University Centre Leeds

Programme Specification- Supporting Teaching and Learning

1	**Awarding Institution/Body**	Luminate Education Group
2	**Delivery Location(s)**	University Centre - Leeds City College Keighley College - Leeds City College
3	**Programme Externally Accredited by (e.g. PSRB)**	n/a
4	**Award Title(s)**	Foundation Degree - Supporting Teaching and Learning
5	**FHEQ Level** *[see guidance]*	Level 4 Level 5
6	**Bologna Cycle** *[see guidance]*	Short Cycle (within or linked to the first cycle) qualifications
7	**HECoS Code and Description**	100653 - Health and Welfare
8	**Mode of Attendance** *[full-time or part-time]*	Full time- 2 years Part time- 2 years
9	**Relevant QAA Subject Benchmarking Group(s)**	QAA Subject Benchmarks for Education Studies 1087; 2015
10	**Relevant Additional External Reference Points** *(e.g. National Occupational Standards, PSRB Standards)*	National Occupational Standards for Supporting Teaching Learning 2010 FD Qualification benchmarks
11	**Date of Approval/ Revision**	September 2021

12 **Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others)**

Foundation Degree Entry Criteria

	Typical offer	Minimum Offer
Level 3 qualifications such as: A Levels or BTEC L3 Diploma or Extended Diploma	48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject	16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject

GCSE English:	English Language grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.
International qualifications:	International qualifications will be assessed against these criteria
Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. *2*1 years and over at the start of the course*
RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)

Additional entry criteria

	Criteria
GCSE Maths (Desirable):	Maths grade 4 or above is desirable. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs.
GCSE Science (Desirable):	Science grade 4 or above is desirable. Key Skills Level 2 and Functional Skills Level 2 are accepted in place of GCSEs.
VTCT Level 3	Pass
NVQ Level 3	Pass
Part Time courses:	Students for part time study are required to hold a full level 3 qualification or the equivalent experience in a relevant subject and will need to be working in the sector.
Placements:	Full time students will need approx. 10-12 hours a week, voluntary or paid placement in a suitable placement on-going throughout their study.
DBS checks:	Students will also be required to complete the Disclosure and Barring Service process (DBS) prior to commencement on placement.
Interviews:	A successful interview required.
References:	An appropriate reference required.

13	**Educational Aims of the Programme**
	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.

14	**Learning Outcomes**
	The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:

Knowledge and Understanding *(insert additional rows as necessary)*	
K1	**K1:** Critically appraise a range of theories, concepts and principles relating to supporting teaching and learning.
K2	**K2:** Critically analyse key values and principles associated with personal and professional development in relation to supporting teaching and learning.
K3	**K3:** 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.

Cognitive/Intellectual Skills *(insert additional rows as necessary)*	
C1	**C1:** Analyse the impact of the application of new knowledge and understanding to ethical work practices within the education sector.
C2	**C2:** Critically evaluate and discuss the application of key contemporary concepts and principles to support teaching and learning.
C3	**C3:** Develop autonomy and independence within an education setting with limited need for supervision.

Practical/Professional Skills *(insert additional rows as necessary)*	
P1	**P1:** Reflect on personal value systems, development and practices and compare these with alternative systems in education.
P2	**P2:** Use research critically and effectively to sustain and develop own practice in the education sector
P3	**P3:** Critically evaluate concepts and theories encountered in their studies in relation to teaching and learning.

Key Transferable Skills *(insert additional rows as necessary)*	
T1	**T1:** Communicate effectively with children, young people, parents/carers, colleagues and other relevant professional agencies within the education sector.
T2	**T2:** Apply habits of critical reflection in own practice in supporting teaching and learning and begin to modify actions appropriately.
T3	**T3:** Contribute effectively to team working.

| 15 | **Key Learning & Teaching Strategy and Methods**

Teaching and learning will be tailored to meet the specific needs of the modules whilst building within 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.

Delivery of the programme will be designed around a blended learning approach where lessons will be taught both online and face to face.

A wide range of Technology Enhanced Learning apps will be used within the delivery of the modules to engage learners and offer differentiated learning.

Key Learning and Teaching strategy and delivery methods used within the Supporting Teaching and Learning Foundation Degree are:

● Google Classroom
● Jamboard
● Google Drive
● Google Slides
● Coggle
● Padlet
● Loom
● Flip Grid

Learners are required to participate within independent wider reading where academic sources such as journals and articles, publications and books will be required to be researched around the topics to meet the learning outcomes within each of the modules. |
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16	**Key Assessment Strategy and Methods**
	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, young people and learners within their 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, demonstrations and seminars 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.
	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.
	Assessment methods used within the Supporting Teaching and Learning Foundation Degree are: - Observation - Work based projects - Case studies - Seminars - Research - Peer assessments - Activity planning - Critical reflection - Portfolios - Viva Voce

