

APPENDIX 1: PROGRAMME SPECIFICATION

1. Qualification Foundation Degree	2. Programme Title Foundation Degree for Teaching Assistants (Primary)	3. UCAS Code N/A	4. Programme Type UGS Part-time																
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>The programme will focus on professional and academic issues in relation to supporting the education of children across the primary key stages, thus aiming to help students to develop and apply knowledge and understanding of theoretical and workplace practices to their roles as teaching assistants.</p> <p>The programme has three key distinctive features. Firstly, it is distinctive because it is a response to a local need for a higher level course that is tailored to the needs of the students and the workplace and so the programme has been written in close collaboration with employers. Secondly, the programme promotes workplace learning and uses activities that students can undertake in the workplace for assessment purposes. A third distinctive element is the blended learning approach that is to be adopted; students will use Moodle, participate in on-line discussion groups, and maintain e-PDPs so that their ICT skills are progressed.</p> <p>The overall learning outcomes for the programme are that students will:</p> <ol style="list-style-type: none"> 1. acquire, review and update their core knowledge and understanding of children’s development and education that can practically inform all work they do with children to ensure that the work they do is consistent with a professional level of practice. 2. reflect on, and evaluate, current professional values and practice. 3. identify and apply practices ensuring all children are supported and have equal access to optimal learning and development experiences. 4. work within current educational frameworks to plan activities that support pupils’ learning. 5. demonstrate an understanding of the regulatory and legislative perspectives that apply to the primary school setting as well as to the wider lives of children and apply this knowledge. 6. develop professional and practical skills and competences required to work as a Higher Level Teaching Assistant or as a Level 4 Teaching Assistant. 7. develop academic skills so they can study effectively at levels HE4 and HE5. 8. develop transferable skills commensurate with studying and working effectively at levels HE4 and HE5. 																			
<p>6. What a graduate should know and be able to do on completion of the programme</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"><u>Knowledge and understanding in the context of the subject(s)</u></th> <th style="width: 50%;"><u>Subject-specific practical/professional skills</u></th> </tr> </thead> <tbody> <tr> <td>K1 Identify major historical developments in British education and discuss their importance and impact.</td> <td>S1 Have created and evaluated enabling structures to encourage children to participate confidently in group activities within an inclusive framework for learning and development.</td> </tr> <tr> <td>K2 Understand the difference between qualitative and quantitative research.</td> <td>S2 Have engaged in a needs analysis of a group of children within an inclusive learning environment.</td> </tr> <tr> <td>K3 Identify commonly used research methods, K4</td> <td>S3 Prepare a short term plan in line with a given programme of study.</td> </tr> <tr> <td>K4 Describe the methods, and their strengths and limitations.</td> <td>S4 Devise five lesson plans with clearly defined and linked objectives and a range of teaching strategies to meet individual learning requirements of an identified group of learners.</td> </tr> <tr> <td>K5 Understand the need for an ethical approach to research.</td> <td></td> </tr> <tr> <td>K6 Select and read academic literature showing understanding.</td> <td></td> </tr> <tr> <td>K7 Have acquired an up to date and working knowledge of principles, policies and practices of</td> <td>S5 Use an assessment strategy for an identified</td> </tr> </tbody> </table>				<u>Knowledge and understanding in the context of the subject(s)</u>	<u>Subject-specific practical/professional skills</u>	K1 Identify major historical developments in British education and discuss their importance and impact.	S1 Have created and evaluated enabling structures to encourage children to participate confidently in group activities within an inclusive framework for learning and development.	K2 Understand the difference between qualitative and quantitative research.	S2 Have engaged in a needs analysis of a group of children within an inclusive learning environment.	K3 Identify commonly used research methods, K4	S3 Prepare a short term plan in line with a given programme of study.	K4 Describe the methods, and their strengths and limitations.	S4 Devise five lesson plans with clearly defined and linked objectives and a range of teaching strategies to meet individual learning requirements of an identified group of learners.	K5 Understand the need for an ethical approach to research.		K6 Select and read academic literature showing understanding.		K7 Have acquired an up to date and working knowledge of principles, policies and practices of	S5 Use an assessment strategy for an identified
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inclusion in the school setting.

K8 Understand how to promote the rights of parents/carers using the support systems and services that exist to benefit all learners.

K9 Explain the meaning of group dynamics and how group dynamics can be analysed

K10 Compare your own practice with examples of good practice from the literature

K11 Identify similarities and significant differences between the compared policies and their implications for the teaching assistants working in each school.

Cognitive skills in the context of the subject(s)

C1 Have examined the work of the SENCO, class teachers, teaching assistants and multi-disciplinary agencies in supporting students.

