Programme Specification

Programme Title: FdA Supporting and Managing Learning

Awarding Institution:	University of Bolton
Teaching Institution:	Bradford College
Division and/or School/Institute:	Education

Professional accreditation	Professional body	Professional body URL	Status of graduates
	NA	NA	

Final award(s):	Foundation Degree
Exit or Fallback award(s)	Certificate in Higher Education in Supporting and Managing Learning
Programme title(s)	Foundation Degree in Supporting and Managing Learning in Education

Foundation Degree in Supporting and Managing Learning in Early Years |
| **JACS Code** | X300 Academic Studies in Education |
| **University Course Code(s)** | |
| **QAA Benchmark Statement(s)** | Foundation Degree characteristics statement (2015)
Early Childhood Studies Benchmark Statement (2019) |
| **Other internal and external reference points** | Higher Level Teaching Assistant Standards
Range of National Occupational Standards related to supporting teaching |
| **Language of study** | English |
| **Mode of study and normal period of study** | Full-time 2 years
Part-time 3 years |

Admissions criteria

On-going paid (preferred) or voluntary employment in an educational setting for a minimum two days a week.

Appropriate level 3 qualification or HLTA – 48 UCAS tariff points.

The following are preferred but not essential if students can provide evidence that they will be undertaking these qualifications if they wish to progress into teaching:

GCSE English and Maths (early years, secondary and FE settings) and Science (primary settings)

IELTS requirement of 5.5 for international students.

Additional admissions matters

Mature applicants without the usual entry requirements can be exceptionally considered on the basis of relevant work experience and demonstration of literacy skills.

Safeguarding: Students who are employed in an education setting should provide evidence of a satisfactory DBS check. Those in a voluntary placement should obtain a satisfactory enhanced DBS check through the College following acceptance on the course.

Applicants with a Certificate in Education and Training (120 credits at levels 4 and 5) will be allowed entry to year 2 of the Foundation degree in Supporting and Managing Learning in Education programme under RPL criteria.

Fitness to practise declaration

'Fit to practise' means you have the skills, knowledge and character needed to practise your profession safely and effectively. Fitness to practise is not just about professional performance but includes conduct which may affect public protection, confidence in the profession or the regulatory process. This may include conduct in your personal life. In the first instance we assess your fitness to practise through the interview process, DBS and health check. Once you are on the programme your fitness to practice will be assessed in many different ways and targets for your further development will be set. If your fitness to practise is called into question your teaching team will follow the college's fitness to practise procedure.

Aims of the programme

The principal aims of the programme are to:

- Identify and start to analyse the principal features of educational structures and theoretical perspectives in order to construct reasoned arguments about educational issues
- Develop an understanding of the variety of roles played by professionals and practitioners in educational settings
- Contribute effectively to the work of a specific setting by developing appropriate professional and personal skills
- Acquire the knowledge and skills necessary to develop a specialist role
- Integrate academic study with professional practice
- Reflect on current practice and prepare for lifelong learning and career development
- Broaden knowledge of educational practice from a specific setting to the local area, national and international arena.
- Consider ways in which diverse learners' progress may be effectively supported and the strategies available to maximise learner potential in varied contexts and communities.
- Function effectively both as an independent learner and as part of a team.

Distinctive features of the programme

- This programme enables you to work in a support role or in an early years setting whilst studying a HE programme as you will attend one day a week either a full day or afternoon and evening.

- Work Based Learning: you will gather evidence from your educational setting and initiate activities within your workplace.

- Reflection on practice is encouraged constantly and you will be enabled and empowered to improve your professional practice.

- The wide range of option modules allows you to develop specialisms whether this be in a curriculum area, an area of SEN or pastoral care.

- You will develop your knowledge of education systems in another European Country and any opportunities to participate in study in Europe will be supported.

- Some modules can be taken by Masters' in Education (and pathways relating to this) students or as stand-alone CPD by practitioners at Levels 4 and 5. These are indicated in the Programme Structure.

