

## Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

<b>Section 1 - General Course Information</b>	
<b>Course Title</b>	Educational Practice
<b>Qualification</b>	Foundation Degree (FdA)
<b>Intermediate Qualification(s)</b>	Certificate of Higher Education
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	FL (Aylesbury College) FB (Bedford College) FD (Central Beds College) Bedford College (Tresham college Campus)
<b>Mode(s) of Study and Duration</b>	Part Time Course typically over 2 years and 2 terms
<b>Core Teaching Pattern</b>	
<b>FHEQ Level</b>	5
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	
<b>PSRB Renewal Date</b>	
<b>University of Bedfordshire</b>	

<b>Employability accreditation</b>	
<b>Route Code (SITS)</b>	FDEDP-CP – Central Bedfordshire College FDEDPFLP – Aylesbury College FDEDPFBP – Bedford College FDEDPFNP -Bedford College-Tresham)
<b>Subject Community</b>	Undergraduate teacher education
<b>UCAS Course Code</b>	Not applicable
<b>Relevant External Benchmarking</b>	<p>QAA Foundation Degree Qualification benchmarks (2010)  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Foundation-degree-qualification-benchmark.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Foundation-degree-qualification-benchmark.pdf</a></p> <p>QAA UK Quality Code for Higher Education  <a href="http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx">http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx</a></p> <p>QAA Education Studies benchmark statements (2007)  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Education07.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Education07.pdf</a></p> <p>QAA Code of practice for the assurance of academic quality and standards in higher education - Section 9: Work-based and placement learning (2007)  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/COP9PlacementLearning.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/COP9PlacementLearning.pdf</a></p> <p>QAA framework for higher education qualifications in England, Wales and Northern Ireland (2014)  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf</a></p> <p>National Occupational Standards (NOS)  <a href="http://www.ukstandards.co.uk/Pages/index.aspx">http://www.ukstandards.co.uk/Pages/index.aspx</a></p> <p>Sector Skills Councils  <a href="http://www.skillsforcareanddevelopment.org.uk/home/home.aspx">http://www.skillsforcareanddevelopment.org.uk/home/home.aspx</a>  <a href="http://www.skillsactive.com/">http://www.skillsactive.com/</a>  <a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a></p> <p>ESCALATE: HE in FE  <a href="http://escalate.ac.uk/heinfe">http://escalate.ac.uk/heinfe</a></p>

## Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

### Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
EDC018-1	4	30	Introduction to HE Studies	C
EDC011-1	4	30	Supporting Literacy and Mathematical Development	C
EDC009-1	4	30	Behaviour Management and Inclusion	C
EDC017-1	4	30	Supporting Discovery Learning	C
EDC015-2	5	30	Supporting personal, social and emotional development	C
EDC032-2	5	30	Disability and Special Needs in Practice	C
EDC029-2	5	30	English: Theory and Practice	C
EDC035-2	5	30	Reflections on Practice	C

### Why study this course

This course gives you the opportunity to study for a Foundation Degree on a part times basis alongside your own work. The skills and abilities gained on this course will enhance your capability to work in an educational setting as well as give you the opportunity to progress to further study.

### Course Summary – Educational Aims

The course is a Foundation Degree designed for teaching assistants (TAs) or those working in such roles. It links the vocational aspects of your role in the work place to the academic rigour of an undergraduate course and helps you gain a comprehensive insight into not only what you do in your educational setting but also why you do it. The course aims to develop the knowledge, skills and abilities of TAs with reference to the continuous demands on classroom practice and changes in the curriculum. You will take on more responsibility for the support of teaching and learning and thus you need to be equipped with curriculum

knowledge, greater knowledge about pedagogy, the way children learn and about the different approaches to teaching and learning. You will already have knowledge of your own work and your own working environments. It is the intention of this programme to enhance and deepen that knowledge, skill and abilities and prepare you for the academic rigour of the progression route. It is designed as a part time course and is designed for smooth progression into the Level 6 progression route should you wish to progress to a BA Hons degree.

