

PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

SECTION A: DETAILS OF THE COURSE AND AWARD

Programme Title	Foundation Degree (Arts) Primary Education
Awarding Body	Buckinghamshire New University
Teaching Institution / Course Location	East Berkshire College High Wycombe
Faculty	Society & Health
School	Social Sciences & Education Applied Education
Name of Final Award	Foundation Degree Arts, FdA
NQF/FHEQ Level of Qualification	Level 5: Diploma of Higher Education
QAA Benchmark Statement(s)	Early Childhood Studies 2014 Foundation Degree 2014
UCAS Code	N/A
Course Code(s)	FE2PRE2E FE2PRE2
Mode and Length of Study	2 years Part time
Number of Intakes	1: September
Regime of Delivery	Work-Based Learning
Language of Study	English
Details of Accreditation	N/A
Month and Year valid from	01 September 2015
Month and year valid until	01 September 2021
Publication Date	01 September 2015 Revised: March 2017

Potential Student Profile / Criteria for Admission:

What the award is about and who the programme is aimed at:

The Foundation Degree in Primary Education is work-based so applicants must be currently placed in a suitable workplace, which will normally be a primary school (maintained or independent) working within the national curriculum or a reasonably closely related curriculum. This could include practitioners working in special educational needs environments who are working with the primary curriculum.

The time commitment in the workplace should be substantial, normally at least two and a half days a week. Applicants are normally employed in paid posts, but it is possible for an applicant to work in a voluntary capacity to be considered. Applicants should normally have at least two years' experience in

appropriate employment or in a voluntary role. A shorter period of experience but with high levels of responsibility could be considered as equivalent.

Applicants will usually have a level 3 qualification in a relevant field such as; a level 3 certificate or diploma in supporting teaching and learning or A 'levels. In addition applicants should consider their levels of literacy and numeracy in relation to progression requirements for teacher training. All applicants are made aware of the requirements for GCSE Maths, English and Science.

The students will be over 18 years of age and be admitted direct to East Berkshire College (EBC) or at Buckinghamshire New University (High Wycombe) using Bucks admissions procedures.

The Faculty APL/APEL procedures will be utilised where relevant to enable students with level 4 credits direct access to level 5.

It is essential however; that students are fully aware of the requirements of the course and therefore, applicants will be interviewed to determine the following:

1. The appropriateness of the course for the student's professional and academic needs, a short literacy assessment will be used to identify academic needs.
2. The applicant has functional IT skills.
3. The applicant understands the academic requirements of the course.
4. The applicant understands the requirement to be working in a school for at least two and a half days a week.
5. The applicant understands the need to find a suitable mentor in practice. (The employer must be willing to support the applicant and make the necessary arrangements for school- based Mentorship. The mentorship role does not involve work based assessment of any module).
6. The student must have a current and relevant enhanced Disclosure record (DBS) check at the beginning of the course and complete a self-declaration statement or provide an updated DBS should there be a change of employment or circumstances.

Why students should choose this award:

The Foundation Degree offers the opportunity for teaching assistants who aspire to be teachers to start their journey towards teacher training. On successful completion of the Foundation Degree graduates are able to progress on to an honours degree and qualified teacher Status (QTS). This also provides students the pathway to develop their skills as a teaching assistant and progression to HLTA. Although there is no longer a Government funded and accredited HLTA programme many schools continue to support the principles of HLTAs and as a consequence of completing the Foundation Degree have promoted staff to the position of HLTA.

Over the past five years many students have successfully completed this route. As this involves a very substantial increase in salary and professional status, motivation to apply for the award, achieve and progress have always been high.

Schools and Local Authorities in the region are supportive of the programme of this kind as they effectively enable education providers to "grow their own staff". It is noted that the mature and locally established applicants qualify to teach in this way tend to remain in post, whilst other newly qualified teachers (NQTs) often move on after a short service period.

Opportunities available for students after completion of the award:

A student completing the Foundation Degree may apply to a top-up honours degree such as the BA (Hons) Professional Practice (Primary Education) and then progress onto a teacher training programme to gain Qualified Teacher Status (QTS).

Teacher training opportunities are available through the Buckinghamshire New University partnership with the Royal Borough of Windsor and Maidenhead School direct initial teacher training programme. This route offers students the opportunity to gain qualified teacher status and a PGCE in Educational

practice. Alternative opportunities are also available such as full-time PGCE teacher training programmes with other Universities and School Direct programmes.

