

PROGRAMME SPECIFICATION

1. Awarding Body	University of Surrey
2. Teaching Institution (if different)	University Centre Farnborough, Farnborough College of Technology
3. Final Award	Foundation Degree (FdA)
4. Programme title/route/pathway	Learning Support
5. Subsidiary award(s) and title(s)	Certificate of Higher Education in Learning Support
6. FHEQ Level	4/5
7. Credits and ECTS credits	240 UK credits; 120 ECTS credits
8. Name of Professional, Statutory or Regulatory Body (PSRB)	N/A
9. Date of last accreditation (if applicable)	N/A
10. Mode of study	Full-time
11. Language of study	English
12. UCAS Code	
13. QAA Subject Benchmark Statement (if applicable)	QAA Subject Benchmark Statement: Education Studies (2015)
14. Other internal and / or external reference points	National Occupational Standards for Supporting Teaching and Learning (2012). Professional Standards for teaching Assistants, (DfE ongoing). Higher Level Teaching Assistant Standards (2015)
15. Faculty / Department	Enterprise, Creative & Professional
16. Programme Director	Julie Collingwood
17. Date of Production / Revision of the specification	July 2018
18. Educational aims of the Programme	
<p>The programme aims to:</p> <ol style="list-style-type: none"> 1. Develop innovative ways of enhancing the skills of teaching and learning support staff to reflect current practice in schools/settings and the needs of the employer; 2. Develop the personal and transferable skills critical to Learning Support practitioners. These skills include communication, IT, team working and problem solving; 3. Create appropriate learning environments in terms of organisation, differentiation, relationships, climate, keeping children and young people safe and equality and diversity ; 4. Adopt an integrated approach to the theory and practice to create reflective learners and effective practitioners with an understanding of and commitment to education and training; 5. Offer innovative and flexible opportunities for study including a variety of modes of delivery to provide a balance between an academic and a work based learning approach; 6. Develop through the opportunity for research, evaluation and analysis to enhance skills of reflection to contribute to academic and professional progress with a view to further enhancing skills and practice; 7. Provide students with an overview of the wider environment within which they operate and an appreciation of the influencing factors at work within this; to develop understanding of and work 	

within the regulatory and legislative framework.

8. Provide for continuing professional development and career progression to include a suitable basis for progression to: Higher Level Teaching Assistant Status; BA (Hons) programme and then to Qualified Teacher Status (QTS) via an appropriate ITT programme .

19. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

1. current knowledge of their own specialist role and strategies to further develop existing skills and practice appropriate to Foundation Degree level (ESBM 5.7)
2. the importance of inclusive practice and procedures to plan for a range of strategies to achieve this (ESBM 5.3)
3. the use of appropriate strategies to support pupil literacy and numeracy needs (ESBM 5.5)
4. learning theories which underpin practice, particularly those relating to child development and learning, (ESBM 5.1)
5. the processes and procedures involved in planning and assessing pupil learning (ESBM 7.4)
6. the diverse needs of individual pupils with particular reference to aspects of SEN and behaviour management (ESBM 7.2)
7. the mechanisms and effects of policy and the structures by which this filters down to and affects practice (ESBM 5.4)
8. the role of external agencies in supporting learners (ESBM 5.3)

Teaching and learning strategies

- group activity
- individual research
- seminars/ discussion
- presentation
- lectures
- individual tutorials
- Peer validation groups
- Directed reading
- VLE forums, Blog and Wiki

Assessment

- assignments
- presentation / seminars
- research project
- case studies
- Professional Development Portfolio
- Critical incidents

Application and reflection of skills and other attributes - Intellectual / cognitive skills

1. skills relating to scholarly process including structuring an argument and accurate citing and referencing from a variety of sources (ESBM 7.7)
2. the ability to apply theoretical perspectives to everyday scenarios in

Teaching and learning strategies

- individual research
- seminars/ discussion
- group and individual activity
- presentations
- individual tutorials
- Peer validation groups
- Directed reading

