



<b>PART 1 – PROGRAMME SPECIFICATION</b>		
<b>1</b>	<b>Awarding institution</b>	St Mary's University, Twickenham
<b>2</b>	<b>Partner institution and location of teaching (if applicable)</b>	N/A
<b>3</b>	<b>Type of collaborative arrangement (if applicable)</b>	N/A
<b>4</b>	<b>Award title</b>	FdA Education in Context
<b>5</b>	<b>Final award</b>	FdA
<b>6</b>	<b>Interim award(s) with award titles (if specific titles have been designated)</b>	Certificate of Higher Education (CertHE)
<b>7</b>	<b>School with responsibility for the programme</b>	Education, Theology and Leadership
<b>8</b>	<b>Language of study</b>	English
<b>9</b>	<b>Joint Honours combinations</b>	N/A
<b>10</b>	<b>UCAS code</b>	N/A
<b>11</b>	<b>JACS code</b>	X900
<b>12</b>	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition</b>	N/A
<b>13</b>	<b>QAA subject benchmark or other relevant external reference point</b>	The programme has been designed to meet the criteria from the Teaching Agency (TA) for Qualified Teacher Status and also the Quality Assurance Agency Foundation Degree qualification benchmark document, May 2010, the Framework for Higher Education Qualifications and SEEC qualification descriptor (2010) at Level 4 and Level 5.
<b>14</b>	<b>Normal completion time and maximum duration of study</b>	Normal completion time: Full-time study – two years Part-time study – four years  Foundation Degrees shall not exceed 5 consecutive semesters for FHEQ Level



		4 and 5 consecutive semesters for FHEQ Level 5.
15	<b>Mode of study</b>	<p>Full time.</p> <p>The FdA Education in Context will be taught over two years (four semesters) each of 12 weeks duration. Students will complete Level 4 in no more than 5 consecutive semesters gaining 120 credits. Level 5 will enable students to gain a further 120 credits and must be completed in 5 consecutive semesters. For the Foundation degree, the overall duration of study shall not exceed 10 consecutive semesters. Students must spend one day a week at St Mary's University and a minimum of 2.5 days per week in employment or voluntary work in a primary school at Key Stage 1 and 2 (i.e. learners have to be in current employment/voluntary sector to complete the placement element which will involve learning through the workplace).</p>
16	<b>Mode of delivery</b>	Face to face.
17	<b>Date approved and name of authorised body</b>	01.08.2017, STLQEC (Chair's Action)
18	<b>Applies to students commencing study in (month/year)</b>	September 2017
<b>PART 2 – CURRICULUM SPECIFIC DETAILS</b>		
19	<b>Summary of the programme</b>	<p>Education in Context provides students with an overview of theory, policy and practice related to Primary Education.</p> <p>The foundation degree gives those already working in education the opportunity to gain a vocational foundation degree (FdA) via day release, one day a week.</p> <p>The programme provides opportunities for people working directly with children or those working in other educational support roles to build their knowledge and experience through study at higher education level. The programme which will help to enhance students' understanding of professional roles, can be completed through two years of full-time study via a day release model.</p> <p>This programme aims to build self-confidence in the workplace and at home. The current emphasis on the development of the school workforce as a whole has been on of the driving forces behind this degree.</p> <p>Education in Context, FdA degree in Primary Education will open up a range of opportunities in the education sector to graduates.</p>
20	<b>Aims of the programme</b>	<p><b>AIMS AND DESIRED LEARNING OUTCOMES</b></p> <p><b>Overarching Programme Aims:</b></p> <p>Within the context of St Mary's University Mission Statement and the School of Education Strategic Intent, a number of over-arching aims can be identified. The</p>



