Status   Approved   **PROGRAMME SPECIFICATION(UNDERGRADUATE)**

1. INTENDED AWARD	
2. Award	**3. Title**
University Foundation Certificate	Fastrack: Preparation for Higher Education

4. DATE OF VALIDATION		03-MAY-13
Date of most recent modification (Faculty/ADQU use only)		
Version Number (ADQU use only)		1

5. AWARDING INSTITUTION	Edge Hill University

6. TEACHING INSTITUTION	

7. ADMINISTRATIVE BASE	Faculty of Education

8. PLANNING UNIT	Fastrack

8b. SECONDARY PLANNING UNIT (JOINT AWARDS)	

9. UNIT OF PERIODIC REVIEW	Fastrack / Fast Forward

10. DIRECT ENTRY		**11. EHU COURSE CODE**	FAS000038
		STANDARD UCAS ENTRY TARIFF	

12. ENTRY REQUIREMENTS	Educated to A/AS level (or equivalent) or have relevant work experience plus a GCSE (Grade C or above) in the subject area or work experience which supports the subject knowledge required for chosen subject specialism. For applicants who are progressing on to an Initial Teacher Training(ITT) programme they will also need to meet the following conditional expectations : - Grade C GCSE or accepted equivalent in English Language and maths. - Successful completion of the professional skills test in literacy and numeracy. - Meet the Initial Teacher Training (ITT) requirements for health and physical capacity to teach. - Clearance to work with children.

13a. ALTERNATIVE AWARD(S)		
Course Code	**Award**	**Title**

13b SUPPLEMENTARY AWARD OPTIONS			
Supplementary Award Option	**Programme Code**	**Programme Title**	**Award**

14. AVAILABLE MODES OF STUDY		
Mode of Study	**Course Duration**	**Delivery Type**
Full Time	1	Classroom

15a. PRIMARY QAA SUBJECT BENCHMARK STATEMENT	

15b. OTHER QAA SUBJECT BENCHMARK STATEMENT	

15c. OTHER ACADEMIC & PROFESSIONAL BENCHMARKS	The Fastrack - Access to HE programme adheres to the levels provided by the Quality Assurance Agency for Higher Education (QAA) through their QAA Recognition Scheme for Access to Higher Education in England, Wales and Northern Ireland.

16. Accreditation by Professional, Statutory or Regulatory Bodies (PSRB)	
Name of PSRB	**Name of Accreditation / Relationship**

17. PRIMARY SUBJECT AREA / JACS Code
X220-Study skills

18. SECONDARY SUBJECT AREA (if applicable) / JACS Code
X341-Academic studies in further education

19. TERTIARY SUBJECT AREA / JACS Code
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20. PROGRAMME AIMS

This preparatory route aims to prepare students for entry onto honours degree programmes in HE supporting this transition so that students manage to return to study after a period away from formal education.
The Fastrack- Access to HE programme plays a valuable and distinct role at Edge Hill University as an alternative preparatory route to HE. The academic and vocational rationale for the programme may be summarised as follows:
I. The programme provides a bridge to enable students to gain entry into specific undergraduate programmes at Edge Hill University
II. The programme provides targeted opportunities in the marketplace and aids recruitment to programmes at undergraduate degree level
III. The programme offers opportunities for enhanced recruitment onto subjects currently under-recruited

In order to prepare students for entry to degree programmes at Edge Hill University, the generic pedagogic aims of Fastrack - Accessto HE can be generally defined as a programme which aims to:
oprepares studentsready to learn at HE level through the development of generic study skills and personal development so as to establish a sound foundation for entry onto level 4 undergraduate degree routes.
o equip students with enhanced subject-specific skills at level 3 so as to prepare students with subject knowledge cruicial for succesful HE study:
o prepare students for HE through the development of a proactive learning ethos and reflective practice, the abilty to identlfy their own learning needs and effective learning, and to link assessment tasks to challenges in their own specific area of study.
o prepare students for HE study through the development of a learning ethos and community amongst students and staff that is conducive for progression into level 4.
o meet local, regional and nationals needs for widening participation in higher education to increase participation by those groups currently under-represented in higher education.The programme works on the principle of extending opportunities for progression to HE for those adults who have benefited least from their past educational experience.

21. PROGRAMME LEARNING OUTCOMES

The programme learning outcomes shown here describe the knowledge, understanding and skills that students will have demonstrated on achievement of their intended qualification award. Students who do not complete their full programme of study may qualify for an alternative award and the validated exit awards for this programme are listed at the front of this programme specification. For an Honours degree, exit awards are available at level 4 (Certificate of Higher Education), level 5 (Diploma of Higher Education) and level 6 (Ordinary degree on achievement of 60 level 6 credits). The precise learning outcomes of an Ordinary degree are determined by the modules taken and passed at level 6 and can be identified from the table below.

