

PROGRAMME SPECIFICATION

1. Award:	Foundation Degree
2. Route	Teaching and Learning Support
3. Awarding Institution/Body	University of Chichester
4. Teaching Institutions	University of Chichester
5. Programme Accredited by	University of Chichester
6. UCAS code	N/A
7. QAA benchmarking group	Foundation Degree/Education Studies
8. Validation History	Re-approval programme proposed start September 2006

9. Programme Rationale

This foundation degree is designed to provide a flexible and accessible route to higher education for children's services support workers, particularly those in the support role of teaching assistant (TA). The programme is designed to meet the defining characteristics of foundation degrees in that it:

- integrates academic and work-based learning;
- provides the student with the opportunity to apply, in the work place, skills and knowledge learnt as well as providing the opportunities for learning in the work-place;
- ensures employers are involved in the design, review and development of the programme;
- provides for students who may not necessarily have engaged in learning in HE, by ensuring considerable study skills support and ensuring the programme is closely linked to skills, knowledge and understating needed for and employed in their work-place;
- guarantees articulation to the BA CS, BA CY and a 'fast-track' route through to the PGCE; and
- is flexible in terms of its responsiveness to changing employment patterns, modes of attendance and admission requirements.

To this end the programme of study delivered partly through taught sessions at Chichester and partly through employer supported work-based learning (WBL).

The FdA TLS is designed to support development of the role of teaching assistant through certificate and intermediate level study (HE L1 and HE L2), and can also provide a foundation for later progression towards gaining qualified teaching status.

Through the choice of optional modules offered at level 1 there is the possibility for students to specialise in a particular curriculum subject. Interest in a specific curriculum subject may also be pursued, in a general way, at L2 through their choice of study for their Independent project.

Distinctive Features

The programme:

- will recruit mature students from local area;
- will attract non-traditional entrants to higher education;
- will meet training needs for local employers;
- will enhance recruitment to other programmes through opportunity for progression to honours level work.

10. Aims of Field/Programme.

The Programme aims to:

- develop students' knowledge and understanding of their role as teaching and learning support assistant;
- develop students' ability to analyse the theory, research and the personal values which underpin professional practice;
- develop students' ability to evaluate and analyse their academic and professional progress in order to improve their skills;
- provide an intellectual education and effective WBL for students preparing to support teaching and learning for pupils in a pluralist society;
- offer effective teaching and learning experiences on which students can reflect, and through which, standards for the award of HLTA status can be achieved;
- provide a grounding in current legislation and its impact on teaching and learning;
- encourage students to see themselves as life-long learners;
- develop students' transferable skills as appropriate for employment in schools in a teaching and learning support capacity.

11. Intended learning outcomes:- (student achievement)

The programme provides opportunities for students to develop and demonstrate the achievement of the following.

Subject Knowledge

The students who successfully complete the FDA TLS programme will:

- have developed and extended their knowledge and understanding of the role of TA to a level appropriate to HEL2, intermediate level (FdA);
- have developed and extended their knowledge and understanding of supporting teaching and learning in schools, in the widest sense, not only in the specified curriculum but also through knowledge and understanding of SEN, child development and administration roles and responsibilities in schools, including managing other adults;
- know the statutory structure and requirements of the curriculum and strategy documents appropriate to their age-phase;
- know the importance of equal opportunities in education;
- where appropriate, have met the TDA standards for HLTA status.

Teaching and learning strategies and methods:

These comprise a wide range of strategies and methods, through teaching and learning via taught courses at Chichester University – Bognor Regis Campus/Horsham Centre and through WBL. For example: lectures, directed tasks, workshops, seminars, practical activities, working with pupils, tutorial, guided research and study, e-learning.

The forms of assessment used to determine the level of subject knowledge are:

Essays, lesson plans, presentations, posters, commentaries, portfolios, e-learning tasks, booklets and examinations.

Intellectual/practical skills

The students who successfully complete the FdA TA programme will:

- know how to select and make effective use of ICT for their own learning and to support children's learning in the classroom;
- know the importance of social, moral, spiritual and cultural education, citizenship and health education and inclusion in schools;
- have knowledge and understanding about the nature of education and its underlying philosophy to a level appropriate for an FdA;
- demonstrate knowledge of how pupils' learning is enhanced through their preparation, planning, teaching and evaluation of pupils' work.

Teaching and learning strategies and methods:

These comprise a wide range of strategies and methods, through teaching and learning via taught courses at Chichester (BRC and Horsham), and through WBL. For example: lectures, directed tasks, workshops, seminars, practical activities, working with pupils, tutorial, guided research and study, e-learning.

The forms of assessment used to determine the level of intellectual/practical skill are:
Essays, lesson plans, presentations, posters, commentaries, portfolios, use of ICT.

Transferable Skills

Key Skills
Communication
Information Skills
Life Skills
Learning to learn
Personal Skills

Teaching and learning strategies and methods:

Transferable skills are taught through a range of strategies and methods, through teaching and learning via taught courses at Chichester and through WBL. For example: directed tasks, workshops, seminars, practical activities, working with pupils, tutorial, guided research and study, e-learning.

