FdA Teaching in the Lifelong Learning Sector

UCAS Code: 

Course Length: Typically 2 Years Part-Time

Start Dates: January 2018, April 2018, October 2018, January 2019, April 2019

Department: Faculty of Education

Location: Online Study

- Join a programme for non-graduate professionals in the lifelong learning sector;
- Individually-tailor modules to best reflect your working role and future aspirations;
- Choose between two distinct study routes - complete course or modular.

This foundation degree is a top-up progression route designed to offer an academic and professional development opportunity for non-graduate professionals in the lifelong learning sector. The programme enables newly qualified teachers to make the most of the professional formation requirements for Qualified Teacher Learning and Skills (QTLS) while experienced teachers will also benefit from studying the specialist modules focussing on professional practice.

You may choose to consider curriculum developments and further your application of technology enhanced learning, or you may prefer to focus on supporting learners with individual needs and promoting a commitment to inclusive education.

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There are two distinct routes to the programme. You can enrol for the full foundation degree, where you will register to complete six modules over your period of study, normally 2 years (but you could take longer).

Alternatively, you can register for one module at a time by choosing the modular continuing professional development (CPD) route which can be completed in up to 5 years.
Course in Depth

What will I study?

The programme consists of a suite of fifteen modules from which you will need to choose six to provide the 120 credits required for completion of a foundation degree. There are no core or mandatory modules and no prohibited combinations so you have a free choice of modules, (although each individual module requires minimum numbers to run).

Modules cover subjects such as quality assurance of teaching, learning and assessment; coaching and mentoring; key theories of teaching and learning; reflective practice; research strategies; curriculum innovation; observing teaching and learning; enhancing learning using technology; leadership and management; supporting individual needs; assessment and quality assurance; and promoting equality.

The subject area of each module is explored with specific reference and relevance to the lifelong learning sector. There is also the opportunity to investigate recent changes to government policy and practice in the education of the 14-19 age phase, and an option to prepare for the post-qualification process of Professional Formation. You can also choose an individually negotiated module where you will identify an issue within your own setting and take personal responsibility for addressing it.

How will I study?

The programme is delivered primarily via online distance learning, supplemented by personal tutorials undertaken on-line, by phone or face-to-face as negotiated with your tutor.

Teaching comprises personal tutorials and online learning activities, including the e-learning provision of lectures, seminars, presentations, workshops and investigations.

Regular attendance and participation online is essential to benefit fully from the teaching and learning strategy. As well as input from the course team in these sessions there will be an opportunity to make a significant contribution yourself as you analyse and evaluate your own professional experience.

How will I be assessed?

All modules are assessed by coursework only. This includes written reports, case studies, portfolios of evidence, reflective journals and presentations.

Who will be teaching me?

The programme team have considerable experience of working in further education and sixth form colleges and are active in supporting developments within the 14–19 curriculum across the North West and beyond. The team also have extensive experience of working with trainers in work-based settings, including the Police and NHS.

Some members of the programme team work as University External Examiners while others are Fellows of the Institute for Learning and Edge Hill University Teaching and Learning Fellows. All tutors are engaged in scholarly activity and have authored recent publications, including key textbooks in their subject area.
You will select six of the following modules:

**FET2010: Quality Assurance of Teaching, Learning and Assessment (20 credits)**

*Quality Assurance of Teaching, Learning and Assessment* examines the way in which quality assurance and quality improvement is addressed in the sector. The module's strongly evaluative focus seeks to encourage discernment among practitioners to raise awareness of the potential use and misuse of data emerging from the prominence of outcome-based audits within the sector.

**FET2011: Coaching and Mentoring (20 credits)**

*Coaching and Mentoring* explores the concepts and principles of mentoring in depth and also requires you to reflect upon an experience of mentoring or of being mentored in the workplace. For over a decade, mentoring has increasingly become accepted as forming an integral element in training and education programmes across a wide range of disciplines. It is now considered a key strategy in developing not only the competence level of individuals in a given practice context, but also in supporting the process of institutional learning as a whole.

**FET2012: Key Theories in Teaching and Learning (20 credits)**

*Key Theories in Teaching and Learning* provides an opportunity for a more detailed study of the key theories of teaching and learning. The module adopts a work-based focus, allowing you to identify and analyse well-established theories and related practice. Behaviourist, cognitive, humanist and constructivist models will be explored.

**FET2013: Reflective Professional Practice (20 credits)**

*Reflective Professional Practice* requires you to reflect critically on your own practice and that of others. The module centres on the creation of a personal development portfolio, providing a structured and supportive process for you to reflect on your own learning, performance and achievement and to plan for your personal, educational and career development.

