



University of the
 West of England

Approved at
 PMAC 24/5/07 for
 further validation
 PM07.5.100 –
 97.5.109

Programme Specification

Section 1: Basic Data

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| Awarding institution/body | University of the West of England |
| Teaching institution | University of the West of England/ Stroud College of Further Education |
| Faculty responsible for programme | Social Sciences and Humanities |
| Programme accredited by | UWE |
| Highest award title | Foundation Degree Supporting Teaching and Learning in FE (Stroud) |
| Default award title | N/A |
| Interim award title | Certificate Certificate HE Education Supporting Teaching and Learning in FE |
| Modular Scheme title (if different) | |
| UCAS code (or other coding system if relevant) | |
| Relevant QAA subject benchmarking group(s) | Education Studies QAA Guidance on Foundation Degrees |
| On-going/valid until* (*delete as appropriate/insert end date) | |
| Valid from (insert date if appropriate) | September 2007 |

Authorised by...Validation Panel **Date:...**

Version Code

1

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

This programme has been developed in partnership with two Further Education Colleges to support those working in Secondary and Further Education who seek access to higher education and professional recognition as teaching and learning assistants.

The overall aims for the programme are to:

- provide a coherent and relevant programme of study that enhances the ability of teaching assistants to work effectively within a range of educational settings;
- build upon participants previous and current experience and qualifications to ensure recognition and formal accreditation of professional work where possible;
- provide participants with rigorous study of educational processes and perspectives, embedded within their cultural, political and societal context;
- locate study and professional practice within an understanding of the significance of educational values and ethics, alongside a commitment to social justice;
- provide access to opportunities and awards for a group of learners who may hitherto have not been able to access higher education;
- make full use of the opportunities and experiences in the workplace.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

As a result of this programme, students will have knowledge and understanding of:

1. relevant theories and established principles within education policy and practice and an awareness of the way in which policy is developed;
2. ethical perspectives in relation to policy and practice relating to the role of learning and teaching assistants in Further Education settings ;
3. a range of contextual factors surrounding policy, including sociological and environmental contexts, that have influence upon the role of the teaching assistant within educational settings;
4. their own value positions compared to those of other professionals and organisations working to support teaching and learning in further education institutions;
5. how their work relates to wider educational policy and practice, recognising the limits of their own knowledge;
6. issues of equality, diversity, inclusion and social justice related to education

Teaching/learning methods and strategies:

Acquisition of 1 is through lectures, seminars and tutorials enhancing professional reflection. Acquisition of 2, 4 ,5and 7 are through lectures, seminars and workshops and in particular through the emphasis on values in professional work. Acquisition of 3 and some of 7 is through practical work in educational settings and through consideration of research and inspection evidence.

Support and teaching is provided through the partner college teaching team . It is also intended that ICT will be addressed within the content of most modules for example UTTGAF-20-1.

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden his or her individual knowledge and understanding of the subject they are investigating

Assessment:

The programme models good practice and promotes a personal and intellectual understanding of assessment processes. Assessment is diagnostic, formative and summative, as appropriate. Strategies deployed include tutor-assessed group and

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| <p>policy and the practice of assisting teaching and supporting learning.</p> <p>7. a range of strategies for effectively dealing with post 14 students with special learning needs</p> | <p>individual written and oral assignments together with self-assessment and peer-assessment. Achievement of credit is gained through written assignments based on professional work - reports, essays, portfolios of directed tasks, evaluations or reflective accounts and through oral or poster presentations.</p> |
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B Intellectual Skills