### **Entry requirements**

1 x A2 or 2 x AS award (or equiv) or

Access to HE award certificate or

Appropriate and agreed partner college-specific Level 3 awards

As this is a Foundation Degree (Work Based Learning) course, students need to be working with pupils within an educational setting for the equivalent of one day per week minimum. Typically the setting will be in Early Years, Primary, Secondary or Post Compulsory Education or alternatively in the Special Educational Needs sector

Mature students with appropriate experience but without the necessary academic requirements will be interviewed to assess suitability. Promoting a widening participation agenda is a key aim in recruitment to this course. We welcome applications from students with ethnically diverse backgrounds, mature students and international students. The primary criterion above minimum levels is the potential of the individual to benefit from the course.

UK students: standard entry requirements - <http://www.beds.ac.uk/howtoapply/ukugentryregs>

Students from the European Union - <http://www.beds.ac.uk/howtoapply/eu/guides>

International students - <http://www.beds.ac.uk/howtoapply/international/apply>

### **PSRB details**

### **Graduate Impact Statements**

The course has been designed to develop graduates who are able to:

- Contribute to the learning of children within the classroom in areas as diverse as behaviour management, core subjects and discovery learning.
- Work collaboratively with the class teacher and other educational professionals to help create a safe, happy and educationally productive environment
- Use creative solutions to educational problems within a classroom environment by applying their understanding of educational theories and practices.

### **Higher Education Achievement Report - Additional Information**

### **Learning and Teaching**

Learning is promoted throughout the course by the use of a variety of teaching strategies, all designed to help you understand the processes that take place within an educational setting.

The first unit (Introduction to HE Studies) is designed to equip you with the necessary skills needed to write, present and develop your understanding throughout the course. As with all units, the teaching (and

assessment) of this unit will be contextualized to the workplace and this gives the course direct relevance to your job.

As the degree progresses you will be encouraged and guided to develop your learning towards increasingly independent study. You are encouraged to see your learning as a collaborative enterprise in which your participation is crucial. Individual tutorials with staff are offered across the degree to allow you to reflect on your on-going development.

Level 4 introduces you to the key theories associated with Educational Practice and this will enable you to start understanding the processes that take place in a classroom. As you progress to Level 5 you will be encouraged to analyse and test out these processes and modify them as appropriate to the setting.

### **Developing your employability**

Because of the work-based nature of your course, all assignments require you to examine your strengths and aspirations for career development and demonstrate your potential as an educational practitioner. The curriculum is a link between professional and theoretical strands rather than being purely academic and hence, unit tutors will stress the application and evaluation as it relates to your organisational context.

The University's Careers and Recruitment Service can help you in a number of ways and you will find that we have a range of services and that can help you with your career planning and progression.

Further advice is available from: <http://www.beds.ac.uk/studentlife/careers/services>

Specific guidance for Foundation Degree students is available from:  
[http://issuu.com/uniofbeds/docs/careers\\_support\\_fd?mode=window&backgroundcolor=%23222222](http://issuu.com/uniofbeds/docs/careers_support_fd?mode=window&backgroundcolor=%23222222)

### **Department (s)**

Teacher Education

### **Assessment**

The purpose of the assessment is to maximise the outcomes of summative assessment through effective, personalised formative assessment. This is made possible by a variety of assessment types to engage a number of approaches to learning. In the feedback to each unit of work students are marked against a level specific marking grid and are given advice on their strengths and areas for improvement. Such advice should then be fed into their subsequent assignments to form a gradual building of knowledge, rigor and application. You will be expected to make clear links between your educational setting and the academic work completed and this will help to inform your practice.

Two of the units are designated Work Based Learning (WBL) units and require the compilation of a portfolio, detailing practice within the classroom and reflections about what has been witnessed.

### **Academic Integrity**

You will be required to ensure that the work you submit for assessment is your own and there are a number of tools that can be used to support this process:

- Make reference to the assignment briefs and marking grids to support you in creating a clear structure to your work.
- Engage in teaching sessions where there will be activities and discussions designed to support you in understanding assignment requirements
- Ensure that all citations are clearly referenced in line with the University referencing policy available

on the Learning Resources website

- Make use of the discussion boards on the virtual learning environment. Here you can post questions specific to your assignment within the context of your own circumstances.
- Avoid collaborating on formal assignments to ensure that the work you produce is your own.

