



University of the
West of England

Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England/ Gloucestershire College
Faculty responsible for programme	Social Sciences and Humanities
Programme accredited by	UWE
Highest award title	Foundation Degree Supporting Teaching and Learning in FE (Gloucestershire College)
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
Faculty Approval	Approved by Professor Adrian Chandler (Chair, SSH PMAC) 26 th September 2008
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

Teaching/learning methods and strategies:

Acquisition of 1 is through lectures, seminars, online discussions of directed reading and tutorials face to face, on-line or by phone, enhancing professional reflection. Acquisition of 2, 4, 5 and 7 are through lectures, seminars and workshops, blogs, video clips 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, including videoed sessions 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

<p>educational policy and practice, recognising the limits of their own knowledge;</p> <ol style="list-style-type: none">6. issues of equality, diversity, inclusion and social justice related to education policy and the practice of assisting teaching and supporting learning.7. a range of strategies for effectively dealing with post 14 students with special learning needs	<p>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 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

B Intellectual Skills

As a result of this programme, students will be able to:

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.

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 for reflection, discussion and formative assessment; 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.

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.

C Subject, Professional and Practical Skills

<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</p> <p>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, workshops, on line discussions and tasks. Reflection and research into professional practice is encouraged throughout the programme.</p> <p>Assessment</p> <p>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 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

D Transferable skills and other attributes

As a result of this programme, students will be able to

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 young people, 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.

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, tutorials and on-line discussions and collaborative exercises 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. Participation in a range of e-learning activities such as blogs, texting and use of wikis will support the development of effective communication using current technology.

Assessment

These skills and attributes will be assessed through written assignments, professional practice, oral and poster presentations, group discussion and debate, face to face and on-line, supported by prepared papers.

Section 4: Programme structure

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 UTTGA-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 Equalities and Diversities UTLGHT-20-2 Contributions to social cohesion in educational settings</p> <p>Optional modules 60 credits to be selected from the following: UTLGA7-20-2 Independent Study UTLGHW-20-2 Assisting Teaching in Language and Literacy UTLGHX-20-2 Assisting Teaching in Mathematics UTLGJ3-20-2 Enhancing Subject Knowledge UTLGKJ- 20-2 Special Educational Needs in Further Education UTLGKL-20-2 Helping Young People with Challenging Behaviour in FE UTLGKP-20-2 Supporting Teaching and Learning with ICT</p> <p>Optional modules are subject to availability and students will be informed in advance of which modules are available.</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.

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 partnership with schools, colleges and other centres of learning, educational establishments 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 young people.

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.

Flexible and Distributed Learning (FDL)

Through consultation with potential participants, their employers, and the LLUK, several

issues have come to light that have influenced the decision to develop the use of flexible learning approaches in the delivery of the programme.

The programme is of interest to individuals who want opportunities for progression in their career in Supporting Teaching and Learning in FE. Both employers and employees see a need for qualifications and professional development. However, there are constraints for both parties about the time commitment involved.

- Many of the teaching assistants and learning support workers employed by colleges seek employment that will complement family life; many are mothers who want to be available to their families outside of school time and have expressed concern about committing six to seven hours of face to face class time per week over 2 years in addition to the time that will be needed for directed study.
- Employers who are Further Education Colleges, though keen for employees to undertake staff development, find themselves unable to release employees on a weekly basis during the working hours because of the need to staff teaching and learning sessions.

The programme will therefore be delivered using a blended learning format, with the cohort meeting face-to-face for 36% of the delivery of the programme, and the other 64% delivered via e-learning using Gloucestershire College's VLE, Moodle and UWE's VLE, Blackboard. Methods used include forums and on-line discussions, readings and response, observation, and individualised tutorial sessions. This allows students the support of classroom instruction with the flexibility to pursue portions of their study at their own convenience in their location of choosing.

The proposed pattern of delivery is for 3 terms of 10 weeks each per year.

For each module students and tutor meet in a traditional classroom session for a total of **12 hours**. Additional learning comes from **21 hours** of guided instruction using E-learning methods, for a total of **33 hours** instruction per module.

Students and tutors will meet on weeks 1, 4, 7 and 10 of each term for 6 hours of classroom contact per meeting, comprising:

- **1 hour per week** towards the Professional Practice over the entire year
- **3 hours per week** for each of three modules, to be complete by the end of one term
- **2 hours per week** for each of two modules, to be complete by the end of one and one half terms.