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| <p>B Intellectual Skills <i>As a result of this programme, students will be able to:</i></p> <ol style="list-style-type: none"> 1. use and organise coherently, relevant ideas and perspectives to interpret and/or explore the area of study; 2. compare and contrast some methods and techniques for obtaining data and solving problems; 3. select appropriate techniques to critically evaluate the relevance and significance of data collected in identifying and resolving problems; 4. apply underlying concepts and principles in a range of contexts; 5. use reflection in the learning process to develop personal theories and refine professional practice; 6. discuss how ethical issues can be addressed in their area of study. | <p>Teaching/learning methods and strategies Intellectual skills 1, 2 and 4 are developed through engagement in learning and teaching about professional and pedagogical knowledge. Strategies deployed cater for a variety of preferred learning styles and include: lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; research tasks; use of videos, case-studies, role-play, games and simulations; use of VLE and on-line materials; project work; group work and individual activity. Students will be encouraged to reflect upon their own professional practice to meet 5, 3 and 6 through a work based learning approach.</p> <p>Assessment A variety of assessment methods are employed. All test the student's ability to demonstrate reflective skills and refine practice professional practice (5). These cover compilation of portfolios of directed tasks conducted within the workplace, evaluative reports on interventions initiated in the workplace together with library based research study to combine insights that relate theory and practice. (1, 2, 3 and 6) Assessment is diagnostic, formative and summative, as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process. The matching of specific domains for assessment is defined within module specifications where appropriate. Assessment criteria are decided upon in relation to the approach taken by the participant in reaching the intended learning outcomes of the module which are mapped against the intended learning outcomes for the programme.</p> |
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C Subject, Professional and Practical Skills

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| <p>C Subject/Professional/Practical Skills <i>As a result of this programme, students will be able to:</i></p> <ol style="list-style-type: none"> 1. perform professional tasks exercising personal responsibility and a capacity to make decisions appropriate to the role of the teaching and learning assistant ; 2. identify appropriate theoretical, professional and/or research based sources and use them appropriately in the practice of assisting teaching and supporting learning; 3. plan and execute a small scale enquiry in a systematic manner discussing the suitability of alternative approaches; 4. identify and summarise important aspects of work-based experience and compare, contrast and discriminate between aspects of the experience; 5. articulate a reflective and effective orientation to their professional practice as teaching and learning assistants | <p>Teaching/learning methods and strategies Professional and practical skills will be developed and enhanced within the work place and throughout the programme participants will be encouraged to reflect on professional practice during lectures, seminars, tutorials and workshops. Reflection and research into professional practice is encouraged throughout the programme.</p> <p>Assessment Where appropriate, the assessment will be conducted in compliance with Lifelong Learning UK (LLUK) requirements. There are two professional practice modules within the programme at levels 1 and 2 (40 credits in total). These modules are designed to ensure that professional practice in the workplace is assessed in partnership between UWE Bristol School of Education , participating colleges delivering the qualification and establishments where participants are employed.</p> |
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D Transferable Skills and other attributes

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| <p>D Transferable skills and other attributes <i>As a result of this programme, students will be able to</i></p> <ol style="list-style-type: none"> 1. interact effectively within a group, giving and receiving information and ideas, modifying responses where appropriate and developing effective professional relationships; 2. locate and use effectively the full range of learning resources, including ICT across a range of contexts; 3. evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement; 4. communicate effectively with youngpeople , parents/carers , employers and colleagues; 5. organise and present ideas, concepts and numerical information using a variety of presentational modes; 6. take responsibility for own learning, accommodating new principles and understandings; 7. communicate effectively in a manner appropriate to the area of study and report on procedures in a clear and concise manner in a variety of formats; 8. identify key elements of problems, applying appropriate methods to their solution. | <p>Teaching/learning methods and strategies These skills will be gained through the experiential nature of learning and teaching modelled in the college (2,4,5,6,7). Group work and debate is encouraged in seminars, workshops and tutorials to refine professional pedagogical knowledge (1, 3 and 8). Participants are encouraged to make full use of the ICT facilities available to them in learning and teaching sessions alongside work-based use of ICT strategies and presentations.</p> <p>Assessment These skills and attributes will be assessed through written assignments, professional practice, oral and poster presentations, group discussion and debate supported by prepared papers.</p> |
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Section 4: Programme structure STROUD COLLEGE GLOUCESTERSHIRE

Use next page to provide a structural chart of the programme showing:

- *Level and credit requirements*
- *Interim award requirements*
- *Module diet, including compulsory/core/optional modules*