Expected entry qualifications, knowledge and skills that the entrant will have on entry to the programme:

1. Applicants will normally have level 3 qualifications, either work related or A' levels.
2. Applicants will normally be employed for at least two and a half days a week.
3. Applicants will need to have support and permissions from their school that need to provide a professional mentor to support the student.
4. All applicants will be required to have or to obtain GCSE maths, English and Science.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- Provide a programme of study that develops students as independent and reflective practitioners who are able to critically evaluate their own practice.
- Critically explore, examine and evaluate the significance of historic and current legislation, policy, pedagogic frameworks and practice relating to Primary education
- Demonstrate a systematic knowledge of Primary education and school curricula as a subject area.
- Develop insight and confidence increasing the level of collaborative working and professional competence of those working with children.
- Facilitate the development of student's personal and transferable skills, including study skills, problem solving, communication, IT, team working, safeguarding, and recognition of the value of lifelong learning.
- Enable students to gather evidence in relation to the Teaching Assistant standards.

Programme Learning Outcomes

A. Knowledge and Understanding

On successful completion of the programme a graduate will be able to:

1. Demonstrate the knowledge and skills that support learning within the primary curriculum.
2. Review and evaluate the philosophies and values underpinning Primary education including diversity, children's rights and ethical issues.
3. Demonstrate knowledge and skills to work in multi-disciplinary teams and to contribute to the overall health and wellbeing of children.
4. Reflect upon a range of psychological, sociological, health, welfare, educational, political and economic perspectives and consider how these underpin children's education.

B. Intellectual/Cognitive Skills

On successful completion of the programme a graduate will be able to:

1. Present a range of theoretical positions and offer and justify a point of view.
2. Critically discuss and review appropriate ideas, theories, research, conceptual frameworks, policy and practice.
3. Competently draw upon and use a variety of sources for independent research and development.
4. Critically review concepts and practices intrinsic to their work using reasoned argument to justify their position.

C. Practical Skills

On successful completion of the programme a graduate will be able to:

1. Relate key principles and theoretical perspectives to practical application.
2. Recognise and support individual needs and differences as well as developing tolerance and understanding of other professionals, colleagues, families and children.
3. Listen carefully to others and reflect upon both their own skills and views and those of others.
4. Manage and organise time, resources, records and information to support decision making and for meeting deadlines.
5. Recognise and challenge inequalities faced by children, young people and their families to develop an awareness of an ant -bias - approach, give voice to and where appropriate advocate for children.

D. Key/Transferable Skills

On successful completion of the programme a graduate will be able to:

1. Use the communication skills necessary to converse, debate, negotiate, persuade and challenge the ideas of others.
2. Recognise the need to assess one’s own skills and to reflect on them for future learning
3. Become more independent, resilient, responsible and pragmatic and develop as an autonomous learner
4. Present information to others in appropriate forms.

Table 1: Programme Skills Matrix – Assessment

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
HE470	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HE471	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE472	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE417	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HE515	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE570	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE571	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HE572	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

The teaching, learning and assessment strategy sets out to assist students to develop a sound understanding of the principles of working with children in primary education environments (FHEQ, 2014, QAA, 2014).

In the first year of study, students will acquire a sound knowledge of the different approaches to solving problems that are associated with working. In the second year of study the knowledge and skills attained will be further developed and students will be encouraged to exercise a higher level of personal responsibility and decision making (FHEQ, 2014).

Learning and teaching methods

The teaching and learning methodologies of this established Foundation Degree have been refined and developed in the light of experience delivering the programme. The course leader and many of the staff team are experienced primary education practitioners who are familiar with the contexts of initial teacher training through this and previous employment.

Recognition of different learning styles is explored and students will be given every opportunity to define and apply their preferred approach to learning.

Ethical guidelines will be incorporated from the start of the Programme into the teaching strategy, to enable students to practise safely.

Lectures and workshops will be the main instrument of class contact time. Lecture sessions will be based on semi-formal but interactive and dynamic teaching strategies used for dissemination and discussion of knowledge. It is the aim that lectures should not be a formal and distant experience for students but should provide an agreed and defined structure to the topic area, supported by the virtual learning environment as appropriate. This information will be delivered in ways that invite students to relate points to their work-based experience, and to reflect on and develop their practice.

Smaller group work will be conducted, as appropriate, in seminars and workshops. Sometimes these will be set up within the lecture context: they may be used to explore topics in sub-groups before reconvening.

Additional support, for example in mathematics or computing skills, may be provided in workshop settings. A workshop-based approach will be also used for more practical tasks, such as the production of teaching aids to be used in schools.

Group presentations will be given by the students to develop their team-work and communication skills. As indicated, these also feature in the assessment strategy where appropriate. Presentations develop desirable and transferable skills, essential for interacting with other education and children's workforce professionals in the workplace.