Teaching and learning in the intervening weeks will be on-line. (Professional Practice module will consist of additional meetings, relating to observation and discussion of practice, scheduled at times mutually convenient to students and tutors.)

The distribution of Face to Face contact and On-line contact is indicated in the following table:

	Face to Face contact	On-line contact
Module A (delivered within the first 10 week term)	4 sessions x 3 hours (weeks 1,4,7,10)	3.5 hours x 6 weeks (weeks 2,3,5,6,8,9) The timing of the time for contact to be agreed between tutor and students, say 3 x 1 hour sessions across the week when

		across the week when students know that the tutor is available on-line and by phone, with 30 minutes available for individual tutorials, email or phone contact.
Module B (delivered over Term 1 and the first half of Term 2)	6 sessions x 2 hours (Term 1: weeks 1,4,7,10; Term 2: weeks 1,4)	2.6 hours x 8 weeks (Term 1: weeks 2,3,5,6,8,9; Term 2: weeks 2,3)

The proposed outline for Year 1, to show the order and distribution of modules, is set out in the following table:

Term 1	
9.00 – 10.00 x 4 hours (Weeks 1,4,7,10)	UTLGKQ – 20 – 1 Supporting Teaching and Learning post 14: Professional Practice
10:00-12:00 x 4 sessions = 8 hours (Weeks 1,4,7,10)	UTLGHR-20-1 Introduction to Education Policy
13:00-16:00 x 4 sessions = 12 hours (completed) (Weeks 1,4,7,10)	UTLGHS-20-1 Supporting Learning: assessing, planning and recording
Term 2:	
9.00 – 10.00 x 4 hours (Weeks 1,4,7,10)	UTLGKQ – 20 – 1 Supporting Teaching and Learning post 14: Professional Practice (continued)
10:00-12:00 x first 2 sessions = 4 hours (completed) (Weeks 1,4)	UTLGHR-20-1 Introduction to Education Policy (continued)
10:00-12:00 x last 2 sessions = 4 hours (Weeks 7,10)	UTLGDD-20-1 Behaviour for Learning
13:00-16:00 x 4 sessions = 12 hours (completed) (Weeks 1,4,7,10)	UTLGH3-20-1 The voice of the learner
Term 3:	
9.00 – 10.00 x 4 hours (Weeks 1,4,7,10)	UTLGKQ – 20 – 1 Supporting Teaching and Learning post 14: Professional Practice (continued)
10:00-12:00 x 4 sessions = 8 hours (completed) (Weeks 1,4,7,10)	UTLGDD-20-1 Behaviour for Learning (continued)
13:00-16:00 x 4 sessions = 12 hours (completed) (Weeks 1,4,7,10)	UTTGA-20-1 Thinking and learning

Impact: The learning outcomes, syllabus, reading and assessments will remain unchanged from what would be used in a completely traditional face-to-face delivery method. The only impact will be the teaching and learning delivery of the materials, and then only for 64% of the programme.

It is anticipated that through the use of on-line activities, supported by emails and telephone calls, there will be more scope for formative assessment and individual feedback than is the case in conventional settings. It is seen as an essential part of the students' experience in maintaining their engagement with learning between face to face sessions as well as in the development of their learning.

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.

Support with studying using blended learning will be given at induction and throughout the opening sessions of the programme.

Learning Resources

All teaching and assessment will take place in the partner FE College but students will have access to 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. The UWE portal will be open to students from Gloucestershire 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 UWE Bristol, library facilities and a specific collection of education resources to support workplace learning on site at UWE Bristol.

The FE College follows a programme of personal transferable skills which cover the necessary skills for learning and personal development. Such skills are also applicable in the workplace and include communication skills, problem solving, specific study skills, research presentation skills, time management and group and team work. It is intended that such skills will match the expectations of the module specification and the needs of the learner.

Virtual Learning Environment

Students from Gloucestershire College on this programme will use MOODLE (VLE). Training will be given at induction during the first face to face session and integrated into the introduction to each module to give an overview of e-activities. If students miss induction an alternative session will be arranged. There are on-line guides to Moodle which are also available in hard copy.

Students at the college have access to MOODLE via the internet from computers at home, college, the workplace or public libraries. There is full technical support available at Gloucestershire College.

The materials currently used at UWE Bristol School of Education for each module will be shared with Gloucestershire College in the first instance and modified for specific use at Gloucestershire College.

