| Middlesbrough College

| Foundation Degree Teaching and Learning Support

| Programme Specifications

March 2019

Programme Specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	Teaching and Learning Support
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	N.A.
Date of latest OU (re)validation	N.A.
Next revalidation	N.A.
Credit points for the award	240
UCAS Code	N.A.
JACS Code	X100
Programme start date	September 2019
Underpinning QAA subject benchmark(s)	Education Studies (2015)
Other external and internal reference points used to inform programme outcomes. **For apprenticeships, the standard or framework against which it will be delivered.**	SEEC Credit Level Descriptors Framework for Higher Education Qualifications QAA Quality Code
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	PT Face-to Face including work-based learning, extended by 10 weeks with blended learning. (40 weeks) FT Face-to Face including work-based learning. (30 weeks)
Duration of the programme for each mode of study	PT: 2 years (40 weeks per Year) FT: 2 years (30 weeks per Year)
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	March 2019

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate, if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The overall aims of the programme are to:

- progress the essential core skills, knowledge and understanding to support and enhance practice when working within the educational environment with diverse children from 4-16;

- encourage the exploration, questioning and analysis of learning and development processes, contexts and policy in a wide variety of contexts in critical engagement to inform practice;

- develop students in becoming critically reflective practitioners, who are able to draw upon research and practice in order to further their own and others' learning;

- provide students with a broad and balanced understanding of their own pedagogical practice as well as knowledge and understanding of children's learning and development;

- ensure students' practice respects diversity and promotes inclusion;

- enable students to meet National Professional Standards relevant to their professional role.

The objectives are to:

- develop a detailed knowledge and comprehension of the requirements for working within the School Sector 4-16;

- develop a knowledge of the processes of education, learning and development including some of the key theoretical perspectives and their relevance to practice;

- develop the ability to understand and apply the principles of research and evidence-based practice;

- provide students with the necessary information to promote the welfare and wellbeing of children or young people including effective communication and engagement with children, their families and carers and supporting transitions;

- engage in effective communication with children, their families and staff and develop relationships with other disciplines and professions in multi-agency working, within and outside the school environment;

- develop reflective practitioners and make connections to assumptions made within educational contexts;

- develop learning, development and educational research and their application to professional practice;

- develop knowledge in supporting complex needs and barriers to children's learning, planning, development, implementation and evaluation of an inclusive curriculum and pedagogy for all children in the 4-16 age group;

- develop an appropriate understanding of the theoretical, pedagogical and legislative framework of early years' practice;

- develop students' ability to reflect upon practice and develop their skills in leading and managing their own professional development;

- develop the personal and transferable skills critical to practitioners working with partners in a support role with children, families and other staff members;

- facilitate students to work independently.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Students successfully completing this award will be eligible for entry to a BA (Honours) *Teaching and Learning* Top Up which is being developed coterminously with this programme.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

The 60 credits of work-related learning take place in the following modules:

Professional Practice within Education Level 4 (60 Credits)
Professional Practice within Education Level 5 (60 Credits]

To ensure that theory is integrate into practice, this award is designed to incorporate a work experience element and so during their time on the programme, students must be actively employed in a teaching and learning setting, either on a paid or voluntary basis, for an absolute minimum of 150 hours each year (equivalent to just less than 6 hours per week over a 30 week period). Many applicants will already have a placement. For those who do not, the college can assist - we will endeavour to place students in schools that are, wherever possible, conveniently situated. (For more details on Work Placement and Work Placement Mentors, please refer to the Background Document, sections 4.3 and 14.2.)

2.4 List of all exit awards

Cert. HE Teaching and Learning Support [120 Credits]
Foundation Degree Teaching and Learning Support [240 Credits]

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Theory and Practice	20			Y	W1-10
Core Curriculum	20			Y	W 11-20
Safeguarding in Education	20			Y	W 21-30
Professional Practice in Education L4	60			N	Year Long: W 1-30 FT, W 1-40 PT

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4
3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy / assessment methods
A1: Describe and explain a range of theories and concepts relating to supporting teaching and learning including the use of appropriate strategies to support pupil's literacy numeracy and ICT needs and in recognising the diversity of children. **A2:** Demonstrate a broad understanding of the relationship between theoretical and empirical knowledge at the forefront of teaching and learning in education.	**A1, A2**: These learning outcomes are addressed in two modules (*Theory and Practice* and *Core Curriculum*). Learning and Teaching strategies include a combination of lectures, academic support tasks, seminar tasks and professional practice in education: work-related learning where students are able to apply pedagogical and learning strategies to practice. Formative and summative tasks assess learning and provide students with feedback which further supports the development of academic skills. A specific example: in the module *Theory and Practice*, a formative task – a study skills booklet - prepares students for writing an academic assignment. A summative assessment requires students to explore educational, sociological and psychological theory that can be