You will be required to submit your work online through Turnitin UK, where tutors will have the opportunity to check and verify that your work is original.

### **After Graduation**

When you have completed the FdA, the opportunity to continue at a higher level with the BA (Hons) Applied Education Studies is offered as a direct progression. Students may then apply for Primary PGCE/Schools Direct/SCITT programme to gain QTS status. Please note that to do this you must have achieved Maths, English and Science at Grade C or above (or accredited equivalencies) and passed the relevant QTS Skills Tests.

By the end of the course you will be able to evaluate policy and practice in education in the light of both formal and informal theoretical perspectives. You will increasingly apply the understanding and developing practice of supporting teaching and learning to more complex areas of educational provision, embracing ideas beyond your own, within the contextual factors of school. You will have extended the skills exhibited at the conclusion of Level 4 in respect of your particular school/setting so as to be capable of furthering your skills in developing reflection and innovation in practice at Level 5. The last two taught units (Level 5) mirror units taught as part of the BA (Hons) Applied Education Studies course – this is to enable synergy and transition for those students who choose to move onto the progression award at Level 6.

### **Student Support during the course**

The tutorial system will play a key role in providing appropriate academic support in order to enhance learning, progression and achievement. You will have tutorial time for each unit of study. You will be encouraged to discuss feedback regarding assessed pieces of work. Guidance on academic writing is integral to all units, to develop your competency.

You will be assigned a Personal Academic Tutor (PAT) upon arrival at the partner college campus. Regular tutorial sessions held throughout the period of study aim to support you in terms of academic, personal and professional development. Personal Academic Tutors will usually communicate through the University email system or BREO. It is expected that tutees will check both of these regularly. The tutor will also provide advice as to how and when students should seek guidance from the College and University support staff.

The tutorial system will play a key role in providing appropriate academic support in order to enhance learning, progression and achievement. All students will be encouraged to discuss feedback regarding assessed pieces of work. Tutorials will also be offered to all students if individuals, or groups, would like to further discuss an aspect of their studies.

### **Students with disabilities**

The course is wholly inclusive and welcomes students with disabilities. During the application process disabled students are invited to the university to discuss their needs with the Course Coordinator, individual members of the academic staff, as well as staff from the Health and Well Being team. The course should not present any barriers to students with disabilities that cannot be overcome using the university's policy on support for students with disabilities. All applications identifying disabilities are followed up by letter to establish the level and type of support required.

The Health and Well Being team will discuss any issues you may have and can provide such services as: sign language interpreters note takers, dyslexia screening/tuition, support materials for students with dyslexia and/or dyscalculia, and support with mobility on campus. The team offers confidential advice and information about academic and personal issues, special arrangements/adjustments for some assessments/examinations, applying for the Disabled Students' Allowances (DSA) and buying suitable equipment.

The university disability policy can be viewed at <http://www.beds.ac.uk/studentlife/current/disabilities/policy>

Advice on the nature of specific disabilities and the reasonable adjustments which can be made to accommodate disabled students is available from the Health and Well Being Team - see <http://www.beds.ac.uk/studentlife/current/disabilities>

**Assessment Map**

Unit Code	Weeks																									
	C/O	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
EDC018-1	C	CW-ESS			F	PR-Oral			F																	
EDC011-1	C													CW-Port		F	CW-Port				F					
EDC009-1	C																							CW-CS		PJ – Art (Wk 12)
EDC017-1	C			WR-I			F	CW-RW			F															
EDC015-2	C																	CW-Port			F					
EDC032-2	C																							PR-Ora:		F CW-CS (Wk 13)
EDC029-2	C		PR-Oral			F				WR-I			F													
EDC035-2	C												CW-RW		F	CW-Port				F						

## Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

### Course Learning Outcomes

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

1. Examine the principles and values of education and review how these can be used to support children's learning
2. Demonstrate understanding of the monitoring and assessing the needs of children in the chosen phase
3. Demonstrate understanding of assessment and evaluation when teaching individuals, groups or classes.
4. Apply such knowledge and understanding to specific areas of work such as special needs education.
5. Acquire and reflect upon a range of transferable skills in information handling, information literacy, communication, planning and team work
6. Critically examine current issues in educational practice
7. Demonstrate their own awareness of professional values in supporting learning and apply their theoretical understanding to the classroom.

