

NOTTINGHAM COLLEGE



Central College
Nottingham



Course Specification

Basic Course Information

1	Awarding Institution	Nottingham Trent University
2	Faculty/Campus	Professional and the Visitor Economy / Clarendon Campus
3	Final Award	Foundation Degree in Arts in Teaching and Learning (Working with 14-19 Age Range) (Special Educational Needs) (Educational Management)
	Course Title	FdA Teaching and Learning
	Modes of Study	Full-time; Part-time
4	Normal Duration	2 years f/t; 3 years p/t
5	UCAS code	Institution Code: N30 Campus Code: A JACS Code for Pathways: XX1G – Working with 14-19 Age Range (FdA/TL14+) XX1F – Special Educational Needs (FdA/TLSEdN) XX12 – Educational Management (FdA/TLEdM)

6 Overview and general educational aims of the course

The Foundation degree (FdA) in Teaching and learning is designed to provide you with knowledge and understanding to enable development of the skills required within an educational context and to develop your career. It has been designed to meet the educational and training needs of you as a practitioner working in an educational setting, in the state or independent sector, or someone who aspires to work within one of the many and varied educational contexts. It focuses on the practical and inclusive areas of education, linking this to theory.

A feature of the course is that your own professional practice will be integrated within each of the modules covered. Your experiences will be critical to the teaching and learning in each module and will provide the background to the more formal academic learning that you undertake.

The course aims to:

- Attract you as an experienced practitioner working in the education sector to continue education and develop expertise to further your knowledge and career
- Provide both generic and specialised skills within a particular pathway appropriate to your career
- Provide you with the skills, knowledge and understanding to take on a further period of study to achieve an honours degree, then a PGCE, SCITT, School Direct or Teach First qualification.
- Provide you with a Foundation Degree which not only covers generic teaching and learning pedagogies, but one which will equip you with specialist knowledge and practice.

7 Course Outcomes

Course outcomes describe what you should know and be able to do by the end of the course if you take advantage of the opportunities for learning that are provided.

Knowledge and understanding

By the end of the course you should be able to:

- Demonstrate a working knowledge and critical understanding of well established values and principles and the way in which those principles relate to learners and professional practice in the field of education (CS) (ES);
- Demonstrate expertise relevant to the workplace including knowledge related to the diversity of learners and the complexity of the education process, and apply it using knowledge and skills gained throughout the course (CS) (ES);
- Apply relevant underlying concepts and principles outside the context in which they were first studied to a range of professional situations (CS) (ES);
- Evaluate critically the appropriateness of a range of different approaches to

the solving of problems and apply in your own professional practice (CS) (ES);

- Gain an understanding of how the limits of knowledge regarding society, organisation and the purpose of education influence analysis and interpretation (CS) (ES)

Notes: **(CS)** indicates those outcomes having specific reference to the QAA Foundation Degree Characteristics Statement. **(ES)** indicates those outcomes having specific reference to the QAA Subject Benchmark Statement for Education Studies.

Skills, qualities and attributes

By the end of the course you should be able to:

- Use a range of established research techniques to accommodate new principles and to initiate and understand critical analysis of information and concepts whilst proposing solutions to problems presented in a professional context (CS) (ES)
- Communicate information effectively including argument and analysis in a variety of both professionals and those outside education, whilst observing professionalism at all times (CS) (ES)
- Recognise Continuing Professional Development pathways appropriate to further develop skills and acquire new competencies in the field of education to further develop responsibility (CS) (ES)
- Demonstrate qualities and transferable skills necessary for progression of professional role in relation to the exercise of personal responsibility and decision making (CS) (ES)
- Critically reflect on own practice to effectively develop skills (CS) (ES)

Notes: **(CS)** indicates those outcomes having specific reference to the QAA Foundation Degree Characteristics Statement. **(ES)** indicates those outcomes having specific reference to the QAA Subject Benchmark Statement for Education Studies.

