Programme Specification and Curriculum Map

Faculty of Arts and Science

Foundation Degree in Supporting Teaching and Learning in Schools

2017

Programme specification

1. Overview/ factual information

Programme/award title(s)	Foundation Degree in Supporting Teaching and Learning in Schools Certificate of Higher Education in Supporting Teaching and Learning in Schools
Teaching Institution	Havering College of Further and Higher Education
Awarding Institution	The Open University (OU)
Date of latest OU validation	2017
Next revalidation	2022
Credit points for the award	240
UCAS Code	H14 X190
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	Characteristics statement Foundation Degrees 2015 and the National Occupational Standards for Supporting Teaching and Learning
Other external and internal reference points used to inform programme outcomes	It takes into account possible progression to the BA (Hons) in Education and Professional Practice
Professional/statutory recognition	N/A
Duration of the programme for each mode of study (P/T, FT, DL)	FT 2 years
Dual accreditation (if applicable)	
Date of production/revision of this specification	February 2017

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme aims and objectives

2.1 Educational aims and objectives

The Foundation Degree in Supporting Teaching and Learning in Schools aims to enable personnel supporting teaching and learning in primary and special schools, to work towards a recognised qualification at a higher education level.

The programme provides students with an opportunity for an enhancement of their professional understanding and knowledge through the integration of academic study, practice-based learning and professional reflection on experience.

This flexible programme is delivered on one day a week, enabling those supporting teaching and learning the opportunity to continue to work and earn whilst they study.

It aims:

- to provide practitioners supporting teaching and learning with higher education study that will enhance their professional development and learning;
- to provide appropriate theory, knowledge and understanding required in supporting teaching and learning in primary and special schools;
- to develop the professional and practical skills and competencies that are required to support teaching and learning in schools;
- to develop understanding of and work within the regulatory and legislative framework;
- to develop critical thinking and the ability to interrogate the assumptions underpinning theory and research;
- to develop self-awareness, reflection and evaluation skills necessary to be able to recognise and evaluate the impact of their practice in their work setting;
- to develop positive attitudes, including their understanding of inclusion, equality and diversity.

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)

Havering College is separately seeking revalidation for the BA (Hons) in Education and Professional Practice. Level 6 of that programme acts as a 'top up' year for students from this Foundation Degree in Supporting Teaching and Learning in Schools.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1: Demonstrate knowledge and understanding of ways in which children learn and develop.	**Learning and teaching strategies** Lectures introduce theories and factual evidence. Whole group and small group debates and discussions, give students the opportunity to discuss ideas in greater detail and listen to the ideas and experiences of others. Group work activities provide opportunities for students to negotiate and collaborate. There are tutorials with module tutors to give feedback on progress. Individual and group research is also carried out. Work-based tasks are carried out including observations and practical activities. These are a basis from which to apply theory to practice. Resources and activities are uploaded on the VLE. **Assessment Strategies** • Essays • Group seminar • Group presentation • Individual presentation • Curriculum project essay • Poster presentation • Practical work involving making a mathematical book or game and a digital resource

3A. Knowledge and understanding	
A2: Explore the range of different educational needs of children and how those needs may be supported, including an understanding of the issues related to the inclusion of children.	**Learning and teaching strategies** Lectures introduce theories and factual evidence. Whole group and small group debates and discussions, give students the opportunity to discuss ideas in greater detail and listen to the ideas and experiences of others. Group work activities provide opportunities for students to negotiate and collaborate. There are tutorials with module tutors to give feedback on progress. Individual and group research will also be carried out. Work-based tasks are completed which include observations and practical activities. These are a basis from which to apply theory to practice. Resources and activities are uploaded on the VLE. **Assessment Strategies** • Essays • Group seminar • Group presentation • Individual presentation • Curriculum project essay • Poster presentation • Practical work involving making a mathematical book or game and a digital resource
A3: Demonstrate knowledge and understanding of the primary curriculum in schools.	**Learning and teaching strategies** Lectures introduce theories and factual evidence. Whole group and small group debates and discussions, give students the opportunity to discuss ideas in greater detail and listen to the ideas and experiences of others. Group work activities provide opportunities for students to negotiate and collaborate. There are tutorials with module tutors to give feedback on progress. Individual and group research are also carried out. Work-based tasks are completed, including observations and practical activities.