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
	applied and to develop educational practice. Modules stress the importance of theory informing practice and, as such, the teaching strategies are personalised to meet the specific needs of the modules whilst building in some of the skills required for those working in a supportive role within the education sector. These activities are supported in 1:1 tutorial that form part of the sessions, assisting students in applying educational theory to situations or scenarios in practice.
A3: Describe, explain and apply legislation, policies and guidelines relevant to supporting, protecting and safeguarding children and staff within educational settings.	**A3**: Child protection and educational policy is explored in detail in the module *Safeguarding and Education*. Further reference is made in the module *Professional Practice within Education Level 4*. Within the formative element in *Safeguarding in Education*, students explore the ways in which policy supports and informs practice. In summative assignments, students write a report on 'Issues in Safeguarding and Policy in Education'. All student's written work must be supported by the relevant policy and guidelines that underpin practice within education. A variety of teaching methods are utilised to engage students. These include: formal lecture- style delivery, blended learning sessions, group work and in-class activities. Students are signposted to independent additional reading and research tasks. Key policy documents, journals and relevant articles are uploaded to the VLE.
A4: Reflect upon personal and professional development in order to question assumptions and values in relation to supporting teaching and learning.	**A4:** The relationship between areas of practice in an early years setting is addressed predominantly in the modules *Theory in Practice* and *Professional Practice in Education Level 4*. Students are required critically to examine and reflect upon the provision of a successful learning environment in an educational setting. Students are also required to complete a written reflective account and provide evidence

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
	from their mentor that explains how their placement setting contributes to the learning and development of children. Formative feedback is provided through contact with work-related learning Mentors and through tutorials.
A5: Describe, explain and apply skills, concepts, theoretical/empirical knowledge and methods appropriate to teaching, learning and support to initiate, design, plan and develop practice in education.	**A5:** Students explore key theories associated with the Core Curriculum, drawing out the significance of the core subjects within the National Curriculum. Assignments have been designed to accommodate the changing role of supporting teaching and learning in education. The currency of information is supported guest speakers who are working in educational settings, as well as drawing upon video links, scenarios and interactive presentations. Students consider the ways in which pedagogical practice within the Core Curriculum supports and impacts upon children's ability to learn key concepts that will be utilised throughout their lives. The role of pedagogical practice is utilised to support children's effective learning, while simultaneously considering diversity and differentiation. Within formative assignments, students design a simple numeracy or literacy programme. Summative assignments require students to reflect upon their programme within the context of their chosen area of the core curriculum.

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
A6: Describe and explain the impact of education systems globally on the education system, social justice, sustainable development and social inclusion. **A7:** Demonstrate a broad understanding of the role of the practitioner in societal and organisational structures, the purposes of educational systems, and the possible implications for learners and the learning process.	**A6, A7:** The modules *Theory and Practice and Core Curriculum* assesses the impact of education systems globally and locally, noting the effect on teaching and learning. Students are supported in their learning with links to current legislation and practice, as well as identifying their own professional needs when supporting children's learning within their practice. Integral to learning is working with others, particularly in partnerships with teachers and Teaching Assistants and in understanding their own - and others' - roles when working in partnership to support children's learning. Lectures focus upon the importance of working in the education sector where the child's needs are imperative to their learning experience. Within the *Professional Practice in Education Level 4*, students engage in peer learning, draw upon their own practice and begin to identify their contribution to partnership- working within the school setting.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Develop an understanding of contemporary developments within education and apply independent judgements to real-life situations in teaching and learning.	**B1:** This learning outcome is explored in the modules *Core Curriculum, Safeguarding in Education* and *Professional Practice in Education Level 4.* Through work-related learning and taught sessions, students explore contemporary developments within education. Students undertake their practice in schools which forms an integral part of their programme. During their time in work-related learning, students receive support from a Mentor who provides frequent verbal and written feedback linked to the development of the mentee as a practitioner. Formative feedback is provided through mentor meetings and tutorials. This enables students to be supported in their practice and to see the interconnectedness of theory and practice.
B2: Employ balanced, logical and supported argument and embed an intellectual flexibility and openness to new ideas within an educational curriculum with reference to pertinent theories and approaches.	**B2:** Lectures and seminars encourage students to discuss and reflect upon the ways in which learning, assessment and planning are used within an educational setting to develop the acquisition of knowledge under the appropriate educational framework. Students identify the ways in which effective learning and teaching strategies impact on children's learning and development. In the summative assessment for the module *Core Curriculum*, students are assessed on how well they identify a relevant digital programme and justify its relevance in supporting a core area within the National Curriculum. Students have to demonstrate some autonomy when designing and working on the digital programme. Students analyse the pedagogical approaches used within the curriculum with reference to assessment for learning.

3B. Cognitive skills	
B3: Identify models of reflective practice and examine the role of reflection in professional development when developing practice.	**B3:** Students use reflective models to identify aspects of practice and an approach/intervention to support individual children's learning. Their reflective writing involves applying the best available evidence to educational practice within the students' practice settings. Work-related learning Mentors also contribute towards the development of students' subject-specialist knowledge, helping to frame this experience within the context of a teaching, learning and support environment across different levels. Students are supported to complete reflective tasks through their work-related learning and to make links between modules to track their learning. Throughout the programme, students are consistently required to demonstrate the impact of reflection on their professional development.
B4: Demonstrate and appraise children's learning experiences/key changes in education and identify a range approaches to learning and teaching and evaluate the validity of these approaches in the classroom.	**B4:** In lectures, students develop an understanding of wider issues, theories and barriers that affect learning within a core subject area. Student consider how policy - in attempting to raise standards- influences the initiatives and approaches utilised within schools. This activity is facilitated through a variety of techniques to encourage students to reflect upon their own - and other professionals' - practice. As reflection and appraisal are important skills in relation to developing effective professional practice in education, students are encouraged to review aspects of their own and other professionals' practice, share elements of good practice and learn strategies for teaching from the teachers they work with in practice. In lectures and seminars, students are introduced to the principles underpinning their practice and challenge their values, beliefs and assumptions regarding learning within the core curriculum. To consolidate learning and promote reading/research, key documents and journals are signposted to enable students to evaluate a range of theories and approaches to learning relevant to children and/or young people in education. The students' reflection and theory underpins this programme and allows them to recognise the impact of the

