

## FdA Supporting and Managing Learning in Education

Subject Area	Education & Teaching
Course Type	Higher Education
Study Level	Level 5
Delivery Mode	Full-time
Location	Lister Building
Duration	2 Academic Years
Start Date	September 2024
Course Code	PFFL001

### Course Summary

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#### **\*Subject to validation\***

If you're currently working in a school or educational setting, this course will allow you to progress your career towards Qualified Teaching Status (QTS) following successful completion of the foundation degree and a top-up year to achieve a full degree.

The course also aims to develop your confidence to be adaptable, creative and inspiring, reflective practitioners. You also develop your study, critical and research skills to prepare you to study at a higher level.

#### **Course Benefits**

The course is delivered within the Margaret McMillan School of Education, in the heart of a thriving Further Education College and our team provide a supportive learning and teaching environment.

A learning mentor is provided to you throughout your time with us .

This programme enables students to work in a support role whilst studying one day a week.

The wide range of modules allows students to develop specialisms within their job roles whether this be in a curriculum area, an area of SEND or pastoral care.

Throughout the course, you will be supported so that you can progress into your chosen vocational area and/or further post-graduate study.

## **What You Will Learn**

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You will learn about the established principles in supporting and managing learning in education, through modules that foster a love of learning and enable you to experience both academic and work-based learning to prepare you for employment. The programme is designed to support you to develop your knowledge and skills to new situations in your workplace. You will learn and apply a range of pedagogical strategies including adaptive questioning, how to address misconceptions, and how to develop a purposeful and inclusive learning environment. Effective communication and critical evaluative skills are explored throughout the modules to support your roles in education.

## **Modules**

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### **Year 1 (September to November)**

- Introduction to academic studies
- Communication and Language

### **Year 1 (December to February)**

- Supporting and understanding behaviour
- Safeguarding young people

### **Year 1 (March to May)**

- Developing a professional team
- Supporting teaching and learning in Mathematics

### **Year 2 (September to November)**

- Creative approaches
- Exploring principles of teaching and learning

## Year 2 (December to February)

- Promoting Mental Health and Well-Being
- Meeting Diverse Needs

## Year 2 (March to May)

- Supporting Learners with SEND
- Learning beyond the classroom

## Entry Requirements

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On-going paid (preferred) or voluntary employment in an educational setting for a minimum two days a week.

Appropriate Level 3 qualification or HLTA – 48 UCAS tariff points.

The following are preferred but not essential if students can provide evidence that they will be undertaking these qualifications if they wish to progress into teaching:

GCSE English and Maths (primary, secondary and FE settings) and Science (primary settings).

### Additional admissions matters

Mature applicants without the usual entry requirements can be exceptionally considered on the basis of relevant work experience and demonstration of literacy skills.

Safeguarding: Students who are employed in an education setting should provide evidence of a satisfactory enhanced DBS check. Those in a voluntary placement should obtain a satisfactory enhanced DBS check through the College following acceptance on the course.

Applicants with a Certificate in Education and Training (120 credits at Levels 4 and 5) will be allowed entry to Year 2 of the Foundation Degree in Supporting and Managing Learning in Education programme under RPL criteria.

### Fitness to practise declaration

‘Fit to practise’ means students have the skills, knowledge and character needed to practise the profession safely and effectively. Fitness to practise is not just about professional performance but includes conduct which may affect public protection, confidence in the profession or the regulatory process. This may include conduct in

personal life. In the first instance, we assess your fitness to practise through the interview process, DBS and health check.

Once you are on the programme, your fitness to practice will be assessed in many ways and targets for further development will be set. If fitness to practise is called into question, the teaching team will follow the College's fitness to practise procedure.

## Work Experience

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The placement should be for at least 2 days per week and is usually a support role in a school, college or training organisation.

The College teaching team will visit your placement or place of work in the first year to observe your practice and provide guidance as to professional development. This is part of the 'Developing the Professional Team' module.

## Progression

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This is an ideal programme if you aspire to a career in a wide range of educational settings such as teaching or student support roles in schools, colleges or Higher Education institutions. It will also provide you with a solid foundation if you wish to work in other roles in education, including training, supporting, mentoring or youth work.

On completion of the course you can progress onto the BA Supporting and Managing Learning in Education top-up year and then move onto a PGCE to become a Qualified Teacher or go into employment directly or via an apprenticeship.

**Disclaimer:** Our prospectus, college documents and website are simply here to offer a guide. We accept no liability for any inaccurate statements and are not responsible for any negative outcomes if you rely on an inaccurate statement. We reserve the right to withdraw any programmes or service at any time.