



LEEDS
BECKETT
UNIVERSITY

Course Specification

**BA (Hons) Teaching
and Education with
Foundation Year**

Course Code: BTEDF

2019/20

leedsbeckett.ac.uk

BA (Hons) Teaching and Education with Integrated Foundation Year

Material Information Summary for 2019/20 Entrants

Confirmed at 5th October 2018

Course Lengths & Standard Timescales

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2019. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

- 4 years (full time, campus based)
Starts 23rd September 2019/ Ends June 2022
- 8 years (part time, campus based)
Starts 23rd September 2019/ Ends June 2027

Foundation Year (Level 0)

Applicant information on pages 2 – 4.

BA (Hons) Teaching and Education (Levels 4, 5 and 6)

Applicant information on pages 6 – 12.

Learning Support

Information on page 5.

Foundation Year

Award	Various honours degrees in Education with integrated Foundation Year
Contained Award	Foundation Certificate
Awarding Body	Leeds Beckett University
Level of Qualification & Credits	120 credit points at Level 0 of the Framework for Higher Education Qualifications

Course Lengths & Standard Timescales

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2019. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

- 1 year (full time, campus based)
Starts 23rd September 2019/ Ends June 2020
- 2 years (part time, campus based)
Starts 23rd September 2019/ Ends June 2021

Part Time Study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that advertised within this Course Specification but the modules offered within each level are as advertised. Please note that the work placement option is not available to PT students.
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Location(s) of Delivery	Headingley Campus, Leeds (plus location of work placement, if applicable)
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Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning/
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Course Fees	Course fees and additional course costs are confirmed in your offer letter
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Timetable Information

Timetables will be made available to students during induction week via:

- i) The Student Outlook Calendar
- ii) The Student Portal
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions can be discussed with your Course Administrator.

Policies, Standards and Regulations

<http://www.leedsbeckett.ac.uk/public-information/>

There are no additional or non-standard regulations which relate to your course.

Key Contacts

Your Course Director	Professor Shirley Tate
Your Academic Advisor	To be confirmed upon arrival
Your Course Administrator	Rosie Bristow Wood

Placement Information

There is no placement activity associated with the Foundation Year.

Professional Accreditation or Recognition Associated with the Course

Professional Body	There is no professional accreditation or recognition associated with this Foundation Year.
How is Accreditation/ Recognition Achieved?	N/A
Course Accreditation/ Recognition Period	N/A

Course Overview

Honours Degree programmes with integrated Foundation Years aim to increase opportunities for access to higher education for diverse applicants who do not meet the UCAS tariff or equivalent admissions criteria for Level 4 entry to the programme concerned.

The institution recognises that criteria for admission to extended degree programmes with an integrated foundation year will be set by Schools in conjunction with our recruitment and admissions staff with due regard for subject specific considerations and the University's strategies for access and participation more generally. Details of specific admissions criteria will be confirmed in the Course Specifications of individual programmes at the point of validation.

Course Learning Outcomes

At the end of the course, students will be able to:

1. Demonstrate development of subject knowledge and understanding through their experience of a range of subject specific modules which provide targeted foundation learning for successful transition to Level 4.

2. Demonstrate development of a range of academic skills which will prepare them for degree level study.
3. Demonstrate development of skills and understanding relating to employability in the context of their degree programme.
4. Have the opportunity to be able to be mentored and then to become peer mentors.

Teaching and Learning Activities

Summary

Foundation Year modules will be delivered using lectures, seminars and tutorials with each standard 20 credit point module delivering a minimum of 48 hours of scheduled staff/ student contact time. Students will undertake an additional 152 hours of guided independent study during each module. There will be double the time for the 40 credit module.

Specific learning and teaching approaches and activities will be defined in the Course Specifications which relate to the Extended Degree programmes concerned and will be informed by the context and expectations within the given subject area. A full range of assessments both formative and summative will prepare students for future assessment activities.

Your Modules

(Correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable).

Level 0 Core Modules (2019/20 for FT students and 2019/20 and 2020/21 for standard PT students)

Race, Culture and Society

Introduction to Careers in Education, Childhood and Early Years

Introduction to Higher Education Study Skills

Racisms

Peer Mentoring

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and a sample of option module choices undertaken by a typical student. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, placement activities and independent study. Sandwich placement years spent out of the University are not be included in the calculation unless they are credit bearing and attributed to a level of the course. Modules may have more than 1 component of assessment.