Programme learning outcomes

K. Knowledge and understanding
On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:

K1. Key concepts and theoretical approaches in the area of educational support in a specified curriculum
K2. Key characteristics of inclusion and exclusion
K3. Learning needs of learners and how to overcome barriers to learning
K4. different forms of educational provision and the impact of environment and systems upon learning

C. Cognitive, intellectual or thinking skills
On completion of the programme successful students will be able to demonstrate the ability to:

C1. Analyse a range of research, theory and examples from practice
C2. Employ balanced, logical and supported argument in relation to enhancing inclusion in education
C3. Evaluate the role of assessment and planning in curriculum delivery
C4. Demonstrate analytical skills when evaluating contemporary issues in education

P. Practical, professional or subject-specific skills
On completion of the programme successful students will be able to demonstrate the ability to:

P1. Evaluate your responsibilities and those of other professionals within your setting with regard to safeguarding learners

P2. Explain how adaptations to teaching and learning strategies can be designed to meet the individual needs of learners in the inclusive classroom	
P3. Analyse how professionals can work effectively together to meet learner need	
P4. Negotiate roles within a team in order to manage tasks in an effective manner	
P5. Initiate learning activities with the approval and support of other professionals	
T. Transferable, key or personal skills On completion of the programme successful students will be able to demonstrate the ability to:	
T1. Analyse own academic and professional performance and identify areas for development	
T2. Use technology in researching, retrieving and presenting information for academic, personal and classroom purposes	
T3. Plan, manage and evaluate the acquisition of new knowledge and skills as part of a lifelong learning strategy	
T4. communicate clearly, fluently and effectively in a range of styles appropriate to the context	

Programme structure

This Foundation Degree comprises 240 credits in total, with 120 credits awarded at each level (HE4 and HE5). There are three core modules at HE4 and HE5 for the Supporting and Managing Learning in Education route and four for the Early Years route. Four optional modules are provided at level 4 and six at level 5. A fall-back award is given to those students who do not gain the full 240 credits required for the Foundation Degree: Certificate of Higher Education -120 credits minimum.

The programmes will be delivered one day per week in three blocks to enable students to maintain employment or placement in a school setting and spread the assessment more evenly across the academic year. The core modules are delivered in the afternoon and all students must take these. Optional modules are delivered in morning and evening sessions to enable flexible access to the curriculum.

Some modules from this programme are offered as stand-alone CPD for practitioners and these are starred* in the table below. The modules with two stars** are also written at Masters level so they can be accessed by students as optional modules on those programmes.

Foundation Degree in Supporting and Managing Learning in Education Full-time
All modules are 20 credit points and all are taught for either 9 or 10 weeks.

Level 4 Year 1 Block 1 Sept - Nov

Module title	Core/Option (C/O)
Introduction to Academic and Study skills	Core
Supporting and Understanding Behaviour*	Option
Communication and Language	Option

Block 2 Dec - Feb

Developing the Professional Team	Core
Communication and Language	Option
Supporting and Understanding Behaviour	Option

Block 3 March - May

Safeguarding Young People	Core
Supporting Teaching and Leaning in Mathematics	Option
Understanding Specific Learning Difficulties**	Option

Level 5 Year 2 Block 1

Exploring the Principles of Teaching and Learning	Core
Developing Science Enquiry	Option
Promoting Mental Health, Resilience and Well-being for Children and Adults*	Option

Block 2

Meeting Diverse Needs	Core
Creative Approaches to Teaching and Learning	Option
Understanding Autism**	Option

Block 3

Research Skills for Professional and Academic Progression	Core
English and Mathematics: Make no Mistake	Option
Learning Outside the Classroom	Option

Foundation degree in Supporting and Managing Learning in the Early Years Full-time
Level 4 Year 1 Block 1

Introduction to Academic and Study Skills	Core
Supporting and Understanding Behaviour	Option
Play and Learning in the Early Years	Core

Block 2

Developing the Professional Team	Core
Communication and Language	Option
Supporting and Understanding Behaviour	Option

Block 3

Safeguarding Young People	Core
Supporting Teaching and Leaning in Mathematics	Option
Understanding Specific Learning Difficulties	Option

Level 5, Year 2 Block 1

Exploring the Principles of Teaching and Learning	Core
Developing Science Enquiry	Option
Promoting Mental Health, Resilience and Well-being for Children and Adults	Option

Block 2

Meeting Diverse Needs	Core
Creative Approaches to Teaching and Learning	Option
Understanding Autism	Option

Block 3

Research Skills for Professional and Academic Progression	Core
Early Years Principles and Practice	Core
Learning Outside the Classroom	Option

Foundation Degree in Supporting and Managing Learning in Education Part time

Proposed model for three year programme. You will normally take 80 credits per year but this may vary with RPL at entry.

