

Programme Specification

Awarding body:	University of Surrey	
Teaching institution (if different):	University Centre Farnborough	
Final award:	FD	
Final award (if different):		
Programme/pathway title:	Foundation Degree in Learning Support	
Subsidiary award(s) and title(s):	Award	Title
	Certificate	Certificate of Higher Education
FHEQ Level:	Level 5	
Credits:	240	
ECTS credits:	120	
Name of Professional, Statutory or Regulatory Body (PSRB):	N/A	
Mode of study and route code:	Mode of study	Please tick applicable
	Full-time	<input checked="" type="checkbox"/>
	Full-time with PTY	<input type="checkbox"/>
	Part-time	<input type="checkbox"/>
	Distance learning	<input type="checkbox"/>
	Short course	<input type="checkbox"/>
HESCOs Code:		
Start date (date/month/year):	01/09/2021	

End date (date/month/year):	03/07/2023
Length of programme in months:	24
QAA Subject benchmark statement (if applicable):	Education Studies (December 2019)
Other internal and / or external reference points:	National Occupational Standards for Supporting Teaching and Learning (2012). Professional Standards for Teaching Assistants (DfE ongoing) Higher Level Teaching Assistant Standards (2015)
Faculty and Department/School:	Academic and Adult Professional Studies
Programme Leader:	Julie Collingwood
Date of production/revision of the specification:	14/12/2020
Educational aims of the programme:	
<p>The programme aims to:</p> <ul style="list-style-type: none"> • Develop innovative ways of enhancing the skills of teaching and learning support staff to reflect current practice in schools/settings and the needs of the employer; • Develop the personal and transferable skills critical to Learning Support practitioners. These skills include communication, IT, team working and problem solving; • Create appropriate learning environments in terms of organisation, differentiation, relationships, climate, keeping children and young people safe and equality and diversity ; • Adopt an integrated approach to the theory and practice to create reflective learners and effective practitioners with an understanding of and commitment to education and training; • Offer innovative and flexible opportunities for study including a variety of modes of delivery to provide a balance between an academic and a work based learning approach; • Develop through the opportunity for research, evaluation and analysis to enhance skills of reflection and improve practice; • Provide students with an overview of the wider environment within which they operate and an appreciation of the influencing factors at work within this; 	

- Develop students' ability to evaluate and analyse their academic and professional progress with a view to further enhancing their skills and practice;
- Provide for continuing professional development and career progression to include
- a suitable basis for progression to: Higher Level Teaching Assistant Status; BA (Hons) programme and then to Qualified Teacher Status (QTS) via an appropriate ITT programme .

Programme learning outcomes:

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Learning Outcome	K	C	P	T	Optional Ref	Cert HE / PG Cert	FdA	BSc / BA (Ord)	BA / BSc (Hons) / MBA / MA / MSc Etc.
K1. Develop current knowledge of their own specialist role and strategies to further develop existing skills and practice appropriate to Foundation Degree level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K2. Review the importance of inclusive practice and procedures to plan for a range of strategies to achieve this	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K3. Identify use of appropriate strategies to support pupil literacy and numeracy needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K4. Develop understanding of learning theories which underpin practice, particularly those relating to child development and learning,	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K5. Evaluate the processes and procedures involved in planning and assessing pupil learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K6. Critically examine the diverse needs of individual pupils with particular reference to aspects of SEN and behaviour management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K7. Analyse the mechanisms and effects of policy and the structures by which this filters down to and affects practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K8. Evaluate the role of external agencies in supporting learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1. Demonstrate skills relating to scholarly process including structuring an argument and accurate citing and referencing from a variety of sources	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2. Demonstrate the ability to apply theoretical perspectives to everyday scenarios in order to contribute to pupil learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3. Demonstrate the skills of reasoning, critical analysis, evaluation, problem solving and the application of theory to practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4. Demonstrate skills in independent research, the reviewing of literature and critical interpretation of texts and other data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P1. Select and make effective use of ICT for their own learning and to support pupil learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P2. Work collaboratively with a range of significant others	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P3. Contribute to the planning and assessment of learning sessions, individual pupil progress and target setting, intervention and support strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P4. Produce inclusive learning resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P5. Lead discussions and give presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T1. Communicate and present oral and written arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