		<p>programme aims:</p> <ul style="list-style-type: none"> <li>• To widen access into higher education by placing value on students' previous experience;</li> <li>• To provide a balanced, stimulating and academically sound education within the area of educational support which allows students to develop their academic, moral, physical and spiritual potential irrespective of their faith perspective, cultural background, age, gender or ethnicity;</li> <li>• To enable students to acquire knowledge, skills and understanding related to the jobs in which they are currently employed;</li> <li>• To equip students with a framework to observe, analyse and reflect on theoretical and professional issues;</li> <li>• To develop students' abilities to engage in reading, reflection, debate and enquiry;</li> <li>• To enhance career prospects for those who work in an education support role;</li> <li>• To provide a base for an alternative route into teaching or other careers involving work with children and young people that will enable students to continue working.</li> </ul>
21	<p><b>Criteria for admission</b></p>	<p><b>Programme entrance requirements</b> Candidates must satisfy the general admissions requirements of St Mary's University.</p> <p>Applicants must be employed in a school in either a paid or voluntary capacity for a minimum of 2.5 days per week over a period of one year. Applicant candidates must normally have or be expected to obtain a GCSE Grade C or above in English Language or equivalent (example O-Level) and evidence of success at NVQ level 3 or equivalent, including A-Levels, Vocational A-Levels (VCEs), AS Levels, BTEC or Access qualifications. In addition, they must have a Disclosure and Barring Service (DBS) enhanced disclosure check and/or any other appropriate background check and must demonstrate they can read effectively and are able to communicate clearly and accurately in Standard English. For entry, a letter from the applicant's employer / head teacher must accompany any application. This letter must support the application by confirming the applicant's involvement with children or young people and state that every effort will be made to support the applicant in undertaking the work-based activities required by the programme. <b>NB This programme is not suitable for those wishing to follow the QTS Secondary Pathway due to its generic nature lacking detailed taught subject specialism required for the secondary age phase.</b></p> <p><b>Credit Accumulation and Transfer, and Accreditation of Prior Learning</b></p>



		<p>Students who have undertaken study or learning elsewhere may apply for exemption from a proportion of a University programme of study and be given entry with advanced standing (e.g. at a point beyond the beginning of FHEQ Level 4) and exemption from parts of their programme. The learning which may merit advanced standing is as follows:</p> <ul style="list-style-type: none"> <li>○ Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions;</li> <li>○ Relevant certificated prior learning.</li> </ul> <p>The relevance, status and currency of the prior learning will be considered by the Registrar on the advice of the Programme Director. The University will accept applications for accreditation of prior experiential or uncertificated learning for entry to Masters or other professional programmes as determined by the Programme Director on the advice of the Registrar. The University will accept applications for the accreditation of prior uncertificated learning for particular modules as outlined in the regulations for programmes of study.</p>																		
22	<p><b>Scheduled learning time</b> <i>(the number of guided learning hours (GLH) is 10 hours per 1 credit</i> <a href="http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf">http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf</a>)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type of learning time</th> <th style="text-align: center;">Number of hours</th> <th style="text-align: center;">Expressed as %</th> </tr> </thead> <tbody> <tr> <td><b>Contact time</b></td> <td style="text-align: center;">240</td> <td style="text-align: center;">10</td> </tr> <tr> <td><b>Placement/work-based learning hours</b></td> <td style="text-align: center;">240</td> <td style="text-align: center;">10</td> </tr> <tr> <td><b>Guided learning hours</b></td> <td style="text-align: center;">1776</td> <td style="text-align: center;">74</td> </tr> <tr> <td><b>Independent study time</b></td> <td style="text-align: center;">144</td> <td style="text-align: center;">6</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: center;">2400</td> <td style="text-align: center;">100</td> </tr> </tbody> </table>	Type of learning time	Number of hours	Expressed as %	<b>Contact time</b>	240	10	<b>Placement/work-based learning hours</b>	240	10	<b>Guided learning hours</b>	1776	74	<b>Independent study time</b>	144	6	<b>TOTAL</b>	2400	100
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23	<p><b>Programme learning outcomes</b></p>	<p><b>Programme Learning Outcomes</b></p> <p>The aims and learning outcomes of the EiC FdA award are identified with reference to the Southern England Consortium for Credit Accumulation and Transfer (SEEC, 2010) Level Descriptors. A 'best fit' approach has been adopted although it is appreciated that a number of outcomes fulfil statements in more than one category.</p> <p><b>Overarching Desired Learning Outcomes:</b></p> <p>On successful completion of the programme, and in the wider context of their combined programme of study, EiC students will have achieved the following outcomes:</p> <ul style="list-style-type: none"> <li>• Developed the ability to articulate the strengths of their own practice and identified areas for continuing professional learning;</li> <li>• Created a learning environment across the curriculum where issues of</li> </ul>																		



diversity, inclusion and equality have been addressed and related to theories of practice;

