<table>
<thead>
<tr>
<th>1. Programme title</th>
<th>FdA Learning and Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Awarding institution</td>
<td>Middlesex University</td>
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<tr>
<td>3. Teaching institution</td>
<td>Middlesex University</td>
</tr>
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<td>4. Programme accredited by</td>
<td>N/A</td>
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<td>5. Final qualification</td>
<td>FdA Learning and Teaching</td>
</tr>
<tr>
<td>6. Academic year</td>
<td>2014/15</td>
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<tr>
<td>7. Language of study</td>
<td>English</td>
</tr>
<tr>
<td>8. Mode of study</td>
<td>Full time</td>
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</table>

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 headteacher (or equivalent manager), including an indication of their support for the applicant’s university studies.

10. Aims of the programme

The programme aims:
• 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

<table>
<thead>
<tr>
<th>A. Knowledge and understanding</th>
<th>Teaching/learning methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>On completion of this programme the successful student will have knowledge and understanding of:</td>
<td>Students gain knowledge and understanding through interactive seminar and workshop sessions at university; through follow-up tasks; and through consideration of, and within, their school workplace contexts.</td>
</tr>
<tr>
<td>1. Effective and inclusive approaches to learning and teaching</td>
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<tr>
<td>2. The changing context of</td>
<td></td>
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</tbody>
</table>
| educational policy and professional roles within learning and teaching environments | **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 |
|---|---|
| 3. Collaborative approaches to working in teams with parents, carers and other professionals | **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.
2. Critically analyse and challenge received views, concepts and theories |
| 4. Personal and professional development with regard to subject and specialist skills related to Learning and Teaching | **Teaching/learning methods**
Students develop cognitive skills through interactive seminar and workshop sessions at university; through follow-up tasks; and through consideration of, and within, their school workplace contexts. |
<table>
<thead>
<tr>
<th>C. Practical skills</th>
<th>Teaching/learning methods</th>
</tr>
</thead>
</table>
| On completion of this programme the successful student will be able to:  
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. | Students develop practical skills through interactive seminar and workshop sessions at university; through follow-up tasks; and through consideration of, and within, their school workplace contexts. |

|  | Assessment Methods |
|  | Students’ cognitive skills are assessed by written and practical tasks, such as essays, reports, projects, presentations, group/paired assignments, tasks and portfolios. |

|  | Assessment Methods |
|  | Students’ practical skills are assessed by written and practical tasks, such as essays, reports, projects, presentations, group/paired assignments, tasks and portfolios. |
### D. Graduate Skills

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

1. Reflect on practice.
2. Communicate and present effectively.
3. Work independently and with others effectively.
4. Problem-solve.
5. Utilise IT effectively
6. Interpret, use and apply numbers and data

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### Teaching/learning methods

Students acquire graduate skills through interactive seminar sessions and workshop sessions at the university; and through reflective journals, follow-up tasks and consideration of, and within, their school workplace contexts.

### Assessment methods

Students’ graduate skills are assessed by 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; 4 in Year 1 and 4 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.
<table>
<thead>
<tr>
<th>Year One</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Curriculum Studies 1 EDU1007</td>
<td>Autumn</td>
<td>Level 4</td>
<td>30 credits</td>
</tr>
<tr>
<td>Education Policy and Practice EDU1008</td>
<td>Autumn</td>
<td>Level 4</td>
<td>30 credits</td>
</tr>
<tr>
<td>How Pupils Learn and Develop EDU1009</td>
<td>Autumn</td>
<td>Level 4</td>
<td>30 credits</td>
</tr>
<tr>
<td>Inclusive Practices EDU1010</td>
<td>Autumn</td>
<td>Level 4</td>
<td>30 credits</td>
</tr>
<tr>
<td>Year Two</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Behaviour Management EDU2007</td>
<td>Autumn</td>
<td>Level 5</td>
<td>30 credits</td>
</tr>
<tr>
<td>Curriculum Studies 2 EDU2008</td>
<td>Autumn</td>
<td>Level 5</td>
<td>30 credits</td>
</tr>
<tr>
<td>Professional Studies EDU2009</td>
<td>Autumn</td>
<td>Level 5</td>
<td>30 credits</td>
</tr>
<tr>
<td>Special Educational Needs and Disabilities EDU2010</td>
<td>Autumn</td>
<td>Level 5</td>
<td>30 credits</td>
</tr>
</tbody>
</table>

### 12.2 Levels and modules

<table>
<thead>
<tr>
<th>Level 4</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>COMPULSORY</td>
<td></td>
<td>PROGRESSION REQUIREMENTS</td>
</tr>
<tr>
<td>OPTIONAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students must take all of the following:

EDU1007 Curriculum Studies 1
EDU1008 Education Policy and Practice
EDU1009 How Pupils Learn and Develop
EDU1010 Inclusive Practices

None

University regulations apply.