C2 Have explored and understood the parents and family perspective on disability and special educational needs.

C3 Justify the content of the lesson plans, suitability of resources, design of activities/resources devised, and assessment strategies.

C4 Distinguish between diagnostic, formative and summative assessment and have produced, used and explained the assessment strategy for an identified group of learners.

C5 Evaluate ways in which feedback is given within the school in which you work.

C6 Evaluate the planning and delivery.

C7 Critically discuss how the main aspects of specified learning theories are being applied to the teaching of children and children's learning observed in your workplace.

C8 Analyse the group dynamics of a specified group of pupils and suggest ways to improve the group dynamics of a specified group of pupils.

C9 Analyse whether or not the strategies used to build pupils self-esteem and confidence are likely to be successful and justify your analysis.

C10 Analysed support strategies to promote language and literacy, mathematics and science learning.

C11 Evaluate how key initiatives have affected teaching strategies and approaches used in the classroom.

C12 Evaluate the impact of reflection on your work as a teaching assistant.

C13 Use an appropriate model of reflection to analyse your significant incidents

group of learners.

S6 Under supervision deliver planned lessons / activities to an identified group of pupils

S7 Identify target levels relating to a specific group of children within the work setting for the purpose of planning a differentiated activity to support a group of pupils learning language and literacy, numeracy and science

S8 Conduct an action inquiry project (whose scope and complexity is commensurate with the amount and level of credits attached to this module - 30 credits at level HE5) in an ethical manner.

Other skills (e.g. key/transerable) developed in subject or other contexts

O1 Demonstrate effective ICT skills

O2 Demonstrate you can write an academic report.

O3 Action plan for improvement

O4 Prepare an initial action inquiry plan and agree it with your line manager and tutor

O5 Analyse the findings of your research at the relevant stages of the research process.

O6 Use self-management strategies effectively.

O7 Work effectively with others.

7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
Analytical skills	Conduct literature searches	Analyse strengths and limitations of own work	Use information technology
Evaluative skills	Plan, design, conduct research	Work effectively in groups	Give presentations
Skills in synthesising	Analyse and report research findings	Work independently	Reflect on own experience and practice
Critical analysis	Write assignments and reports	Plan effectively	Ethics
Research skills	Follow appropriate ethical practice	Communicate effectively both orally and in writing	Review literature
Enquiring skills	Relate theory to practice	Manage time effectively	Scholarship
	Analyse narratives, reports and research findings	Participate in discussions	
	Plan lessons and activities	Action plan	
	Devise resources		
	Support learning		

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units

3 years part-time. 11 Modules. 100 credits at HE4 and 140 at HE5

Part II **Students take all modules**

	<u>Core Modules</u>	<u>Options (normally 20 credits each)</u>	<u>Project (20 credits)</u>
HE6 Honours Modules	N/A	N/A	N/A
HE5 Honours Modules	Supporting Language & Literacy – 20 credits Supporting Numeracy – 20 credits Supporting Science – 20 credits Reflective Practice – 20 credits Work Based Practice (Action Inquiry Project) – 30 credits Work Based Practice (Reflection on the Work Setting) – 30 credits		

Part I (Level HE4) **Students take 2 (Minor), 3 (Joint), 4 (Major), 5 (Single) Modules**

First Year Part-Time Equivalent	Research and Study Skills – 20 credits Inclusive Education – 20 credits Planning, Delivery and Assessment of Learning – 30 credits Theory and Practice of Learning – 10 credits Trends and Issues In Education – 20 credits		
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9. Learning, Teaching and Assessment Strategy

Learning and Teaching Methods

Lectures
Student presentations
Student research
Narratives
Discussion
Group and Individual work
Tutorials
Practical work
Student activities

Assessment Methods

Oral presentation

10. Other Information (***including compliance with relevant University policies***)

Date programme first offered

September 2008

Admissions Criteria
Standard Requirements

The Foundation Degree for Teaching Assistants (Primary) is specifically designed for people who are working as teaching assistants in primary schools. Applicants will normally:

- have a Level 3 qualification (i.e. A-levels or equivalent) in an appropriate area;
- have five GCSE passes at Grade C or above or other equivalent Level 2 qualifications (Mathematics and English should be among these);
- be working in a school as a teaching assistant on a voluntary, or employed, basis;
- have CRB clearance (enhanced);
- have written communication skills at level 3;

Written assignments e.g. reports
Narratives
Portfolio
Practical
Project

Assessment Classification System

Work of :
Exceptional quality
Very good quality
Good quality
Satisfactory quality
Borderline Fail
Fail

Honours Classification Bands

N/A

- have good oral communication skills;
- attend an interview with a member of the course team.