**FET2014: Research Strategies in Post-Compulsory Education and Training (20 credits)**

*Research Strategies in Post-Compulsory Education and Training* considers key aspects of student-designed research and establishes potential strategies for their effective application. This module will also provide a framework for creating a more critical approach to the research that you will come across in your reading.

**FET2015: Curriculum Innovation in Post-Compulsory Education and Training (20 credits)**

*Curriculum Innovation in Post-Compulsory Education and Training* requires you to scrutinise the impact of technology on the post-compulsory curriculum. While the obvious focus is on teaching and learning, there have been many other ICT innovations in recent years in areas such as registration, timetabling, monitoring attendance, and more, which will all be considered.

**FET2016: Observing Learning and Teaching in the Lifelong Learning Sector (20 credits)**

*Observing Learning and Teaching in the Lifelong Learning Sector* is ideal if you have a responsibility for, or an interest in, supporting the professional development of colleagues. You will learn how to undertake lesson observations and provide feedback to your peers. The module will be a valuable experience for teachers within the sector who are looking to develop their own career by becoming more involved in mentoring, quality assurance, peer observation or
initial teacher training.

**FET2017: Using Technology to Enhance and Support Learning** (20 credits)

*Using Technology to Enhance and Support Learning* explores the potential of a number of technological resources which will enhance subject specific teaching and learning. The module will support the production of information and learning technology materials that promote effective teaching and learning.

**FET2018: Leadership and Management in Lifelong Learning** (20 credits)

*Leadership and Management in Lifelong Learning* explores aspects of leadership and management that new or experienced staff in the sector may encounter. It will provide an introduction to models of leadership and management and apply both concepts to curriculum leadership as well as team or department management. The assessment strategy combines scrutiny of models of leadership and management with a personal development plan.

**FET2019: Supporting Individual Needs** (20 credits)

*Supporting Individual Needs* will equip you with the strategies required in order to fulfil your responsibilities with regards to individual educational support needs within the learning environment. It covers not only the spectrum of needs that learners might possess, but also the roles and responsibilities required by those qualified to support and enhance their learning potential.

**FET2020: Settings-based Issues (Individually Negotiated Project)** (20 credits)

*Settings-based Issues (Individually Negotiated Project)* enables you to demonstrate an effective understanding of your wider role as a professional by encouraging you to identify an issue within your own setting and take personal responsibility for addressing this. You will identify both the focus of study and the teaching, learning and assessment strategy to be pursued. The aim of the module is to equip you with both the confidence and the skills to pursue your own investigation and problem solving strategies.

**FET2021: Promoting Equality** (20 credits)

*Promoting Equality* equips you with the strategies required to fulfil your responsibilities with regards to promoting equality within the curriculum and within your organisation. It covers the philosophy, politics and practice that inform and shape a multi-cultural society in the 21st century, where the post-compulsory sector occupies a challenging arena as the drive towards employment skills and employability asks many questions about selection, recruitment, quality, fairness and respect at a time when competition for resources is keenly felt amongst our communities.

**FET2022: Preparing for Professional Formation** (20 credits)

*Preparing for Professional Formation* provides an opportunity to reflect on your professional knowledge, experience and skills, and identify areas for further development through a process of self-evaluation and target setting. The module develops the skills you require for the process of Professional Formation - the post-qualification process which demonstrates through professional practice your ability to effectively use the skills and knowledge acquired whilst training.

**FET2023: Addressing the 14-19 Agenda** (20 credits)

*Addressing the 14-19 Agenda* considers the development of education in the 14-19 age phase. It investigates recent changes to government policy and practice in this area, focusing on the transition from schools to colleges, and from pedagogy to andragogy, and what this means for the teacher in practice. The module will provide clear and practical guidance on how to teach younger learners.

**FET2024: Coordinating Assessment and Verification in Vocational Teaching** (20 credits)

*Coordinating Assessment and Verification in Vocational Teaching* offers you the opportunity to fully explore the role...
of internal assessment and quality assurance in the lifelong learning sector. The module encompasses the principles of moderation, standardisation and verification. It focuses on how awarding bodies ensure fair and valid assessment practices and procedures are carried out. Particular attention will be given to the implicit contract between teachers, learners and awarding bodies that marks or grades are awarded fairly and constitute a direct assessment of the actual performance.

Optional modules provide an element of choice within the programme curriculum. The availability of optional modules may vary from year to year and will be subject to minimum student numbers being achieved. This means that the availability of specific optional modules cannot be guaranteed. Optional module selection may also be affected by timetabling requirements.