3B. Cognitive skills	
	knowledge to their practice in schools. This activity is formalised in assignments in which students relate research about learning to their practice in the classroom.
B5: Utilise research to gather, record and describe data and information from a range of sources and apply the best available evidence to develop personal practice.	**B5**: Lectures and seminars focus upon legislation (including safeguarding) and facilitate students to explore the link from legislation to policy then to practice. Case studies are used to illustrate these links. 1:1 sessions provide the opportunity for students to engage more closely with their own learning, whilst drawing upon support when and where necessary.
B6: Develop an understanding of the relationship between theoretical and empirical knowledge at the forefront of teaching, learning and support in education.	**B6**: Strategies for teaching and learning include: formal lecture delivery, blended learning, use of relevant case-study examples, appraisal of relevant articles and a review of current literature which supports this part of the programme. To develop understanding of wider issues and factors that influence policy, the policy cycle and the policy-making process, students are introduced to social, economic and political influences which promote policy change within education. This activity is subsequently applied to practice via reflection on the student's own professional experiences and the use of case-studies.
B7: Apply basic principles and values to solve a range of simple problems to support teaching and learning, taking note of social, cultural, legal and ethical frameworks that affect global and local education, employment opportunities and professional performance.	**B7**: Students' skills are developed in relation to principles and values to support teaching and learning. Students are engaged in reading and retrieving information from journal articles and other sources as well as gathering and recording information pertinent to their studies. Lectures and seminars focus upon social, cultural, legal and ethical frameworks when applying theory to practice, both hypothetically and directly.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Act with limited autonomy in identifying key factors influencing educational practice taking note of accountability and professional conduct and practical skills when supporting children. **C2**: Identify the ways in which education and educational research impact upon practice and plan, deliver and evaluate short, taught sessions using a range of educational methodologies including group micro-teaching. **C3**: Embed literacy, maths, science and ICT skills within an inclusive teaching and learning environment. **C4**: Demonstrate an awareness of the impact of communication methods within a professional and educational context. **C5**: Act ethically in identifying the ways in which policies influence professional practice when responding to the needs of children and families.	**C1-C5:** The learning and teaching strategies across Level 4 reflect the current nature of education and support within the school sector. Through practice, students learn to contextualise their learning within the broader scope of education as a whole. Strategies reflect - and enable an evaluation of – research and current best/popular practice. Key theoretical educational approaches are implicitly linked to practice. To facilitate this connection and its visibility, learning and teaching modules are taught concurrently with theory-based modules. Formative and summative tasks assess learning and provide students with feedback which further supports the development of academic and professional skills. A specific example is the module *Professional Practice in Education Level 4*, which draws upon national guidance in order to engage students in working more competently and professionally, so that policy does not just inform practice - it is embedded within practice. This discipline is discussed via formalised class/group discussions and case studies. Students have the opportunity to form links with their practice and identify key factors that influence children's cognition and holistic development. 1:1 sessions provide the opportunity for students to engage more closely with their own learning, whilst drawing upon support when and where necessary.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Apply and/or reflect upon a range of communication methods within taught sessions and utilise appropriate citation and presentation standards in documentation. **D2**: Plan, deliver and evaluate a teaching session using a range of teaching, learning and assessment strategies. **D3**: Investigate and explain links between educational theory and professional practice. **D4**: Reflect upon knowledge and understanding of personal learning and develop and implement a personal development plan and utilise writing skills appropriate to the context and content. **D5**: Describe and reflect upon employment potential and managing professional development. **D6**: Use appropriate IT skills in completing documentation and in demonstrating the ability to utilise a range of learning strategies.	**D1 – D6**: Key transferable and academic skills development is embedded throughout Level 4. Students are supported through tutorials and seminars as well as provided with developmental feedback on summative work. A range of assessment opportunities allow students the opportunity to address many different academic and professional skills. This activity includes, for example, the *Professional Practice in Education Level 4* e-Portfolio where students are required to reflect upon their key transferable skills (such as study, communication and use of IT) with continuous reference to their work-related learning experience. The college provides students with a range of support opportunities delivered via the College VLE in addition to support at the programme and module levels.

