



Course Information Form

This Course Information Form provides the definitive record of the designated course

Section A: General Course Information

Course Title	FDA Educational Practice
Final Award	FdA Educational Practice
Route Code	FDEDPFBP
Intermediate Qualification(s)	
FHEQ Level	5
Location of Delivery	Bedford College
Mode(s) and length of study	Part time over 2 years and 2 terms
Standard intake points (months)	September
External Reference Points as applicable including Subject Benchmark	<p>FHEQ Level 5 Descriptors (2015) www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</p> <p>QAA Subject Benchmark Education studies (2015)</p> <p>https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-education-studies-15.pdf?sfvrsn=959cf781_10</p> <p>QAA Characteristics statement : Foundation Degree (2015)</p> <p>https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-15.pdf?sfvrsn=ea05f781_10</p>
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	

HECoS code(s)	100459
UCAS Course Code	N/A

Course Aims	<p>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.</p> <p>It is a course that links the vocational aspects of your role in the work place to the academic rigour of an undergraduate course at levels four and five respectively. The course aims to develop the knowledge, skills and understanding of practitioners with reference to the continuous demands on classroom and setting 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 understanding and prepare you for the academic rigour of the top up degree. It is designed as a part time course and is designed for smooth progression into the Level 6 BA (Hons) Applied Special Education Studies.</p>
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Course Learning Outcomes	Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below		
		Outcome	Award
	1	Demonstrate a developing and detailed knowledge and understanding of children and childhood nationally and globally, from philosophical, historical, psychological, sociological, cultural, global health, welfare, legal, political and economic perspectives.	FDA Educational Practice
	2	Understand and effectively communicate that professional and ethical behaviour is a key requirement of entrants to graduate careers in the field of education	FDA Educational Practice
	3	Examine the principles and values of Early Years Education and demonstrate a practical understanding of how these support children's learning	FDA Educational Practice
	4	Demonstrate an awareness of current policies and debates in the world of Early Years education and be able to engage in future debates.	FDA Educational Practice
	5	Acquire, demonstrate and reflect upon a range of information literacy skills in gathering and collating information from a wide variety of primary and secondary sources.	FDA Educational Practice
	6	Explore, analyse and reflect upon your ability to communicate plan and work as part of a team	FDA Educational Practice

Teaching, learning and assessment strategies**Learning and Teaching**

Learning is promoted through participation in a wide range of teaching methods across the foundation degree. You will be invited to be actively involved through such activities as commenting on videos of practice; you will share your reflections on your learning and your reading, debate viewpoints and engage in practical activities. 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 ongoing development. The learning and teaching is fully integrated within your workplace.

Level 4 introduces you to key ideas about Education and specific professional and academic skills that you will need to further develop for success in HE. Level 5 will build upon these skills and increasingly encourages you to make links between your work in education and the theories and policies you are learning about in the taught sessions.

Extensive use will be made of the University virtual learning environment (VLE) to provide you with information and further materials for your study and to facilitate interaction and discussion between students and between staff and students. You will have the opportunity to develop your own IT skills through engagement with various forms of technology that may contribute towards your personal development and the development of assessment portfolios in some units.

The links to your individual workplace setting are important. The setting will provide you with a context around which assessment can be based and will be a resource that you can use for research in some units.

Assessment

Assessments will help you to reflect upon your practice, and that of your workplace. This course aims to provide a range of assessment methods to support the diverse needs of all learners. Assessments include essays, case studies, portfolios, presentations, reflections on work-based learning. The assignments will build directly on the teaching sessions and you will be supported by lecturers to develop your individual assignment through tutorials and in class activities. Developmental assessment opportunities are offered in the form of peer assessment and individual/group tutorials. Substantial guidance is provided on how to complete the assignments on the university virtual learning environment (BREO) and in assessment handbooks, workshops, seminars and assessment Briefs.

Throughout the course you will be able to use your workplace setting as a source of information and context for assessments and be able to undertake research that will contribute to other assessments.