8 Teaching and Learning Methods

The course aims to both introduce and develop aspects within an educational setting. Key areas involve issues such as Professionalism, Inclusivity, Teaching and learning strategies and support for learners. At Level 5 you further develop key aspects but also undertake a designated pathway.

Whilst in college your teaching and learning will be in the form of lectures, peer group seminars, discussions and presentations. Group activities and interactive lectures enable you to consolidate and debate critically, making links to theory and practice. Visiting speakers will also be invited to complement the delivery in some modules, to help develop your subject knowledge and understanding.

An important aspect of all these sessions is that they will also directly relate to employability and progression; the involvement of the whole group sharing good practice of your placement experiences and ideas through peer discussion and presentations will be valued.

A key aspect of this course is the focus on blended learning. All course materials will be available on-line as well as in hard copy and hosted on the VLE. This can be accessed both within the College and remotely. There will be facility for depositing work through forums, which would then form the basis for peer/and for tutor review. Tutorials will be provided to support course learning and assignment preparation.

Teaching and learning methods are designed to enable you to develop the knowledge, understanding and skills needed to achieve the course (and module) outcomes. Independent academic skills are fostered throughout the course encouraging increased independent skills particularly as you progress from Level 4 to Level 5. This is to provide the opportunity for you to become a more independent learner both whilst studying for the Foundation Degree and in preparation for further academic study and Lifelong learning.

9 Assessment Methods

Assessment for the modules taught will generally require research, planning and/or evaluation of situations or activities in a professional educational setting to enable you to meet the learning outcomes. You will then be required to analyse your findings in relation to theories and principles underlying that module.

A significant proportion of your assessment is directly related to your professional practice where you will be expected to undertake specific tasks. You will, after pursuing these tasks, present your findings in a variety of forms.

Assignments include presentations, micro-teaches, essays, case studies, reflection, portfolios, work based reflection, peer observation and feedback, planning and evaluations.

Work based practice is not assessed as a course members are employed or volunteer members of staff which practice is appraised within their setting. However feedback is sought and evidenced in the portfolio to support development of practice. You are required to reflect critically on your work as an educational support worker at Level 4 and Level 5. At Level 4 you will reflect on your practice identifying strengths and areas of development, these may contribute to professional development targets. At Level 5 you will reflect on your practice to demonstrate problem solving strategies for any difficulties encountered, and areas of development for yourself and the educational setting. This again will enable you

to plan your own professional development strategy.

Summative assessment will be supported by formative feedback on independent work that you have undertaken both for modules and in your preparation for assessed assignments. Feedback will be provided by your module tutor and your peers, for example individual tutorials, peer observations, group reviews of tasks undertaken. Detailed feedback will be provided on all assessed work to aid your development.

10 Course structure and curriculum

The course will be delivered on a full time basis over two years, with part-time study negotiation on an individual basis over three years. Delivery options will be discussed at interview. The academic year is split into two semesters; full time students will be expected to attend college for two days. One day will be study skills sessions, and one day of taught sessions for fifteen weeks each semester. Two hours tutorial time will also be available each week for you to liaise with tutors face to face, by telephone or on-line.

Each module is designed to support your professional practice and develop your skills and experiences, thereby enabling you to become a more competent practitioner in the educational context. The modules have been carefully selected to complement and support your growing appreciation of the knowledge and skills needed to work at this level in higher education, and your developing professional practice.

Students who only successfully complete Level 4 of the course will be eligible for a Higher Certificate (120 credit points). Students successfully completing all required Level 4 and Level 5 modules will obtain a Foundation Degree (240 credit points).

There is a work placement within each of the pathways which is relevant to that particular context, ie, Working with 14-19 Age Range, Special Educational Needs. You are encouraged to find a relevant placement of your choice through discussion with your course tutor. However, the college can provide the placement if necessary. A work placement booklet will be presented at interview and induction. The work placement will take place in Year 1 and proceed in to Year 2 of the full-time mode of study and by negotiation with part-time students.