3A. Knowledge and understanding	
	These are a basis from which to apply theory to practice. Resources and activities are uploaded on the VLE. **Assessment Strategies** • Essays • Group presentation • Individual presentation • Curriculum project essay • Poster presentation • Practical work involving making a mathematical book or game and a digital resource
A4: Strategies that support children's learning and ways in which that learning can be accessed.	**Learning and teaching strategies** Lectures introduce theories and factual evidence. Whole group and small group debates and discussions, give students the opportunity to discuss ideas in greater detail and listen to the ideas and experiences of others. Group work activities provide opportunities for students to negotiate and collaborate. There are tutorials with module tutors to give feedback on progress. Individual and group research is also carried out. Work-based tasks are completed including observations and practical activities. These are a basis from which to apply theory to practice. Resources and activities are uploaded on the VLE. **Assessment Strategies** • Essays • Group presentation • Group seminar • Individual presentation • Curriculum project essay • Poster presentation • Practical work involving making a mathematical book or game and a

3A. Knowledge and understanding	
	digital resource
A5: The research, principles and theories underpinning primary and special education policies and practice including issues relating to safeguarding children.	**Learning and teaching strategies** Lectures introduce theories and factual evidence. Whole group and small group debates and discussions, give students the opportunity to discuss ideas in greater detail and listen to the ideas and experiences of others. Group work activities provide opportunities for students to negotiate and collaborate. There are tutorials with module tutors to give feedback on progress. Individual and group research are completed. Work-based tasks are completed which include observations and practical activities. These are a basis from which to apply theory to practice. Resources and activities will be uploaded on the VLE. **Assessment Strategies** • Essay • Individual presentation • Curriculum project essay • Poster presentation • Research report
A6: Demonstrate knowledge and understanding of the role of the practitioner in supporting teaching and learning.	**Learning and teaching strategies** Lectures introduce theories and factual evidence. Whole group and small group debates and discussions, give students the opportunity to discuss ideas in greater detail and listen to the ideas and experiences of others. Group work activities provides opportunities for students to negotiate and collaborate. There are tutorials with module tutors to give feedback on progress. Individual and group research is also completed. Work-based tasks are completed which include observations and practical activities. These are a basis from which to apply theory to practice. Resources and activities are uploaded on the VLE.

3A. Knowledge and understanding	
	Assessment Strategies • Essays and reflective journal • Individual presentation • Group seminar • Group presentation • Curriculum project essay • Poster presentation • Practical work involving making a mathematical book or game and a digital resource

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Critically reflect upon the practices and strategies in curriculum development, assessment and teaching and learning.	**Learning and teaching strategies** Lectures introduce factual evidence. Whole group and small group debates and discussions, give students the opportunity to discuss ideas in greater detail and listen to the ideas and experiences of others. Ideas will be critically analysed. Group work activities provide opportunities for students to negotiate and collaborate There are tutorials with module tutors to give feedback on progress. Individual and group research is carried out. Work-based tasks are completed which will in observations and practical activities. These are a basis from which to apply theory to practice. Resources and activities are uploaded on the VLE. **Assessment Strategies** • Reflective learning journal • Essays

3B. Cognitive skills	
	• Group presentation • Group seminar • Individual presentation • Curriculum project essay • Poster presentation • Practical work involving making a mathematical book or game and a digital resource
B2: Critically analyse and evaluate theory, research and practice relating to the role of the practitioner in supporting teaching and learning in primary and special school education.	**Learning and teaching strategies** Lectures introduce factual evidence. Whole group and small group debates and discussions give students the opportunity to discuss ideas in greater detail and listen to the ideas and experiences of others. Ideas are critically analysed. Group work activities provide opportunities for students to negotiate and collaborate There are tutorials with module tutors to give feedback on progress. Individual and group research is also carried out. Work-based tasks are completed which include observations and practical activities. These are a basis from which to apply theory to practice. Resources and activities are uploaded on the VLE. **Assessment Strategies** • Reflective learning journal • Essays • Group presentation • Group seminar • Individual presentation • Curriculum project essay • Poster presentation • Practical work involving making a mathematical book or game and a digital resource