Level 4 Year 1

Introduction to Academic and Study Skills	Core
Developing the Professional Team	Core
Safeguarding Young People	Core

Plus one optional module drawn from list below:

Supporting and Understanding Behaviour
Communication and Language
Supporting Teaching and Leaning in Mathematics
Understanding Specific Learning Difficulties

Level 4 Year 2

2 options drawn from list below to complete Level 4 before progressing to Level 5

Supporting and Understanding Behaviour	Option
Communication and Language	Option
Play and Learning in the Early Years	Option

Level 5 Year 2 March - May

1 core module and 1 option module from the list below:

Research Skills for Professional and Academic Progression	Core
Creative Approaches to Teaching and Learning	Option
Understanding Autism	Option
Learning Outside the Classroom	Option
English and Mathematics: Make no Mistake	Option

Level 5 Year 3

Complete 2 core modules and 2 optional modules from the list below

Exploring Principles of Teaching and Learning	Core
Meeting Diverse Needs	Core
Developing Science Enquiry	Option
Promoting Mental Health, Resilience and Well-being for Children and Adults	Option
Creative Approaches to Teaching and Learning	Option
Understanding Autism	Option
English and Mathematics: Make no Mistake	Option
Learning Outside the Classroom	Option

Foundation Degree in Supporting and Managing Learning in Early Years Part time

Proposed model for three year programme. Core modules are normally delivered in the afternoon except for one Level 5 module Early Years Principles and Practice. Option modules are normally

delivered in the mornings or evening.

Level 4 Year 1

Introduction to Academic and Study Skills	Core
Developing the Professional Team	Core
Safeguarding Young People	Core
Play and Learning in the Early Years	Core

Level 4 Year 2

2 options to complete Level 4 by February

Supporting and Understanding Behaviour
Communication and Language

Level 5 Year 2 March - May
1 core module and 1 option module from the list below:

Research Skills for Professional and Academic Progression	Core
Creative Approaches to Teaching and Learning	Option
Understanding Autism	Option
Learning Outside the Classroom	Option

Level 5 Year 3
Complete 3 core modules and 1 optional module from the list below

Exploring Principles of Teaching and Learning	Core
Meeting Diverse Needs	Core
Early Years Principles and Practice	Core
Developing Science Enquiry	Option
Promoting Mental Health, Resilience and Well-being for Children and Adults	Option
Creative Approaches to Teaching and Learning	Option
Understanding Autism	Option
Learning Outside the Classroom	Option

Learning and teaching strategies

Students will normally be taught together although may be combined with other groups for specific topics if appropriate. Sessions model interactive learning and together with individual and group tutorials provide you with relevant and appropriate understanding to scaffold your learning and develop professional and practical skills. E-learning is an important tool and is also used to develop independent study skills and communicate with peers and tutors.

The learning and teaching process is participative and you are encouraged to discuss your professional practice, enabling the development of a deeper understanding of how theory applies to practice. The programme will include on-line submission of assessed work and specific, detailed feedback will be provided.

A voluntary placement or paid work is a compulsory element of the programme as you need to have current experience in an education setting to complete assessed tasks. It is an entry condition of the course that you have work experience that runs alongside the course which you need to find yourself. You must ensure that you attend the taught sessions one day per week. The placement should be for at least 2 days per week and is usually a support role in a school, college or training organisation. The

College teaching team will visit your placement or place of work in the first year to observe your practice and provide guidance as to professional development. This is part of the module Developing the Professional Team.

Learning activities (KIS entry)

Course Year/Level	HE4	HE5
Scheduled learning and teaching activities	20%	20%
Guided independent study	80%	80%
Placement*	0%	0%

* You will use your continuing work setting to explore issues relating your programme

Assessment strategy

Assessment methods are varied, rigorous and appropriate to the components in each module. Students will have the opportunity to receive feedback from formative assessments to develop their skills and confidence prior to submitting summative assessments. Formative assessment occurs throughout the programme in the form of staff feedback on student discussion, case studies, seminars, presentations and question and answer sessions.