T2. Use Information and Communication Technology, including word processing, data bases, internet communication, information retrieval and on-line searches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T3. Interpret and present relevant numerical information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T4. Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5. Improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning, leading to appropriate Professional Development Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T6. Analyse, synthesise, evaluate, and identify problems and solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Programme structure:

All students are initially registered for the Foundation Degree in Learning Support. The programme is modular covering sixteen modules at 15 credits and is offered as a full time programme with the opportunity to gain 240 credits over two years. There is recognition of work based learning and therefore attendance at college is one evening a week (4 hours including tutorial hour). The students are supported in the work place by Mentors and College tutors. The design of the programme is based on the Statement of Requirement produced by the Department for Education and Skills (DfES) and the Children's Workforce Development Council (CWDC) provided Sector Endorsement, although it is acknowledged this requirement is no longer current and is in the process of being updated by the Department of Education. Consideration has been given to the National Occupational Standards of Teaching Assistants (currently being updated to 'Professional Standards of Teaching assistant' by DfE) to ensure the programme develops the skills, knowledge and understanding required in the sector. Students with APEL will be assessed in eligibility for the programme on an individual basis.

On successful completion and overall achievement of 50% of the Foundation Degree In Learning Support, students may progress on to:

BA (Hons) Education (Learning Support) Top Up programme offered at University Centre Farnborough.

The Programme is divided into modules. All taught modules are worth 15 credits in line with University of Surrey requirements. This is indicative of 150 hours of learning, comprising of student contact, private study and assessment.

In order to achieve the Foundation Degree in Learning Support, students must achieve 240 credits, 120 at Level 4 and 120 at Level 5. Progression from Level 4 to Level 5 is in accordance with University of Surrey Regulations.

Students who complete Level 4 of the programme and do not wish to progress to Level 5 will be awarded the Certificate of Higher Education. In order to achieve this they must achieve 120 credits at Level 4.

Programme adjustments (if applicable):

N/A

FHEQ Level 4: potential awards – Cert HE

Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
COM4001	Academic Skills	Compulsory	15	1	
FLS4001	Reflective Practice	Compulsory	15	2	
FLS4002	Professional Practice	Compulsory	15	1	
FLS4004	Planning and Assessment	Compulsory	15	1	
FLS4005	Equality and Inclusion	Compulsory	15	2	
FLS4006	Managing a Positive Learning Environment	Compulsory	15	2	
FLS4007	Supporting English and Mathematics	Compulsory	15	2	
FLS4008	Technology to Support Teaching and Learning	Compulsory	15	2	

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?

N/A

FHEQ Level 5: Potential awards – FdA in Learning Support

Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
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How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?					
FHEQ Level 7: Potential awards –					
Module code	Module title	Core /compulsory /optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	
How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?					
Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme					
Associate Tutor(s)/Guest Speakers/Visiting Academics:		<input checked="" type="checkbox"/>			
Professional Training Year (PTY):		<input type="checkbox"/>			
Placement(s) (study or work that are not part of the PTY or Erasmus Scheme):		<input checked="" type="checkbox"/>			
Clinical Placement(s) (that are not part of the PTY Scheme):		<input type="checkbox"/>			
ERASMUS Study (that is not taken during Level P):		<input type="checkbox"/>			
Study exchange(s) (that are not part of the ERASMUS Scheme):		<input type="checkbox"/>			
Dual degree:		<input type="checkbox"/>			
Programme set up questions					
Source of funding for the programme (eg NHS where not student/employer funded):		N/A			
Collaborating organisation (eg NHS providing significant input into a programme):		N/A			

Location of study (eg if distance learning / overseas centre):	N/A
Registered body (where the award is to be mandatory regulated by HCPC, RCVS or NMC etc – not optionally regulated eg accreditation/registration is an option):	N/A
Closed programme (is the programme specifically to be offered privately to a group of students, eg only employees of companies or organisations that are meeting the costs of the students studies):	N/A
Other Information:	
Quality assurance:	
The <i>Regulations and Codes of Practice</i> for taught programmes can be found at: http://www.surrey.ac.uk/quality_enhancement/index.htm	