

FdA Learning and Teaching

Programme Specification



1. Programme title	FdA Learning and Teaching
2. Awarding institution	Middlesex University
3a. Teaching institution	Middlesex University
3b. Language of study	English
4a. Valid intake dates	Autumn
4b. Mode of study	Full-time/ Part-time
5. Professional/Statutory/Regulatory body	N/A
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	FdA Learning and Teaching
8. Year effective from	2022/23

9. Criteria for admission to the programme

The admissions criteria have been designed to meet the needs of applicants who have diverse backgrounds who may be able to demonstrate their suitability for entry based on prior qualifications combined with experiences working in educational settings.

We require an 'A' level or equivalent qualification at Level 3 in a relevant subject, such as NVQ or BTEC.

Applicants should have GCSE at a minimum Grade 4 or C English and Maths or equivalent to support their study on the FdA as well as support learners in school.

Equivalent qualifications are welcomed and maturity and experience are taken into account when considering requirements.

Applicants should have relevant work experience. They are expected to be working or volunteering in a relevant role to support learning and teaching; this should typically be 2.5 – 4 days per week.

Applicants require an employer's reference from their head teacher (or equivalent) stating their support for the applicant's study on the programme.

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 must have appropriate levels of numeracy and literacy to support learners in schools, as well as undergraduate study.

10. Aims of the programme

The programme aims to :

- Equip students to develop study skills, communication skills, academic knowledge and understanding and skills of critical evaluation.
- Enable students to develop knowledge, understanding and skills relevant to the area of learning and teaching within a diverse range of settings.
- Facilitate students to consider the effect that current educational policy, guidance and initiatives have on their practice.
- Engage students as they develop their ability to critically evaluate practice and become a reflective practitioner.
- 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 :

- A1 Effective and inclusive approaches to learning and teaching.
- A2 The changing context of educational policy and professional roles within learning and teaching environments.
- A3 Collaborative approaches to working in teams with parents, carers and other professionals.
- A4 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 their experience of a variety of learning contexts in individual, pairs and small groups. Students engage in collaborative and independent pre and post session study tasks. They relate theoretical views on areas covered by the module to diverse contexts of practice.

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

<p>B. Skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>B1 Identify and reflect on a range of perspectives on learning and teaching and become ethically informed.</p> <p>B2 Critically analyse and challenge received views, concepts and theories appertaining to learning and teaching, and display a willingness to accommodate new ideas and become resourceful and develop creativity.</p> <p>B3 Reflect on personal learning processes in relation to learning and teaching and develop cultural competence.</p> <p>B4 Identify and analyse professional subject and skills requirements to develop strong communication and teamwork.</p> <p>B5 Apply learning and teaching theory to learning and teaching practice using digital literacy skills.</p> <p>B6 Relate learning and teaching strategies to setting contexts in an ethically informed manner.</p> <p>B7 Audit personal levels of professional skills and knowledge, and develop subsequent negotiated programmes of self-development, with assistance, such as numeracy skills.</p>	<p>Teaching/learning methods</p> <p>Students learn skills through their engagement in interactive university sessions and in preparatory or follow up group and independent tasks with their peers and in their workplace contexts.</p> <p>Assessment methods</p> <p>Students' skills are assessed by written and practical tasks, such as essays, reports, research projects, presentations, and portfolios</p>
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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 four year (part time) or two years (full time). Students engage in university sessions one day per week. Study is undertaken at levels 4 and 5. The programme comprises 8 compulsory modules. 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.

FdA Programme Structure Part-time Study

Year 1	Term	Level	Credits
Curriculum Studies 1: Language and Literacy ELT1011	Autumn	4	30
How Pupils Learn and Develop ELT1013	Autumn	4	30
Year 2			
Education Policy and Practice ELT1012	Autumn	4	30
Inclusive Practices ELT1014	Autumn	4	30
Year 3			
Research Informed Practice ELT2013	Autumn	5	30
SEND ELT2014	Autumn	5	30
Year 4			
Understanding Behaviour ELT2012	Autumn	5	30
Curriculum Studies 2: Exploring Science Technology Engineering and Mathematics (STEM) ELT2011	Autumn	5	30

FdA Programme Structure Full-time Study

Year One	Term	Level	Credits
Curriculum Studies 1: Language and Literacy ELT1011	Autumn	4	30
Education Policy and Practice ELT1012	Autumn	4	30
How Pupils Learn and Develop ELT1013	Autumn	4	30
Inclusive Practices ELT1014	Autumn	4	30
Year Two			
Curriculum Studies 2: Exploring Science Technology Engineering and Mathematics (STEM) ELT2011	Autumn	5	30
Understanding Behaviour ELT2012	Autumn	5	30
Research Informed Practice ELT2013	Autumn	5	30
Special Educational Needs and Disabilities ELT2014	Autumn	5	30

12.2 Levels and modules		
Level 4		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>ELT1011 Curriculum Studies 1: Language and Literacy</p> <p>ELT1012 Education Policy and Practice</p> <p>ELT1013 How Pupils Learn and Develop</p> <p>ELT1014 Inclusive Practices</p>	None	University regulations apply.
Level 5		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>ELT2011 Curriculum Studies 2: Exploring Science Technology Engineering and Mathematics (STEM)</p> <p>ELT2012 Understanding Behaviour</p> <p>ELT2013 Research Informed Practice</p> <p>ELT2014 Special Educational Needs and Disabilities</p>	None	University regulations apply.