<p>order to contribute to pupil learning (ESBM 7.5)</p> <p>3. skills of reasoning, critical analysis, evaluation, problem solving and the application of theory to practice (ESBM 5.6)</p> <p>4. skills in independent research, the reviewing of literature and critical interpretation of texts and other data (ESBM 7.12)</p>	<ul style="list-style-type: none"> • VLE Forums, blog and Wiki <p><u>Assessment</u></p> <ul style="list-style-type: none"> • action research project • seminars • assignments • case studies
<p><u>Application and reflection of skills and other attributes - Professional practical skills</u></p> <p>1. Select and make effective use of ICT for their own learning and to support pupil learning (ESBM 7.8)</p> <p>2. Work collaboratively with a range of significant others(ESBM 7.10)</p> <p>3. Contribute to the planning and assessment of learning sessions, individual pupil progress and target setting, intervention and support strategies (ESBM 6.1)</p> <p>4. Produce inclusive learning resources (ESBM 7.4)</p> <p>5. Lead discussions and give presentations (ESBM 7.7)</p>	<p><u>Teaching and learning strategies</u></p> <ul style="list-style-type: none"> • individual and group research • individual project • written tasks • group/ individual activity • practical exercises and scenarios <p><u>Assessment</u></p> <ul style="list-style-type: none"> • action research project • individual and group presentations • assessed coursework/ assignments • work-based observations • professional Development Portfolio
<p><u>Application and reflection of skills and other attributes - Key / transferrable skills</u></p> <p>1. Communication Communicate and present oral and written arguments. (ESBM 7.7)</p> <p>2. ICT Use Information and Communication Technology, including word processing, data bases, internet communication, information retrieval and on-line searches. (ESBM 7.8)</p> <p>3. Numeracy Interpret and present relevant numerical information (ESBM 7.9)</p> <p>4. Working with others Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to</p>	<p><u>Teaching and Learning strategies</u></p> <ul style="list-style-type: none"> • Workshops, tutorials and seminars • Formal debate • Presentations • VLE Forums, blog and Wiki <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Work-based observation, Professional Development Portfolio, critical incident analysis and workplace products (for example; planning documents, tracking documentation and other course related material). • Assignments • Group research and practical projects • Formal debate • Group presentation

share goals, and work as a member of a team (ESBM 7.10)

5. Improving own learning

Improve their own learning and performance, including the development of reading, writing, academic study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning, leading to appropriate Professional Development Planning (ESBM 7.11)

6. Problem-solving

Analyse, synthesise, evaluate, and identify problems and solutions. (ESBM 7.12)

- Use of college VLE
- Blog and Wiki
- Use of programmable software
- Data handling
- Action research project

20. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

All students are initially registered for the Foundation Degree in Learning Support. The programme is modular covering sixteen modules at 15 credits and is offered as a full time programme with the opportunity to gain 240 credits over two years. There is recognition of work based learning and therefore attendance at college is one evening a week (4 hours including tutorial hour). The students are supported in the work place by Mentors and College tutors. The design of the programme is based on the Statement of Requirement produced by the Department for Education and Skills (DfES) and the Children's Workforce Development Council (CWDC) provided Sector Endorsement, although it is acknowledged this requirement is no longer current and is in the process of being updated by the Department of Education. Consideration has been given to the National Occupational Standards of Teaching Assistants (currently being updated to 'Professional Standards of Teaching assistant' by DfE) to ensure the programme develops the skills, knowledge and understanding required in the sector. Students with APEL will be assessed in eligibility for the programme on an individual basis.

On successful completion of the Foundation Degree in Learning support with an aggregate mark of 50% or more, students may progress on to:

BA (Hons) Education (Learning Support) Top Up programme offered at University Centre Farnborough.

The Programme is divided into modules. All taught modules are worth 15 credits in line with University of Surrey requirements. This is indicative of 150 hours of learning, comprising of student contact, private study and assessment.

In order to achieve the Foundation Degree in Learning Support, students must achieve 240 credits, 120 at Level 4 and 120 at Level 5. Progression from Level 4 to Level 5 is in accordance with University of Surrey Regulations.

Students who complete Level 4 of the programme and do not wish to progress to Level 5 will be awarded the Certificate of Higher Education. In order to achieve this they must achieve 120 credits at Level 4.