Assessment Balance	Level 0
Examination	0%
Coursework	100%
Practical	0%
Overall Workload	
Teaching, Learning and Assessment	150hours
Independent Study	500hours
Placement	-

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

BA (Hons) Teaching and Education (BATED)

Award	Bachelor of Arts (with Honours) Teaching and Education
Contained Awards	Bachelor of Arts Teaching and Education Diploma of Higher Education Teaching and Education Certificate of Higher Education Teaching and Education
Awarding Body	Leeds Beckett University
Level of Qualification & Credits	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total)

Course Lengths & Standard Timescales

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2019. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

- 3 years (full time, campus based)
Starts 23rd September 2019/ Ends June 2022
- 6 years (part time, campus based)
Starts 23rd September 2019/ Ends June 2025

Part Time Study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that advertised within this Course Specification but the modules offered within each level are as advertised. Please note that the work placement option is not available to PT students.
Location(s) of Delivery	Headingley Campus, Leeds (plus location of work placement, if applicable)
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning/
Course Fees	Course fees and additional course costs are confirmed in your offer letter

Timetable Information

Timetables will be made available to students during induction week via:

- iv) The Student Outlook Calendar
- v) The Student Portal
- vi) The Leeds Beckett app

Any difficulties relating to timetabled sessions can be discussed with your Course Administrator.

Policies, Standards and Regulations

<http://www.leedsbeckett.ac.uk/public-information/>

There are no additional or non-standard regulations which relate to your course.

Key Contacts

Your Course Director	Dr Doug Martin
Your Academic Advisor	Heather Paul
Your Course Administrator	Declan Britton

Placement Information

Summary	Leeds Beckett is dedicated to improving the employability of our students and one of the ways in which we do this is to support our students to gain valuable work experience through work-based placements. Our placement teams have developed strong links with companies, many of whom repeatedly recruit our students into excellent placement roles and the teams are dedicated to supporting students through every stage of the placement process. More information about the many benefits of undertaking a work placement, along with details about how to contact our placement teams may be found here .
Length	2 weeks at level 4, 3 weeks at level 5 and 4 weeks at level 6.
Location	Students arrange in partnership with the course team and our placement office a placement in each year that fulfils the requirement of the course and the assessments associated with it but also supports the student with their personal and professional development.

Professional Accreditation or Recognition Associated with the Course

Professional Body	There are no professional, statutory or regulatory bodies associated with this course.
How is Accreditation/ Recognition Achieved?	N/A
Course Accreditation/ Recognition Period	N/A

Course Overview

Aims

The aims of the programme are to:

The course aims to enable students to achieve 'employability' within the education field including the wider children, young people and family workforce by being conversant with the latest issues and policy developments that impact on education and facilitating the connection of theory to practice through directed experiential learning. As a result the destination of students is wide, some going forward to postgraduate study at Masters level, including professional courses such as PGCE, youth work and social work; some students enter the workforce directly as Family Support Workers and past students return to contribute to the delivery of the course; one is active in the promotion of race relations through the Anthony Walker Foundation. One graduate has recently returned to the university to commence a PhD.

Connectivity is developed through:

- Enabling students to draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the contexts in which it takes place;
- Encouraging the interrogation of educational processes in a wide variety of contexts and developing a disposition of inquiry;
- Enabling students to develop an ethical, reflective stance towards education and their own learning and broader development;
- Promote understanding of diversity and inclusion through the delivery of modules, developing the notion of 'the course team' from induction and throughout the course supported by an effective programme of support through a structured personal tutor programme;
- Encouraging students to engage with fundamental questions concerning the aims and values of education in its broader sense and the relation to society;
- Providing opportunities for students to appreciate the problematic nature of educational theory, policy and practice, particularly through directed experiential learning;
- Providing students with a broad and balanced knowledge and understanding of the principle features of education in a wide range of local, national and international contexts;
- Developing in students the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner and promote a range of qualities in students including intellectual independence and critical engagement with evidence;

The curriculum seeks to provide students with the opportunity to develop critical awareness of education by developing progression through and across levels. The Introduction to Policy in Education module, for example, develops links that are pursued in Praxis in Context and an Introduction to Education Research as well as forming the basis of the research focus on placement experience. The modules also informs study at level 5 in Social Perspectives, Inclusive Education, and Ecological Positioning in Global Education with these strands more intensely developed at level 6 through student choice. The close interlinking of theory as fundamental to practice through directed experiential learning at all levels develops students as educational thinkers which considerably strengthens their potential employability.

