

Programme Specification for
FdA Learning and Teaching



1. Programme title	FdA Learning and Teaching
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	
5. Final qualification	FdA Learning and Teaching
6. Year of validation Year of amendment	
7. Language of study	English
8. Mode of study	Full-time

9. Criteria for admission to the programme

The admissions criteria have been designed to meet the needs of applicants who have not necessarily studied standard modes of study to gain the entry requirements at HE level. The university will consider applicants who are able to demonstrate the potential to benefit from, and have a reasonable likelihood of successfully completing, the programme of study.

The ability to benefit from the programme is not assumed to necessarily be demonstrated through formal achievement of specific qualifications. However, applicants should have appropriate levels of numeracy and literacy to support learners in schools, as well as undergraduate study. Applicants should be engaged in a paid or voluntary full/part time role in an educational or other setting. They will be required to provide a reference from their Head teacher (or equivalent manager), including an indication of their support for the applicant's university studies.

10. Aims of the programme

The programme aims to:

- To enable students to develop study skills, communication skills, academic knowledge and understanding and skills of critical evaluation.
- To enable students to develop knowledge, understanding and skills relevant to the area of learning and teaching within a diverse range of settings.
- To encourage students to consider the effect that current educational policy, guidance and initiatives have on their practice.
- To enable students to develop their ability to critically evaluate practice and become a reflective practitioner.
- To provide students with an opportunity to gain a Higher Education qualification, which supports their employability and potential progression into Honours Degree Pathways.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. Effective and inclusive approaches to learning and teaching.
2. The changing context of educational policy and professional roles within learning and teaching environments.
3. Collaborative approaches to working in teams with parents, carers and other professionals.
4. Personal and professional development with regard to subject and specialist skills related to Learning and Teaching.

Teaching/learning methods

Students gain knowledge and understanding through:

- interactive seminar and workshop sessions at university;
- follow-up tasks;
- consideration of, and within, their school workplace contexts.

Assessment methods

Students' knowledge and understanding is assessed by:

- written and practical tasks, such as essays, reports, projects, presentations, group/paired assignments, tasks, and portfolios.

B. Cognitive (thinking) skills

On completion of this programme the successful student will be able to:

1. Identify and reflect on a range of perspectives on learning and teaching.

Teaching/learning methods

Students learn cognitive skills through:

- interactive seminar and workshop sessions at university;
- follow-up tasks;
- consideration of, and within, their

<ol style="list-style-type: none"> 2. Critically analyse and challenge received views, concepts and theories appertaining to learning and teaching, and display a willingness to accommodate new ideas. 3. Reflect on personal learning processes in relation to learning and teaching. 4. Identify and analyse professional subject and skills requirements. 	<p>school workplace contexts.</p> <p>Assessment methods</p> <p>Students' cognitive skills are assessed by:</p> <ul style="list-style-type: none"> • written and practical tasks, such as essays, reports, projects, presentations, group/paired assignments, tasks and portfolios.
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Apply learning and teaching theory to learning and teaching practice. 2. Relate learning and teaching strategies to setting contexts. 3. Audit personal levels of professional skills and knowledge, and develop subsequent negotiated programmes of self-development, with assistance. 	<p>Teaching/learning methods</p> <p>Students learn practical skills through:</p> <ul style="list-style-type: none"> • interactive seminar and workshop sessions at university; • follow-up tasks; • consideration of, and within, their school workplace contexts. <p>Assessment methods</p> <p>Students' practical skills are assessed by:</p> <ul style="list-style-type: none"> • written and practical tasks, such as essays, reports, projects, presentations, group/paired assignments, tasks and portfolios.
<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Reflect on practice. 2. Communicate and present effectively. 3. Work independently and with others effectively. 	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through:</p> <ul style="list-style-type: none"> • interactive seminar sessions and workshop sessions at the university; • reflective journals; • follow-up tasks; • consideration of, and within, their school workplace contexts. <p>Assessment methods</p>

<p>4. Problem-solve.</p> <p>5. Utilise IT effectively.</p> <p>6. Interpret, use and apply numbers and data.</p>	<p>Students' graduate skills are assessed by:</p> <ul style="list-style-type: none"> • written and practical tasks, such as essays, reports, projects, presentations, group/paired assignments, tasks and portfolios.
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12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

The programme is studied over two years (**full-time**). Students attend university sessions one day per week. Study is undertaken at Levels 4 and 5.