[Please insert here title of exit awards(s) at Level 4

Cert. HE Teaching and Learning Support [120 Credits]

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Additional Needs and Inclusion	20			Y	W 1-20
Foundation Curriculum	20			Y	W 21-30
Research in Education	20			Y	W 21-30
Professional Practice in Education Level 5	60			N	Year Long: W 1-30 FT W 1-40 PT

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy / assessment methods
A1: Review, analyse and apply a variety of appropriate theories and approaches to learning, teaching and assessment to a range of subject-specific educational contexts including diversity and additional needs.	**A1**: Through a combination of lectures, academic support tasks and seminar exercises, this learning outcome is addressed in the modules *Additional Needs and Inclusion* and *Foundation Curriculum*. Formative and summative tasks assess learning and provide students with feedback which further supports the development of academic skills. Through taught lectures and research, students examine the differing ideologies of learning and engage with appropriate educational frameworks in order to differentiate learning and support for children with additional needs. Through discussions, students are required critically to examine and reflect upon theoretical ideas concerning support for children with additional needs and explore how these ideas have shaped and influenced practice within teaching, learning and support.
A2: Analyse, evaluate and interpret research in order to solve problems relating to education.	**A2:** A range of research is examined in the module *Research in Education.* Through lectures, seminars and tutorials**,** students are supported to explore the ways in which research can be used to enhance their understanding of the curriculum within educational practice. Students also explore the ways in which research can solve problems and contribute to the evidence-base to develop and promote good practice and solve problems in teaching, learning and support. Formative assessment includes a research investigation plan which outlines the main stages of the small-scale research investigation. In a summative assessment, students complete a research report.

Learning Outcomes – LEVEL 5
3A. Knowledge and understanding

A3: Demonstrate detailed knowledge and understanding of planning, including interventions in planning for, facilitating and assessing learning within the National Curriculum.	**A3:** In lectures and ICT Lab sessions (which include individual and group exercises), students explore the benefits of the foundation curriculum considering aspects of practice such as curriculum requirements which are applied to students' practice in schools. Students also explore theoretical ideas that support the application of knowledge to practice and appraise government policies and priorities and their impact upon foundation curriculum. Tutorials – which are built into lectures/ICT Lab sessions - offer differentiated support and formative feedback for in-class exercise and summative assignments. Students are signposted to independent additional reading and research tasks. Key policy documents and relevant articles are uploaded to the VLE.
A4: Demonstrate a detailed subject knowledge and conceptual understanding of enhanced, teaching, learning and assessment strategies and examine their impact upon practice.	**A4:** In lectures and seminars students practice writing and delivering a lesson plan/activity upon which they receive feedback in tutorials. This activity culminates in a formally assessed individual micro–teach. Students are required to assess how their planned activity links to a foundation subject to meets children's physical, cognition, emotional and social needs.
A5: Demonstrate a detailed knowledge of evidence-based approaches to learning, teaching and assessment in a variety of contexts and evaluate their impact on learners.	**A5**: In lectures and seminars students discuss and reflect upon the types of data used within different school settings (pre-school, primary and secondary). Students complete a written account that critically examines how data are kept in different settings, linking current policy issues such as safeguarding with practice. Formative feedback is provided through contact with work-related learning Mentors and in tutorials. Through lectures, seminars and tutorials**,** students are supported to engage in evidence-based approaches to learning, teaching and assessment. Students are signposted to additional reading and research tasks. Key

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

	policy documents and relevant contemporary articles are uploaded to the VLE on Canvas.
A6: Examine and evaluate teaching and learning approaches and the role of assessment in the context of the National Curriculum, considering differentiation, additional needs and inclusive practice, early intervention and multi-agency working.	**A6:** Students are supported to engage in evidence-based practice through formal and informal peer and tutor feedback. In summative assessment reports, students offer evidence of a logical argument that coherently explains the factors influencing safeguarding policy and multi-agency practice and how these, in turn, influence practice. In lectures and seminars students evaluate recent government initiatives that address the issue of early intervention and the effectiveness of multi–agency working. Students evaluate the rationale behind the concept of multi- agency working within different educational establishments. Formative feedback through mentor and tutorials.
A7: Critically analyse a variety of appropriate theories of learning, aspects of diversity and special educational needs, considering individual learners, with particular reference to learning support, educational plans, intervention and the role of the multi-agency team.	**A7:** Students explore the purpose of - and roles involved in - partnership working through analysing and reviewing journals, SCRs, academic web links and professional discussions. Formative exercises require students to formulate a plan to enable them to implement a project on an area of additional needs relevant to practice. The summative assessment requires students to submit a project report evaluating a particular learner need and considering models of disability, inclusive practice, barriers, learning and assessment requirements and partnership working. Lectures are provided on reflective models such as Kolb, Schon and Gibbs. Students evaluate each model in small groups and critically analyse how it could be used to reflect upon their professional practice. Students are shown how learning in practice is continuous and cyclical. In peer groups, students discuss how they can become a more effective reflective practitioner and the importance of continuous learning. Students select a model of reflective practice, describe the model, reflect