Non Standard Entry

The University may admit applicants who do not have a Level 3 qualification in an appropriate area but who hold alternative qualifications and/or experience demonstrating appropriate knowledge and skills at Level 3. Such candidates would be admitted to the course as *exceptional entrants*. Overseas candidates from a country where the language of instruction is not English must have English Language proficiency at IELTS 6.0 or equivalent in addition to the entry criteria stated above.

In addition to the above, the head teacher must be in agreement with the applicant undertaking the programme and make appropriate support available to him/her.

Indicators of Quality and Standards

High scores by students on the Student Satisfaction Questionnaires
High scores by students on the Module Evaluation Questionnaires
Tutor evaluation reports
Feedback from staff and students at Programme Committee
Feedback from the External Examiner
External Examiner Reports
Students' assessed work

APPENDIX 3: CURRICULUM SKILLS MAP

MODULES	Learning to Learn	Communication	Group-work/ Working with others	Problem-solving and Planning	Self Management	Use of ICT	Numeracy
LEVEL HE4							
Research and Study Skills	X	X		X	X	X	
Inclusive Education	X	X	X	X		X	X
Planning, Delivery & Assessment of Learning	X	X	X	X	X	X	X
Theory and Practice of Learning	X	X	X	X	X	X	X
Trends and Issues In Education	X	X		X	X	X	X
LEVEL HE5							
Supporting Language & Literacy	X	X	X	X	X	X	X
Supporting Numeracy	X	X	X	X	X	X	X
Supporting Science	X	X	X	X	X	X	X
Reflective Practice	X	X		X		X	
Work Based Practice (Action Inquiry Project)	X	X	X	X	X	X	X
Work Based Practice (Reflection on the Work Setting)	X	X	X	X	X	X	

APPENDIX 4: ASSESSMENT SUMMARY TABLE

MODULES	PRACTICAL	COURSEWORK	PRESENTATION
Level HE4			
Research and Study Skills	ICT evidence 40%	Assignment report of 1,500 words 60%	
Inclusive Education		-Narrative 30% -Assignment 2,500 words 70%	
Planning, Delivery & Assessment of Learning	Practice portfolio consisting of : (i) observation report (ii) evaluation of teaching session (iii) statement of aspects for improvement and an action plan 20%	Assignment – (i) Scheme covering 5 sessions (ii) 5 detailed lesson plans, (iii) Selected resources for each of the 5 lessons (iv) Justification (1,000 words) (v) Evaluation (approx. 500 words) 80%	
Theory and Practice of Learning		Work based assignment of approximately 1,500 words 100%	
Trends and Issues In Education		A report of approx. 2,000 words 70%	Presentation (approximately 15 minutes) 30%
Level HE5			
Supporting Language & Literacy	Differentiated lesson plan for a language and literacy lesson Activity and multisensory resource for use in the language and literacy lesson Supervisor's report on the delivery of your activity Justification and Evaluation (1000 words) 50%	Assignment - Critically evaluate the implications of the use of SATs in language and literacy as an assessment tool in the primary school (advantages/disadvantages) – 1000 words 25% Reflective report of experiences supporting language and literacy for a period of half a term and action plan to improve – 1000 words 25%	
Supporting Numeracy	Differentiated lesson plan for a numeracy lesson Activity and multisensory resource for use in the numeracy lesson Supervisor's report on the implementation of your activity Justification and evaluation (1000 words) 50%	Assignment - Critically evaluate the implications of the use of SATs in numeracy as an assessment tool in the primary school (advantages/disadvantages) (1000 words) 25% Reflective report of experiences supporting numeracy for a period of half a term and action plan to improve (1000 words) 25%	
Supporting Science	Differentiated lesson plan for a science lesson Activity and multisensory resource for use in the science lesson Supervisor's report on the implementation of your activity Justification and evaluation (1000 words) 50%	Assignment - Critically evaluate the implications of the use of SATs in science as an assessment tool in the primary school (advantages/disadvantages) (1000 words) 25% Reflective report of experiences supporting science for a period of half a term and action plan to improve (1000 words) 25%	

Reflective Practice		A report that draws on a reflective practice journal. The report will provide a summative account that links your practice to relevant theories and literature. 3000 words 100%	
Work Based Practice (Action Enquiry Project)		Report on the project and provide documentary evidence to show that you have met the outcomes of the module in a format negotiated with the tutor. Equivalent to 4,500 words 100%	
Work Based Practice (Reflection on the Work Setting)		Written report with supporting documentation 4,500 words 100%	