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| level 1 | <p>Compulsory modules UTLGKQ-20-1 Supporting Teaching and Learning Post 14: Professional Practice (1)</p> | <p>Interim Awards:</p> <ul style="list-style-type: none"> • 60 credits at level 1 for a Certificate |
| | <p>Core modules UTLGHR-20-1 Introduction to Education Policy UTTGAF-20-1 Thinking and Learning UTLGHS-20-1 Supporting Learning: assessing, planning and recording UTLGDD-20-1 Behaviour for Learning UTLGH3-20-1 The Voice of the Learner</p> | |
| level 2 | <p>Compulsory modules UTLGKD-20-2 Supporting Teaching and Learning Post 14: Professional Practice (2)</p> | <p>Interim Awards: Credit requirements 120 credits level 1 or above for a Cert of HE</p> <p>Other requirements</p> |
| | <p>Core modules UTLGHV-20-2 Understanding Diversity and Social Context UTLGHT-20-2 Inclusion: meeting the needs of children and young people UTLGKJ- 20-2 Special Educational Needs in Further Education UTLGKL-20-2 Helping Young People with Challenging Behaviour in FE</p> <p>Optional modules 20 credits to be selected from the following: UTLGA7-20-2 Independent Study UTLGHW-20-2 Assisting Teaching in Language and Literacy UTLGJ3-20-2 Enhancing Subject Knowledge UTLGKP-20-2 Supporting Teaching and Learning with ICT</p> | |

Section 5: Entry requirements

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at levels 1 and 2 and are likely to achieve the required standard.

Applicants will normally need to have completed two years work with young people in an post-14 educational setting and have achieved a qualification in English/literacy and mathematics /numeracy, equivalent to at least Level 2 of the National Qualifications Framework.

Applicants will be asked where appropriate to follow a Study Skills programme at NQF Level 3 prior to commencement on the programme.

This evidence will normally take the form of:

- two subjects at GCE Advanced level
- three subjects at GCSE at Grade C or above
- BTEC National Diploma
- Subject specialism L2 Number and / or Literacy .
- GNVQ Level III
- Validated Access Course
- European or International Baccalaureate
- Evidence of experiential learning not previously assessed by or contributing to the awards of other institutions or bodies which is open to scrutiny and where necessary assessment. Such evidence may take the form of reports which the candidate has prepared as part of their professional duties

We welcome applications from students who do not meet the normal academic entry requirements but have significant life and/or work experience. The University will consider applications on the basis of evidence of personal, professional and educational experience which indicate an applicant's ability to meet the demands of a Foundation Degree.

We give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study.

Section 6: Assessment Regulations

a) MAR 3.1

Section 7: Student Learning: Distinctive Features, Academic and Pastoral Support

The programme of study will be taught and assessed in Stroud College and other centres of learning in the region linked to the college where relevant and appropriate. All participants will on entry to the programme be based in educational settings throughout their programme. Thus the programme provides opportunities for learning *for* work, learning *at* work and learning *from* work. Such work based learning takes every opportunity to draw out the experience of the workplace by enhancing participants skills in evaluation and enquiry, underpinned by the professional knowledge required to support and assist in the education of students.

Effective partnership between such educational settings i.e. the college delivering the qualification and the Faculty of Social Sciences and Humanities will be required. Current partnership arrangements and agreements as are in place for the training of teachers in the Faculty and schools will be drawn upon. This work based approach to student learning is mindful of the UWE Bristol Policy on Work-Based Learning (2003) and as such forms a development within the area of continuing professional development for a group of educationalists currently operating in colleges. It is intended that the programme of contact time will be delivered one day per week, or equivalent, thus minimising time spent away from the workplace.

Prior professional experience

Participants may wish to gain credit for previous achievements through the process of AEL

(Accreditation of Experiential Learning) and Accredited Learning (AL) in line with the university procedures. The programme of study is intended to be responsive to individual training needs and this is offered through a range of strategies. On entry to the programme, details are sought of individual's experience that could be accredited. Students are encouraged to discuss their individual learning needs with their module leader and/or programme leader to ensure they are able to access appropriate support for their study needs.