**Timetables**

You can expect to receive your timetable at enrolment. Please note that while we make every effort to ensure that timetables are as student-friendly as possible, scheduled teaching can take place on any day or evening of the week.

**Disclaimer**

Every effort has been made to ensure the accuracy of our published course information, however our programmes are subject to ongoing review and development. Changing circumstances may necessitate alteration to, or the cancellation of, courses.

Changes may be necessary to comply with the requirements of accrediting bodies, revisions to subject benchmarks statements, to keep courses updated and contemporary, or as a result of student feedback. We reserve the right to make variations if we consider such action to be necessary or in the best interests of students.
Entry Criteria

Entry Requirements

Foundation Degree Route

If you wish to register for the full award of six modules, you will require an Initial Teacher Training award of Certificate of Higher Education in Post Compulsory Education and Training (or similar/equivalent). The award must provide a minimum of 120 credits at level 4 and should be endorsed by either Further Education National Training Organization (FENTO) or Lifelong Learning UK (LLUK).

You will also require GCSEs (or an appropriate equivalent) at Grade C or Grade 4 in English and Mathematics.

You must be working within the post-compulsory sector of Lifelong Learning but there is no stipulation that your employment is full-time. It should, however, be sustainable over the duration of the programme and offer you the likelihood of successfully completing the assessment activities identified.

Medical clearance and Disclosure and Barring Service (DBS) Enhanced Disclosure will be provided by your place of employment and confirmation that these are clear and current will be required.

Modular CPD Route

If you are choosing the modular CPD route, you must be working within the lifelong learning or secondary sectors of education. You should demonstrate evidence of the ability to study at level 5 (this could include a CV and personal statement at the point of application).

You will also require GCSEs (or an appropriate equivalent) at Grade C or Grade 4 in English and Mathematics.

Medical clearance and Disclosure and Barring Service (DBS) Enhanced Disclosure will be provided by your place of employment and confirmation that these are clear and current will be required.

Recognition of Prior Learning

Edge Hill University recognises learning gained elsewhere, whether through academic credit and qualifications acquired from other relevant courses of study or through recognition of an individual's professional and employment experience (also referred to as 'experiential learning').

Previous learning that is recognised in this way may be used towards meeting the entry requirements for a programme and/or for exemption from part of a programme. It is your responsibility to make a claim for recognition of prior learning. For guidance, please consult the University’s Recognition of Prior Learning Policy and contact the faculty in which you are interested in studying.
Career Prospects

What are my career prospects?

The programme gives you the scope to study an individually tailored combination of modules that best reflect your working role and future aspirations. Your professional skills will be developed, preparing you for possible further study at degree level and enhancing your career prospects through the demonstration of academic and vocational progress.

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Finance

Tuition Fees

If you are a prospective UK or EU student who will be joining this foundation degree on a part-time basis in academic years 2017/18 or 2018/19, the tuition fee will be £51 per credit, i.e. £1,020 per 20 credit module. 240 credits are required to complete a foundation degree.

The University may administer a small inflationary rise in tuition fees, in line with Government policy, in subsequent academic years as you progress through the course.

Financial Support

Subject to eligibility, UK and EU students can apply for a Tuition Fee Loan from the Government to cover the full cost of tuition fees.

For comprehensive information about the financial support available to eligible UK and EU students joining this programme, together with details of how to apply for funding, please view our Money Matters guide for your intended academic year of entry.

- **Money Matters 2017/18:** [www.edgehill.ac.uk/foundationfinance2017pt](http://www.edgehill.ac.uk/foundationfinance2017pt)
- **Money Matters 2018/19:** [www.edgehill.ac.uk/foundationfinance2018pt](http://www.edgehill.ac.uk/foundationfinance2018pt)

Financial support information for international students can be found at [www.edgehill.ac.uk/international/fees](http://www.edgehill.ac.uk/international/fees).
Apply

How to Apply

If you wish to study part-time, apply directly to Edge Hill University at www.edgehill.ac.uk/apply-part-time.

Should you accept an offer of a place to study with us and formally enrol as a student, you will be subject to the provisions of the regulations, rules, codes, conditions and policies which apply to our students. These are available at www.edgehill.ac.uk/studentterms.

Get in Touch

If you have any questions about this programme, please contact:

- Course Enquiries
  - Tel: 01695 657000
  - Email: study@edgehill.ac.uk

If you would like to talk to the programme team about the course in more detail, please contact:

- Further Education and Training Support Team
  - Tel: 01695 584271
  - Email: FETSupportTeam@edgehill.ac.uk