The programme comprises 8 compulsory modules – four in **Year 1** and four in **Year 2**. Each module has a credit value of 30. Details of each module can be found on MISIS and are provided in this handbook just after the Programme Specification. Module descriptions are also available on UniHub.

Year 1 (Level 4) – Autumn

- **EDU1007** Curriculum Studies 1 (30 credits)
- **EDU1008** Education Policy and Practice (30 credits)
- **EDU1009** How Pupils Learn and Develop (30 credits)
- **EDU1010** Inclusive Practices (30 credits)

Year 2 (Level 5) – Autumn

- **EDU2007** Behaviour Management (30 credits)
- **EDU2008** Curriculum Studies (30 credits)
- **EDU2009** Professional Studies (30 credits)
- **EDU2010** Special Educational Needs and Disabilities (30 credits)

12.2 Levels and modules

Level 4 (1)

COMPULSORY

OPTIONAL

PROGRESSION
REQUIREMENTS

Students must take all of the following: EDU1007 EDU1008 EDU1009 EDU1010		University regulations apply.
Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: EDU2007 EDU2008 EDU2009 EDU2010		University regulations apply.

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
4	EDU1007
4	EDU1008
4	EDU1009
4	EDU1010
5	EDU2007
5	EDU2008
5	EDU2009
5	EDU2010

13. Curriculum map

See attached.

14. Information about assessment regulations

The FdA Learning and Teaching programme complies with standard Middlesex University regulations.

15. Placement opportunities, requirements and support (if applicable)

Students are already operating in the workplace on application and remain there for the duration of the programme so there is no requirement for placement.

Support is provided within the workplace by a workplace colleague acting as a mentor to the student. The programme modules have links to the workplace.

Students are encouraged to seek peer support and have opportunities to engage in collaborative paired and group formative and summative assessment tasks, which are linked to the workplace.

16. Future careers (if applicable)

As students on this programme are already involved in the workplace at various stages of their careers, advice on careers is considered differently and specifically.

Successful completion of the Foundation Degree will facilitate progression onto an honours degree and/or further career options. Completion of the programme will also provide students with relevant knowledge and understanding applicable to optional separate assessment for Higher Level Teaching Assistant (HLTA) status.

17. Particular support for learning (if applicable)

Students attend an induction programme. The programme modules incorporate study skills required by successful graduates and these are developed throughout the programme. Students are provided with module introductions and supporting materials by individual tutors.

Seminars are run using group work and discussion and all students are encouraged to participate.

Students are encouraged to access central university services, such as the Learning Enhancement Team and library resources. Tutors can be contacted by email. Material is provided on the web (UniHub) to aid learning in modules.

18. JACS code (or other relevant coding) 172X311

system)

19. Relevant QAA subject benchmark group(s)

QAA: Foundation Degree Benchmark (2nd Edn) (2010)

20. Reference points

The following reference points were used in designing the Programme:

- Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) (2008)
- Middlesex University Guide and Regulations for Undergraduate Taught Programmes (2013/14).
- Middlesex University Guidance on Enhancing Learning and Teaching Strategy (2013/14).
- National Qualifications Framework
- National Occupational Standards for Supporting Teaching and Learning

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Appendix 2: Curriculum Map

Curriculum map for *[title of Programme]*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1		C1	
A2		C2	
A3		C3	
A4		C4	
A5		C5	
A6		C6	
A7		C7	
Cognitive skills		Graduate Skills	
B1		D1	
B2		D2	
B3		D3	
B4		D4	
B5		D5	
B6		D6	
B7		D7	