### Course-specific regulations

### Teaching, Learning and Assessment

Underpinning the teaching on the FdA is the principle that tutors need to understand students; where they are in their development, and where they need to get to. The aim is to produce an open and transparent curriculum with clearly aligned goals, expectations, learning outcomes and assessments. Students will be supported at key transition points, for example, at the start of each academic year to ensure that their early experiences set the tone for future activities and at the transition between Levels 4 and 5 and, is applicable, at their move into the progression award at Level 6. Through an effective personal development planning strategy based on personal academic tutors and on-line resources students will be provided with a 'scaffolded' curriculum followed by structured opportunities requiring more independent responsibility and which focus on higher-order thinking skills such as analysis, synthesis and evaluation.

The course will be taught using a variety of approaches including lectures, seminars, tutorials, self-support groups, workshops and through the use of the VLE. You will be expected to learn through attending time-tabled face to face sessions of lectures, seminars, tutorials and workshops. You will also learn from each other and will be encouraged to share your learning experiences with other colleagues in the form of self-support groups, both in reality and through focussed subject/aspect groups on BREO. You will learn through activity in the work place, directed by set tasks through the assessments that run through the course and aligned to an academic level of rigour expected at the appropriate level within the course. You will also learn through interaction with your teaching colleagues within schools as well as with college tutors through set tutor visits to the work place. There will be an expectation that over the course of their study that you will become more independent in your learning and will take increasing responsibility for their continuing professional development.

<b>Additional Academic Information</b>
<p><b><i>Peer-assisted learning (PAL)</i></b></p> <p>Not applicable</p>
<p><b><i>Initial Assessment</i></b></p> <p>EDC018-1 Introduction to HE Studies</p>
<p><b><i>Improving students' learning</i></b></p> <p>Students will be supported throughout the process by unit and personal academic tutors. They will be encouraged to relate the theoretical base to their own context and also to develop their analytical and evaluative skills. Feedback will be developmental in nature and they will be encouraged to develop practice based on this feedback. Unit tutors will clarify advice, guidance and comment if required. Tutors will periodically review progress in the light of feedback and agree plans for improving performance. Using the VLE and some class contact time tutors will identify areas for improvement for the year group as a whole following the marking of assessments.</p>
<p><b><i>Academic Integrity</i></b></p> <p>Guidance on appropriate resources to use in assessed work will be given in EDC018-1 and will also be covered at the induction day which takes place at the start of the course. The academic librarian and PAT will help guide students in the first unit and full details will be on both BREO and in the handbook.</p>
<p><b><i>HEAR implementation</i></b></p>
<p><b><i>Internationalisation</i></b></p> <p>Alternative perspectives will be looked at in a number of units, most notably in EDC017-1, Discovery learning, where this approach is used extensively in other parts of the world.</p>
<p><b><i>Sustainability</i></b></p>

## Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

<b>Faculty</b>	Education and Sport
<b>Portfolio</b>	Undergraduate Teacher Education
<b>Department/School/Division</b>	Teacher Education
<b>Course Coordinator</b>	Perry Knight
<b>Version Number</b>	2/17
<b>Approved by (cf Quality Handbook ch.2)</b>	University Approval
<b>Date of approval (dd/mm/yyyy)</b>	April 2017
<b>Implementation start-date of this version (plus any identified end-date)</b>	2017

Form completed by:

Name: .....Peter Wolstencroft..... Date: .....7<sup>th</sup> January 2015.....

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:



Date: 07/04/17

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
April 2017	Addition of Bedford College – Tresham Campus	

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