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
	and critique the model in the context of their learning and practice. Students further explore an aspect of their practice such as an activity/lesson and apply their model using critique and reflection. Formative feedback through mentor and tutorials.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Analyse, apply, interpret data and justify conclusions in reflecting upon professional practice.	**B1:** Through lectures, seminars and tutorials**,** students are supported to propose solutions to issues based on the examination of data/evidence. The module *Research in Education* has been designed to allow students to propose solutions to issues based on the examination of data/evidence. In module *Professional Practice in Education L5,* students analyse the effectiveness of various government initiatives (such as EYFS, the National Curriculum, Letters and Sounds, Read Write Inc. PSE and citizenship) and explore an initiative of their choice, describing the background and identifying the pros and cons of the initiative. Students provide a case study of their chosen initiative from their practice, reflecting upon and critiquing the initiative in terms of its curriculum links and pedagogy within practice. Formative feedback is provided through the student's mentor and within tutorials.
B2: Employ balanced, logical and supported arguments in analysing pedagogical strategies and learning/teaching initiatives.	**B2**: In lectures and ICT Lab sessions - which include individual and group exercises - students analyse pedagogical strategies and learning/teaching initiatives, exploring key government policies and initiatives and appraising the impact each has on the foundation curriculum within schools.
B3: Appraise children's learning experiences in the light of global and local academic research.	**B3**: In lectures, seminars and tutorials**,** students are facilitated to appraise children's learning experiences emerging from global and local academic research.
B4: Evaluate and employ established principles of reflection and discuss practical applications within teaching and learning support.	**B4:** As reflection and appraisal are important skills in relation to developing effective professional practice in education, students are encouraged, not only in lectures, but also within their assignments, to review aspects of their own and professionals' practice, share elements

3B. Cognitive skills	
B5: Analyse the ways in which learning, resources and self-evaluation can be integrated within practice to enhance performance and professional development.	of good practice and learn strategies for teaching from the teachers with whom they work. **B5**: In lectures, seminars and tutorials**,** students are facilitated to utilise a range of reflective and self-evaluation techniques in exploring research and evidence-based practice. Through in-session peer support, students share ideas applicable to their practice and make comparisons to past ideas and present innovations under the appropriate educational frameworks. To facilitate student understanding of data collection procedures relevant to qualitative and quantitative research inquiry, students utilise software packages and review example research projects. In lectures and seminars, students examine ways to self-evaluate and the systems in place to help such as appraisals, reflective logs and blogs. Students critically examine their practice of supporting teaching and learning and how self-evaluation affects their process. Students set targets, Ofsted outcomes and action plans. Students also examine how their setting supports self-evaluation/improvement, for example through training, updating and sharing good practice. In a reflective piece of writing, students demonstrate how self-evaluation can be applied to professional practice through critically appraising how a policy can be enhanced in their setting through self-appraisal. Formative feedback is provided through work-related learning Mentors and in tutorials.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Explore the ways in which education, society, culture, policy and educational research impact upon contemporary practice.	**C1:** Lectures and seminars encourage students to discuss and reflect upon how society, culture, international perspectives, policy and research impact upon practice. Lectures elicit key theoretical ideas within teaching and learning support which assist students in evidencing their assertions on the role of learning, assessment, observation and planning. Through a reflective account student will show how through planning and teaching how a lesson/ teaching approach links to an international perspective e.g. Forest Schooling. Formative feedback is through Mentors and in tutorials. In lectures and ICT Lab sessions which include practical tasks and case-studies, students explore connections between the systems and structures in education as well as theory, policy and their impact in practice when supporting children's learning in a foundation area of the curriculum. Subsequently, students apply their learning by reflecting upon their personal practice. Students will also attend discussions with visiting practitioners who will share methods, strategies and initiatives they use within schools to teach particular foundation topics. Students are also required to conduct research independently and review contemporary literature that supports the foundation areas of the curriculum.
C2: Adapt pedagogical skills to enhance learning and inform professional practice.	**C2:** Students discuss and record their continuous professional development in the form of a chart. A reflective account of 350 words is written on the value of training and CPD to the role of a professional supporting teaching and learning with a specific focus on a foundation subject and the need to adapt pedagogical skills. Mentor discussion explores students' strengths and areas for development, their role(s), skills acquired and future training.