Learning Resources

All teaching and assessment will take place in Stroud College Gloucestershire (SCG) but students will have access to certain facilities within the School of Education of UWE which is located in a building on the Frenchay campus that is purpose built to meet the Faculty's teaching and learning requirements. . The building enjoys a range of ICT suites supported by and located next to the Faculty based centre for ICT.

UWE Online will be open to students from Stroud College and provide them with an educational websites directory portal, an ICT skills audit, ICT skills guidance and electronic discussion fora. Students will have access to the University library facilities and a specific collection of education resources which may support workplace learning on site at UWE Bristol.

Students will have access to SCG library facilities

Virtual Learning Environment

Students will have access to the Stroud College Gloucestershire (SCG) virtual learning environment – MOODLE. It is intended to make a link through to the UWE online system in order to enable students to gain access to both VLEs. Tutors will be supported in servicing both environments. It is intended that students will make use of PODCASTS and Real Time Chat to deliver learning sessions weekly, served by module tutors.

Pastoral Care

Students have access to the SCG Student Advisers working to the Customer Services Manager who supports students in welfare matters.

The University Student Advisers support SCG students with regard to regulatory matters and matters related to late work and extenuating circumstances.

Students will have access to the University central Career Development Unit providing advice on enhancing their professional pathways and career progression.

The University and SCG will provide details of available financial support and of Student Welfare Services in both institutions. SCG has developed leaflets explaining routes to financial support (see Appendice)

Students on the programme are supported by a designated Programme Leader, and a team of skilled tutors based at SCG. The Programme Leader and/or Head of Higher Education will provide advice about module choice and study pathways.

Progression

Progression from the Foundation Degree into the BA Hons Education in Professional Practice can take place once the participant has achieved 240 credits (at least 120 of which are level 2). A further 120 credits at level 3 is required to attain the BA Hons Education in Professional Practice. Depending on the successful completion of the BA Hons Education in Professional Practice, and subject to the appropriateness of its content for entry to an Initial Teacher Education route, candidates can progress to a Postgraduate Certificate in Education with QTS. Candidates must also meet the requirements for entry to Initial Teacher Education programmes as specified from time to time by the Secretary of State.

Progression may also facilitate access to the Cert Ed Learning and Skills, leading to QTLS.

Section 8 Reference points/benchmarks

In designing this programme, the University and Stroud College have drawn upon the following external reference points

1. The QAA Foundation degree qualifications benchmarks
2. The QAA Guidelines for preparing programme specifications.
3. The QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland.
4. The QAA Benchmark Statement for Education Studies
5. UWE's Learning and Teaching Strategy.
6. Lifelong Learning UK National Occupational Standards (NOS) for learning support practitioners in the UK lifelong learning sector (Feb 2007 DRAFT)

The QAA foundation degree qualifications benchmarks features of a qualification at this Intermediate level, its purpose, general characteristics and generic outcomes. In particular the following characteristics of the foundation degree have been considered, employer involvement, accessibility, progression, flexibility, partnership, assessment and monitoring/review.

The QAA Guidelines for preparing programme specifications are not intended to be prescriptive but do offer a framework around which to write the programmes specifications. In many instances there are differences between these guidelines and exemplar specifications provided by UWE. This specification attempts to form a working amalgamation of the two.

The QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland Describes the attributes and skills expected of graduates. Care has been taken to equate the level of individual modules, the programme of study at each year and the level of the Foundation Degree to the criteria in the Framework for Higher Education Qualifications (FHEQ).

The QAA Benchmark Statement for Education Studies is demonstrated in Section 3 of this specification.

UWE / SCG CONTEXT

Other UWE Bristol policies for example the Racial Equality Action Plan (REAP) and the implications of the Disability Discrimination Act (1995) and the Special Education Needs and Disability Act (2001) are taken into account through the design of this programme and may serve to encourage a wide range of students to apply for inclusion on the programme.

The programme has been developed in the context of the University Learning and Teaching policies and explicitly meets the requirements set out therein. The focus on an approach to pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the Faculty Statement of Pedagogic Principle.

The programme in its design and development has been shared with colleagues attending the SW Regional Learning Supporters Group all of whom support the training and professional development of support staff in educational settings. This group includes colleagues from Further Education Colleges including Stroud College Gloucestershire.