The forms of assessment used to determine the level of transferable skills are:
Essays, lesson plans, presentations, posters, commentaries, portfolios, e-tasks, booklets and examinations.

PROFESSIONAL ATTRIBUTES

For attainment of HLTA status:

- 1 Knowledge and understanding of professional values and practice pertinent to the role of a TA.
- 2 Knowledge and Understanding of a specialist area sufficient to be able to help the pupils they work with make progress.
- 3 Teaching and learning activities conducted to demonstrate they can support teachers in:
 - planning and expectations for learning;
 - monitoring and assessment
 - managing teaching and learning activities.

Transferable skills are taught through a range of strategies and methods, through teaching and learning via taught courses at Chichester (BRC and Horsham), and through WBL. For example: directed tasks, workshops, seminars, practical activities, working with pupils, tutorial, guided research, e-tasks, booklets and examinations.

The forms of assessment used to determine the level of professional attributes are:
Essays, lesson plans, presentations, posters, commentaries, case studies, portfolios, and e-tasks.

12. Quality indicators

The quality of this programme is monitored by the following methods

Internal QA.

Student representatives meeting with programme coordinator.

Informal student feedback and written module evaluations.

Tutor team meetings for informal and formal written evaluations of modules.

Programme board that receives minutes from student representatives and evaluation of modules.

Internal marking and moderation procedures, including moderation of school-based learning modules.

An annual monitoring report incorporating internal and external review and data.

An annual action plan received and actioned at programme board

External QA

External examination of assessments and visits to work places.

QAA review.

13. Admission Requirements

Candidates will be admitted to the Foundation Degree for Teaching and Learning Support if they meet the following criteria.

Standard entry

Have at least five subjects at GCSE level, grade C or above and possess one of the following:

- One A level
- BTEC Certificate or National diploma
- GNVQ (Advanced) pass or a six unit Vocational A2 level
- Access course pass
- are employed as a teaching assistant in a school and have the support of their employer, usually the Head teacher or Governors
- are able to communicate clearly and accurately in spoken and written Standard English.

Non-standard entry

Be over 21 and:

- are employed as a teaching assistant in a school and have the support of their employer, usually the Head teacher or Governors
- are able to communicate clearly and accurately in spoken and written Standard English.

Accreditation of Advanced Learning or Advanced Experiential Learning will be considered.

Higher Level Teaching Assistant (HLTA) status achieved through the 'preparation only' route will count as 30 L1 credits.

Chichester also offers a full-training route for TA candidates seeking to achieve HLTA status. For these candidates L1 modules from the FdA TLS form their training course. In this way HLTA full-training route candidates may accrue L1 credit equivalent to the number of modules taken from the FdA TLS route to pass their HLTA training, but if they wish to do so they must successfully complete the attached module assessments for those modules. Achievement of HLTA status will also be recognised as 30 L1 credits. In this way an HLTA full-training route candidate may achieve L1 of the FdA TLS by combining FdA TLS modules and achievement of HLTA status.

Students entering the FdA TLS having completed the 30 credit Certificate for Teaching Assistants (CTA), accredited by the University of Chichester will be regarded as having 30 credits at L1 that count towards the FdA TLS. (The CTA and the preparation only route HLTA status can be combined to form 60 L1 credits for the FdA TLS).

Applicants will be interviewed to assess general suitability and prior experience and learning.

14. Award requirements (includes interim awards)

The FDA is divided into two levels, and at each level all modules must be passed at 40%.

Each module has a credit rating of 15 points. Students will accumulate the following credits over the two levels of the FDA.

Level one 120 credits;

Level two 120 credits.

Students will undertake the equivalent of 8 modules at each level.

The award of Foundation Degree in Teaching and learning Support will be made when the student has attained:

- 240 credits(120 at level 1, 120 at level 2).

Within the FdA, should students exit from the course after successfully completing L1, the following interim award will be made:

120 credits Certificate of Higher Education (level 1).

15. Standard Diagram - route requirements

Year 2 / credit level 2 This is a part-time route and the level two modules will normally be taken over 3 semesters

Semesters 1-3

Roles and responsibilities 2 (30 credits)

Behaviour Management

Assessment and Observation

Supporting the Literacy and Numeracy Curriculum 2 (30 credits)

Independent Study

Pupil Development 2

Award Requirements

240 credits:

120 at level 1

120 at level 2

Year 1 / credit level 1 This is a part-time route and the level two modules will normally be taken over 3 semesters.

Semesters 1-3

Compulsory modules

Roles and responsibilities 1 (30 credits, also equivalent to the CTA, or preparation only route HLTA status).

ICT and Study Skills

Supporting the Literacy and Numeracy Curriculum 1 (30 credits)

Pupil Development 1

Choice of two optional 'paired' modules below, (or preparation route HLTA status, where the students holds both the CTA and HLTA status).

Supporting the Wider Curriculum, and Creativity - or

Educare and Multi-professionalism in the Early Years, and Play – or

Ways of reading, and Writing Creative Non-fiction – or

Principles of Design, and Publishing for an Audience – or

Core Mathematics, and Problem Posing and Problem Solving.

Progression Requirements

120 level 1 credits

Further information on this programme can be found in the:

Chichester University Prospectus

Validated Definitive Document