17	**Programme Modules**						

Level 4

Code	Title	Credits	Core/ Option	Non-Compensatable	Compensatable	Variance
	Communication, Language and Literacy	20	C		x	
	Safeguarding Children and Vulnerable People	20	C	x		
	Skills for Academic Development	20	C		x	
	Supporting Technology Enhanced Learning	20	C		x	
	Concepts of Supporting Learning	20	C		x	
	Inclusive Practices	20	C		x	

Level 5

Code	Title	Credits	Core/ Option	Non-Compensatable	Compensatable	Variance
	Working in Collaborative Practice	20	C		x	
	Supporting Mathematics	20	C		x	
	Supporting Science	20	C		x	
	Contemporary Education Agenda	20	C		x	
	Work Based Project	20	C		x	
	Learning, Being and Becoming	20	C		x	

18	**Programme Structure**
	The modules are designed to provide a range of skills and knowledge which include contemporary methods of supporting teaching and Learning for both full time and part time study.
	The tables below offer insight to the programme study over the 2 years of the programme, where modules are specifically taught within each semester of the academic year. The Supporting Teaching and Learning programme will be offered as blended delivery where a range of modules within both level 4 and level 5 will be taught online as well as offering face to face delivery onsite within both Leeds and Keighley Campuses.

Supporting Teaching and Learning Level 4 Full time
Face to Face Delivery 75% and Virtual delivery 25% over 2 days

Supporting Teaching and Learning Level 4 Part time
Face to Face Delivery 100% over 1 day

Level 4

Semester 1	Communication Language and Literacy	Safeguarding Children and Vulnerable People	Skills for Academic Development	Concepts of Supporting Learning (Semester 1& 2)
Semester 2	Supporting Technology Enhanced Learning	Inclusive Practices		

Supporting Teaching and Learning - Level 4 Full time- Face to Face & Virtual delivery

Face to Face delivery	**Semester 1** ● Communication Language and Literacy ● Skills for Academic Development	**Semester 2** ● Supporting Technology Enhance Learning ● Inclusive Practices
Virtual delivery	**Semester 1** ● Safeguarding Children and Vulnerable People	**Semester 2** ● Concepts of Supporting Learning

Supporting Teaching and Learning Level 5 Full time
Face to Face Delivery 75% and Virtual delivery 25% over 2 days

Supporting Teaching and Learning Level 5 Part time
Face to Face Delivery 100% over 1 day

Level 5

Semester 1	Supporting Mathematics	Supporting Science	Learning, Being and Becoming
Semester 2	Work Based Project	Contemporary Education Agenda	Working in Collaborative Partnership

Supporting Teaching and Learning - Level 5 Full time- Face to Face & Virtual delivery

Face to Face delivery	**Semester 1** ● Supporting Mathematics ● Supporting Science	**Semester 2** ● Work Based Project ● Contemporary Education Agenda
Virtual delivery	**Semester 1** ● Learning Being and Becoming	**Semester 2** ● Working in Collaborative Partnership

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 the equivalent of two 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 the equivalent of one day per week and will 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

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.

19	**Support for Students and Their Learning**
	The award adopts the following approach to student learning support:
	All candidates receive an interview to ensure that the course is suitable for them and they are aware of its content and requirements for work related experience.
	Once students have enrolled onto the programme, tailored induction sessions take place at the start of the academic year. Support begins before students arrive with the admissions team, and is reinforced at the detailed induction programme.
	Robust communication systems are in place to allow for students to access lectures along with modules resources which are all utilised through a range of systems and technology enhanced learning strategies such as email and google platforms such as classroom.
	The teaching team offers continuous support for students throughout the academic year where tutorials take place both within groups and individually. Students are able to request to speak to module tutors at any point that they require any further support and guidance to support them within their studies.
	All information about the programme is provided by means of the course handbook, module handbooks all located within google classrooms.
	Module tutors will provide regular tutorials along with some 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 are able to contact their module lead for any support required within 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 for 10-12 hours per week. This enables the transference of academic and practical skills to develop a breadth of knowledge and experience.
	All students have access to the student VLE where any further support and guidance can be accessed during their study within areas such as counseling, ALS, and any other areas of support.
	Each group of students will have an allocated student representative, where they will attend termly student rep meetings in collaboration with other student reps across a variety of programmes. Termly course committee meetings will take place and allow for each student's voice to be heard to allow for feedback on all areas of their programme of study.

20	**Distinctive Features**
	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.
	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.
	Chromebooks are provided 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.
	Assessments within modules are offered within a variety of methods which include the use of google meet where students are able to be recorded when presenting as part of assessment, along with viva voce which allows for academic discussions to be recorded effectively. Voice feedback is provided on some modules within the marked and graded feedback via Turn It in, which students have commented favourably on.

