

Professional Development

This programme is no longer recruiting

Final award	Foundation Degree
Intermediate awards available	University Certificate, Cert HE
UCAS code	
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Foundation Degree Qualification Benchmarks (QAA Nov 2004)
Date specification last up-dated	July 2012

Profile

The summary - UCAS programme profile

BANNER BOX:

Specifically designed to appeal to learners in employment who seek continuing professional development and a degree level qualification, this Foundation Degree will help you to become more responsible for your future learning and development. It will also enable you to become more effective at work by developing your skills of reflection. It offers flexible learning opportunities to learners from a variety of backgrounds and with a variety of educational experiences. In order to suit employed learners there is an emphasis on blended learning which uses a range of face to face sessions, distance learning materials and elearning. You will also negotiate work-based learning which is focused around the demands of your employment.

ENTRY REQUIREMENTS

Learners will require sufficient work-based experience and opportunity to undertake work-based projects.

A letter from the employer should accompany any application. The letter must support the application by confirming the applicant's role in the organisation and state that every effort will be made to support the learner in undertaking the work-based activities required by the programme.

Consideration of eligibility will include:

- Suitable employment;
- Recommendation of the employer;
- Commitment to completing programme requirements;
- Evidence of a desire for professional development;
- Access to relevant professional contexts; and
- Ability to succeed and likelihood to benefit.

If employment should cease during the programme then participants may carry on as long as they resume employment (paid or voluntary) in an appropriate capacity. Students should contact UEL immediately, to advise of any change in employment status and to consider options. It is essential that the two work-based learning modules are completed within a work setting but this does not necessarily need to be in a paid employment context. Suitable voluntary work would be appropriate for these modules.

In order to be able to complete this programme, a good level of English is required. The IELTS requirements are a minimum of 6.0 overall, with a minimum of 6.0 in both reading & writing (and a minimum of 5.0 in listening & speaking). Where English is not your first language, you may be required to provide a written example of your work in order to ensure your suitability for the programme.

To participate in the programme you need:

1. Regular access to a PC or Mac, capable of running standard MS Office software (or equivalent) for producing word-processed documents, spreadsheets and presentations.
2. Reliable Internet access; at least a 56K modem connection, but broadband is highly recommended.
3. An Internet browser capable of running UEL Plus (based on Blackboard Learning System Vista 4.0), the platform used by UEL in delivering this programme. For further information, see UEL Plus's tune-up page at:
http://www.webct.com/tuneup/viewpage?name=tuneup_browser_tuneup_information
4. Access to reliable email. (Email facilities are provided by UEL Plus, but additional email is recommended in case of any technical problems with UEL Plus.)
5. Access to a printer is recommended.

Accreditation of prior learning

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.

The accreditation of prior learning is a process that enables people of all ages and backgrounds to receive formal recognition for skills and knowledge they already possess to gain exemption from certain parts of a programme of study and up to 50% of the programme. The School has well developed procedures for considering prior learning and can provide guidelines and help with your application.

ABOUT THE PROGRAMME

What is a Foundation Degree in Professional Development?

A Foundation Degree integrates academic and work-based learning and is a collaboration between the learner, the employer and the educational institution. It is intended to equip learners with skills and knowledge relevant to their employment. A Foundation Degree is an award in its own right and also provides the opportunity for progression to a full Honours Degree.

The Foundation Degree in Professional Development (FDPD) is specifically designed to appeal to learners currently in employment who seek professional development and a degree level qualification.

This Foundation Degree can be completed part time in three years or more. It is a modular programme consisting of six modules at level 1 and six modules at level 2. There is ample opportunity within the programme for learners to be accredited for their prior learning which can include learning delivered by the employer.

Each learner has the opportunity to create a programme relevant to their work and career aims and this is accomplished by the creation of a Negotiated Learning Plan. This plan is articulated within the first module and is produced in collaboration with the learner, the university and, where appropriate, the employer. This allows for maximum flexibility in terms of subject choices and employment relevance. The learner is also able to apply their learning specifically to their workplace via two work-based learning modules.

The Foundation Degree consists of two levels equivalent to levels 4 and 5 of the National Framework. Upon successful completion students would be able to progress to a third level of Higher Education, equivalent to level 6 and obtain a full honours degree in Applied Professional Studies (subject to validation).