Staffing

Programme Leader : Barbara Imrie

Module Team :
Barbara Imrie and a group of tutors to be arranged.

Module Tutors

| Module Code | Module Title | Module Tutor |
|-----------------------------|--|--------------|
| Core Modules Level 1 | | |
| UTCGR-20-1 | Introduction to Education Policy | |
| UTSGAF-20-1 | Thinking and Learning | |
| UTCGRS-20-1 | Supporting Learning : assessing planning and recording | |
| UTCGRD-20-1 | Behaviour for Learning | |
| UTCGRH-20-1 | The voice of the learner | |
| UTL GKQ-20-1 | Supporting teaching and Learning post 14: professional practice (1) | |
| Core Modules Level 2 | | |
| UTCGRV-20-2 | Understanding diversity and social context | |
| UTCGRH-20-2 | Inclusion: meeting the needs of children and young people. | |
| UTLGKD-20-2 | Supporting teaching and learning post 14: professional practice (2) | |
| UTCGRK-20-2 | Special educational needs in Further education | |
| UTLGKL-20-2 | Helping Young People with Challenging behaviour in Further education | |
| Option Modules | | |
| UTLGKP-20-2 | Supporting teaching and learning with ICT | |
| UTCGRW-20-2 | Assisting teaching in language and literacy | |
| UTCGRJ-20-2 | Enhancing subject knowledge | |
| UTCRA7-20-2 | Independent studies | |

CVs for module leaders

See supporting material

Career development role for teaching assistants

The programme aims to provide professionals already working in educational settings opportunities to gain a degree and have the potential to progress to one of the two following routes:

- CertEd FE leading to QTLS
- BA Hons Education in Professional Practice with an additional 120 credits at level 3, and on to Qualified Teacher Status through a PGCE route if so desired. If participants wish to progress to QTS they should be reminded that they also require GCSE/O levels in

English and mathematics and science and be able to offer 2 National Curriculum subjects

Demand for the programme

SCG has a large and growing number of learning support practitioners most of whom work in the Adult Skills Department and this programme has been developed to offer them a progression route through to higher education and to enable the development of the necessary knowledge and skills and gain accreditation.

Liaison with employers

Partnership with Further education colleges is integral to the design and implementation of this programme. It is intended that our colleagues from these colleges will deliver part or the entire course and will stand on relevant PACs and provide evaluative feedback to inform the monitoring and review process for future development.

Potential participants are encouraged by SCG to develop their skills as part of staff development activities furthermore the college is making financial bursaries available to make such programmes more attractive to participants.

Additional learning support facilities will be available to participants where appropriate.

Work based learning Policy

Teaching and learning approaches will follow principles as outlined the UWE Bristol Work based learning policy (see Appendices)

Students brief cameos

A typical student would work part or full time at SCG supporting learners with a wide range of learning difficulties. They will be working as classroom assistants supporting a tutor and in a range of other learning situations including one to one support of students.

Rose is a single parent who assists the learning of students in the hairdressing department in the 14-19 Academy. She works from 10-2 daily in order to organise childcare and would not be able to attend a higher education setting far away due to logistical difficulties of childcare. This FD with its flexible delivery is far more suitable to her aspirations and availability for work and study.

Staff Development

Staff development events take place at SCG in July and September 2007 where tutors will be encouraged to develop a range of knowledge and skills to support them in the teaching on this Foundation Degree.

Management of Standards and Quality Assurance

A member of SCG Programme Team will attend termly Programme Advisory Meetings (PAC) at the University to enable them to gain information about factors such as - external examiner feedback; success rates and progression of students through the programme; provide regular feedback about the teaching and learning on the programme; develop and enhance the teaching and learning on the programme; and most importantly enhance the student experience.

Programme Team meetings will take place each term in SCG, informed by factors such as student progression and destination data; complaints complements and suggestions from students; teaching and learning observations; feedback from SCG Academic Board. The Programme Team Meetings will take reports to and from each other across UWE / SCG.

Reference to be made to the UWE/SCG matrix of responsibilities.(see Appendice).