12.3 Non-compensatable modules	
Module level	Module code
All modules at level 4 and level 5 are compulsory and compensatable.	All modules are compensatable. Compensation considerations will be in line with University Regulations.

13. Information about assessment regulations

This programme will run in line with Middlesex University Regulations

Full details of the regulations for all learners at Middlesex can be found at:

<https://www.mdx.ac.uk/about-us/policies>

(scroll to university regulations)

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

N/A

Students on this programme are already involved in the workplace at various stages of their careers' for example, as teaching assistants or unqualified teachers and remain there for the duration of the programme so there is no requirement for placement.

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.

15. Future careers / progression

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

Successful completion of the Foundation Degree will facilitate progression onto an honours degree, such as the BA(Hons) Learning and Teaching top up year.

Completion of the programme provides students with relevant knowledge and understanding applicable to take further responsibility and opportunities to work in the wider context of their educational setting. This is an opportunity to further their career opportunities working within early years, SEND, Primary Secondary and Adult Learning sectors.

16. Particular support for learning (if applicable)

A 'Welcome' session is provided prior to the start of the programme that provides information on the overall programme and individual modules and student support. The session includes opportunities for students to ask questions and provides contact details for programme tutors.

Support from the Learning Enhancement Team (LET) is integrated into the programme through timetabled class sessions.

The programme also incorporates support from Library and Student Support (LSS) and MDX Works.

Students are informed about all university services that support students with their learning and are encouraged to access these, as needed.

The programme modules incorporate study skills required by successful graduates and

these are developed throughout the programme.

Students are provided with supporting materials by individual tutors.

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

17. HECos code(s)	172X311
18. Relevant QAA subject benchmark(s)	<p>QAA: Foundation Degree Benchmark (2nd Edn) (2010)</p> <p>https://dera.ioe.ac.uk/1192/1/FDQB.pdf</p> <p>Foundation Degree Characteristics Statement (2020)</p> <p>https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-statement-2020.pdf?sfvrsn=6fc5ca81_10</p>

19. Reference points

Qualifications Frameworks and the Quality Code Advice and Guidance Themes 'Descriptor for a higher education qualification at level 5 on the FHEQ', which is in section 4 of the Qualifications Frameworks

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

Further guidelines, references and resources:

ASET Good Practice Guide for Work based and Placement Learning in Higher Education:

www.asetonline.org/resources/aset-publications

HEFCW website:

www.hefcw.ac.uk

National Occupational Standards:

www.ukstandards.org.uk

QAA, Qualifications Frameworks:

www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks

•Middlesex University Academic Quality and Standards Policy

https://www.mdx.ac.uk/_data/assets/pdf_file/0031/169384/Academic_Quality_-and-Standards_Policy_APS_11.pdf

•Middlesex University Curriculum Design Policy

<https://www.intra.mdx.ac.uk/about-us/services/centre-for-academic-practice-enhancement/policy-bank/APS18-Curriculum-Design-Policy.pdf>

20. 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

Knowledge and understanding	
A1	Effective and inclusive approaches to learning and teaching.
A2	The changing context of educational policy and professional roles within learning and teaching environments.
A3	Collaborative approaches to working in teams with parents, carers and other professionals.
A4	Personal and professional development with regard to subject and specialist skills related to Learning and Teaching.
Skills	
B1	Identify and reflect on a range of perspectives on learning and teaching and become ethically informed.
B2	Critically analyse and challenge received views, concepts and theories appertaining to learning and teaching, and display a willingness to accommodate new ideas and become resourceful and develop creativity.
B3	Reflect on personal learning processes in relation to learning and teaching and develop cultural competence.
B4	Identify and analyse professional subject and skills requirements to develop strong communication and teamwork.
B5	Apply learning and teaching theory to learning and teaching practice using digital literacy skills.
B6	Relate learning and teaching strategies to setting contexts in an ethically informed manner.
B7	Audit personal levels of professional skills and knowledge, and develop subsequent negotiated programmes of self-development, with assistance, such as numeracy skills.

Programme outcomes											
A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	
Highest level achieved by all graduates											
5	5	5	5	5	5	5	5	5	5	5	

Module Title	Module Code by Level	A	A	A	A	B	B	B	B	B	B	B
		1	2	3	4	1	2	3	4	5	6	7
Curriculum Studies 1:Language and Literacy	ELT1011 Level 4	/			/	/	/	/	/	/	/	
Education Policy and Practice	ELT1012 Level 4		/	/		/	/			/	/	/
How Pupils Learn and Develop	ELT1013 Level 4		/			/	/	/	/	/	/	/
Inclusive Practices	ELT1014 Level 4	/		/		/	/	/	/	/	/	/
Curriculum Studies 2: Exploring STEM	ELT2011 Level 5	/	/		/	/	/	/	/	/	/	/
Understanding Behaviour	ELT2012 Level 5	/	/	/		/	/	/			/	/
Research Informed Practice	ELT2013 Level 5	/	/	/	/		/	/	/	/		/
Special Educational Needs and Disabilities	ELT2014 Level 5	/	/	/	/	/	/		/	/	/	/