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Work effectively in a team and interact with others, including professionals and parents and carers.	**Learning and teaching strategies** Whole group and small group debates and discussions give students the opportunity to discuss ideas in greater detail and listen to the ideas and experiences of others. Ideas are critically analysed. Group work activities provide opportunities for students to negotiate and collaborate. Group research is also completed. Practical experience give students opportunities to work in a team. This builds personal, social and employability skills. Resources and activities are uploaded on the VLE. **Assessment Strategies** • Group presentation • Group seminar • Essays
C2: Apply the experience, knowledge and skills that underpin good practice in supporting teaching and learning.	**Learning and teaching strategies** Work-based tasks are carried out which include observations and practical activities. Practical experience is a basis from which to apply theory to practice. Students reflect on work practice to support the processes of applying theory to practice**.** **Assessment Strategies** • Group presentation • Individual presentation • Essays • Curriculum project essay • Poster presentation • Practical work involving making a mathematical book or game and a

3C. Practical and professional skills	
	digital resource
C3: Demonstrate aspects of the role of the practitioner in supporting teaching and learning in relation to children and their families to the standards expected in employment.	**Learning and teaching strategies** Lectures introduce factual evidence. Whole group and small group debates and discussions give students the opportunity to discuss ideas in greater detail and listen to the ideas and experiences of others. There are tutorials with module tutors to give feedback on progress. Individual and group research is also carried out. Work-based tasks are completed which include observations and practical activities. Practical experience is a basis from which to apply theory to practice. Students reflect on work practice to support the processes of applying theory to practice. Resources and activities are uploaded on the VLE. **Assessment Strategies** • Reflective learning journal • Group presentation • Individual presentation • Essays • Curriculum project essay • Poster presentation • Practical work involving making a mathematical book or game and a digital resource
C4: Design, implement, monitor and evaluate programmes to support children's learning and development.	**Learning and teaching strategies** Lectures introduce factual evidence. Whole group and small group debates and discussions, give students the opportunity to discuss ideas in greater detail and listen to the ideas and experiences of others. There are tutorials with module tutors to give feedback on progress. Individual

3C. Practical and professional skills	
	and group research is also carried out. Work-based tasks are completed which will include practical activities. This is a basis from which to apply theory to practice. Students reflect on work practice to support the processes of applying theory to practice. Resources and activities are uploaded on the VLE. **Assessment Strategies** • Group presentation • Individual presentation • Essays • Curriculum project essay • Poster presentation • Practical work involving making a mathematical book or game and a digital resource

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Write accurately and clearly in styles adapted to purpose and context, organising and articulating opinions and arguments and taking account of appropriate conventions for academic writing.	**Learning and teaching strategies** Students are given guidance and tutorial support on correct presentation of work in all modules. In particular in the first semester there are lectures on academic writing. **Assessment Strategies** • Reflective learning journal • Group presentation • Individual presentation • Essays • Curriculum project essay • Poster presentation • Research report
D2: Read purposefully, identifying and recording what is relevant from a range of resource material, including numerical data and responding sensitively to diverse viewpoints.	**Learning and teaching strategies** Students are given guidance on reading material in all modules. In the first semester there are lectures on academic reading. All modules are assessed by essays written portfolio, poster presentation or oral presentation. The range of reading material used by the student is assessed by the marking tutor. **Assessment Strategies** • Reflective learning journal • Group presentation • Individual presentation • Essays • Curriculum project essay • Poster presentation • Research report