Pastoral Care

Students have access to the College and University Student Advisers who support students with regard to regulatory matters, welfare matters, and matters related to late work and extenuating circumstances. The University central Career Development Unit works closely with the Faculty in advising students on enhancing their professional pathways and career progression. Gloucestershire College also provide careers advice as part of student services which will be accessible to them. The University and the College will make available details of financial support and of Student Welfare Services in both institutions.

Students on the programme are supported by a designated Programme Leader, and a team of skilled tutors based at Gloucestershire College. The Programme Leader 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 faculty and Gloucestershire 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. The QAA code of practice Section 2 Collaborative provision and flexible and distributed learning (including e-learning).
6. UWE's Learning and Teaching Strategy
7. 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 / Gloucestershire College Policy 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.

Students at Gloucestershire College will be encouraged to develop their reflective practice throughout the programme but particularly within the practice module. Students will keep a reflective journal as part of the practice module and this will form a key element of their formative assessment.

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 Gloucestershire College. Colleagues from FE will be involved in recruitment and delivery of the Foundation Degree Supporting Teaching and Learning in FE

Staffing

Programme Leader - Angela Hughes

Module Team

Year 1

Module code	Module title		Module Leader
UTLGKQ 20 -1	Supporting Teaching and learning post 14: Professional Practice	compulsory	Angela Hughes (with the programme team)
UTLGDD – 20 – 1	Behaviour for learning	core	Angela Hughes
UTTGAF – 20 – 1	Thinking and Learning	core	Angela Hughes
UTLGH3 – 20 – 1	The Voice of the Learner	core	Alma O'Boyle
UTLGHR – 20 -1	Introduction to Education Policy	core	Andy O'Cain
UTLGHS – 20 – 1	Supporting Learning: assessing, planning and recording	core	Angela Hughes

Year 2

Module code	Module title		Module Leader
UTLGKD - 20 -2	UTLGKD - 20 -2 Supporting Teaching and learning post 14: Professional Practice	compulsory	Angela Hughes (with the programme team)
UTLGHT – 20 - 2	Contributions to social cohesion and wellbeing in educational settings	core	Angela Hughes
UTLGHV – 20 – 2	Understanding Equalities and Diversities	core	Alma O'Boyle
UTLGHW – 20 - 2	Assisting Teaching in Language and Literacy	optional	Angela Hughes
UTLGHX – 20 - 2	Assisting teaching in Mathematics	optional	Felicity Marriot
UTLGAC – 20 – 2	UTLGAC – 20 – 2 Independent Study	optional	Jacquie Rogers
UTLGJ3 -20 -2	Enhancing subject knowledge	optional	TBC
UTLGKJ -20 – 2	Special Educational Needs in Further Education	optional	TBC
UTLGKL – 20 - 2	Helping Young People with Challenging Behaviour	optional	TBC
UTLGKP – 20 -2	Supporting Teaching and Learning with ICT	optional	TBC

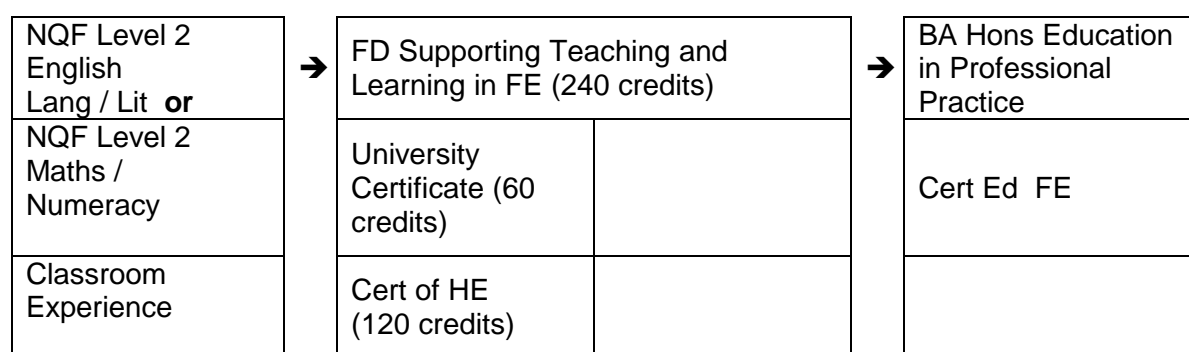
CVs for module leaders – submitted for scrutiny

Rationale for course

This programme is designed for classroom teaching assistants working within a post 14 and further education environment who wish to develop their skills and knowledge in the workplace. In some cases the student may wish to specialise in either working with special needs or working with students with challenging behaviour. The role of teaching assistant in schools and further education has become increasingly important as the role of the teacher changes and the demands of the curriculum and the student themselves increase.