Programme adjustments (if applicable)					
N/A					
Programme pathways and variants					
N/A					
Level 4 modules					
Module code	Module title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
FLS4001	Reflective Practice	Compulsory	15	2	120 credits are required at Level 4 to be awarded a Certificate of Higher Education A minimum of 40% is required for each of the modules to pass level 4 and proceed to level 5.
FLS4002	Professional Practice	Compulsory	15	1	
COM4001	Academic Skills	Compulsory	15	1	
FLS4004	Planning and Assessment	Compulsory	15	1	
FLS4005	Equality and Inclusion	Compulsory	15	1	
FLS4006	Managing a Positive Learning Environment	Compulsory	15	1	
FLS4007	Supporting English and Mathematics	Compulsory	15	2	
FLS4008	Technology for Teaching and Learning	Compulsory	15	2	
How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?			All modules compulsory		
Level 5 modules					
FLS5001	Continuous Professional Development (CPD)	Compulsory	15	1&2	Foundation Degree (240 credits) 40 – 59%: Pass 60 – 70%: Merit 70% +: Distinction
FLS5002	Reflection and Evaluation	Compulsory	15	1	
FLS5003	Special Educational Needs and Disabilities	Compulsory	15	1	

FLS5004	Introduction to Action Research	Compulsory	15	1	Aggregate mark of 50% required to progress on to BA (Hons) Top Up year
FLS5005	Wider Environment in Education	Compulsory	15	1&2	
FLS5006	Personalised Learning Support	Compulsory	15	2	
FLS5007	Action Research Project	Compulsory	15	2	
FLS5008	Introduction to Learning theory	Compulsory	15	2	

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?

All modules compulsory

21. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

External / guest teaching: will be used to provide professional expertise where required to supplement lectures in modules

Student placement: Students are work-based learners and will be expected to use their setting experiences to enhance their learning. They will be supported by a work-based mentor who should have a relevant degree in Education or Higher Level Teaching Assistant Status (HLTA).

Further information

All learners work for a minimum of 15 hours (paid and/or on a voluntary basis) in an approved educational setting. Observation of practice (3 times at each level) forms part of modules FLS4001 and FLS5002 with evidence required to demonstrate professional practice in line with National Occupational Standards however, performance is not assessed or graded. Learners have a mentor assigned by the Head teacher/ Principal within their setting and must have written permission from their Head teacher to study for the FdA LS allowing access to the setting for tutors conducting the observations.

Mentors will be provided with an information letter and handbook. Mentors are also invited to attend a session with guidance on requirements of the role where mentor suitability will be confirmed and will also be supported by the visiting tutor. They are not involved in summative assessment of the students but formal formative assessment is required. Students are visited in their settings by the academic team. Opportunities to meet with the School Based Mentor can be arranged at this time. In the unlikely event of a student becoming unemployed during the course of the programme or where there are issues with assessment due to lack of appropriate learning opportunities to fulfil the learning outcomes, the course leader will work with the student to find a suitable voluntary setting to complete the programme.

22. Criteria for admission

As specified by the University of Surrey Regulations, applicants will be expected to provide satisfactory evidence of their ability to embark on the Foundation Degree Programme. Criteria for admission includes:

- Hold a full and relevant Level 3 qualification in Supporting Teaching and Learning or equivalent level 3 qualification with a minimum of one year experience in a learning support role. The duration of which must be at least ten hours per week throughout the academic year.
- Have the competency in English as required by the University of Surrey

- Complete and receive DBS clearance
- Employed and/or in a voluntary placement as a learning support practitioner in primary, secondary, further education or a specialist school for a minimum of 15 hours per week concurrent with course attendance.
- Head Teacher/ Principal letter to clarify employment/placement hours, access to institutional policies, support from a mentor and appropriate Literacy, Numeracy and ICT skills to support learning.
- Satisfactory discussion with Head Teacher/ Principal, suitable Mentor
- Satisfactory conclusion to checklist completed and comments during interview with reference to National College in Teaching and Leadership criteria for Teaching Schools to ensure an appropriate and suitable setting to accommodate learning outcomes
- Non-standard entry applications will be welcomed and judged on individual merits.
This will involve an interview and a written assignment for initial assessment purposes

Applications will be subject to interview where the candidate will be asked to provide evidence of qualifications, an appropriate mentor, suitable work placement and a satisfactory discussion with Head Teacher/ Employer. This is to ensure suitability for the programme. Students will also be provided with guidance as to the expectations of the programme and the assessment involved.