3C. Practical and professional skills	
C3: Operate ethically within partnerships and respond to the needs of children, families and other staff members when supporting learning.	**C3:** In completing summative assignments, students are required explicitly to explore ethical considerations and any actions taken resulting from this reflection**.**
C4: Operate appropriately when responding to multi-disciplinary teams in supporting children's needs to contribute to best practice and support diversity.	**C4:** Formative and summative tasks assess learning and provide students with feedback, which further supports the development of academic and professional skills. Summative assessment involves students in a project on an area of Special Needs. Through this project, students will learn to utilise strategies to support and include children with additional needs.
C5: Act with increasing autonomy to identify and develop professional and practical skills.	**C5:** To promote understanding and develop personal judgement, students utilise appropriate frameworks for assessing and supporting the needs of SEN pupils. Students are encouraged to seek information not only from academic sources of literature and journals, but actively to participate in professional discussion boards. Learners act with increasing autonomy apply theory to their own practice through reflection and demonstrate the application of pedagogical skills to teaching/learning. Students also consider the impact of their relationship with others to children's learning. Student review learning strategies, initiatives and their impact on learning in the context of their own educational practice.
C6: Recognise the limits and boundaries/scope of practice of roles in the workplace and work collaboratively and positively with others.	**C6**: In a case study situation - such as suspected abuse, learning difficulties, ESOL, speech or language difficulties – students explore the procedures and stages of reporting and confidentiality recording to multi-disciplinary team members. Students create visual representations of the ways in which diversity is enabled.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Reflect upon knowledge and understanding of personal learning in relation to teaching and learning support.	**D1**: Tutorial sessions - which are built-in to lecture and ICT Lab sessions - support students to reflect upon their teaching and learning support and to consider ways in which schools can improve provision for foundation subjects. Students share professional discussions via seminars formally and informally using blogs and discussion groups. This activity allows students to explore key ideas, when considering how to support learners with additional needs. These methods allow instant feedback from a range of sources - peers, lecturers, forums, 1:1 and groups.
D2: Demonstrate - and reflect upon evidence of developing - a range of communication skills.	**D2**: Students develop a chart within their portfolio of work which identifies how they have applied a range of communication skills and cross-reference to evidence in their portfolio. A reflective piece of writing examines how their communication skills have improved since Level 4 and contains a developmental action plan. In lectures and seminars students practice writing and delivering a successful lesson plan/activity upon which they receive feedback in tutorials. This activity culminates in a formally assessed individual micro–teach. Students are required to assess how the activity they plan links to a foundation subject to meets children's physical, cognition, emotional and social needs
D3: Reflect upon employment potential and management of professional development.	**D3**: Module summative assignments require students to reflect upon the ways in which their research has increased awareness of - and contributed to - developing an area of their professional practice. In taught sessions students produce an Individual Learning Plan outlining how they will manage study responsibilities for Level 5 and reflecting upon how they can improve their study skills from Level 4. In addition to study skills, students identify skills required for future employment. Tutors confirm identification of relevant study skills through a witness statement.

3D. Key/transferable skills	
D4: Apply digital technologies in order to enhance learning within education.	**D4**: Students are required to evidence use of a range of specialist software in their portfolio work. Students are facilitated to make effective use of apps for internet research, and journal research.

[Please insert here title of exit awards(s) at Level 5

Foundation Degree Teaching and Learning Support [240 Credits]

4. Distinctive features of the programme structure

- ➢ where in the structure above a professional/placement year fits in and how it may affect progression
- ➢ any restrictions regarding the availability of elective modules
- ➢ where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
- ➢ how the delivery of the academic award fits in with the wider apprenticeship
- ➢ the integration of the 'on the job' and 'off the job' training
- ➢ how the academic award fits within the assessment of the apprenticeship

4.1 Full and Part Time Delivery

The Foundation Degree in Teaching and Learning Support provides students with a wide-range of learning experiences that link to core topics, underpinning knowledge and areas of best practice in the education sector. In response to local market demand, the College offers a part-time mode of delivery that enables students to complete their studies in a 40-week period. The key features of the part-time mode are:

- Each stage of the programmes starts in September and concludes at the end of July.
- This allows an additional 10 weeks of delivery per academic year when compared to the full-time mode.
- The additional 10-week window is to allow an extended period of time for part-time students to complete projects, dissertations or work-based elements of the programme.
- All part-time students receive formal scheduled teaching sessions (FST) each week that cover all of the taught elements of the programme of study.
- Academic Support (AS) sessions for part-time students are supported via the VLE for a proportion of their learning. The approach to managing this is as follows:

  - o each programme of study is allocated hours for FST and AS;
  - o AS hours for part-time students are delivered via the VLE;
  - o students are allocated tasks and activities designed to build on the content delivered in FST sessions;
  - o part-time students are expected to complete these tasks away from the College;
  - o a window for completion of the tasks is set to allow students time to refer to tutors/peers as required with a specified response time allocated;
  - o staff are allocated a time in the week (usually an evening) when they will be available to respond to posted requests for help as well as engage in on-line discussions.

Support for Part-Time Students

To ensure that all part-time students can engage with the delivery model, the following support is available:

- Initial support and guidance during induction to ensure that part-time students are able to log-on to the VLE and understand the relevant aspects required to support their engagement in remote AS sessions.
- Information - both on the VLE and in the part-time Student Handbook - to guide students through the process of log-on and use of the various sections.
- Lap-top loans for students who encounter technical difficulties or do not have access to a computer at home.

- Technical help to support students when not at the College.

Help for Staff supporting Part-Time Students
Staff are supported in working with part-time students as follows:

- Staff are allocated time during teaching weeks to manage AS sessions.
- Staff development is provided to ensure staff make best use of the VLE for the delivery of AS sessions.
- Mentor support from the Associate Director HE (Learning and Teaching) is ongoing.

4.2 Employability
The programme enhances the employability of students in a variety of different settings and features innovative assessment strategies that produce confident, critical and adaptable graduates. This programme offers students a wide range of learning opportunities to diversify skills to meet the needs of the current climate. A key feature is the opportunity at Level 4 and Level 5 to engage in modules which develop the students in both specialist areas such as learning needs, multiagency working, research, safeguarding, policy and practice and to develop the transferable skills to enable employability in Teaching and Learning practice.

The programme's Workplace Mentor scheme is a considerable support for employability in offering students an experienced person who provide expertise and support. Through the scheme, students gain a greater understanding of key concepts and practices which develop their professionalism and progress their careers.