Individual tutorials (systematic, timetabled and recorded) will allow students to explore, in private, any academic or professional concerns and issues that may arise during the course. These sessions will be supportive and ongoing. The personal tutor concept is seen as a key component of student support as well as academic progress. The familiarity that all tutors on the course have with the primary education system is important. This familiarity is kept up-to-date by the tutors' additional role as mentor support and liaison visitors to all schools involved in the programme as the workplaces of students.

Visiting speakers will be used to provide additional perspectives and up-to-date input on the changing world of integrated children's services.

E-Learning

E-Learning has many benefits as it makes the delivery of information easier and more accessible to students. This mode of learning will be used throughout the programme as appropriate to support the learning experience. Group and individual tutorials will be used to motivate and support students toward fulfilling their academic potential and to develop Personal Development Plans. This will also form an integral component of the Teaching and Learning Strategy and operate during all stages of the

programme. The virtual learning environments of Buckinghamshire New University and East Berkshire College, Blackboard and Moodle respectively, will supplement other methods of learning and study.

Students will use the discussion board facility to interact with peers and tutors will place notices regarding the course to maintain communication with between contact periods. Information regarding assessment criteria, reading lists, current articles and module outlines will also be posted. Students studying at High Wycombe will have the necessary permissions to access online resources to which Buckinghamshire New University learning Resource Centre subscribes. Students studying at East Berkshire College will have a more limited access to journal resources as defined by the University journal Licencing and partnership agreements.

Assessment Methods

Assessment is always closely based on the learning outcomes indicated in modules and tutor preparation for assignments will focus in detail on how the specific tasks and sub-tasks of assignments relate to the learning outcomes.

The mark scheme and assessment criteria for the assignment are made clear to students as part of the process of teaching the content of the module. Assessment criteria in modules are related to the marking scheme for each assignment. All work is marked and internally moderated to ensure fairness and consistency. The programme has an external examiner from another university who reviews evidence and visits each year to ensure that standards are being correctly and fairly observed. This external examiner would normally be based in a HEI that delivers initial teacher training (ITT) to ensure that sector standards are met.

It must be acknowledged that some students will not have studied for some time. Therefore a number of formative assessments are included to ensure that students are supported throughout the course.

Feedback on marked assignments

Feedback during preparation for assignments will be provided continuously and informally by tutors as part of the normal class method. This may be in discussion or in written comments on preparatory tasks. The aim of feedback will always be critical but constructive: giving a clear and fair analytical account of student performance in this assignment and indicating ways in which that performance might be improved in future assignments. Students are always keen to receive prompt feedback so that points can be noted in beginning work on the following assignment. Feedback will normally be within three weeks according to university policy.

Work-Based Learning

Work-based learning is integral to the programme. It aims to ensure that the course has real and immediate benefits for working with children and young people. The key aspect of this course is that students can carry on as usual with their day-to-day work whilst improving their skills and work practice. Local employers engaged in providing services for children and young people have been involved in the development of the Foundation Degree which is a key strategy of the Government to improve the nation's skills base and to generate more highly qualified personnel in the sector who have wider opportunities to develop their careers. As part of their commitment to this there will be opportunities for students to visit their peers' work settings so that they can observe other roles and ways of working.

All of the modules contain an emphasis on the importance of reflection in improving quality of care and education and this is also reflected in the assessments. To this end the course provides a good balance of practical and academic knowledge.

Support in the workplace

Work-based mentors are identified at the beginning of the course and the Course Leader will provide advice and guidance on their role. The mentor must be a qualified teacher and be available to provide support and help with modules and topics taught on the course. The mentors have proved to be

invaluable in developing skills in reflection and supporting the development of knowledge. The course Leader will visit twice a year to explain the course requirements and discuss how best to support students.

Work placements can be organised by the East Berkshire College in the event of a student losing employment, or volunteering. Ultimately it is the student's responsibility for securing a new placement. The placement will be organised and monitored by a Work Placement Co-ordinator at East Berkshire College.

For students based at Bucks New University, in the event of a student losing employment, or volunteering placement, it is the student's responsibility for securing a new placement. However the course leader will monitor and support the student to find an alternative placement where possible.

Learning Development Unit

The Learning Development Unit (LDU) is the learning and academic development advice centre for all students at the university. Staff work with students who are keen to develop their academic abilities and improve their grades, whatever their course, year, or ability level.

Much of the support is given in one-to-one tutorials, so input can be tailored to the specific needs of individual students. Small groups and workshops are also features and there is often team teaching with subject-teaching staff during module sessions.

Both Bucks New University and East Berkshire College want to ensure that students with disabilities are fully supported in successfully carrying out their course. We provide help with details about access and by arranging specialist support in the classroom and around college.

Campus buildings are equipped with full wheelchair access and extra facilities for students with visual and sensory impairment.