D3: Use ICT and e-learning to enhance and develop their own learning, using ICT skills in a school context when appropriate.	**Learning and teaching strategies** Sessions include using ICT for research purposes. Students are encouraged to independently use e-books, the internet and the VLE. Group research using the internet is also completed. Students use ICT to present their assignments in all modules and presentation forms part of the grading criteria. There is a module at level 4 which requires students to develop their ICT skills in a school context. They are supported in this by lectures and group activities. **Assessment Strategies** • Reflective learning journal • Group presentation • Individual presentation • Essays • Curriculum project essay • Poster presentation • Research report
D4: Reflect on the learning process, personal progress and personal experience, identifying strengths and further development needs.	**Learning and teaching strategies** Work-based tasks are completed which include practical activities. Students reflect on this work practice to support the processes of applying theory to practice. Whole group and small group debates and discussions, give students the opportunity to discuss and listen to the ideas and experiences of others. This encourages them to compare their experiences with others and further aid reflection on their learning journey. **Assessment Strategies** • Reflective learning journal • Group presentation • Individual presentation • Essays

	• Curriculum project essay • Poster presentation • Practical work involving making a mathematical book or game and a digital resource
D5: Work as a team member, collaborate, plan and fulfil agreed responsibilities.	**Learning and teaching strategies** Whole group and small group debates and discussions give students the opportunity to discuss ideas in greater detail and listen to the ideas and experiences of others. Ideas are critically analysed. Group work activities provide opportunities for students to negotiate and collaborate. Group research is also completed. Practical experience give students opportunities to work in a team. This builds personal, social and employability skills. Resources and activities are uploaded on the VLE. **Assessment Strategies** • Group presentation • Group seminar • Essays

4. Programme Structure

Programme Structure - LEVEL 4			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Personal, Professional and Academic Development	20		
Children's Learning and Development	20		
Teaching and Learning Mathematics	20		
Digital Technologies for Teaching and Learning	20		
Behaviour Management	20		
Science and Design and Technology	20		

Exit award - Certificate of Higher Education in Supporting Teaching and Learning in Schools (120 credits at level 4)

Programme Structure - LEVEL 5			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Research Methodology in School Settings	20		
Assessing and Supporting Children's Learning	20		
Equality, Diversity and Inclusion	20		
Communication, Language and Literacy	20		
Creative and Imaginative Curriculum Project	20		
Educational Issues and the Role of the Practitioner in Supporting Teaching and Learning	20		

Foundation Degree in Supporting Teaching and Learning in Schools (120 credits at level 4 and 120 credits at level 5)

5. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules**

where in the programme structure students must make a choice of pathway/route

This programme is distinctive in that it is delivered on one day a week and affords those supporting teaching and learning the opportunity to continue to work and earn whilst they study. It is aimed at practitioners supporting teaching and learning in primary and special schools.

Work-based learning is a central part of the programme. Students will be required to be working in a teaching and learning role (paid or unpaid) for at least ten hours a week, and this work will form an essential part of the programme experience. Work in each module is drawn from the student's professional practice. If employment ceases during the programme, then students may continue on the programme as long as they are in an educational setting in a voluntary capacity. Students will be given a register of attendance to be completed and signed in their workplace.

The programme will begin in September 2017.

6. Support for students and their learning

All students will undertake an induction programme to introduce them to the college and the Foundation Degree programme.

Tutorial time will be allocated for modules. The module tutor will take responsibility for the curriculum for a specialised module and guide and support students on curriculum-related issues.

Each student is allocated a personal development tutor. The personal tutor is the person who will support the student and will work with them to plan their learning and ensure that they are making progress. The personal tutor will also help with any personal or academic difficulties the student may be having. Individual tutorial time will be allocated. The tutor will work together with the student to enhance their learning experience. The staff will help students identify any additional learning needs at the earliest opportunity, so that appropriate help and guidance can be sought. This begins at the interview stage.

Students will also have a study partner chosen from their peer group to discuss assessment tasks and to collect course materials if one is absent.

Students will be supported by tutors while in college and, remotely via e-mail and VLE communications and, exceptionally, by telephone. Notes from class on the interactive whiteboard will be saved to Moodle as will PowerPoints and other course materials. Assessments and module guides will also be made available online.

Staff visits also take place to schools. The visits are arranged with the link person in school and a three way meeting is held with the link person, the tutor and the student. The college tutor will visit twice a year, but more often if required by the school setting.