Level 5

COMPULSORY
EDU2007 Behaviour Management
EDU2008 Curriculum Studies 2
EDU2009 Professional Studies
EDU2010 Special Educational Needs and Disabilities

OPTIONAL
None

PROGRESSION REQUIREMENTS
University regulations apply.

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

<table>
<thead>
<tr>
<th>Module level</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td>All modules at level 4 and level 5 are compulsory.</td>
<td>EDU1007, EDU1008, EDU1009, EDU1010, EDU2007, EDU2008, EDU2009 and EDU2010 are non-compensatable.</td>
</tr>
</tbody>
</table>

13. Curriculum map
See Curriculum Map on P42-43

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 and receive a programme handbook. 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. Additional ongoing support is provided by mentors within schools. Students are encouraged to access university services, such as the Learner Development Unit and library resources.

18. JACS code (or other relevant coding system)
172X311
19. Relevant QAA subject benchmark group(s)

20. Reference points
The following reference points were used in designing the Programme:
- 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 programme handbook and the University Regulations.
**Curriculum map for FdA Learning and Teaching**

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

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Practical skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong> Effective and inclusive approaches to learning and teaching.</td>
<td><strong>C1</strong> Apply learning and teaching theory to learning and teaching practice.</td>
</tr>
<tr>
<td><strong>A2</strong> The changing context of educational policy and professional roles within learning and teaching environments.</td>
<td><strong>C2</strong> Relate learning and teaching strategies to setting contexts.</td>
</tr>
<tr>
<td><strong>A3</strong> Collaborative approaches to working in teams with parents, carers and other professionals.</td>
<td><strong>C3</strong> Audit personal levels of professional skills and knowledge, and develop subsequent negotiated programmes of self-development, with assistance.</td>
</tr>
<tr>
<td><strong>A4</strong> Personal and professional development with regard to subject and specialist skills related to Learning and Teaching.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive skills</th>
<th>Graduate Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong> Identify and reflect on a range of perspectives on learning and teaching.</td>
<td><strong>D1</strong> Reflect on practice.</td>
</tr>
<tr>
<td><strong>B2</strong> Critically analyse and challenge received views, concepts and theories pertaining to learning and teaching, and display a willingness to accommodate new ideas.</td>
<td><strong>D2</strong> Communicate and present effectively</td>
</tr>
<tr>
<td><strong>B3</strong> Reflect on personal learning processes in relation to</td>
<td><strong>D3</strong> Work independently and with others effectively</td>
</tr>
</tbody>
</table>

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10
the area of learning and teaching.

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<tbody>
<tr>
<td>B4</td>
<td>Identify and analyse professional subject and skills requirements.</td>
<td>D4</td>
<td>Problem-solve</td>
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<tr>
<td>D5</td>
<td>Utilise IT effectively.</td>
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<tr>
<td>D6</td>
<td>Interpret, use and apply numbers and data</td>
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</table>

**Programme outcomes**

| A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | D1 | D2 | D3 | D4 | D5 | D6 |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  |

Highest level achieved
<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Number/level</th>
<th>A 1</th>
<th>A 2</th>
<th>A 3</th>
<th>A 4</th>
<th>B 1</th>
<th>B 2</th>
<th>B 3</th>
<th>B 4</th>
<th>C 1</th>
<th>C 2</th>
<th>C 3</th>
<th>D 1</th>
<th>D 2</th>
<th>D 3</th>
<th>D 4</th>
<th>D 5</th>
<th>D 6</th>
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<tbody>
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<td>Curriculum Studies 1</td>
<td>EDU1007 Level 4</td>
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<td>Education Policy and Practice</td>
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<td>How Pupils Learn &amp; Develop</td>
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