Programme specification

1. Overview/ factual information

Programme/award title(s)	FD Supporting Teaching and Learning
Teaching Institution	Leeds City College
Awarding Institution	The Open University (OU)
Date of latest OU validation	
Next revalidation	November 2021
Credit points for the award	240
UCAS Code	L522
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	QAA Subject Benchmarks for Education Studies 1087; 2015
Other external and internal reference points used to inform programme outcomes	National Occupational Standards for Supporting Teaching Learning 2010 FD Qualification benchmarks
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	2 Years Full time and Part time
Dual accreditation (if applicable)	
Date of production/revision of this specification	March 2017

2.1 Educational aims and objectives

The overall aims of the programme are to:

- Develop a range of technical, professional, vocational, employability, transferable and key skills for supporting teaching and learning.
- Develop lifelong, independent and reflective learners.
- Produce capable and well-rounded graduates who will contribute to the education sector.
- Prepare knowledgeable, skilful graduates with the ability to work towards the changing requirements for supporting teaching and learning in the education sector (4-25 yrs).

2.2 Relationship to other programmes and awards

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

The Foundation Degree Supporting Teaching and Learning forms the first two years of an undergraduate degree. Students can exit the award at level 4 with a Certificate in Higher Education or complete the full Foundation Degree. On completion of the FD Supporting Teaching and Learning or the FD Children's Care Learning and Development, with an average grade of 55%, students have the opportunity to progress onto the BA (Hons) Children and Young People's Care and Education top up.
All students have an induction onto the FD programmes and again onto the Top up award.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1: Critically appraise a range of theories, concepts and principles relating to supporting teaching and learning. **A2:** Critically analyse key values and principles associated with personal and professional development in relation to supporting teaching and learning. **A3:** Analyse, evaluate and interpret a wide range of research in order to enable unfamiliar/more complex problems and key principles relating to education to be explored.	Learning and teaching will be tailored to meet the specific needs of the modules whilst building some of the skills required for those working in a supportive role in the education sector. There will be a mixture of teacher led sessions and facilitated sessions to engage students in learning activities to promote their knowledge and understanding of their role. The assessments have been designed with the changing role of supporting teaching and learning in education at the forefront of their design. Observations and planning for children and young people's learning are essential skills required for teaching assistants to acquire, as well as effective communication with a range of people. Case studies enable students to look holistically at a case and evaluate interventions, initiatives and sessions to raise the achievement of children and young people. They then can plan and make suggestions for future sessions and individual learning plans for children and young people. Presentations develop students' confidence in speaking to others. They enable students to share research and findings with each other and develop this best practice within their workplace.

3A. Knowledge and understanding	
	Students will take part in discussions, seminars,peer reviews and evaluations on an on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions and seminar groups.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Analyse the impact of the application of new knowledge and understanding to ethical work practices within the education sector. **B2:** Critically evaluate and discuss the application of key contemporary concepts and principles to support teaching and learning. **B3:** Develop autonomy and independence within an education setting with limited need for supervision.	As above

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Reflect on personal value systems, development and practices and compare these with alternative systems in education. **C2:** Use research critically and effectively to sustain and develop own practice in the education sector. **C3:** Critically evaluate concepts and theories encountered in their studies in relation to teaching and learning.	As above

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Communicate effectively with children, young people, parents/carers, colleagues and other relevant professional agencies within the education sector. **D2:** Demonstrate habits of critical reflection in own practice in supporting teaching and learning and begin to modify actions appropriately. **D3:** Demonstrate an effective contribution to team working.	As above

Key: **A** = Knowledge and Understanding   **B** = Cognitive and Intellectual   **C** = Practical Professional   **D** = Key Transferable

NO	Programme Outcome	Stage/Level 4(1)
A1	Critically appraise a range of theories, concepts and principles relating to supporting teaching and learning.	Describe, explain and use key theories, concepts and principles relevant to supporting teaching and learning.
A2	Critically analyse key values and principles associated with personal and professional development in relation to supporting teaching and learning.	Apply knowledge of the relevant values and principles underpinning personal and professional development in relation to supporting teaching and learning.
A3	Analyse, evaluate and interpret a wide range of research in order to enable unfamiliar/more complex problems and key principles relating to education to be explored.	Select, assess and interpret a range of research in order to enable key principles of supporting teaching and learning to be addressed.
B1	Analyse the impact of the application of new knowledge and understanding to ethical work practices within the education sector.	Apply new knowledge and understanding of ethical work-practices within the education sector.
B2	Critically evaluate and discuss the application of key contemporary concepts and principles to support teaching and learning.	Apply basic principles and values to solve a range of simple problems to support teaching and learning.
B3	Develop autonomy and independence within an education setting with limited need for supervision.	Develop autonomy and independence within an education setting with limited need for supervision.
C1	Reflect on personal value systems, development and practices and compare these with alternative systems in education.	Reflect on their own value systems, development and practices in supporting teaching and learning in education.
C2	Use research critically and effectively to sustain and develop own practice in the education sector.	Access research to build own practice in supporting teaching and learning.

