

**Foundation Degree in Teaching & Learning Support Programme
 Specification**

1. Programme Title	Foundation Degree in Teaching & Learning Support
2. Awarding Institution	Middlesex University
3. Teaching Institution	Peter Symonds College – Adult & Higher Education division
4. Programme Accredited by	Middlesex University
5. Final Qualification	Foundation Degree in Teaching & Learning Support
6. Academic Year	2021-2023
7. Language of Study	English
8. Mode of Study	Full Time

9. Criteria for admission to the programme

- All eligible applicants will be required to undertake an interview.
- All eligible applicants will be expected to have a current DBS check.
- It is expected that all applicants will have at least a Level 3 Supporting Teaching & Learning qualification or similar. Students under the age of 21 will be expected to have 2 A Levels (64 UCAS points) or NVQ Level 3 or equivalent.
- Mature students without traditional qualifications, may be accepted following accreditation of prior experiential learning providing they can show appropriate levels of relevant ability and experience. They would need to make a claim for accreditation of prior learning. Exemptions from parts of the degree programmes are possible. Claimants seeking accreditation of prior learning and experience must apply to the College and may be required to present a portfolio in support of their claim.

10. Aims of the programme

This programme aims to:

1. Enable you to develop your professional career working the education sector at a recognised level of independence and responsibility.
2. Offer a flexible route towards higher education for people with varying levels of experience. This could include vocational experience but not necessarily the academic criteria required for an honours degree programme.
3. Develop your knowledge and skills of current issues with the education sector as well as practical experience and skills to be able to work within the sector.
4. Provide a clear progression to a second or final year of a degree programme (depending on destination) and
5. Provide a learning environment that supports and encourages you to develop your confidence and graduate skills.
6. Develop your knowledge and understanding of your role as a Teaching and Learning Assistant.

11. Programme Outcomes

A. Knowledge and Understanding On completion of this programme you will have knowledge and understanding of:

1. The Common Core skills for the children's workforce.
2. The diversity, complexity and changing nature of education, and its effects on professionals and specifically teaching assistants in schools.
3. How pupils learn and the implementation of the requirement of the National Curriculum.
4. Planning for effective individualised learning, including more able learners and EAL learners.
5. Supporting special needs, monitoring and assessing learning and behaviour management within schools.
6. Effective teamwork and agencies involved in the support of children in schools.

Teaching/Learning Methods

You will gain knowledge and understanding through:

- Lectures including specialist guest speakers.
- Seminars.
- Group work.
- Debate.
- Case studies.
- Assignments.
- Reflection on work practice.
- Practical experience.

Assessment methods

Student's knowledge and understanding is assessed by:

- Written assignments.
- Presentations.
- Case studies.
- Seminar presentations.

<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Identify and analyse an in-depth range of perspectives on learning theories and apply to educational practices. 2. Produce a range of perspectives and be able to evaluate arguments from a variety of authoritative sources. 3. Evaluate own learning and practice and recognise areas for development. 4. Identify, analyse and communicate different principles and concepts of your own profession and prepare action plans to reflect best practice. 5. Recognise potential risk when working with all children and reflect on a choice of solutions to resolve problems in unfamiliar contexts. 6. Reflect upon educational and learning theories in order to support the development of educational pedagogy. 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> • Lectures including specialist guest speakers. • Seminars. • Group work. • Debate. • Case studies. • Assignments. • Reflection on work practice. • Practical experience. <p>Assessment methods</p> <p>Students cognitive skills are assessed by:</p> <ul style="list-style-type: none"> • Written assignments. • Presentations. • Case studies. • Seminar presentations.
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<p>C. Practical Skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Present ideas coherently in a variety of written and oral forms. 2. Utilise ICT resources effectively to produce assignments, to research and to develop management skills. 3. Engage effectively in problem-solving activities in written assignments, independent study and in educational settings. 4. Participate and communicate effectively in groups in a variety of learning situations and to different audiences. 5. Apply skills such as observation and interviewing in education, and 6. Relate and apply learning teaching strategies to educational concepts. 	<p>Teaching/learning methods</p> <p>Students learn practical skills through:</p> <ul style="list-style-type: none"> • Work practice. • Workshops. • Practical lessons. • Observation. • Seminars. <p>Assessment methods:</p> <p>Student's practical skills are assessed by:</p> <ul style="list-style-type: none"> • Written assignments. • Individual and/or group presentations. • Reflective accounts of work practice.
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<p>D. FdA Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Recognise own strengths and weaknesses in learning effectiveness and become a reflective learner. 2. Organise own learning and display increasing levels of autonomy. 3. Learn independently in familiar and unfamiliar situations. 4. Communicate effectively. 5. Work as a team member, collaborate, plan and fulfil agreed responsibilities, and 6. Use resources and time effectively, interpret and use numbers and data. 	<p>Teaching/learning methods</p> <p>Students learn graduate skills through:</p> <ul style="list-style-type: none"> • Lectures including specialist guest speakers. • Workshops. • Seminars. • Group work. • Reflection. • Feedback from tutors. <p>Assessment methods:</p> <p>Students graduate skills are assessed by:</p> <ul style="list-style-type: none"> • Reflective reports. • All assessed work.
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12. Programme structure (levels, modules, credits and progression requirements)		
12.1 Overall structure of the programme		
Teaching & Learning Support		
<p>The programme will take place over two years. It comprises of three terms in each year with 40 credits available each term. All modules are compulsory and vary in the amount of credit available. Most of the modules are 20 credits apart from Year one, Supporting the National Curriculum Delivery and Year two Work-based learning module (40 credits).</p>		