Foundation Degree in Professional Development at UEL

Key features of this programme include:

- A strong emphasis on recognising your existing skills and experience
- An opportunity to negotiate your learning plan
- The freedom to continue working while pursuing your studies.
- Academic support from a subject specialist tutor
- Help and guidance from our Student Advisors team

Programme structure

Work-based Learning (WBL) and the Negotiated Programme Plan (NPP)

The FDPD is a part time programme of study which allows a student to follow an individually negotiated programme plan to pursue professional and personal development, improved career opportunities and varied educational interests and goals.

There are three components that make up the programme:

1. professional development and work-based learning;
2. graduate skills development; and
3. individually chosen subject modules.

The FDPD has a total of 12 modules. The professional development and work-based learning component provides the 'backbone' of the programme and consists of 4 core modules which focus on active and reflective engagement with work activities.

- ED1029 - Introduction to Professional Development and Work-based Learning;

- ED2034 - Work, knowledge and the university; and
- ED1020 and ED2020 – Negotiated work-based learning modules (work place projects).

The graduate skills development component consists of 3 core modules and together they provide the UEL Skills Curriculum which is designed to ensure that students are taught, have the opportunity to practice and are assessed in skills for academic learning, employability and research;

- ED1000 - Critical Reading and Writing;
- ED2001 - Professional Development; and
- ED2000 - Research Design and Method.

Where the modules for components 1 and 2 of the programme are core and therefore compulsory, the remaining component consists of 5 modules which are ‘optional’. This means that a student can select modules to study from across the entire university. All Schools in UEL have what are referred to as ‘university wide’ options which are available to any student. As well as the on-campus modules which are delivered by the various schools in UEL, FDPD students will also be able to select from a range of distance and e-learning modules.

The first module which is studied by students (ED1029 - Introduction to Professional Development and Work-based Learning) guides and supports students in the process of choosing modules and identifying outlines of topics for the work-based learning modules in order to create a negotiated programme plan (NPP). This plan will be supported by a rationale based upon occupational standards where appropriate, organisational aims and objectives, and personal career planning and goal setting.

FDPD Negotiated Programme Plan

Areas for negotiation In these spaces, student will need to clearly identify their intended choices which can be seen to be informed by their rationale based upon their individual professional development

Level 1	Level 2
Introduction to Professional Development and Work-based Learning ED1029	Work, knowledge and the university ED2034
Critical Reading and Writing ED1000	Research Design and Method ED2000
Negotiated Work-based Learning ED1020	Negotiated Work-based Learning ED2020
University Wide Option module or Distance Learning module	Professional Development ED2001
University Wide Option module or Distance Learning module	University Wide Option module or Distance Learning module
University Wide Option module or Distance Learning module	University Wide Option module or Distance Learning module

When this is submitted for assessment and approval, at the end of the first semester, a student will have made a number of decisions in liaison with their employer, the module tutor and their blended learning student mentor which will give shape to the individual programme based upon particular workplace requirements.

Four of the core modules will need to be approached with the workplace in mind: ED1020 and ED2020 (the negotiated work-based learning modules) are designed to enable on the job learning and a student will need to have an idea as to what projects they would like to focus on. Although these choices are not written in stone, it is important that there is an initial idea or two as this might inform the choices to be made with other modules. For ED2000, the research module, students will need to consider what value could be added to their workplace in terms of research topic, and for ED2001, the professional development module, students will need to link this to their future career plans and select a particular profession or job to research.

Students are then free to select their university wide options. These choices can be informed by what they think they need to learn about in order to complete their work-based learning projects but equally they can be chosen by relevance and appropriateness to current or future work or by personal interest and development. Students will be supported and guided to identify progression routes within subject areas if required and also the meanings of co-requisites and pre-requisites so that the move between levels is coherent. It will also be pertinent from the outset to consider progression to level 3 modules to ensure that students are prepared for their application for direct entry to level 3 on the BA Honours Applied Professional Studies (to be validated).

Learning environment

This programme is offered on a blended learning basis which allows you to select your learning environment – be it your home, workplace, classroom or library. For distance learning options material is presented in the format of textbooks with specially written study guides containing interactive activities; feedback is provided to enable you to monitor your own progress. Where you choose optional modules which are taught on campus, module guides will detail the balance of learning methods in terms of: lectures, seminars, tutorials and workshops; whole group or individual teaching; and student or tutor led sessions.