Summative assessments will include individual and group presentations, written reports, practical activities, portfolios, case studies, plans and rationales of sessions or proposals that could be delivered to a user of a service. Students will also receive feedback from their designated work based learning mentor on their employability skills and professional practice. A detailed briefing about the assessment strategy for each module will be published in module handbooks and be available on the VLE.

Assessment methods (KIS entry)

Course Year/Level	HE4	HE5
Written exams	7%	0%
Coursework	47	66
Practical	46	34

Assessment regulations

Assessment regulations for undergraduate programmes apply to this programme.
Regulations can be found at:
https://www.bolton.ac.uk/about/governance/policies/student-policies/

Grade bands and classifications

Foundation Degree

Grade	Mark
Distinction	70-100%
Merit	60-69%
Pass	40-59%

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, viewing assessed samples of work with corresponding feedback/feed forward, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

They support both staff and students in the teaching and learning process.

Support for student learning

Students are taught by a small dedicated core team with expertise in a range of specialist subjects and extensive industrial knowledge and academic skills. Induction is designed to welcome the students to the college and establish effective relationships between learners and the teaching team and activities will establish and promote a cohort identity. Team building activities typical within training programmes develop a team spirit and guest speakers discuss the possible work based learning projects and volunteering opportunities available.

Learners on the programme will have a programme leader who is also their personal tutor. Students will receive one-to-one tutorials to track their progress and set targets. They will be able to receive further tutorials in order to provide the opportunity to discuss any issues or matters which may affect their study. Additional support will be provided electronically as all module tutors are contactable and will provide formative assessment opportunities. Students will receive module and student handbooks so they are clear about requirements.

The personal tutor will provide pastoral support and refer students to other sources as needed such as, counselling, finance, housing and welfare support or careers information and guidance. Students can access additional support specifically focussed on study skills and academic writing. The subject area's dedicated librarian will enable students to gain access to the library and on-line resources, referencing guidelines and developing research skills. IT support and laptops are available through Central Media Services. The College's central Student Services supports students with a wide range of individual needs who have claimed, or will be advised to claim, Disabled Student Allowance.

Methods for evaluating and enhancing the quality of learning opportunities

- Student representatives
- Programme Committee Meetings
- Student Module Evaluations
- College focused Student Experience Surveys (induction & end of year)
- Annual quality monitoring and action planning through:
  Module reviews, Programme Annual Monitoring reports (AMR) School and monitoring action plans in team meetings.
- Peer Reviews
- Scholarly Activity and Research programme for HE academics
- External Examiner reports.

Other sources of information

- **Bradford College University Centre website:**
  https://www.bradfordcollege.ac.uk/study/university-centre
- **HE Student Handbook:** https://www.bradfordcollege.ac.uk/study/university-centre/handbook
- **College Regulations:** https://www.bradfordcollege.ac.uk/study/university-centre/handbook/regulations
- VLE - Moodle - https://moodle.bradfordcollege.ac.uk
- Student Portal - https://www.bradfordcollege.ac.uk/student-portal
- Learner Portal - https://learnerportal.bradfordcollege.ac.uk
- Students' Union - https://www.bradfordcollege.ac.uk/student-services/students-union
- External Examiner Report - https://moodle.bradfordcollege.ac.uk/mod/book/view.php?id=302018&chapterid=7993
- Library Services - https://www.bradfordcollege.ac.uk/student-services/library-services
- College Careers - https://www.bradfordcollege.ac.uk/student-services/student-support/careers-advice

Document control

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Learning Outcomes Map *(D – Developed; T – Taught; A – Assessed)*

Module title Level 4	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4
Introduction to Academic and Study Skills		C					TD	TD		TD						TDA	TD	T	TD
Safeguarding Young People		C	TDA	T			TD	TD		TDA	TDA		TD						
Developing the Professional Team		C				TD					TD	TD	TDA	TDA	TDA	TD		T	TDA
Communication and language		O	TDA		TDA		TD	TDA						TDA	TDA	TDA			TD
Play and Learning in the Early Years		C- Early Years O - Education	TDA	TD	TD	TD	TDA	TD	TDA		TD	TDA	TD		TD			TD	
Supporting and Understanding Behaviour		O	TD	TDA	TDA	TD	T		TD		T	TDA							TDA
Supporting Teaching and Leaning in Mathematics		O	TD		TDA		TDA		TD						TD	TD	TD		
Understanding Specific Learning Difficulties		O	TD	TD	TDA	TDA	TD	TDA	TD	TD									

