



Programme Specification

1	Awarding Institution/Body	Leeds City College
2	Delivery Location(s)	Leeds City College
3	Programme Externally Accredited by (e.g. PSRB)	
4	Award Title(s)	FD Supporting Teaching and Learning
5	FHEQ Level	
6	Bologna Cycle	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 (2 Year) and 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	National Occupational Standards for Supporting Teaching Learning 2010 FD Qualification benchmarks
11	Date of Approval/ Revision	September 2018

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12 Criteria for Admission to the Programme

	Typical offer	Minimum Offer
A-Levels:	2 x D	1 x E Grade
BTEC L3 Diploma or Extended Diploma:	MP, MPP grade	PP, PPP grade or a Subsidiary Diploma with an E grade
Access to HE Diploma	Overall pass with 60 credits, with 24 credits to be at a Merit grade	Overall pass with 60 credits
GCSE English	English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	
GCSE Maths:	Maths Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs.	
IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
International qualifications:	International qualifications will be assessed against these criteria	
Mature applicants:	Leeds City College 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. *21 years and over at the start of the course	
APL claims:	The course structure actively supports claims for Accreditation of Prior Certified Learning (APL).	

It is recommended that students have a recognised Maths Level 2 qualification on entry or seek to undertake one whilst on your course. Most education settings would require both Maths and English at L2 and so it is advisable that students do achieve these. Students for part time study will need to be working in a teaching and learning support role. Full time students will need the equivalent of 1 day 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.



	<p>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.</p> <p>APL may be possible dependant on qualifications and experience.</p> <p>Students will also be required to complete the Disclosure and Barring Service process. (DBS) prior to commencement on placement.</p> <p>If a student's DBS status alters during the time studying on the course they must notify their programme manager immediately.</p>
<p>13</p>	<p>Educational Aims of the Programme</p> <p>The overall aims of the programme are to:</p> <ul style="list-style-type: none"> ● Develop a range of technical, professional, vocational, employability, transferable and key skills for supporting teaching and learning in various education sectors. ● 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).

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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
	K1 Critically appraise a range of theories, concepts and principles relating 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.
	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
	C1 Critically evaluate the impact of the application of new knowledge and understanding to 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.
	C3 Demonstrate autonomy and independence within an education setting with limited need for supervision.
	Practical/Professional Skills
	P1 Reflect on personal value systems, development and practices and compare these with alternative systems in education.
	P2 Use research critically and effectively to sustain and develop own practice in the education sector.
	P3 Critically evaluate concepts and theories encountered in their studies in relation to teaching and learning.
	Key Transferable Skills
T1 Communicate effectively with a range of people.	
T2 Demonstrate critical reflection in own practice and modify actions appropriately	
T3 Demonstrate an effective contribution to team working	
15	Key Learning & Teaching Strategy Methods 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.

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16	<p>Key Assessment Strategy/Methods</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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17	Programme Modules						
	Level 4						
	Code	Title	Credits	Core/ Option	Non-Compensata ble	Compensatable	Variance
		Skills for Academic Development	20	Core		Yes	
		Supporting Technology Enhanced Learning	20	Core		Yes	
		Communication, Language and Literacy	20	Core		Yes	
		Safeguarding Children and Vulnerable People	20	Core		Yes	
		Concepts of Supporting Learning	20	Core		Yes	
		Inclusive Practices	20	Core		Yes	
	Level 5						
	Code	Title	Credits	Core/ Option	Non-Compensata ble	Compensatable	Variance
		Contemporary Education Agenda	20	Core		Yes	
		Supporting Science	20	Core		Yes	
		Learning, Being and Becoming	20	Core		Yes	
	Working in Collaborative Practice	20	Core		Yes		
	Work based Project	20	Core		Yes		
	Supporting Mathematics	20	Core		Yes		

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<p>18</p>	<p>Programme Structure</p> <p>Level 4</p> <table border="0"> <tr> <td>Semester 1 Weeks 1-15</td> <td>Skills for Academic Development</td> <td>Safeguarding Children and Vulnerable People</td> <td>Communication, Language and Literacy</td> </tr> <tr> <td>Semester 2 Weeks 16-30</td> <td>Supporting Technology Enhanced Learning</td> <td>Concepts of Supporting Learning</td> <td>Inclusive Practices</td> </tr> </table> <p>Level 5</p> <table border="0"> <tr> <td>Semester 1 Weeks 1-15</td> <td>Learning, Being and Becoming</td> <td>Supporting Science</td> <td>Supporting Mathematics</td> </tr> <tr> <td>Semester 2 Weeks 16-30</td> <td>Contemporary Education Agenda</td> <td>Working in Collaborative Practice</td> <td>Work Based Project</td> </tr> </table> <p>The Foundation Degree is awarded on successful completion of both level 4 and level 5 of the award.</p> <p>Students studying on the foundation degree full time will attend college for 2 days per week and engage in relevant work placement throughout their study. Full time students will also have increased contact time per module, tutorial and study support sessions on their timetable.</p> <p>Students studying the foundation degree part time will attend college for 2 twilight sessions per week and need to be employed in a relevant workplace throughout their study.</p> <p>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.</p>	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	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
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														
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														
<p>19</p>	<p>Support for Students and Their Learning</p> <p>The award adopts the following approach to student learning support:</p> <ul style="list-style-type: none"> • 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. 																