The aim of the programme is to provide a clear career progression structure for teaching assistants, to improve their performance in the classroom and to enable them to achieve teacher status if they wish to. We expect that many potential students will have non-traditional qualifications and will be mature entrants requiring AEL and AL.

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 a degree BA Hons Education in Professional Practice with an additional 120 credits at level 3, and onto Qualified Teacher Status via a PGCE 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

In addition to those students taking the full foundation degree it is envisaged that some will wish to take individual modules as part of an individual CPD learning programme agreed with their employer. Credit received on such a programme would be given and can at a later date, where appropriate, be accredited towards relevant awards and programmes.

Demand for the programme

There are currently increasing numbers of classroom assistants being used within the further education sector especially in areas involving special needs students or students with behavioural or disciplinary issues. Gloucestershire College has 24 teaching assistants in post spread over 3 directorates. In addition to this there are over 100 full time and large numbers of part time staff who teach on programmes that require some of the skills developed in the Fd. They would be able to access some of the modules as part of a professional development programme. All of the other FE providers in the county employ teaching assistants in various departments as well as organisations such as the Gloucestershire Re-integration Service and private training providers.

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.

The proposed foundation degree has as its primary target group people employed in the identified FE Colleges. Consequently they are the employer and as such are directly involved in designing the content of the programme, the assessment of workplace learning, monitoring and reviewing the programme. Such employers as the Human Resources Department at Gloucestershire College will be members of the Gloucestershire College and UWE Programme Advisory Committees. An annual report will be undertaken by the two committees.

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

The typical student will probably be considering a career in teaching, working with students that may be challenging, have emotional, behavioural and/or learning difficulties. They will have some experience of classroom support for teachers but may not have any formal qualification in the area. They will need to have a positive outlook, be flexible in their approach to students, work well as a member of a team and be able to built appropriate constructive relationships with young people who may be difficult to work with.

Sample Case Study

'Jenny ' is 38 years of age and has two children that are in secondary education . She left school at 16 with 4 GCSE passes at c and went into retail for 4 years , she then got married and at the age of 22 had twin boys . Jenny worked part time for the next 11 years but as the boys got older she did some unpaid classroom assistant work in their school . She really enjoyed this work especially working with older children with behavioural problems and was offered some paid work on the school links programme with the local further education college . She did this work for two years and was offered a full time post at the college but felt that her lack of formal qualifications would stand in the way of her development so she has decided to apply for the Foundation degree .

Staff Development

The Gloucestershire College policy for training and development policy is attached (appendix)

There is already a group of staff who are familiar with UWE procedures and programmes having worked on the CertEd FE and PGCert FE programmes. Their experience of assessment regulations (MAR 3) will be particularly useful.

Initial support will be required at module level between UWE Bristol and Gloucestershire College to modify course materials and documents. Following this, communication online will be expected between UWE and Gloucestershire College.

There is an ongoing programme at Gloucestershire College of module development for specialist modules for example Behaviour for Learning and Helping Learners with Challenging Behaviour where staff will attend local and national courses to enhance their capacity to teach on such modules.

Gloucestershire College have a specific budget for professional development where tutors can engage in scholarly activity and attend conferences and research events.

Tutors will be encouraged to upgrade their current qualifications to master's level, if they have not already done so, whilst teaching on this Foundation Degree. This could include modules such as *UTLG97-10-3 Developing Practice in Higher Education* and *UTLG96-10-M*

Supporting Learning in Higher Education from the MA Teaching and Learning in HE.

Staff at Gloucestershire College will have access to staff development programmes at UWE Bristol where appropriate and relevant.

Management of Standards and Quality Assurance

Students will be asked to provide feedback on their experiences of individual Modules which will be presented to the programme team. Programme team meetings include members of the student body where they are able to present, discuss and explore matters of standard and quality.

Programme teams will report to the newly developing Teaching and Learning Standards Board which will take overall responsibility for the standards and quality of all programmes within Gloucestershire College and will include student representation. The terms of reference are attached (Appendix)

A member of Gloucestershire College 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.

The Programme Team Meetings will take reports to and from each other across UWE / Gloucestershire College.

Reference to be made to the UWE/Gloucestershire College matrix of responsibilities.