Students have access to the support available at the college. All the standard student facilities are available, including the Learning Resource Centres, refectory, day nursery, college counselling service, car park and other facilities for recreation or additional study. Students have the opportunity to seek support from the HE development workers in Student Services.

7. Criteria for admission

The programme is for those who support teaching and learning in schools and are employed or volunteer in a primary or special school. This programme has been designed to allow learners to undertake study alongside their work commitments.

We welcome applications from groups currently under-represented in the primary and special needs education workforce, particularly those from different cultural groups and men. We also welcome applications from those with a disability. Applicants for the Foundation Degree in Supporting Teaching and Learning in Schools must be employed for at least ten hours per week (or the equivalent in a voluntary capacity) in an appropriate role and educational setting.

Applicants undergo a selection process. Entry is based on prior experience. This experience must be sustained and applicants must have worked or helped in school for at least one year for a minimum of 6 hours per week.

Entrants will be required to have GSCE grade C in English or equivalent (English GCSE grade 4 or above on the new tariff for 2017). Those not having this will need to sit the SkillsBuilder literacy test and achieve level 2. Those not achieving level 2 will be advised to undertake further study in literacy before reapplying. Students will be advised that they need GSCE requirements to progress into teaching and will be directed to the Teaching Agency for further advice.

In addition, entrants will normally have 160 UCAS points (64 UCAS points on the new tariff from September 2017) from a relevant FE level three qualification, such as ‘A’ levels or Certificate in Supporting Teaching and Learning in Schools level 3/ Diploma in Specialist Support for Teaching and Learning in Schools. Students without a level 3 qualification will be required to complete a free writing task. This is to ensure that applicants have the ability to construct and organise a piece of written work with satisfactory use of English.

A letter from the applicant’s headteacher/deputy headteacher must accompany any application. This letter must support the application by confirming the applicant’s

involvement with children or young people and state that every effort will be made to support the applicant in undertaking the work-based activities required by the programme. This letter must confirm that the student will be employed or help on a voluntary basis for at least 10 hours per week and include details of the applicant's necessary prior experience.

Evidence of DBS clearance will be required. Those not having DBS clearance will be required to have one processed through the college.

Application forms, interview guidelines and other documentation will be used to ensure consistency in selection and admission procedures.

Progression from year 1 to year 2 of the Foundation Degree will be on successful completion of all of the modules in year 1 as outlined in the programme specification. If employment ceases during the programme, then participants may continue on the programme as long as they are in an educational setting in a voluntary capacity.

8. Language of study

English

9. Information about assessment regulations

The college works within Assessment Regulations (September 2015) that have been written by the Open University (CICP).

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The quality of this programme will be monitored each year through evaluating:

- statistical information (considering issues such as the pass rate);
- students' feedback through the National Student Survey and through module evaluations. Student representatives on Course Board of Study meetings;
- staff feedback e.g. tutor team meetings for evaluation of modules;
- External Examiner reports;
- feedback from the Academic Reviewer;
- feedback from employers.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