All participants will be asked to identify a workplace facilitator with whom they can discuss their Foundation Degree. The term 'workplace facilitator' is used to describe a colleague within the organisation who is prepared to support the student following the programme.

You will be expected to make use of opportunities via our Online Student Community Website for student – student and tutor – student discussions. Additional learning resources include access to Athens and UK Libraries Plus system.

Assessment

Assessment methods vary across the degree according to the learning outcomes of the individual modules. Students are required to submit work to be assessed for all modules.

Assessment methods include:

- portfolios including reflective commentaries;
- critical appraisal of materials and resource use;
- investigations into attitudes and practices;
- case studies;
- accounts of plans for and evaluations of professional development;
- analysis of issues which arise out of work experiences, reading or seminars

Work experience/placement opportunities

Project work

The two work-based learning modules create opportunities for students and employers to negotiate projects which are focused upon issues and topics relevant to individual workplaces. In addition to the work-based projects the level 2 module on research methodology can be specifically tailored to meet workplace demands as students learn to collect and analyse work-related data which can lead to an extended project at level 3 as part of the BA Applied Professional Studies (subject to validation). Also, the professional development module leads to a project based around your continuing professional development and future career plans.

Added value

This programme centres on learning through work and allows you to demonstrate high level academic achievement alongside professional and personal development through active and reflective engagement with your employment. Upon successful completion of this programme you not only display relevant knowledge, skills and understanding to an employer but also that you are able to manage your time effectively, that you are self-motivated and already have a good work ethic – all of which will give you the edge you need to find career success.

IS THIS THE PROGRAMME FOR ME?

If you are interested in:

- Enhancing your career prospects
- Taking control of your future learning and development
- Identifying, targeting and achieving personal and professional goals
- Understanding the role of work-place learning in continuous professional development
- Getting the most out of your employment
- Gaining self confidence
- Learning about information relevant to your workplace and career plans

If you enjoy:

- Practice based study;
- Problem solving;
- Seeking information;

- Developing skills relevant to the workplace.

This programme will provide you with the opportunity to build on your work experience, your skills and knowledge by gaining some theoretical appreciation which will both enhance your work and status within the workplace. Students who study with us come from a variety of educational, cultural and occupational backgrounds - some more traditional than others. It is this rich diversity of age and experience which enhances the debate and discussion. We welcome all students who demonstrate their interest in and their enthusiasm for learning.

If you want:

- The opportunity to study from a range of subject areas such as education, psychology, health, law, business, media etc
- To work on projects relevant to your work and which have the potential to enhance practice
- A range of learning opportunities which fit in with your employment demands
- A supportive academic framework that helps to guide your study
- To learn more about yourself and career progression

Your future career

At level 2 on the Foundation Degree in Professional Studies you will have studied a module specifically related to your professional development and will have identified potential career development routes. After successful completion of the programme you will have gained a Foundation Degree in Professional Development and if you wish, can join the BA (Honours) Applied Professional Studies degree (subject to validation) at level 3. This then opens doors to a variety of graduate employment opportunities and entry to postgraduate programmes of study.

How we support you

During your studies, you will be supported by our team of Student Advisors in UELconnect. These advisors act as a first point of contact for you, addressing the majority of student queries and referring only those that relate to academic matters to the module tutor. The Student Advisors will also contact students who seem to be falling behind and will offer advice and encouragement to them.

You will be allocated a module tutor. Your module tutor is the person who will help you and will work with you to plan your learning and ensure that you are making progress. Your module tutor will also help you with any academic difficulties you may be having. Tutorials may be held with other students or individually.

In addition to the core teaching and support staff on the Foundation Degree in Professional Development you will also be supported by Fieldwork tutors from the Cass School of Education who have tutorial responsibility for the support of students whilst on field work, including work-based learning.

We will all work together with you to enhance your learning experience. All staff attempt to help students identify any additional learning needs at the earliest opportunity so that appropriate help and guidance can be sought. You will also be encouraged to identify a

critical friend / employer representative. You will have access to all the support available to students at the university, including guidance on fees, loans, time management and study skills.

The programme fully implements our Skills Curriculum, and one of the first modules that you will be expected to undertake is our level 1 Academic Study Skills module, which will provide you with additional support in your study habits and in being an effective distance learner.