Although students on the course may or may not be teachers or wish to enter the teaching profession on completion of their study, the work placement element is an important aspect as it allows the theoretical framework within the taught sessions to be put into context.

Although students on the course may or may not be teachers or wish to enter the teaching profession on completion of their study, the work placement element is an important aspect as it allows the theoretical framework within the taught sessions to be put into context.

Year One

Semester 1	Semester 2
ITE406 (20 cp) Teaching and Learning Strategies	ITE403 (20 cp) Inclusive Practice
ITE404 (20 cp) Personal Development and Professional Practice	ITE405 (20 cp) Understanding and Managing Behaviour
ITE402 (20 cp) Assessment for Learning	ITE401 (20 cp) Supporting Literacy, Numeracy and ICT across the curriculum

In addition, students will receive individual/group development activities to include tutorials and study skills courses

Year Two

Working with 14-19 Age pathway

Semester 3	Semester 4
ITE501 (20 cp) Professional Practice	ITE502 (20 cp) Innovation in Teaching and Learning Methods
ITE503 (20 cp) Educational Provision and ongoing development of 14-19 year olds	ITE505 (20 cp) Techniques and Strategies of Managing the Learning of 14-19 year olds
ITE504 (20 cp) Learning and Emotional Needs of 14-19 year olds	ITE506 (20 cp) Theories and Principles of Learning in Planning, Enabling and Assessing Learning of 14-19 year olds

Year Two

Special Educational Needs pathway

Semester 3	Semester 4
ITE501 (20 cp) Professional Practice	ITE502 (20 cp) Innovation in Teaching and Learning Methods
ITE507 (20 cp) Educational Provision and ongoing development for Special Educational Needs	ITE509 (20 cp) Specific Learning Disabilities and Difficulties (Autism, ADHD)
ITE508 (20 cp) Techniques and Strategies of Managing the Learning for Special Educational Needs	ITE510 (20 cp) Specific Learning Disabilities and Difficulties (Dyslexia and Dyscalculia)

Year Two

Educational Management pathway

Semester 3	Semester 4
ITE501 (20 cp) Professional Practice	ITE502 (20 cp) Innovation in Teaching and Learning Methods
ITE511(20 cp) Key Management Functions and Roles	ITE513 (20 cp) Leadership
ITE512 (20 cp) Key Qualities and Skills within the Management Role	ITE514 (20 cp) Organisational Structures and Management Role

11 Admission to the course

Entry requirements

Applicants will need a minimum of 48 UCAS points from:

- at least two A Levels at 'A2'
- a BTEC Diploma or Extended Diploma
- International Baccalaureate

You must hold GCSEs in English Language and Maths at grade 4 (C) or above. For Primary progression a GCSE in Science is required.

Mature students with relevant experience and/or qualifications, including an Access to HE Diploma within a relevant area, are welcome to apply.

You will also need to have a placement in an appropriate educational setting for a minimum of three hours per week.

If you have a Level 5 teaching qualification (ie. Diploma in Teaching in the Lifelong Learning Sector (DTLLS), Certificate in Education or Professional Graduate Certificate in Education (ProfGCE)) you can apply for direct entry onto Year 2 of the course. You can discuss this with us at interview.

All applicants will need an up to date DBS check upon entry to their work placement.

All applicants will be required to attend for interview at which they should produce evidence of their capability to sustain the course successfully. Candidates not able to do this may be required to sit assessments of their ability to complete the course satisfactorily.

International applicants will require an IELTS score of at least 5.5, with no element less than 5.0, in addition to the standard entry criteria.

Non-UK qualifications will be assessed in comparison to their UK equivalents.

All applicants will need an up-to-date Criminal Records Bureau check upon entry to their work placement.