12.2 Levels and modules		
Level 4		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following: Teaching & Learning Support:</p> <ul style="list-style-type: none"> • COR41 • ED54 • ED42 • COR43 • ED55 		<p>Completion and attainment of all learning outcomes of all Level 4 modules.</p>
Level 5		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

<p>Students must take all of the following: Teaching & Learning Support:</p> <ul style="list-style-type: none"> • ED51 • ED52 • ED53 • COR54 • PM52 		<p>Completion and attainment of all learning outcomes of all Level 5 modules.</p>
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12.3 Compensation of Grades

Compensation is granted only by the Programme Assessment Board. It should not be granted for any module where opportunities for reassessment are available, unless the student's progression would be delayed in undertaking such reassessment. Compensation of assignments achieving marks of between 35% and 39% in modules at Levels 4 and 5 may be compensated at the discretion of the Programme Assessment Board. It is subject to satisfactory overall performance and is permitted for a maximum of 30 credit points out of 120 credit points. Any compensation should be taken in the context of a student's extenuating circumstances; without extenuating circumstances compensation would not normally exceed 30 points beyond Level 4. Compensation will not normally be agreed for project or dissertation modules. All modules are compulsory for Level 4 and 5.

13. Curriculum map

See attached.

14. Information about assessment regulations

This programme follows Peter Symonds College Academic Regulations. In addition, the programme requires that in order to progress you need to have met the attendance requirements as outlined in the Module Handbook.

Assessment helps both you and the staff to understand the level you are at and demonstrate your ability to progress to a higher level. Within each module multiple assessments will be aggregated to form the overall mark. Support and advice from teaching staff is available to assist in working towards all assessments. All students must submit assessments electronically uploaded to Moodle with the appropriate front sheets

fully completed. Failure to do so will result in your assessment being returned to you unmarked.

Academic Misconduct

All of the following will be considered as academic misconduct:

- Plagiarism.
- Collusion.
- Infringement or avoidance of assessment regulations.
- Infringement of examination regulations.
- Fraudulent behaviour.
- Bribes and/or inducements.
- Fabrication of evidence, and;
- Failure to seek ethical approval when appropriate.

Initial reports of academic misconduct will go to the Curriculum Head or the Examinations Officer. Investigative meetings with the Director of Adult and Higher Education will also take place to assess whether any misconduct has taken place. A series of penalties could be applied depending on the severity of the offences. These can be found earlier on in the Student Handbook and also on www.moodle.psc.ac.uk .

15. Work-focused opportunities, requirements and support (if applicable)

Students on this programme will be expected to be working in the education sector. Those that are not will be expected to find their own setting to enable the work-based modules to be carried out, which are an essential part of the course as they integrate theory with practice.

16. Future careers (if applicable)

Those that have successfully achieved a Foundation Degree in Teaching & Learning Support, which is sector endorsed, can progress to achieve a Top-Up BA Honours Degree and Qualified Teacher Status.

The nature of the Foundation Degrees mean that they have a strong emphasis on work-based learning and so make a graduate recruit attractive to an employer as you will have insight and preparation for the world of work and can apply the necessary skills immediately.

17. Particular support for learning (if applicable)

In 2007 a new curriculum resource centre was opened at the Learning Resource Centre on the Peter Symonds College sixth form site. This has numerous computers, small workshops which are bookable for group work and an extensive range of curriculum related resources. Online reference resources and journals are available and on the Stoney Lane site computers and Wi-Fi are also available for your use. Tutors will be available via email communication.

Additional support is available for all students with disabilities and learning support needs. There is a comprehensive study support team who are able to assist with requirements for you that may include additional time, special equipment, and the assistance of a Learning Support Assistant or note-taker. Your selection for courses will be based purely on academic criteria and any request for information on learning difficulties is in order to provide support for you as early as possible. Prior knowledge of any required support would be beneficial in ensuring you have the required assistance from the start of the course.

Embedded in the early modules of the course will be a process of induction and ensuring that you are aware of all the support available in addition to an introduction to the skills required to be successful on a Foundation Degree.

18. JACS code (or other relevant coding system) Early Years X110

19. Relevant QAA subject benchmark group (s)

The course includes the requirements laid down by the QAA Foundation Degree benchmarks. This includes the relevant skills that the graduate should have as well as the relevant level of knowledge.

20. Reference points

The following reference points are used in designing the Teaching & Learning Support programme:

- Teaching and Learning Support has been designed with reference to the sector skills Council's (TDA) foundation degree framework.
- FHEQ benchmark for Foundation Degrees

21. Other information

Students will be required to undergo a DBS check, prior to the start of the course.