- Interacted with and contributed effectively to professional debate;
- Undertaken independent studies related to pedagogy and practice, demonstrated the ability to select and utilise a variety of learning resources and research skills with a minimum of guidance and begun to discern the manner in which this informs good practice.

### **Programme Learning Outcomes:**

Students who successfully complete this programme will:

#### Knowledge and Understanding

1. Have a detailed understanding of theoretical frameworks which underpin effective practice and be able to demonstrate understanding in a range of written and oral presentations;
2. Demonstrate an awareness of different ideas, frameworks and contexts related to education policy;
3. Evaluate their practice with reference to knowledge and understanding of planning, teaching, monitoring and assessment within an education context;
4. Have a detailed understanding of their personal responsibility, in compliance with the ethical frameworks of school partner institutions and support agencies;

#### Cognitive Skills

5. Be able to identify and articulate their values in practice, synthesise ideas or information to generate novel solutions;
6. Be able to implement a learning environment across the curriculum where issues of diversity, inclusion and equality are addressed and related to theories of practice;
7. Identify, analyse and communicate principles and concepts on education in context, recognising competing perspectives;

#### Personal and Enabling Skills

8. Assess own capabilities using justifiable criteria set by self and others taking the needs of pupils and teachers into account;
9. Utilise a variety of learning resources and research skills within a wide range of situations and with a minimum of guidance; begin to discern the manner in which this informs good practice;

#### Performance and Practice

10. Undertake complex performance tasks. Evaluate performance of self and others and suggests areas for development;



		11. Interact effectively within a team and negotiate in an autonomous professional context.																																																																						
24	<b>Programme structure and module requirements</b>	<p>Students must acquire 120 Education in Context credits at HE Level 4 in the first year.</p> <p><b>FHEQ Level 4 Modules</b></p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status</th> </tr> </thead> <tbody> <tr> <td>EIC4010</td> <td>Professional Development One</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>EIC4015</td> <td>People at Work</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>EIC4035</td> <td>Inclusion and Diversity</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>EIC4040</td> <td>Introduction to Early Childhood Studies</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>EIC4045</td> <td>Learning Through Play</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>EIC4050</td> <td>Working with Support Sectors</td> <td>20</td> <td>1</td> <td>Core</td> </tr> </tbody> </table> <p>Students must acquire 120 Education in Context credits at HE Level 5 in the second year.</p> <p><b>FHEQ Level 5 Modules</b></p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status</th> </tr> </thead> <tbody> <tr> <td>EIC5011</td> <td>Professional Development Two</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>EIC5026</td> <td>Managing Behaviour for Learning</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>EIC5031</td> <td>Social and Emotional Aspects of Learning</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>EIC5036</td> <td>Changing Landscapes in Education</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>EIC5041</td> <td>Introduction to the Expressive Arts</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>EIC4046</td> <td>Introduction to Using and Applying ICT in Teaching and Learning</td> <td>20</td> <td>1</td> <td>Core</td> </tr> </tbody> </table>	Code	Title	No. of credits	Sem of delivery	Module status	EIC4010	Professional Development One	20	1	Core	EIC4015	People at Work	20	2	Core	EIC4035	Inclusion and Diversity	20	2	Core	EIC4040	Introduction to Early Childhood Studies	20	1	Core	EIC4045	Learning Through Play	20	2	Core	EIC4050	Working with Support Sectors	20	1	Core	Code	Title	No. of credits	Sem of delivery	Module status	EIC5011	Professional Development Two	20	1	Core	EIC5026	Managing Behaviour for Learning	20	1	Core	EIC5031	Social and Emotional Aspects of Learning	20	2	Core	EIC5036	Changing Landscapes in Education	20	2	Core	EIC5041	Introduction to the Expressive Arts	20	2	Core	EIC4046	Introduction to Using and Applying ICT in Teaching and Learning	20	1	Core
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25	<b>Work placements or study abroad</b>	Students on the programme must attend one day a week at St Mary's University and a minimum of 2.5 days per week in employment or voluntary work in a primary school at Key Stage 1 and 2. (i.e. learners have to be in current employment/voluntary sector to complete the placement element which will involve learning through the workplace).																																																																						
26	<b>Links to industry and employability</b>	The Education in Context Foundation Degree (EiC FdA) is highly regarded by schools and other education providers as a vehicle to support the professional development and progression of teaching assistants who wish to gain Qualified Teacher Status (QTS) on successful completion of this foundation degree and through a subsequent two year degree programme offered at St Mary's University (BA (Hons) Primary Education: Work-based Route with QTS). Alternatively, it provides an opportunity for students who wish to achieve an honours degree, on successful completion of this foundation degree and through a subsequent one year degree programme offered at St Mary's University (BA (Hons) Primary Education: Work-based Route).																																																																						
27	<b>Programme</b>	This programme conforms to the <a href="#">University Academic Regulations</a> .																																																																						