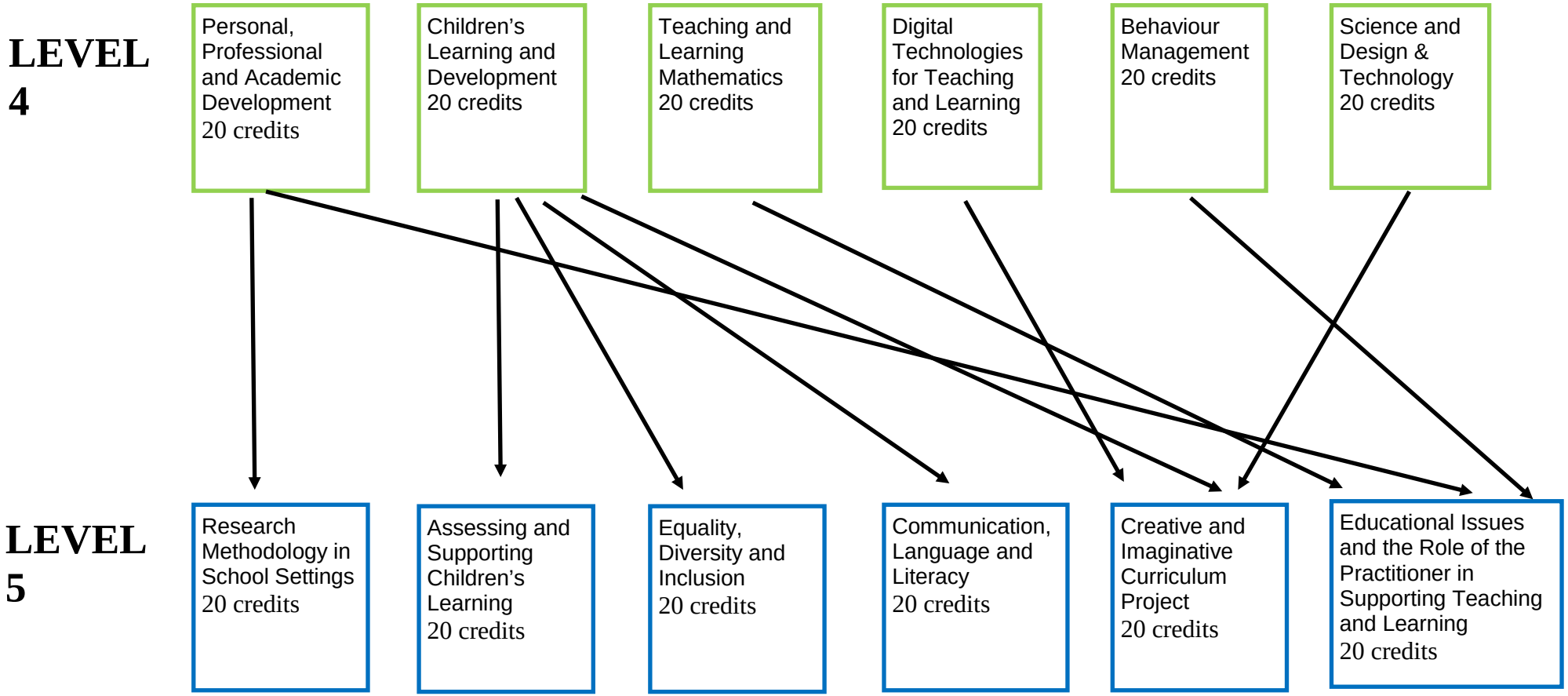
Annexe 1 - Curriculum map

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

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	C1	C2	C3	C4	D1	D2	D3	D4	D5
4	Personal, Professional and Academic Development						✓	✓	✓			✓		✓	✓	✓	✓	
	Children's Learning and Development	✓	✓		✓	✓	✓	✓	✓	✓				✓	✓	✓		✓
	Teaching and Learning Mathematics	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
	Digital Technologies for Teaching and Learning	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Behaviour Management	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Science and Design and Technology	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	C1	C2	C3	C4	D1	D2	D3	D4	D5
5	Research Methodology in School Settings					✓								✓	✓	✓		
	Assessing and Supporting Children's Learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	Equality, Diversity and Inclusion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓
	Communication, Language and Literacy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Creative and Imaginative Curriculum Project	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
	Educational Issues and the Role of the Practitioner in Supporting Teaching and Learning			✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

Module Map


LEVEL 4
Personal, Professional and Academic Development 20 credits
Children's Learning and Development 20 credits
Teaching and Learning Mathematics 20 credits
Digital Technologies for Teaching and Learning 20 credits
Behaviour Management 20 credits
Science and Design & Technology 20 credits
LEVEL 5
Research Methodology in School Settings 20 credits
Assessing and Supporting Children's Learning 20 credits
Equality, Diversity and Inclusion 20 credits
Communication, Language and Literacy 20 credits
Creative and Imaginative Curriculum Project 20 credits
Educational Issues and the Role of the Practitioner in Supporting Teaching and Learning 20 credits

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be aligned with the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.