LEVEL 3	
Intellectual Skills	**Mapped to Modules**
Access and evaluate subject specific information independently.	FAS1021; FAS1022
Employ a range of responses to well defined but often unfamiliar or unpredicatable problems relating to the subject.	FAS1021; FAS1022
Knowledge and Understanding	**Mapped to Modules**
Apply knowledge through a range of complex activities demonstrating comprehension of relevant theories relating to the subject knowledge.	FAS1021; FAS1022
Practical Skills	**Mapped to Modules**
Give presentations to an audience.	FAS1021; FAS1022
Operate in a variety of familiar and infamiliar contexts using a range of technical or learning skills.	FAS1021; FAS1022
Apply skills in a range of complex subject-related activities.	FAS1021; FAS1022
Transferable Skills	**Mapped to Modules**
Engage in level 3 self-directed activity with guidance.	FAS1021; FAS1022
Accept responsibility for the quality and quantity of output of work in order to meet coursework requirements.	FAS1021; FAS1022
Analyse information and make reasoned judgements.	FAS1021; FAS1022

22. PROGRAMME STRUCTURE

1. Core modules are essential to learners' achievement of their target award, often in respect of meeting professional standards, and are excluded from the application of condonement by assessment boards.
2. Compulsory modules are prescribed modules but are not core and therefore are condonable.
3. Optional modules are offered within programmes to provide an element of choice and variety within the programme curriculum. They do not form part of the compulsory curriculum requirements for the programme. The availability of optional modules may vary from year to year which means that not all optional modules may be available in any given year and will be subject to the module achieving minimum student numbers. Students will be required to make optional choices on an annual basis for each academic year of study.

Subject to approval at by the Faculty, subject option modules of up to 20 credits at FHEQ levels 5 or 6 may be substituted by Free Elective modules from the wider module portfolio where available. Free Electives provide additional choice and breadth for learners, complement their subject study and may enhance their employability.
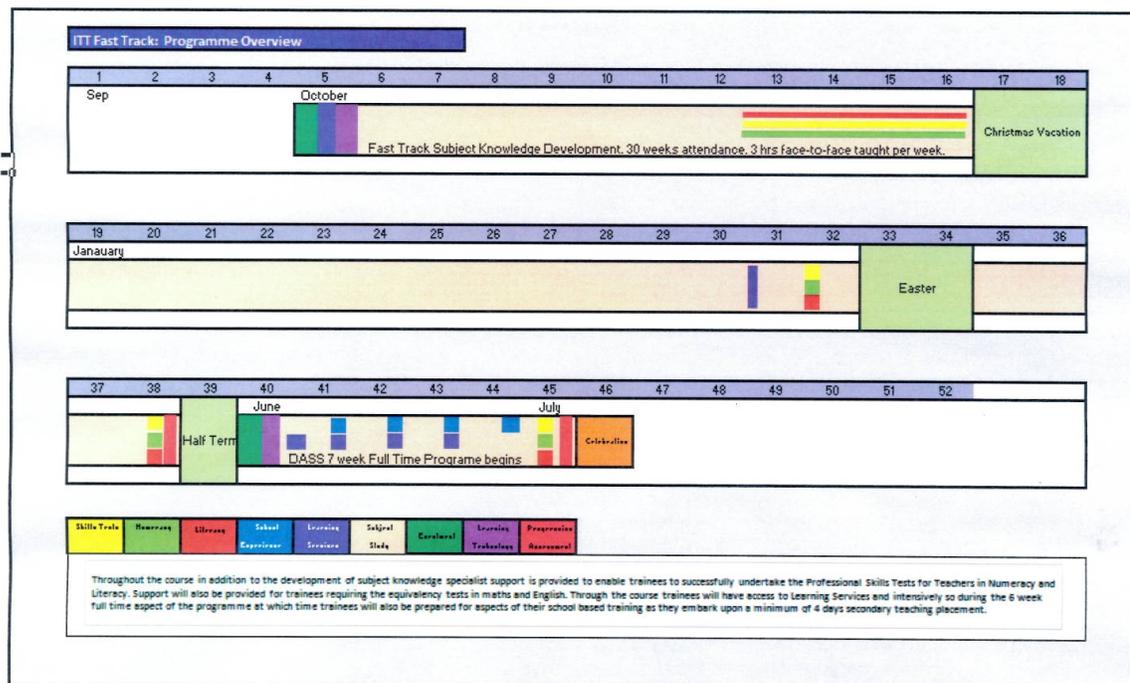
LEVEL 3

Module Code	Module Title	Credits	Module Type	Pathway (if applicable)
FAS1021	FASTRACK SUBJECT KNOWLEDGE DEVELOPMENT	10	COMPULSORY	
FAS1022	DEVELOPING ACADEMIC STUDY SKILLS	20	COMPULSORY	

23ai. STUDENT 'LEARNING JOURNEY'

The programme starts at the beginning of June. The students attend full time and work on Module FAS1021- Subject Shell Module and FAS1022 - Developing Academic Study Skills along side each other. During the full time element of the course teaching students will undertake 4 or 5 observational placements within a school setting.