UEL is committed to promoting full participation for disabled students in all aspects of the academic and social life here and our disability policy is based on the QAA Code of Practice for the Assurance of Academic Quality and Standards. As part of this policy we want to ensure that no student who has a disability is disadvantaged. The Cass School of Education has a Disability Coordinator and administrator. Either of them can advise students and offer technological, practical or financial support; advice and guidance, and liaison with tutors and other staff.

Bonus factors

Your work experience will be something that you build on throughout the programme. Your learning will start to impact on your performance at work from the moment that you start the programme.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Negotiate an individual programme of study which focuses on topics, subjects and issues that are relevant to your workplace;
- Choose modules to study from a multi-disciplinary range of subject areas;
- Undertake work-based projects which meet your individual needs and where applicable the needs of your organisation or employer;
- Become an effective reflective practitioner able to define and manage your own continuous professional development and engage with the principles of lifelong learning;
- Build on your present knowledge and skills through a developmental programme of learning to enhance your future employability, job satisfaction, pay and status

What will you learn?

On successful completion of the programme students should be able to:

Knowledge

- Demonstrate knowledge and understanding relevant to chosen academic study and professional practice in the workplace;
- Demonstrate an ethical understanding of workplace practice;
- Gain knowledge and understanding of theoretical approaches to learning and their implications for workplace learning;
- Identify and evaluate sources of knowledge and evidence and apply them appropriately in the workplace;
- Understand the contemporary relationship between knowledge, the university and the workplace;
- Manage own professional development.

Thinking skills

- Analyse practical and theoretical situations, in the context of the workplace and synthesise solutions showing original and creative thought;
- Negotiate, plan and manage work-based projects which lead to effective and appropriate action;
- Plan, manage and reflect on own learning and progression in acquiring graduate attributes appropriate for chosen career.

Subject-Based Practical skills

- Communicate appropriately and effectively in a range of modes and media;
- Relate theory to practice so that work-based practice has a sound theoretical underpinning;
- Demonstrate understanding of research methodology by applying what is learned to work-related tasks and small-scale research projects.

Skills for life and work (general skills)

- Plan for personal and professional development in the context of career development;
- Read critically and write fluently for a range of audiences;
- Demonstrate autonomy and self-reliance;
- Develop electronic information retrieval skills.
- Make effective use of resources.

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 240 credits.

Typical duration

The expected duration of this programme is three or more years in part time mode.

How the teaching year is divided

The teaching year begins in September and ends in June but students can also join at the start of Semester B, in February. Students may register for up to 80 credits in any academic year.

What you will study when

The Foundation Degree in Professional Development is based on an integrated work and study pattern and includes two levels of learning, each level comprising six 20 credit modules totalling 120 credits. The modules are a mix of negotiated work-based modules, face-to-face taught modules and distance learning modules.

While each level has a core selection of modules which provide the structured framework to guide your activities, each level also provides the opportunity for you to select modules from a range of subject areas. This allows your study to reflect the trans-disciplinary nature of work and include topics which are relevant to the context of your employment and/or personal interest.

You will be able to choose from a range of distance learning modules or from our university-wide options. There is a web page which identifies the university wide options:

<http://www.uel.ac.uk/combined/documents/Uniwidoptionmodules08.09.pdf>

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified module within the field
- University Wide Option - Select from a wide range of UEL wide options across the University of East London

The following are the core and optional modules for this programme

LEVEL	TITLE	UEL Module Code	SKILLS MODULES (Insert Y where appropriate)	CREDITS	STATUS
1	Critical Reading and Writing	ED1000	Y	20	Core
1	Introduction to Professional Development and Work-based Learning	ED1029		20	Core
1	Negotiated work-based Learning	ED1020		20	Core
1	Option module			20	
1	Option module			20	
1	Option module			20	
2	Work, knowledge and the university	ED2034		20	Core
2	Professional Development	ED2001	Y	20	Core
2	Research Design and Method	ED2000	Y	20	Core
2	Negotiated Work-based Learning	ED2020		20	Core
2	Option module			20	
2	Option module			20	

Year 1

Level 1

Semester A	Introduction to Professional Development and Work-based Learning ED1029	Critical Reading and Writing ED1000
Semester B	Option Module	Option Module

Year 2

Semester A	Option Module	Negotiated Work-based Learning ED1020
Semester B	Work, knowledge and the university ED2034	Professional Development ED2001

Year 3

Semester	Research Design and Method ED2000	Option Module
A		
Semester	Option Module	Negotiated Work-based Learning ED2020
B		

NOTE: Students must pass all first year modules of their chosen route in order to progress to the second year. Students must pass all first and second year modules of their chosen route in order to achieve the Foundation Degree qualification.