	<p><b>awards</b></p>	<p>In order to qualify for the award of FdA Education in Context students will be required to accumulate 240 credits, 120 at each of FHEQ Level 4 and Level 5.</p> <p><b>Classification of Awards</b> Foundation Degrees may be awarded with merit and distinction as follows:</p> <p>Award with Distinction 70%</p> <p>Award with Merit 60%</p> <p>In determining the overall mark for programmes, the best 100 credits at FHEQ Level 4 (Year 1) and 120 credits at FHEQ Level 5 (Year 2) will be counted for the Foundation Degree.</p> <p>FHEQ Levels 4 and 5 contribute to the final degree classification, weighted at 30% and 70% respectively.</p> <p><b>Progression to Bachelor's Degree</b> Students successfully completing the programme will then have the opportunity of progressing onto the BA (Hons) Primary Education: Work-based Route degree level programmes.</p>
<p><b>PART 3 – TEACHING, LEARNING &amp; ASSESSMENT</b></p>		
<p>28</p>	<p><b>Programme teaching and learning strategies</b></p>	<p>Tutorial info is under student support below.</p> <p><b>Research-Enriched Teaching and Learning</b></p> <p>There is an increasingly vibrant research culture within the School of Education, Theology and Leadership. The Aquinas Centre for Educational Research aims to develop consultancy, professional development and study opportunities at all levels up to and including doctoral work. Staff are active in publishing and/or consultancy across a wide range of subject specialisms, including Leading Innovation and Change, Creative Curriculum Provision, Art and Design, Literacy and Phonics, Primary Science, Primary Mathematics, Physical Education, Religious Education, Modern Foreign Languages and PHSE. In the rapidly changing world of education academic tutors seek to influence policy and practice across a range of contexts and settings, always grounded in the view of the learner as being at the heart of the School mission. It is this desire to influence learning, generate new knowledge and encourage values driven practices that makes the research educational and influences the programme content and methods of teaching and assessment.</p> <p><b>Teaching and Learning</b></p> <p>The focus is on developing skills, behaviours and changing attitudes with an emphasis on effective team working. The programme will employ a wide range of teaching and learning strategies including; work based assignments, group work, lectures, discussion, group presentations, seminars, tutorials and independent learning.</p>