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	<ul style="list-style-type: none"> • 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.
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20	<p>Distinctive Features</p> <ul style="list-style-type: none"> • This course could enable learners to map the underpinning knowledge and their work related experiences to the HLTA standards 2010. • 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. 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.
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Stage Outcomes (Undergraduate Awards only)

Please give the learning outcomes for each interim stage of the programme and for each named pathway or award, e.g. for Honours degrees programme, Stage/Level 4(1) outcomes, and Stage/Level 5(2) outcomes, and for Foundation Degrees, Stage 1/Level 4 and programme learning outcomes. If the award is a single level only, i.e. a top-up award, then it is not relevant to complete this form as the programme learning outcomes in Section 16 will suffice. If the award is undergoing periodic review and there have been no significant changes made to the programme learning outcomes as part of the review, then the stage outcomes from the original programme documentation can be included. Adapt the form to suit the award, i.e. a Foundation Degree would only show Programme Outcome and Stage/Level 4 (1).

Please add additional rows where necessary and delete all guidance notes.

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

No.	Programme Outcome	Stage/Level 4(1)
K1	Critically appraise a range of theories, concepts and principles relating to supporting teaching and learning.	Discuss and describe a range of theories, concepts and principles relating 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.	Identify key values and principles associated with 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.	Describe and use a wide range of research in order to enable unfamiliar/more complex problems and key principles relating to education to be explored.
C1	Critically evaluate the impact of the application of new knowledge and understanding to ethical work practices within the education sector.	Analyse the impact of the application of new knowledge and understanding to 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.	Describe and discuss the application of key contemporary concepts and principles to support teaching and learning.

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C3	Programme Outcome	Stage/Level 4(1)
	Demonstrate autonomy and independence within an education setting with limited need for supervision.	Demonstrate an increasing independence within an education setting with limited need for supervision.
P1	Reflect on personal value systems, development and practices and compare these with alternative systems in education.	Identify personal value systems, development and practices and compare these with alternative systems in education.
P2	Use research critically and effectively to sustain and develop own practice in the education sector.	Use research to illustrate and develop own practice in the education sector.
P3	Critically evaluate concepts and theories encountered in their studies in relation to teaching and learning.	Compare concepts and theories encountered in their studies in relation to teaching and learning.
T1	Communicate effectively with a range of people.	Communicate clearly with a range of people.
T2	Demonstrate critical reflection in own practice and modify actions appropriately.	Engage in reflection and begin to modify actions appropriately.
T3	Demonstrate an effective contribution to team working.	Engage in team working.

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Map of Outcomes to Modules

Level 4	Outcome Key												
	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		✓							✓			

Level 5	Outcome Key												
	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 Practice	✓			✓			✓					✓
	Work Based Project		✓				✓	✓				✓	

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Level 5

Module Titles	Methods									
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Demonstrations	Practical (design and production sessions)	Group activities	Guest speakers	Tutorials		
Contemporary Education Agenda	✓	✓	✓			✓		✓		
Supporting Science	✓	✓		✓	✓	✓				
Learning, Being and Becoming		✓		✓	✓	✓	✓			
Working in Collaborative Practice	✓		✓	✓			✓	✓		
Work based project		✓			✓	✓		✓		
Supporting Mathematics	✓	✓		✓	✓		✓			

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Map of Assessment Methods

Level 4

Module Titles	Methods									
	Report	Leaflet	Personal Development Plan	Portfolio	Seminar	Case Study	Project	Presentation	Article	
Skills for Academic Development								50% 15 mins WK 14	50% 1500 words WK 10	
Supporting Technology Enhanced Learning	50% 1500 words WK 28							50% 15 mins WK 24		
Communication, Language and Literacy					40% 10 mins WK 15		60% 1800 words WK 12			
Safeguarding Children and Vulnerable People	60% 1800 words WK 15	40% 1200 words WK 7								
Concepts of Supporting Learning			30% 800 words WK 15	70% 2200 words WK 12						
Inclusive Practices	40% 1200 words WK 30					60% 1800 words WK 25				

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Level 5

Module Titles	Methods							Evaluative observations
	Report	Activity plan	Research project	Essay	Personal reflection	Evaluation	Micro teach /Presentation	
Contemporary Education Agenda				100% 4000 words WK 30				
Supporting Science						40% 1500 words WK 15	60% 15 mins WK 11	
Learning, Being and Becoming			60% 2500 words WK 14					40% 1500 words WK 7
Working in Collaborative Practice					100% 4000 words WK 27			
Work based project			80% 3500 words WK 28		20% 500 words WK 29			
Supporting Mathematics	60% 2500 words WK 15	40% 1500 words WK 6						

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