Recognition of Prior Learning (RPL)

RPL may be considered for suitable applicants for Level 4 modules in line with University of Surrey Regulations.

22. Assessment regulations

All programmes within the University of Surrey adhere to the Assessment Regulations. All taught programmes also reference and follow the Code of Practice on the Assessment of Students' Work within Taught Programmes.

23. Support for students and their learning

Prior to enrolment on the programme all applicants attend an individual interview with the programme leader. The purpose of this interview is to:

- a) confirm eligibility, ensuring all entry requirements are met
- b) to ensure that the programme is appropriate to aspirations and circumstances
- c) identify any additional support needs

At the conclusion of this interview process, the applicant should have a clear idea of what is involved in the programme, particularly the assessment load and standard required (example assignments are viewed) and the interviewer should be aware of any particular support needs for that applicant (initial assessment is conducted in literacy by the completion of a short written task by the applicant). If necessary, initial discussions can take place with the Additional Learning Support team at this stage.

Once on-programme, students take part in an induction process which is designed to familiarise them with the finer details of the programme (issued with student and college handbook), the college environment (includes an Learning Resource centre induction), the tutors and fellow students. At this stage, all students are made aware of their entitlements regarding student support systems within the college (careers, counselling, finance, crèche etc.)

In week 2 of the programme, personal tutors are appointed. The first hour of each programmed session is a designated tutorial time and is used to conduct small group tutorials or individual tutorials by appointment. Each student therefore has an opportunity to discuss general issues or matters of personal concern.

Each module on the programme has a specified assignment workshop session (usually at the end of the module) at which students meet with the module tutor to discuss how they will address the module

assignment. Contact details for all tutors are provided in the student handbook allowing access to tutors outside of the formal programme hours, through the medium of email and telephone. All students therefore have access to both pastoral and academic guidance throughout the course. Extensive use is made of the college VLE system (Moodle) which can be used to access programme documentation and materials with links to additional reading, including E-books and web based material.

24. Quality management – indications of quality and the methods for evaluating and improving quality

The College operates appropriate quality processes approved by the University. Formal mechanisms for reviewing teaching and learning standards and curriculum content include:

- Internal audit of teaching quality
- Re-validation panels (quinquennial and interim review) involving University and external members
- NSS survey
- External examiner's reports on student work submitted for assessment
- Internal quality procedures such as Course and School Self Assessment Reports (SAR) and the Annual Quality Improvement Plan (QIP)
- College committees such as Internal Verification Working Group, Higher Education Working Party, Academic Standards Committee and the Teaching and Learning Committee
- All staff complete a DBS check

Student feedback is important in informing ongoing internal evaluation of module content and assessment practices as well as management of the course in general. The most formal mechanism for feedback on the course is the Board of Studies. Elected student representatives put forward the views of their peer group to inform the discussions that take place. Students also attend Review Panels providing feedback to panel members on their experience on the course.

At the conclusion of each module, all students are asked to complete an end-of module e-questionnaire which contains a mix of open and closed questions. The feedback obtained contributes to module development.

Student also complete college questionnaires at various points in the academic year which focus on induction and entry, programme review, destination survey. Student evaluation of the programme includes participation in the NSS.

Staff Development priorities:

- All staff must attain a recognised teaching qualification
- College staff development courses and CPD days spent in the school environment
- Meetings with Head Teachers and SENDcos
- Conferences, courses, seminars to update specific knowledge on related issues
- All staff must be DBS checked

25. Further information

Further information can be found on our webpages at <http://www.farn-ct.ac.uk/higher-education> (for example the Key Information Set), and within the Programme Handbook, which is provided on entry to the Programme.

The General Regulations and Codes of Practice for taught programmes can be found at <https://www.surrey.ac.uk/learningandteaching/regulations/>