C3	Critically evaluate concepts and theories encountered in their studies in relation to teaching and learning.	Question concepts and theories encountered in studies in relation to teaching and learning.
D1	Communicate effectively with children, young people, parents/carers, colleagues and other relevant professional agencies within the education sector.	Develop communication skills with children, young people, parents/carers, colleagues and other relevant professional agencies within the education sector.
D2	Demonstrate habits of critical reflection in own practice in supporting teaching and learning and begin to modify actions appropriately.	Demonstrate habits of critical reflection in own practice in supporting teaching and learning and begin to modify actions appropriately.
D3	Demonstrate an effective contribution to team working.	Develop skills in contributing to team working.

4. Programme Structure

Programme Structure - LEVEL 4				
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Compensatable**
Skills for Academic Development	20			Yes
Supporting Technology Enhanced Learning	20			Yes
Communication, Language and Literacy	20			Yes
Safeguarding Children and Vulnerable People	20			No
Concepts of Supporting Learning	20			T1 – No, T2 - Yes
Inclusive Practices	20			Yes

If students are unable to continue onto level 5 but have been successful on level 4 with 120 credits they may request a Certificate of Higher Education from the progression and award board.

Semester 1 **Weeks 1-15**	Skills for Academic Development	Safeguarding Children and Vulnerable People	Communication, Language and Literacy
Semester 2 **Weeks 16-30**	Supporting Technology Enhanced Learning	Concepts of Supporting Learning	Inclusive Practices

Programme Structure – LEVEL 5				
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Compensatable**
Contemporary Education Agenda	20			Yes
Supporting Science	20			Yes
Learning, Being and Becoming	20			Yes
Working in Collaborative Practice	20			Yes
Work based Project	20			No
Supporting Mathematics	20			Yes

Semester 1 **Weeks 1-15**	Learning, Being and Becoming	Supporting Science	Supporting Mathematics

Semester 2 Weeks 16-30	Contemporary Education Agenda	Working in Collaborative Practice	Work Based Project

The Foundation Degree is awarded on successful completion of both level 4 and level 5 of the award.

Students studying on the foundation degree full time will attend college for 2 days per week and work placement for a minimum of 10-12 hours per week throughout their study. Full time students will also have increased contact time per module, tutorial and study support sessions on their timetable.
Students studying the foundation degree part time will attend college for 1 afternoon and evening per week and need to be employed in a relevant workplace throughout their study.
All modules are delivered in either semester 1 or semester 2. The modules build upon each other and the placement experience. Both part time and full time students will follow the same pattern of study

5. Distinctive features of the programme structure

- We have built good relationships and links with employers and work experience may lead to employment opportunities in a range of settings supporting teaching and learning.

- An emphasis on the balance between academic studies and work related projects, enable students to succeed within employment with appropriate transferable skills and reflection on practice.

- One of the key distinctive features is the embedding of the work experience on both the full and part time modes of delivery. Each placement setting is encouraged to have allocated workplace mentors to support students in their practical studies. These mentors attend biannual meetings at college and have a mentor handbook. Mentors do not assess students in the workplace but offer support and guidance and ensure confidentiality and consent are upheld.

- The modules are designed to provide a range of skills and knowledge and include contemporary methods of supporting teaching and learning. We have included the value of listening to the child or young person when planning for their needs.

- We operate an open door culture and a team approach to supporting students and their needs. Students comment that they feel very supported in their studies.

- We purchase a Chromebook for each student on the course which they can keep. This enables them to access the resources on Google classroom and supports the teaching and learning methods.

- We use voice feedback on some modules which students have commented favourably on.

- The team use SWIVL to record some sessions and share these with students via Google classroom. We use this device to record and share presentations, information about assessments etc.

6. Support for students and their learning

The award adopts the following approach to student learning support:

- Tailored induction support begins before students arrive with the admissions team, and is reinforced at the detailed induction programme.

- We interview all candidates to ensure that the course is suitable for them and they are aware of its content and requirements for work related experience.

- A robust communications system functions to give students access to lecturers and management; this includes e-mail, the Google classrooms and notice boards.

- We aim to have an open door policy for supporting students; however we encourage students to make an appointment if they wish to discuss anything which may take time.

- All necessary information about the programme is provided by means of the student handbook, module handbooks and the Google classrooms.

