language in presentations.

Specific: The modules Understanding how Individuals learn, Implementing the Learning cycle, Equality and diversity, Developing Reflective Practice and both supporting Individual Needs and Impact of behaviour on learning.

3.2 Research Literacy

General

Graduate Attributes: Through written assignments you will

- Learn to research a topic using the appropriate methods and to write up research projects.

- Learn to apply knowledge gained by research to your own professional practice and thus make links between theory and practice.
- Work with other students in an action learning set where you research a specific issue relating to your professional context.

Specific: The module Action Research Project includes an action research project which each student does individually using the appropriate research methodology. To some extent the Developing Skills for Learning involves personal research and self-assessment of needs. Both Developing Literacy and Developing mathematics involves learners in research into the latest teaching trends and the implementation of policy into practice.

3.3 Critical Self Awareness and Personal Literacy

General

Graduate Attributes: The skill of being a reflective practitioner runs through the FD Educational Practice as a constant aspect of the programme. This is reflected in all modules and also in tutorials and teaching observations.

You will learn to :

- Self-assess and set targets for your own improvement.
- Access information from a variety of sources,
- Work independently and collaboratively
- Access and manage information and to analyse and synthesise that information to write successful assignments.
- Meet deadlines and organise your own time effectively based on the assessment schedule on the programme

Specific: Developing Skills for Learning, Developing Reflective Practice and Implementing the Learning cycle are all designed to allow learners to explore concepts of learning as they apply to themselves and to set actions for their own development.

3.4 Digital and Information Literacy

General:

Graduate Attributes:

You will learn to:

- Use search engines and access information from the World Wide Web.
- Use correct referencing and the use of bibliographical skills.
- Create presentations which will make up a substantial part of the assessment and require use of power point and the electronic whiteboard, including the use of video clips as part of presentations.
- Access and use information on the course and the modules on a VLE which you are encouraged to access to participate in online discussions in your subject area.

Specific: Technology in Learning and Preparing for Practiced based Study both develop students' knowledge and skills in the use of ILT as a learning resource.

3.5 Active citizenship

General:

Graduate Attributes:

You will learn to :

- Think beyond the context of the UK in the consideration of curriculum and of the culture in which the curriculum is being delivered.
- Be receptive to others' ideas and differences in political, economic and social ideas and concepts.
- Compare differences in the models of education within different cultures.
- Develop a spirit of acceptance of others' differences and gain a wider perspective on the world.

As a group you will set your own ground rules at the beginning of the course and this is embedded in the ground rule of being open minded and listening to others' views.

Specific – the issues surrounding factors such as diversity and equality are embedded in the Educational Practice degree and are a thread running through all modules and all assessments. The course looks at a variety of educational sectors and hence is a very diverse sector. Students can support children, young people with special needs, 'A' level students, adults in evening classes, prisoners and professional adult students undertaking professional examinations specific to their field. This means that the students who attend the course are themselves very diverse in their subjects and expertise and a respect for each other's views is essential. This carries through to the students' own support for teaching where they may be teaching two or three different subjects to very diverse groups of learners. The module Equality and Diversity is key to this graduate attribute as well as Mentoring and Pastoral Support in Education. Understanding how individuals learn also looks at the complexity of culture and context on learning.

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirement:

Stage 1 (level 4) comprises six single and one double modules. Each single module carries 15 credits so this means that when you complete Stage 1 you will have 120 credits at level 4. You will take the following seven modules:

Module Title	Number	Credits	Status	Timing
Developing Skills for Learning	TBC	15 CREDIT S	Compulsory	Terms 1
Understanding how Individuals Learn	TBC	15 CREDIT S	Compulsory	Terms 1
Developing Professional Practice	TBC	15 CREDIT S	Compulsory	Terms 2, 3
Developing Literacy	TBC	15 CREDIT S	Compulsory	Terms 2, 3
Developing Mathematics	TBC	15 CREDIT S	Compulsory	Terms 2, 3
Implementing the Learning Cycle	TBC	15 CREDIT S	Compulsory	Terms 2, 3
Equality and Diversity	TBC	30 CREDIT S	Compulsory	Terms 2, 3

You must normally complete Stage 1 before you start Stage 2. In Stage 2 (level 5) you must achieve 120 credits by passing the following modules:

Module Title	Number	Credits	Status	Timing
Supporting Individual Needs	TBC	30 CREDIT S	Compulsory	Term 1 & 2 (double)
Preparing for Practice Based Study	TBC	15 CREDIT S	Compulsory	Term 1
Mentoring and Pastoral Support in Education	TBC	15 CREDIT S	Compulsory	Term 1
Developing Reflective Practice	TBC	15 CREDIT S	Compulsory	Term 3
Impact of behaviour on learning	TBC	15 CREDIT S	Compulsory	Term 2
Action Research Project	TBC	30 CREDIT S	Compulsory	Term 2 & 3 (double)

This table indicates which of the Graduate Attributes are most clearly met in which module:

Year 1

	Academic Literacy	Research Literacy	Digital Literacy	Personal self-awareness	Active citizenship
Developing Skills for Learning	x	x	x	x	x
Understanding how Individuals Learn	x	x		x	
Developing Literacy	x	x			x
Implementing the Learning Cycle	x	x	x	x	x
Technology in Learning	x	x	x	x	x
Developing Mathematics	x	x			
Equality and Diversity	x	x	x	x	x

Year 2

	Academic Literacy	Research Literacy	Digital Literacy	Personal self-awareness	Active citizenship
Supporting Individual Needs	x	x	x		x
Preparing for Practice Based Study	x	x	x		
Mentoring and Pastoral Support in Education	x			x	x
Developing Reflective Practice	x			x	x
Impact of behaviour on learning	x	x		x	x
Action Research Project	x	x	x	x	

<https://wiki.brookes.ac.uk/display/GAA/3+levels+of+Brookes+Graduate+Attributes>

4.2 Professional requirements

Preparation courses and assessment for HLTA may be organised separately from the Foundation Degree, arranged by your Local Authority.

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning 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 Swindon College, North Star Campus, 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 work-based 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.

5.1 Assessment

The rationale for and pattern of assessment are informed by the Brookes Assessment Compact (<http://www.brookes.ac.uk/aske/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.

5.2 Assessment regulations

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

SECTION 6: ADMISSIONS

6.1 Entry criteria

<https://www.brookes.ac.uk/courses/undergraduate/educational-practice/>

6.2 DBS checks

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.

SECTION 7: STUDENT SUPPORT AND GUIDANCE

As a student in Swindon College, you have access to the full range of support services in the College. Your needs are identified either at interview or during the course and a range of support services can be accessed by students. As enrolled Oxford Brookes students, FD students in partner colleges are full members of Oxford Brookes Students' Union (OBSU) as well as members of their local College Students' Union.

Your personal tutor is the first point of contact should any problems or issues arise. Students normally meet with him/her formally once each term but you should feel free to contact him/her more often. The personal tutor will visit your school/college at least once each year to meet with your line manager and other school staff to liaise about assignments and programme requirements.

SECTION 8: GRADUATE EMPLOYABILITY

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. Swindon College students have an additional progression route in the Oxford Brookes BA in Education and Lifelong Learning, offered at the North Star campus, Swindon.

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 > Postgraduate Certificate in Education or School-based Initial Teacher-Training (Schools Direct, SCITT)
Entry to Education and Lifelong Learning, Oxford Brookes University (Swindon College) University > Postgraduate Certificate in Education or School-based Initial Teacher-Training (Schools Direct, SCITT)

SECTION 9: LINKS WITH EMPLOYERS

This is a work-based programme, in which reflection on your work (as a teaching assistant, learning mentor, etc.) forms the basis of reflection and academic exploration. The course teams value the relationships established with employers (mostly schools and colleges) through visits and calls to ensure that individual students are appropriately supported in the workplace.

From time to time, modules may include guest speakers in relevant areas.

SECTION 10: QUALITY MANAGEMENT

Quality assurance of the course is addressed in a number of ways. Indicators of quality include:

- a) the structure, coherence and content of the course programme
- b) use of a range of approaches to teaching, learning and assessment
- c) the nature of the partnership between the University and Partner Institutions;
- d) the quality of the staff involved in the course;
- e) the professional learning environment and support for students provided by the Partner Institutions involved in delivery;
- f) effective use of available resources for the course;
- g) the standard of professional understanding, competence and approach achieved by the students, and feedback from staff involved in the course;
- h) evaluation of teaching and learning by staff involved in the course and by students;
- i) comparison with other institutions through the assessment process.

The course is subject to a variety of quality assurance procedures, including:

- a) visits from and discussions with the External Examiner
- b) informal and formal module and course evaluations by staff and students;
- c) the Annual Review of the course at Oxford Brookes, in line with University quality assurance procedures.