<p>Learning support</p>	<p>Student Services at Bedford College Group Bedford College Group has an experienced team of advisers who are on hand to give you all the advice and information that you need. You can contact them on 01234 291000 Bedford Campus. We also have a specialist team of professional Student Services advisers who can offer guidance and support on a wide range of financial, personal and career-related issues and help make your College experience a happy and successful one. You can contact their helpline on 01234 291934 or studentservices@bedfordcollege.ac.uk.</p> <p>Student Counsellor at Bedford College Group Bedford College Group (Bedford Campus) also employ dedicated student counsellors who can help you with any personal issues that you might have. For more information contact: Tel: 01234 291934.</p>
<p>Admissions Criteria</p>	<p>https://www.beds.ac.uk/entryrequirements</p> <p>Approved Variations and Additions to Standard Admission</p> <p>This is a work-based course and therefore the following entry criteria must be met prior to registration on the course. All are conditions of entry.</p> <p>Working in an appropriate education setting as a paid employee. Voluntary work within an appropriate education setting will be considered. This must be for a minimum of two days per week and must be in place prior to registration on the course.</p> <p>You must hold a full enhanced DBS.</p> <p>A reference in support of your application from the Head teacher or setting manager. Please include their contact details on your application form. This is a condition of offer.</p> <p>A level 3 qualification such as NVQ Level 3, Cache Diploma or equivalent in child/education related subjects.</p> <p>Applicants who do not have a level 3 qualification will be considered based on their experience in schools/educational settings and may be invited to participate in an informal discussion with the Course co-ordinator to assess suitability for the course.</p>
	<p>https://www.beds.ac.uk/about-us/our-university/academic-information</p>

**Assessment
Regulations**

Note: Be aware that our regulations change every year

Approved Variations and Additions to Standard Assessment Regulations'

N/A

Section B: Course Structure

The Units which make up the course are listed below. Each unit contributes to the achievement of the course learning outcomes either through teaching (T), general development of skills and knowledge (D) or in your assessments (A).

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
EDC018-1	Introduction to Higher Education Study	4	30	Core				D/A 1	T/A 2	D/ A2									
EDC058-1	Developing Learning	4	30	Core	T/D 12	T/D 2	T12		D2										
EDC059-1	Inclusive Practice	4	30	Core	A2	T/D 12		A1		T/ D1									
EDC060-1	Developing English and Mathematics (WBL)	4	30	Core	D/A 1		T/D 12		D/A 2	T/ D2									
EDC029-2	English: Theory and Practice	5	30	Core	D/A 1	T/A 2		D/A 12	T/A 1										
EDC035-2	Reflections on Practice	5	30	Core	D/A 12	D/A 1		D/A 2	T/D 1	D/ A1									
EDC073-2	Environments for Learning	5	30	Core		D/A 2	T/A 1		T/D 1	D/ A2									
EDC076-2	Developing Mathematics	5	30	Core		T/D 1	T/A 1	T/D 2		T/ D1									

Section C: Assessment Plan

The course is assessed as follows :

FDEDPFBP-

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
EDC018-1	4	T1	Core	CW-ESS	6	PR-ORAL	10				
EDC060-1	4	T1	Core	CW-PO	6	CW-PO	11				
EDC058-1	4	T2	Core	CW-PO	6	CW-ESS	11				
EDC059-1	4	T3	Core	CW-ESS	6	CW-CS	11				
EDC029-2	5	T1	Core	PR-ORAL	7	WR-I	11				
EDC035-2	5	T2	Core	CW-RW	5	CW-PO	11				
EDC073-2	5	T2	Core	CW-LR	6	WR-WB	10				
EDC076-2	5	T3	Core	CW-LR	7	PR-OR	10				

Glossary of Terms for Assessment Type Codes

CW-CS	Coursework - Case Study
CW-ESS	Coursework - Essay
CW-LR	Coursework - Literature Review
CW-PO	Coursework - Portfolio
CW-RW	Coursework - Reflective Writing
PR-OR	Practical - Oral Presentation
WR-I	Coursework - Individual Report
WR-WB	Coursework - Worked Based Report

Administrative Information	
Faculty	Faculty of Education and Sport
School	School of Teacher Education
Head of School/Department	Juliet Fern
Course Coordinator	Karen Siddons