- Students are allocated a tutor for regular tutorials and personal and academic development planning. This support is continued throughout the two years of study. Full time students have timetabled academic support sessions on their timetable.

- Part time students are supported whilst in college and have access to staff out of this time via email or telephone contact if needed. All students have a named contact for pastoral care.

- There is an extensive range of learning resources in the Library, supported by specialist staff who provide bespoke study skills sessions for students.

- Students are required to be in a suitable place of work or undertake ongoing work experience in a suitable setting. This enables the transference of academic and practical skills to develop a breadth of knowledge and experience.

- Students whilst undertaking work experience are encouraged to have a workplace mentor to offer support relating to their practice. Workplace mentors are not expected to offer support in relation to academic studies. Workplace mentors are asked periodically to comment on the students' progress and work related experience. If students were unable to have a mentor in the workplace the teaching team would support them with alternative arrangements.

7. Criteria for admission

The award adopts Leeds City College's admissions policy and criteria.
This course has minimum entry requirements of 1 x E in a relevant A level or a pass in BTEC National Diploma/Certificate or another vocational level 3 qualification, together with a GCSE at grade C in English. However, candidates receiving this minimum offer would need to demonstrate experience in and commitment to their chosen Foundation Degree subject.

A typical offer is likely to be 2 x D at A level, or a Pass/Merit profile in a relevant BTEC National Diploma/Certificate, together with a number of GCSE grades at C or above including English.

International qualifications will be assessed against these criteria. Speakers of other languages will need to possess an IELTS band score of 6.0 (with no-less than 5.5 in any one element) or a recognised English Level 2 qualification.
It is recommended that students have a recognised Maths Level 2 qualification on entry or seek to undertake one whilst on your course.

Students for part time study will need to be working in a teaching and learning support role. Full time students will need approx. 10-12 hours a week, voluntary or paid work experience in a suitable setting on-going throughout their study. If there is a problem or issue with the work experience the team will discuss it with them and support them to rectify it.

Students who lose their employment or work experience will be supported to find an alternative setting in a timely manner. This will not jeopardise students' study.

All students will be interviewed prior to selection on the course and have opportunity to discuss placement requirements.
APL may be possible dependant on qualifications and experience.
Students will also be required to complete the Disclosure and Barring Service process. (DBS) prior to commencement on placement.
If a student's DBS status alters during the time studying on the course they must notify their programme manager immediately.

8. Language of study

The course is delivered and assessed in English.

9. Information about assessment regulations

At level 4, the non-compensatable module is Safeguarding Children and Vulnerable People.

10. Methods for evaluating and improving the quality and standards of teaching and learning.
In addition to the Annual Programme Monitoring process the following mechanisms are in operation: • Peer review • Annual Planning • Peer Observation • Student module reviews • Students voice sampled through happy sheets • Tutor module reviews • Enrolment and induction reviews • Course Committee meetings • Pathway Committee meetings • Student Pathway meeting • Cross college quality and enhancement committee meeting

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
4	Skills for Academic Development	✓					✓	✓			✓	✓	
	Supporting Technology Enhanced Learning			✓	✓					✓	✓		
	Communication, Language and Literacy	✓				✓		✓	✓				✓
	Safeguarding Children and Vulnerable People		✓	✓	✓			✓	✓				
	Concepts of Supporting Learning		✓				✓			✓	✓	✓	
	Inclusive Practices		✓			✓		✓					✓

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
5	Contemporary Education Agenda		✓	✓		✓			✓			✓	
	Supporting Science	✓			✓					✓			✓
	Learning, Being and Becoming			✓		✓			✓		✓		
	Working in Collaborative Practice	✓			✓			✓					✓
	Work Based Project		✓				✓	✓				✓	
	Supporting Mathematics	✓					✓			✓	✓		

Level 4

	Lectures	Seminars	Tutorials	Practical	Demonstrations	Case studies	Group activities	Guest speakers
Skills for Academic Development	✓		✓	✓			✓	
Supporting Technology Enhanced Learning		✓		✓	✓		✓	✓
Communication, Language and Literacy	✓			✓	✓		✓	
Safeguarding Children and Vulnerable People	✓		✓			✓	✓	✓
Concepts of Supporting Learning		✓	✓	✓			✓	
Inclusive Practices	✓	✓	✓			✓		✓

Level 5

	Lectures	Seminars	Tutorials	Practical	Demonstrations	Case studies	Group activities	Guest speakers
Contemporary Education Agenda	✓	✓	✓			✓	✓	
Supporting Science	✓	✓		✓	✓	✓	✓	
Learning, Being and Becoming	✓	✓		✓	✓		✓	✓
Working in Collaborative Practice	✓		✓		✓	✓		✓
Work based project	✓	✓	✓	✓			✓	
Supporting Mathematics	✓	✓		✓	✓		✓	