Module title Level 5	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4
Exploring the Principles of Teaching and Learning		C	TDA	TD	TDA	TDA	TDA	TDA	TDA	TDA	TD	TDA	TD						TDA
Meeting Diverse Needs		C		TDA			TD	TDA		TD		TDA	TD					TD	TD
Research Skills for Professional and Academic Progression		C	TD			TDA	TDA			TDA		TD	TD	TDA		TDA	TDA	TDA	TDA
Promoting Mental Health, Resilience and Well-being for Children and Adults		O			TD			TD		TDA	TDA				TD				
Developing Science Enquiry		O			TD		TD	TD				TDA			T		TD		
Creative Approaches to Teaching and Learning		O				TD			TD				TD		T		TD		TD
Understanding Autism		O	TDA	TDA	TDA	TDA	TD				TDA	TDA							TD
English and Mathematics: make no mistake!		O			TD	TD	TD	TD	TDA			TDA	TD	TD	TDA				
Learning Outside the Classroom		O									TDA	TD	TDA	TD	TD	TD		TD	TD
Early Years Principles and Practice		C	TDA		TDA	TDA	TDA		TD	TDA	TD	TDA	TDA	TD			TD	TD	TD

K. Knowledge and understanding   P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills   T. Transferable, key or personal skills

Module Listing and Assessments Map

Module title	Module Code	New? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Introduction to Academic and Study Skills		✓	4	20	standard	C	none	Portfolio (1800 word equivalent)	60	N	Written Assignment (1200 words)	40	Y
Safeguarding Young People		✓	4	20	standard	C	none	Timed Essay (open book, 2 hours)	50	N	Presentation (5 minutes per student)	50	Y
Communication and Language		✓	4	20	standard	O	none	Case study (1500 words equivalent)	50	N	Case study (1500 words equivalent)	50	Y
Play and Learning in the Early Years		✓	4	20	standard	C- Early Years O - Education	none	Portfolio (3,000 words equivalent)	100	Y			
Supporting and Understanding Behaviour		✓	4	20	standard	O	none	Written Assignment (3,000 words)	100	Y			

		✓	4	20	standard	C	none	Portfolio (3,000 words equivalent)	100	Y			
Developing the Professional Team		✓	4	20	standard	C	none	Portfolio (3,000 words equivalent)	100	Y			
Supporting Teaching and Leaning in Mathematics		✓	4	20	standard	O	none	Written account of investigation (1,000 words)	30	N	Resource and rationale (2,000 word equivalent)	70	Y
Understanding Specific Learning Difficulties		✓	4	20	standard	O	none	Written assignment (1800 words)	60	N	Group presentation (5 minutes per student)	40	Y

Module title	Module Code	New? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Exploring the Principles of Teaching and Learning		✓	5	20	standard	C	none	Essay (2500 words)	60	N	Group Presentation (5 mins per student)	40	Y
Promoting Mental Health, Resilience and Well-being for Children and Adults		✓	5	20	standard	O	none	Poster presentation (5 minutes per student)	40	N	Reflective account (2400 words)	60	Y
Developing Science Enquiry		✓	5	20	standard	O	none	Group presentation (5 minutes per student)	40	N	Essay (2500 words)	60	Y
Meeting Diverse Needs		✓	5	20	standard	C	none	Written assignment (2,800 words)	70	Y	Seminar paper (1,200 words equiv)	30	N
Research Skills for Professional and Academic Progression		✓	5	20	standard	C	none	Portfolio (2000 words equivalent)	50	N	Report (2000 words)	50	Y

Creative Approaches to Teaching and Learning		✓	5	20	standard	O	none	Creative Product (2000 words equivalent)	50	N	Written Rationale (2000 words)	50	Y
Understanding Autism		✓	5	20	standard	O	none	Written assignment (2000 words)	50	N	Awareness raising product (2000 words equivalent)	50	Y
English and Mathematics: make no mistake!		✓	5	20	standard	O	none	Written assignment (2000 words)	50	N	Case study (2000 words equivalent)	50	Y
Learning Outside the Classroom		✓	5	20	standard	O	none	Storyboard (2000 word equivalent)	50	N	Essay (2000 words)	50	Y
Early Years principles and practice		✓	5	20	standard	C	none	Written assignment (4000 words)	100	Y			