5. Support for students and their learning
(For apprenticeships this should include details of how student learning is supported in the work place)

5.1 Induction
The following activities are provided in Induction Week:

- Students are given the opportunity to attend a taster session for Level 4 modules to give them a feel for their course.

- Alumni speak to new students about their experience of the programme and specifically address what students' skills development is required for Level 4/5 study.

- Current students are invited to meet and greet new students.

- A representative from the Student Union helps to elect Student Representatives.

5.2 Attendance Support
Attendance is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to email the lecturer beforehand. Where a lecturer notes that a student is absent with no prior warning, the student is emailed at the end of the session, asking if the student

is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where student misses three consecutive sessions, the Year Tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the Year Tutor works with the college Student Support Staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, decide to withdraw or suspend as the timing of any withdrawal/suspension can affect their Student Loan.

5.3 Tutorial Support
Student tutorial opportunities are embedded in all modules. The independent project module provides students with frequent tutorials and a high level of contact with the dissertation supervisor (approximately 30 minutes fortnightly). Formative and summative feedback tutorials sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks. Tutorial support is also provided by the Year tutor on a regular basis.

5.4 Encouraging Completion
One of the significant advantages offered by the programme is the amount of time students spend with tutors. This advantage is due to the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. With respect to assessment, the mantra of 'little and often' is repeated from Induction Week onwards from staff in both formative and written, summative feedback. Another oft-repeated comment is that students must let lecturers know as soon as possible if a deadline may be missed so that, where appropriate, a deadline *Extension* form can be completed (where such an extension is warranted.)

5.5 Summer Reassessment Period
Tutorials are provided for students offered reassessment and the facilities remain available.

5.6 Pastoral Support
The amount of *ad hoc* pastoral support noted above is greatly valued by the students. More challenging are students who don't attend as is the effect of non-attendance upon their performance. In recent years, the number of students declaring Asperger's or Dyslexia has increased slightly. The Programme Team have all attended Staff Development sessions relating to both conditions - attendance at many of these sessions is mandatory. For students with Dyslexia, staff utilise advice that encourages the student to manage their learning such as signposting to IT software that enables the students to access notes suited to their preferences and to use background colours or overlays on work. Additional devices - such as voice software - is also encouraged if their use is declared, and confidentiality is maintained. Students declaring either condition receive a formal assessment after which the Programme Team are advised on the steps they must take to support the student.

5.7 Academic Support
The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which is built around formal teaching) followed by academic support tasks which allow the student to further develop knowledge of subjects outlined in the first part of the session. This delivery strategy ensures that theory is always applied, and that knowledge and understanding are regularly checked and that formative feedback is continuous rather than focussed at specific points in academic year.

In addition to in-session help, students can also make appointments (via email) to get support from:

- Members of the Programme Team - Module leaders, lecturers and instructor/demonstrators.

- The Programme Leader and Year Tutors

The personal tutoring system is in place to support students' full engagement with their programme and to help students gain as much as possible from their time at the College. Though the emphasis is on academic support, tutorials are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College.

5.8 Programme Documentation and Online Learning Support
Students are provided with Programme and Module Handbooks that contain comprehensive information on how their degrees and modules are structured and delivered. These documents are available to students throughout each academic year (and for the duration of their registration) via a web-based Virtual Learning Environment (VLE). This VLE includes lecture notes and a range of video materials are included based on formal taught content. Students are required to use Canvas (VLE) to submit most assignments.

5.9 Support for Part Time Students
Part-time students receive blended learning support via the College VLE which enables them to keep pace with the standard module delivery pattern experienced by the full-time students. In addition, the academic year for part-time students is extended by 10 weeks to provide additional time to complete the Continuous Professional Development Portfolio.

6. Criteria for admission
For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

6.1 Admission Criteria
All applicants must have achieved 48 UCAS tariff points from an appropriate Level 3 qualification (NVQ 3, BTEC Award or A Level). All applicants must have English and Maths at GCSE Grade 4 (C) or equivalent.

Other Level 3 qualifications may be considered for initial entry to and RPL will be considered in line with the College RPL policy. It could also be possible to gain direct entry to Level 5, if an applicant has the relevant Level 4 credits.

Non-standard entrants are interviewed to assess their ability to complete the course. This will entail a review of any professional experience and training gained in the work place to ensure that this adequately prepares you to cope with the academic level of study.

4.2 Enhanced Disclosure
All applicants must have completed a satisfactory [Enhanced Disclosure and Barring Service Check](). (The fee is paid by the applicant.)

6.2 Declaring Criminal Convictions
Regarding applicants with criminal convictions, from 2019 UCAS is removing '. . . *the requirement for all applicants to declare whether they have any relevant unspent criminal conviction'.* However, UCAS also notes that applicants applying for courses '. . . *that involve work with children and vulnerable adults, such as medicine, teaching, or social work'* will need to declare whether they have any criminal convictions, including spent convictions[1]. For this award, UCAS applicants will need to make a declaration.