29	<b>Programme assessment strategy</b>	<p><b>Assessment Strategy</b></p> <p>When determining the type and amount of assessment used in the programme, consideration has been taken to relate assessment to the programme's aims and desired learning outcomes, as well as the nature, aims and learning intentions of the particular module being examined. Consideration has been taken to ensure that all assessments adhere to St Mary's Assessment criteria for Level 4 and Level 5. The intention is to ensure that students are exposed to a range of assessment methods, to encourage intellectual and interpersonal skills and to advance students academically and practically. Through completing the assignments, students will develop the knowledge and competence required by the contexts in which they will work.</p> <p>Individual modules use a range of assessment strategies which demonstrate a critical understanding of the relationship between informed theory and practice and is addressed through the activities outlined.</p> <p><b>Written Assignment</b></p> <p>Students will be assessed through essay assignments, which help them use their knowledge in a critical analysis of competing theories and empirical research. They must show an ability to communicate their ideas and understanding with clarity and be able to discuss these in an informed way. They must demonstrate standardised referencing and essay writing conventions as appropriate.</p> <p><b>Case Studies</b></p> <p>These are aimed at extending students' learning by encouraging preliminary research skills. This requires students to select and organise data and to rationalise their choices. A variety of recording and analysis modes will be encouraged. Inclusion of collaborative and independent projects and reporting is essential to equip students for reflective and potentially innovative workplace activity.</p> <p><b>Portfolio</b></p> <p>A portfolio will be required in modules where evidence of accumulative knowledge acquisition and its application within tasks is required. This will contain illustrated and written statements connected with personal experience and, in accordance with guidelines, supporting source materials. The first core programme at Level 4 – Professional Development 1, will be assessed by a portfolio which will include a range of directed tasks.</p> <p><b>Oral Presentations</b></p> <p>Students will be encouraged to develop their individual and group presentation skills, both during formal assessment activities identified within individual modules and also through reporting back, either in person or through video presentation (Green Screen) to the whole class, or to a small group. Presentations will often be peer assessed. Group presentations will consist of no less than four people and no more than six people in the group. All students are required to sign a form to confirm that they have equally participated in presentations. The same mark will be awarded to each participant within the group. Ten per cent of assessed presentations from</p>
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		<p>selected modules will be recorded to support the external moderation process (subject to availability of resources).</p> <p><b>Poster/leaflet (visual) presentations</b> Students will have opportunities to demonstrate knowledge, understanding and skills by offering a summary of learning in the form of individual or group, poster or leaflet presentation. This will encourage creative, visual elements, such as ICT, illustration and display to be incorporated into assignments, which support methods that teachers use to impart knowledge in the primary classroom. Presentations will often be peer assessed. Group presentations will consist of no less than four people and no more than six people in the group. All students are required to sign a form to confirm that they have equally participated in presentations. The same mark will be awarded to each participant within the group.</p> <p><b>Work-based tasks</b> Work-based, tasks allow the student to bring together the knowledge, skills and theoretical understanding developed within that module with the practical experiences they have acquired in their current and previous work contexts and micro-teach education concepts to colleagues.</p> <p>Formative assessment opportunities and detailed guidance will be provided within the module for each element of the assessment requirements. Tutorial support and written and verbal feedback will be available to students on all assessments in line with the University's 3 week turnaround expectation for feedback. Importance is attached to students' self-assessment, reflection and personal target-setting which is formalised through Pen Portrait (The students' professional and academic development profile).</p> <p>The University uses standardised criteria for marking which apply across all types of assessment. Coursework feedback sheets provide comments according to the marking criteria as well as an overall mark. Anonymous marking is employed in written work to minimise the influence of expectations and personal bias. All failures and a cross section of marks representing at least 10% of the total work completed in each module are double marked.</p>
<b>PART 4 – UNIVERSITY SUPPORT</b>		
30	<b>Student support and guidance</b>	We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues. Individual and group tutorials are timetabled throughout the year and all members of the programme team operate an open-door policy.
31	<b>Quality</b>	This programme aligns with the quality assurance requirements of St Mary's



	<b>management arrangements</b>	University through the following processes: <ul style="list-style-type: none"><li>• Five yearly cycle of revalidation</li><li>• Ongoing monitoring through the Programme Review process</li><li>• Programme Boards</li><li>• Consideration of marks and graduate profiles at Exam Boards</li><li>• Engagement with programme student representatives</li><li>• Engagement with approved external examiners</li></ul>
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