The diagram below gives an overview of this programme and the Fastrack : Access to Secondary ITT in HE (FAS000033) and as the full time element of both programmes will run together.

23aii. Student Learning Journey

ITT Fast Track: Programme Overview

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |

Sep — October

Fast Track Subject Knowledge Development. 30 weeks attendance. 3 hrs face-to-face taught per week.

Christmas Vacation

| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |

Janauary

Easter

| 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |

June — July

Half Term

DASS 7 week Full Time Programe begins

Celebration

| Skills Trala | Homework | Library | School Experience | Learning Sessions | Subject Study | Enrolment | Learning Technology | Progression Assessment |

Throughout the course in addition to the development of subject knowledge specialist support is provided to enable trainees to successfully undertake the Professional Skills Tests for Teachers in Numeracy and Literacy. Support will also be provided for trainees requiring the equivalency tests in maths and English. Through the course trainees will have access to Learning Services and intensively so during the 6 week full time aspect of the programme at which time trainees will also be prepared for aspects of their school based training as they embark upon a minimum of 4 days secondary teaching placement.

24. TEACHING AND LEARNING AND ASSESSMENT STRATEGIES

The strategies for teaching and learning employed by the programme team to enable the learning outcomes of the Fastrack -Access HE to be developed, demonstrated and achieved are designed to facilitate learning and delivery modes appropriate to the length of the course. The appropriate delivery modes are reflected through
- the pace of study (full timecourse delivered over a short intense period of 7 weeks)
- the place of study (utilising conventional delivery on campus in classroom settings: utilising the workplace during school placements if required for ITT progression programme.)

In order to achieve the learning outcomes, the participating students will be set tasks at the commencement of the programme. Formative assessments will then take place throughout the course leading to summative assessments at set points which will be tracked against the learning outcomes for the programme to ensure that the students are attaining the level 3 descriptors.

The programme utilises conventional delivery in classroom settings on Edge Hill University's Ormskirk campus which will take place for seven weeks through June and July of the academic year in preparation for the students to progress onto a full time undergraduate degree programmes the following academic year.

The programme team promotes the use of a wide range of teaching and learning methods, including lectures, seminars and tutorials, practical session and group session, as well as school placements (for teaching routes) at appropriate points in the programme.

A range of appropriate learning opportunities will be provided to facilitate the students development of subject knowledge, and study and personal skills as appropriate. Means for teaching and learning will include tutor -led lectures; seminars for group discussions; individual tutorials between tutor and student; practical application of skills and knowledge during workshops and self-directed and independent study and writing.

The programme makes use of ICT to support teaching and learning, and enable students access to electronic information sources and other library based stock. Students are supported by access to Blackboard, which serves as a resource bank for course materials and as a platform for student-student and student-tutor interaction (with the inbuilt communication tools, including email and discussion board).

The programme team ensure that students receive an effective introduction to peers in their cohort and induction into their studies. This will support increased student self-confidence, self-reliance and interdependent learning particularly

in the early stages of their studies. It will support their identity and sense of belonging at Edge Hill University (EHU) and impact upon retention.

A range of academic and personal support will be provided to enable students to succeed in their study. Subject, skills and personal tutors will act as a conduit for referral to central support service information and appropriate personnel at EHU. Learning services will offer support for staff and students in relation to IT. Strategies of developing inclusive provision for groups traditionally excluded from higher education will be followed, and appropriate adjustment will be made to teaching and assessment for students with disabilities or specific learning difficulties.

25. FORMATIVE ASSESSMENT

On the Fastrack programme assessment forms a key part of the students' learning process, and will be subject to the basic principle that appropriate achievement should be recognised. Its main purpose is to provide stuctured opportunities for students to demonstrate that they have fulfilled the learning outcomes

Formative assessment is used throughout the duration of the programme. This is to ensure that the students have regular feedback which will assist in their development and support towards their final achievements. The feedback will be provided verbally and written from both subject tutors and DASS tutors and will be used in conjunction with the ongoing portfolio of reflective logs which the student will produce throughout the course.

26. SUMMATIVE ASSESSMENT
a) LEVEL 3

Module Code	Module Title	Credit Value	Assessment Type	Assessment Code	Volume	Weighting
FAS1021	FASTRACK SUBJECT KNOWLEDGE DEVELOPMENT	10	Portfolio	CW1	1250	75
			Practical	PR1	750	25
Module Code	Module Title	Credit Value	Assessment Type	Assessment Code	Volume	Weighting
FAS1022	DEVELOPING ACADEMIC STUDY SKILLS	20	Portfolio	CW1	3250 words	75
			Practical	PR1	Equivalent to 750 words	25

b) LEVEL 4

b) LEVEL 5

c) LEVEL 6

27. NON-MODULAR TEACHING AND LEARNING ACTIVITIES
28. INTENDED MARKET
Home/EU only