Study support is available and may be delivered on an individual basis, in the classroom or in small groups. Our specialised lecturers and support staff can help students develop their study skills. We have specialist staff who can provide extra support with dyslexia or dyspraxia, or those with sensory needs.

In addition to the above, there is also support for people with mental health problems, those with ASD or Asperger's syndrome and also for people with long term or complex medical conditions.

SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table

Course Title		Foundation Degree Primary Education							
Course Code		FE2PRE2E / FE2PRE2							
Mode of Study		Part time							
Credit Value		UK	240	ECTS			120		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]lose / [O]ptional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
Level Four									
HE470EB*	Personal and Professional Development for Teaching Assistants 1	4	1	C	30		70%	30%	SB
HE471EB	The Primary Curriculum	4	1	C	30		100%		SB
HE472EB	Communication, Language and Literacy	4	1	C	30		100%		S1&S2
HE417EB	Team around the Child and Young Person	4	1	C	30		70%	30%	S1&S2
Level Five									
HE515EB	Personal and Professional Development in practice	5	2	C	30		100%		SB
HE570EB	Philosophy of Education	5	2	C	30		100%		SB
HE571EB	Inclusive Practice	5	2	C	30		100%		S1&S2
HE572EB	Mathematics and Science	5	2	C	30		100%		S1&S2

*Module codes without the EB suffix denote delivery at the High Wycombe Campus

Table 3: Mapping of Programme Outcomes to Modules

Programme Outcome	Level 4 (Code)	Level 5 (Code)	Level 6 (Code)	Level 7 (Code)	Level 8 (Code)
A. Knowledge and Understanding					
A1	HE471 HE472	HE515 HE570 HE572			

Programme Outcome	Level 4 (Code)	Level 5 (Code)	Level 6 (Code)	Level 7 (Code)	Level 8 (Code)
A2	HE470 HE471	HE570 HE571			
A3	HE417	HE571			
A4	HE470 HE471 HE417	HE570 HE571			
B. Intellectual / Cognitive Skills					
B1	HE470 HE471 HE472 HE417	HE515 HE570 HE571 HE572			
B2	HE470 HE471	HE515 HE570 HE571 HE572			
B3	HE470	HE515			
B4	HE470 HE471	HE515 HE570 HE571 HE572			
C. Practical Skills					
C1	HE470 HE471 HE472 HE417	HE515 HE570 HE571 HE572			
C2	HE471 HE472	HE571			
C3	HE470	HE515			
C4	HE470	HE515			
C5	HE470 HE417	HE515 HE571			
D. Key / Transferable Skills					
D1	HE470 HE471 HE472 HE417	HE515 HE570 HE571 HE572			
D2	HE470	HE515			
D3	HE470	HE515			
D4	HE470 HE471 HE472 HE417	HE515 HE570 HE571 HE572			

SECTION D: CONTACT HOURS

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Table 4: Breakdown of Contact Hours

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	188	860	152	1200
Year Two	188	860	152	1200
Total	376	1720	304	2400

SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website with the following exceptions:

- All elements of each module must be passed.
- The modules on this programme cannot be condoned.

The calculation of this award will be based on 120 credits at level 5 and weighted at 100%.

This programme will be covered by the following University regulations: *University Academic Framework and Assessment Regulations*

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APPENDIX: OTHER AWARDS AVAILABLE

The following Exit Awards are available on this programme:

- Certificate of Higher Education (CertHE)

Exit Award Programme Learning Outcomes

Certificate of Higher Education

On successful completion of a **Certificate of Higher Education (CertHE)**, a graduate will be able to:

A. Knowledge and Understanding

5. Demonstrate the knowledge and skills that support learning within the primary curriculum.
6. Demonstrate knowledge and skills to work in multi-disciplinary teams and to contribute to the overall health and wellbeing of children.

B. Intellectual/Cognitive Skills

5. Present a range of theoretical positions and offer and justify a point of view.
6. Competently draw upon and use a variety of sources for independent research and development.

C. Practical Skills

5. Relate key principles and theoretical perspectives to practical application.
6. Listen carefully to others and reflect upon both their own skills and views and those of others.
7. Manage and organise time, resources, records and information to support decision making and for meeting deadlines.

D. Key/Transferable Skills

5. Use the communication skills necessary to converse, debate, negotiate, persuade and challenge the ideas of others.
6. Recognise the need to assess one's own skills and to reflect on them for future learning
7. Present information to others in appropriate forms.

A **Certificate of Higher Education (CertHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of 120 credits at Level 4. The following modules will count towards achievement of this award:

- HE470EB Personal and Professional Development for teaching
- HE471EB The primary curriculum
- HE472EB Communication, language and literacy
- HE417EB Team around the child and young person