Map of Assessment Methods

Level 4

	Report	Leaflet	Personal Development Plan	Portfolio	Seminar	Case study	Project	Presentation	Article
Skills for Academic Development								50% 15mins	50% 1500 words
Supporting Technology Enhanced Learning	50% 1500 words							50% 15mins	
Communication, Language and Literacy					40% 10 mins		60% 1800 words		
Safeguarding Children and Vulnerable People	60% 1800 words	40% 1200 words							
Concepts of Supporting Learning			30% 800 words	70% 2200 words					
Inclusive Practices	40% 1200 words					60% 1800 words			

Level 5

	Report	Activity plan	Research project	Essay	Personal reflection	Evaluation	Micro teach /Presentation	Evaluative observations
Contemporary Education Agenda				100% 4000 words				
Supporting Science						40% 1500 words	60% 15 mins	
Learning, Being and Becoming			60% 2500 words					40% 1500 words
Working in Collaborative Practice					100% 4000 words			
Work based project			80% 3500 words		20% 500 words			
Supporting Mathematics	60% 2500 words	40% 1500 words						

Appendix 4
Appendix C Assessment Schedule 2016/17

Module Name	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission
Module Name – LEVEL 4		

Skills for Academic Development	Formative assessment will be on-going tutor support in providing feedback on classroom tasks and activities.	1. Article (1500 words) - 50%
		    Submission: w/c 5.12.16
		2.Pre-recorded individual presentation (15 minutes) – 50%
		    Submission: w/c 23.1.17

Inclusive Practice	Formative assessment will take place with case studies, visiting speakers, dissemination of good practice.	1. Case study (1800 words) – 60% Submission: w/c 1.5.17 2.Self-evaluation (1200 words)-40% Submission : w/c 15.5.17

Supporting Technology Enhanced Learning	Formative assessment will be undertaken through practical sessions,	1. Presentation (15 minutes)- 50%
		    Submission: 27.3.17
		2. Reflective Report (1500 words) – 50%
		    Submission: w/c 8.5.17

	group work and feedback, role play and reflective practice.	
Communication, Language and Literacy	Formative assessment will take place with practical demonstrations, evaluations of videos and craft exercises.	1. Work related project (1800 words) - 60% Submission: w/c 9.1.17 2. Seminar (10 mins) - 40% Submission: w/c 16.1.17

Safeguarding Children and Young People	Formative assessment will use group work, discussions, practical sessions and games.	1. Leaflet (1,200 words) - 40%
		    Submission: w/c 7.11.16
		2. Report (1,800 words) - 60%
		    Submission: w/c 16.1.17

Concepts of Supporting Learning	Formative assessment will use reflective activities, timelines of Government agendas, reviewing own role in practice.	1. Portfolio - 70% (2200 words) Submission: w/c 8.5.17 2. Personal Development Plan 30% (800 words) Submission: w/c 22.5.17

Module Name – LEVEL 5		
Contemporary Education Agenda	Formative assessment will take place on an on-going basis using discussion groups, research, seminars and poster presentations.	1. Essay (4,000 words) **-** 100% Submission: 8.5.17

Supporting Science	Students will take part in scientific experiments, demonstrations, session plans, research tasks.	1. Micro- teach (15 mins) - 60%
		   Submission: 5.12.16
		2. Evaluation - 40% (1500 words)
		   Submission: w/c 16.1.17

Learning, Being and Becoming	Formative feedback will take place through observations, journal reviews, Ted talks, seminars, reviewing practice, professional conversations, focus groups.	1. Evaluative observations (minimum 4) **-** 40% (2,500 words)
		   Submission: w/c 5.12.16
		   2.Planning for play based learning(1,500 words) **-** 60%
		   Submission: w/c 16.1.17

Supporting Numeracy	Students will take part in numerical challenges demonstrations, session plans, research tasks.	1. Activity Plan (1,500 words) - 40% Submission: w/c 7.11.16 2. Report (2,500 words) - 60% Submission: w/c 9.1.17
Working in Collaborative Practice	Formative assessment will take place on an on-going basis using class based activities such as case studies and policy and practice debates.	1. Report (4,000 words) - 100% Submission: w/c 16.5.17

Work Based Project	Formative assessment – case studies, group presentation, peer reviews, seminar discussions, tutorials	1. Work based project (3,500 words) - 80%
		    Submission: w/c 1.5.17
		2. Personal Reflection (500 words) - 20%
		    Submission: w/c 15.5.17