Accreditation of Prior (Experiential) Learning will be available for applicants who have substantial experience within an educational context and are able to provide evidence of their previous attainment of specific learning outcomes. Guidance will be taken from NTU's Quality Handbook relating to Accreditation of Prior Learning (APL), which includes specific guidance on APEL for admission with advanced standing. Additionally, guidance on the definitions and boundaries, policies and procedures will be taken from the UK Quality Code for Higher Education, Chapter B6: Assessment of students and the recognition of prior learning. Any APEL decisions will be formally reported to the Examination Board.

12 Support for learning

The induction for the course will cover a range of support issues, these will include planned course of induction activities, which include induction to the college and the course. This will include activities such as induction to the Learning Centre, team building activities and specific course induction.

You will be supported throughout the course through access to both group and individual tutorials. These will be face-to-face but support will also be available remotely by electronic means such as email. As an HE student you will have a named personal tutor who will provide academic and pastoral guidance and support. You will be entitled to have a minimum of three individual tutorials per year where progress is discussed and targets recorded. However, it is anticipated that you will also access the on-going tutorial support from module leaders, which is a feature of the course. These individual module leaders will provide academic support for specific modules, providing informal and formal feedback on your progress. A student counselling support service is available for all students. Students have access to the HE portal on the the college VLE which includes appropriate Study Skills and academic support for a course at this level.

On-line support via email and the course-specific Course Folders with a message board on the the college website will be available to you. It is also anticipated that peer support will be an important feature of the group, as you will be encouraged to participate in informal situations to engage with each other.

The Academic Coaching and Employability Skills (ACES) team offer 1:1 support, and will deliver workshops on the course.

Delivery of the course takes place at Clarendon Campus. Learning resources to sustain this course available for your use include: specialist equipment; on-line computer facilities and further IT facilities available in the campus Learning Centre; a comprehensive range of recommended texts in the Learning Centre and access to journals from external sources. The College VLE is a gateway to a range of online books and journals which is available to access. Support will be given for accessing the virtual library.

Each module will have a module specification. This will identify the learning outcomes, the method of learning and teaching, the assessment structure and weighting and the learning resources that you might use. A module booklet containing the module specification, assessment details, module-specific reading lists and learning resources will support each module.

13 Graduate destinations/employability

There is a wide range of career opportunities within the educational sector, along with the opportunity to continue your studies to a higher level. Career opportunities include working in the schools and lifelong learning sector, including lecturing and supporting students. For those wishing to continue their studies to obtain an honours degree, progression is available on successful completion of the Foundation Degree onto NTU's BA (Hons) Education degree course (one-year full time or two years part-time). For entry onto this course requirements are: 240 HE credit points (e.g. from the Cert Ed, PCES courses or the FdA)

- GCSE Mathematics and English at grade C, or equivalent
- a minimum of two years' experience in an educational setting, working with children, young people or adults (minimum of 15 hours per week).

Careers and Destination coaches as well as the tutors on the course offer guidance and support to all students.

14 Course standards and quality

The Course Leader will monitor and review feedback from you, as a current student, on the induction process and delivery of each module. You will also be provided with detailed oral and written feedback on all work that is assessed.

The delivery team will meet on a regular basis to discuss the course and make recommendations regarding improvements and future developments.

An External Examiner (EE) will monitor and assess the standards and quality of the course and submit an annual report to Nottingham Trent University (NTU) as awarding institution. An NTU Verifier will also monitor and report on the standards and quality of the course on behalf of the awarding institution. The EE report is presented on the VLE.

A Course Standards and Quality Report will be produced annually by the Course Team and submitted to NTU.

The views of mentors, employers and professional bodies will be sought to maintain course currency, standards and quality. The education subject benchmarks of the Quality Assurance Agency are developed within the course.

15 Assessment regulations

This course is subject to the college's HE Assessment Policy (located in the Handbook for Higher Education Students), a copy of which will be made available to you at induction, and located on the VLE.

16 Additional Information

Collaborative partner(s): Nottingham Trent University

Course referenced to national QAA Benchmark Statements: Foundation Degree Characteristics Statements
Education Studies Benchmark Statements
Course recognised by:

Date implemented: September 2010; reviewed March 2017; updated June 2017