At the point of enrolment, the College enrolment form all students are asked to respond to the following questions:

1. Do you have any convictions that are not yet spent under the Rehabilitation of Offenders Act 1974?

2. Do you have any convictions, cautions, reprimands or final warnings which are spent but not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)? (For courses that involve working with children or vulnerable adults.)

3. Do you have any pending prosecutions?

Procedures are in place to support any student making a declaration of a criminal offence and to provide appropriate guidance.

6.3 Work Placement
To ensure that theory is integrate into practice, this award is designed to incorporate a work experience element and so during their time on the programme, students must be actively employed in a teaching and learning setting, either on a paid or voluntary basis, for an absolute minimum of 150 hours each year (equivalent to just less than 6 hours per week over a 30 week period). Many applicants will already have a placement. For those who do not, the college can assist - we will endeavour to place students in schools that are, wherever possible, conveniently situated.

6.4 Enhanced Disclosure
Finally, all applicants must have completed a satisfactory [Enhanced Disclosure and Barring Service Check](). (The fee is paid by the applicant.)

7. Language of study
English

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[1] https://www.ucas.com/criminal-convictions-good-practice-he-providers

8. Information about non-OU standard assessment regulations (including PSRB requirements)
NA

9. Methods for evaluating and improving the quality and standards of teaching and learning.

9.1 College HE Teaching and Learning
The College has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011, 2014, have enhanced the process to reflect the aims of the UK Professional Standards Framework and prepared the College to meet the expectations of the Teaching Excellence Framework.

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle throughout, has been around placing the student at the centre of the process to ensure that their learning and attainment of Learning Outcomes drives the process. Underpinning this has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review.

The approach has been further refined to form part of the Departmental Review process which is being applied across the College. The distinct nature of HE provision however, is still reflected in the approach. A mark of the success of the approaches taken to date are reflected in the award of the GOLD standard in the recent Year 2 Teaching and Excellence Framework.

9.2 Higher Education Academy Fellowship
All staff members can apply for Higher Education Academy Fellowship within the College. Holding HEA Fellowship offers many advantages:

- It is highly regarded in the sector;
- It provides weight/credibility to the programmes delivered at the College;
- It provides access to research networks and funding applications for projects.

To facilitate HE staff applying for HEA Fellowship, the college organises annual workshops. These workshops will provide guidance on meeting the criteria for Fellowship, and provides additional support and guidance.

9.3 Observation of Teaching and Learning (OTL)
The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model, is aligned to the expectations of the UKPSF and the TEF. Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as students progress, the balance gradually evolves to involve students as leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor as well as with members of the HE teaching team, to ensure that good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity.

9.4 Feedback from Students
Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports. Over the past twelve years this student feedback has been vital in informing the major and minor modifications the programme has undergone. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

9.5 Staff Workforce Development
Improving the quality and standards of teaching and learning is also a focus of the internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning. A significant WFD programme in this regard is the Advanced Practitioner programme. Two Programme Team members have successfully completed the programme in 2014 (and the refresh in 2016). Advanced Practitioners share good practice around the college through a range of Staff Developments activities. One Programme Team Advanced Practitioner has delivered sessions on motivation, academic writing, early assessment of year one students and listening to the student voice. The other team Advanced Practitioner delivered a session describing assessment via *viva voce* to an HE in FE conference.

9.6 Staff New to HE
All staff new to teaching HE at the College are required to hold a relevant degree and a PgCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant level 7 qualification or the commitment to study for one is essential.

9.7 Support for New Staff
Programme teams new to HE awards, are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams have an understanding of the difference in expectations at these levels. As well as general information, which is also available via the VLE, teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the FHEQ and expectations of the UK Quality Code for Higher Education. In programme teams mentor support is provided by the HEO and experienced staff throughout the first

year of delivery. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

9.8 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice via the HE Staff Zone located in the HEO. The area is set up to encourage HE staff from across the College to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, the Cross-College learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College added a new post in 2018 to further support the HE team as the College develops a range of new programmes and increases the number of Level 6 awards it offers. The College has a HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

10. Changes made to the programme since last (re)validation
N.A.

Annexe One: Curriculum map.

Annexe Two: Notes on completing the OU programme specification template.

Annexe One - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7		B1	B2	B3	B4	B5	B6	B7		C1	C2	C3	C4	C5		D1	D2	D3	D4	D5	D6
4	Theory and Practice	✓	✓		✓		✓	✓			✓		✓						✓					✓		✓	✓	✓	
	Core Curriculum	✓	✓			✓				✓	✓	✓	✓	✓				✓		✓				✓	✓				✓
	Safeguarding in Education			✓			✓			✓				✓	✓			✓			✓	✓		✓					✓
	Professional Practice in Education L4	✓		✓	✓	✓		✓				✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓	✓

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7		B1	B2	B3	B4	B5		C1	C2	C3	C4	C5	C6		D1	D2	D3	D4
5	Additional Needs and Inclusion	✓					✓	✓					✓					✓	✓	✓	✓		✓			
	Foundation Curriculum	✓		✓	✓						✓		✓			✓	✓						✓	✓		✓
	Research in Education		✓			✓				✓		✓		✓		✓		✓		✓			✓		✓	
	Professional Practice in Education L5		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓		✓	✓	✓	✓

Annexe Two: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. Cert. HE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.