Course Learning Outcomes

At the end of the course, students will be able to:

1	An ability to deploy accurately established techniques of critical analysis, evaluation and synthesis within the study of education and to generate and critically analyse novel ideas in education, develop and effectively articulate the proposition;
2	Conceptual understanding that enables the student: (i) to devise and sustain arguments, to solve problems, using ideas and techniques, which are at the forefront of education, educational research and professional knowledge; and to describe and comment upon particular aspects of current research, or equivalent advanced scholarship in professional education;
3	A systematic understanding of key aspects of Teaching and Education, including acquisition of coherent and detailed knowledge which is informed by current policy and practice in education and viewed through the lens of placement experience;
4	An appreciation of the uncertainty, ambiguity and limits of knowledge including the ability to synthesise a range of international data sources as the basis for an analysis of potential problems and benefits associated with education;
5	The ability to manage their own learning and use appropriate e-tools to locate, access, evaluate, utilise and cite diverse information sources that facilitate learning and critical inquiry of education and adhere to the standards of academic honesty in their use of that information.
6	Qualities and transferable skills necessary for continuing professional development requiring: (i) the exercise of initiative and personal responsibility; (ii) decision-making in complex and unpredictable contexts; (iii) reflective skills and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Teaching and Learning Activities

Summary

Teaching and learning is designed to challenge students to develop a range of approaches which enable them to make connection between the learning that takes place within formal study and the range of contexts in which the learning must be applied in educational settings.

This award offers a variety of learning methods. This award is taught through dialogue and discussion, exposition and critical teaching, assigned readings, assignments, demonstrations and presentations, portfolio preparation, which can take place in lectures, seminars, academic tutorials and through an e-portfolio, Action Learning Groups, individual tutorials, role play, projects and practical work.

Teaching and Learning approaches are based on the following principles:

- that teaching must be interpreted as the management and promotion of learning using a variety of methods and making a wide range of resources available to the participant;
- that teaching and learning must be responsive to student needs and professional circumstances and contexts;
- that students develop independence in learning and information literacy; and
- that the conditions necessary for effective teaching and learning are fulfilled.

An appropriate range of teaching and learning methods will be employed which collectively enable participants to:

- contribute to their own professional development as reflective, ethical educators;
- recognise that the underlying process of learning is to be considered as carefully as the outcome;
- seek to learn with and from their peers and colleagues and to foster a spirit of co-operative learning as well as learning independently; and
- experience learning as an open exchange between students, tutors and professional educators.

Placement experience is seen as integral to theoretical learning, students are expected to organise their own placements relevant to their personal career direction. For overseas students and students who find this a challenge a range of possible placements is available from the partnership office in addition to personal contacts. An example of this is where a student in challenging circumstances was unable to find an appropriate placement for themselves but through personal tutor contact was placed and had a valuable learning experience.

It is essential that the placement experience is seen as extending learning and understanding of key issues in education. Students must establish a focus link to theory (at each level), identify how this will be researched and identify relevant literature; on completion critically reflect on the observed experience.

Disposition of Inquiry is a key strand to the course which is developed through each level of the course, developing an understanding of research processes and practice throughout the course, culminating in the Major Independent Study and Integrated Learning project at level 6. Students are required to consider situations and issues relevant to theory, consider problems and challenges that may arise and, through

personal and group research using digital sources and literature, present solutions which demonstrate secure understanding of the arguments involved. The e-portfolio is used to underpin the learning and personal development across and between levels.

Your Modules

(Correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable).

Level 4 Core Modules (2019/20 for FT students and 2019/20 and 2020/21 for standard PT students)

Introduction to Policy in Education

Praxis in Context

Personal, Professional & Academic Development Through Education Studies

Introduction to Learning & Development

Placement Experience for Learning 1

Introduction to Education Research

Level 5 Core Modules (2020/21 for FT students and 2021/22 and 2022/23 for standard PT students)

Social Perspectives on Equalities in Education

Ecological Positioning in Global Education

A Primer on Educational Theory & Practice: An Introduction to Key Thinkers in the Philosophy of Education

Inclusive Education: Theory, Policy & Practice

Research Methods & Ethics

Personal & Professional Development Through Research-Based Placement Experience

Level 6 Core Modules (2021/22 for FT students, 2022/23 for sandwich placement students and 2023/24 and 2024/25 for standard PT students)

Working in the Context of the Children, Young People & Family Workforce: From Theory to Practice

Professional Development & Career Positioning

Major Independent Study

Level 6 Option Modules (delivery years as per Level 6 core modules above)

The following option modules are indicative of a typical year. There may be some variance in the availability of option modules

Autism: The Needs of Children & Families

Children, Crime & Social Justice

Disability & Special Educational Needs

Working with Vulnerable Families

The Role of the Outdoor Environment within Childhood

Black / White Mixed-Race Lives: Identity, Childhood & Schooling

Including Complex Needs in Education

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and a sample of option module choices undertaken by a typical student. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, placement activities and independent study. Sandwich placement years spent out of the University are not be included in the calculation unless they are credit bearing and attributed to a level of the course. Modules may have more than 1 component of assessment.

Assessment Balance	Level 4	Level 5	Level 6
Examination	0%	0%	0%
Coursework	100%	100%	100%
Practical	0%	0%	0%
Overall Workload			
Teaching, Learning and Assessment	240 hours	240 hours	240 hours
Independent Study	960 hours	960 hours	960 hours
Placement	70 hours	110 hours	140 hours