Should a student wish to gain exemption from modules via APL they will be able to progress on to level 2 having successfully completed ED1029; ED1000; and ED1020 and whatever optional modules chosen to meet the 120 credit requirement.

Having achieved the Foundation Degree, students will be eligible to undertake a third year of study at the University of East London, successful completion of which will enable the awarding of a BA (Hons) Degree in Applied Professional Studies (to be validated).

Requirements for gaining an award

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one or higher.

In order to gain a Foundation Degree you will need to obtain a minimum of 240 credits including:

A minimum of 120 credits at level one or higher

A minimum of 120 credits at level two or higher

(A Foundation degree is linked to a named Honours degree onto which a student may progress after successful completion of the Foundation degree.)

However, if a full programme of study is not appropriate or desirable it is possible to select a smaller amount of modules to study and build the award up gradually. E.g. In order to gain an Associate Certificate you will need to obtain a minimum of 20 credits at level one or higher. In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one or higher.

Upon successful completion, you will be eligible to progress to a third level of Higher Education equivalent to level 6 and obtain a full BA honours degree in Applied Professional Studies (subject to validation).

Foundation Degree Classification

Where a student is eligible for a Foundation degree, the award classification is determined by calculating the arithmetic mean of all marks obtained for modules at level 1 or higher

contributing to the programme and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% 100% Distinction

55% 69% Merit

40% 54% Pass

0% 39% Not passed

Assessment

Teaching, learning and assessment

Teaching and learning

All participants will be treated as active learners, able to draw on their experience and move towards being independent learners. The strategies vary according to the type of module and the learning outcomes. Teaching and learning methods will include face to face lectures, tutorials and seminars, group tutorials, paired activities through the use of study partners, group activities, practical - group and individual, use of audio-visual aids - e.g. video, work-based learning, requiring tasks and projects to be carried out in the workplace, Individual Reading, Research - individual and group, Writing of programme-related work, Keeping of learning/reflective logs or journals, Study skills sessions, Workshops, Tutorials - individual and group, Use of ICT - this may include programmes supported by UEL Plus.

This combination of methods will develop students' knowledge, thinking skills, practical skills and skills for life and work.

Assessment

Knowledge is assessed by

- written work such as essays, reports, portfolios of evidence and reflective commentary;
- Work-based tasks.

Thinking skills are assessed by

- the above, together with self-reflection sheets attached to assignments;
- reflective journals or logs;
- levels of analysis in written work.

Practical skills are assessed by

- quality of written work;
- presentations;
- research projects and classroom based tasks.

Skills for life and work (general skills) are assessed by

- classroom based tasks and portfolios;
- evaluative comments from critical friend/employer representative, tutor, etc;
- personal development plans and work-based learning

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions. Each panel member scrutinises key documents and talks to the staff who will deliver the programme before deciding whether it should be approved.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by UEL's Quality Standing Committee. Once every six years UEL undertakes an in-depth review of the whole field. This is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement

Process and proposes changes to improve quality. The programme committee plays a critical role in UEL's quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback to University of East London through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- mid and end of module evaluations;
- student representation on programme committees (meeting at least 2 times a year);
- seminars and tutorials, group or individual;
- the construction of opportunities for student representatives to communicate with other students and with tutors online.

Students are notified of the action taken through:

- circulating the minutes of the programme committee meetings;
- feedback on actions in module guides
- providing details on the programme notice board;
- regular use of email contact.

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- meetings for prospective students and other colleagues from their workplaces;
- questionnaires to former students;
- information from HR managers in partnership employers;
- reading and responding to initiatives in this area (from government and others)

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-

Where you can find further information

Further information about this programme is available from:

- The UEL web site <http://www.uel.ac.uk>
- Cass School of Education web site <http://www.uel.ac.uk/education>
- UELconnect web site <http://www.uel.ac.uk/uelconnect/index.htm>
- The Student Handbook
- Module Study Guides
- UEL Manual of Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>