Stage Outcomes (Undergraduate Awards only)

Key: **K** = Knowledge and Understanding   **C** = Cognitive and Intellectual   **P** = Practical Professional   **T** = Key Transferable [*see Section 16 programme specification*]

No.	Programme Outcome	PLO at L4
K1	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.
K2	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.
K3	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.
C1	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.
C2	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.

No.	Programme Outcome	Stage/Level 4(1)
C3	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.
No.	**Programme Outcome**	**Stage/Level 4(1)**
P1	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.
P2	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.
P3	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.
T1	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.
T2	Apply 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.

T3	Contribute effectively to team working.	Develop skills in contributing to team working.

Map of Outcomes to Modules

Outcome Key Level 4

Module Titles	K1	K2	K3	C1	C2	C3	P1	P2	P3	T1	T2	T3			
Skills for Academic Development	☐					☐	☐			☐	☐				
Supporting Technology Enhanced Learning			☐	☐					☐	☐					
Communication Language and Literacy	☐				☐		☐	☐				☐			
Safeguarding Children and Vulnerable People		☐	☐	☐			☐	☐							
Concepts of Supporting Learning		☐				☐			☐	☐	☐				
Inclusive Practices		☐		☐	☐		☐					☐			

Outcome Key Level 5

	Module Titles	K1	K2	K3	C1	C2	C3	P1	P2	P3	T1	T2	T3			
	Contemporary Education Agenda		☐	☐		☐			☐			☐				
	Supporting Science	☐			☐					☐			☐			
	Learning, Being and Becoming			☐		☐			☐		☐					
	Working in Collaborative Partnership	☐			☐			☐					☐			
	Work Based Project		☐				☐	☐				☐				
	Supporting Mathematics	☐					☐			☐	☐					

Map of Teaching and Learning Methods

Level 4

Module Titles	Methods								
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Practicals (design and production sessions)	Group activities	Guest speakers	Independent / E Learning/ On-line forums	(insert other)
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

	Methods								
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Practicals (design and production sessions)	Group activities	Guest speakers	Independent / E Learning/ On-line forums	(insert other)
Contemporary Education Agenda	☐		☐	☐		☐	☐	☐	
Supporting Science	☐	☐			☐	☐		☐	
Learning, Being and Becoming	☐		☐			☐	☐	☐	
Working in Collaborative Practice	☐	☐	☐			☐		☐	
Work Based Project	☐	☐		☐	☐	☐		☐	
Supporting Mathematics	☐	☐		☐	☐	☐		☐	

<div align="center">**Map of Assessment Methods**</div>

Level 4

Module Titles	Report	Reflective E-Journal	Professional Development Plan	Induction booklet	E-Portfolio	Viva	Presentation	Poster Presentation	Work Related Project	Seminar	Case study
							Methods				
Skills for Academic Development	Task 1 Report (2,000 words) 60% Week 9						Task 2 Presentation (10 minutes) 40% Week 13				
Supporting Technology Enhanced Learning	Task 2 Reflective Report (1,500 words) 50% week 29						Task 1 Presentation (15minutes) 50% Week 23				
Communication Language and Literacy									Task 1 - Work related project (1,800 words) 60% Week 11	Task 2 Seminar (10 minutes) 40% - Week 15	
Safeguarding Children and Vulnerable People	Task 1 Report (1,800 words) 60% Week 6			Task 2 Induction Booklet (1,200 words) 40% Week 14							

Concepts of Supporting Learning			Task 2 Professional Development Plan (500 words) (30%) Week 29		Task 1: Portfolio of professional practice. (70%) Week 26						
Inclusive Practices		Task 2 – Reflective account (1200 words) (40%) Week 30									Task 1 – Case Study (1800 words) (60%) Week 24

Level 5

| Module Titles | Methods | | | | | | | | | | | |
	Evaluative Report	Reflective E-Journal	Professional Development Plan	Induction booklet	Teaching Interventions	Professional Discussion	Presentation	Poster Presentation	Work Related small scale Project	Creative Planning	Case study	Activity Plan
Contemporary Education Agenda	Task 2 Report 2500 words 60% week 30						Task 1 Presentation 15minutes 40% week 26					
Supporting Science	Task 2 Evaluative report - 1500 words 40% Week 15				Task1 Teaching Intervention 15 minutes (60%) Week 11							
Learning, Being and Becoming	Task2: Report 2500 words 60% Week 15									Task 1: Creative activity (1500 words) 40% Week 6		
Working in Collaborative Partnership		Task 1 Reflective Account (4000 words) 100% Week 29										
Work Based Project						Task 2 - 20% Professional Discussion Week 30			Task 1 - Work related small scale project (3,500 words) 80%			

									Week 27			
Supporting Mathematics	Task 2 Evaluative Report 2500 words (60%) Week 14											Task 1 1 Activity and Plan 1500 words (40%) Week 5