



# Programme Specification

## TLS-2022: Teaching and Learning Support

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LU Foundation Degree in Arts awarded by Lancaster University (FHEQ Level 5)

LU Bachelor of Arts with Honours (Top-up) awarded by Lancaster University (FHEQ Level 6)

Programme Status: Approved | Version: 1

## Introduction

This programme specification provides a summary of the main features of the Teaching and Learning Support programme and includes the learning outcomes that you as a student are expected to have achieved on successful completion of the programme.

Further detailed information related to this programme and the College can be found in the following resources:

- Programme Handbook
- B&FC Admissions Policy
- Work based and placement learning handbook (for foundation degrees)
- Student guide to assessment and feedback

## Key Programme Information

<b>Programme Code</b>	TLS-2022
<b>Programme Title</b>	Teaching and Learning Support
<b>Teaching Institution</b>	Blackpool and The Fylde College
<b>Professional, Statutory and Regulatory Body (PSRB) Accreditation</b>	None
<b>UCAS Code</b>	
<b>Language of Study</b>	English
<b>Version</b>	1
<b>Approval Status</b>	Approved
<b>Approval Date</b>	05 May 2022
<b>JACS Code</b>	Other: Other
<b>Programme Leader</b>	Daniel Savage

## Programme Awards

<b>Award</b>	<b>Award Type</b>	<b>Level</b>	<b>Awarding Body</b>
LU Foundation Degree in Arts	Foundation Degree (240 credits)	Level 5	Lancaster University
LU Bachelor of Arts with Honours (Top-up)	Honours Top-up Degree (120 credits)	Level 6	Lancaster University

## Programme Overview

### Foundation Degree Teaching and Learning Support

The foundation degree in Teaching and Learning Support is a two year programme, which has been designed to develop your skills and knowledge relevant to teaching and learning support within primary, secondary and further education (FE) sectors. As a student you will develop a range of investigative approaches to assist in your personal development and enable you to support of children and young people's learning. You will also gain the necessary work-based skills that are essential within the field of education and be encouraged to develop a deeper understanding of the current issues affecting children's education.

This degree requires you to be based within a relevant primary, secondary or further education (FE) setting for at least one full day a week, and can include special educational needs settings and behavioural settings from Key Stage 1 above. The workplace experience gained on the foundation degree, in addition to lectures and seminars, will support the development of your

professional practice, and will enable you to be up to date with the latest practice in classrooms, supporting your level of employability.

## **BA Top Up Teaching and Learning Support**

The BA (Hons) Teaching and Learning Support, is a one year programme of study to enhance the knowledge and skills developed on the foundation degree, and to further develop your employability within the sector of teaching and learning support. As a student you will develop your skills in areas specifically related to the teaching and learning of children or young adults. It will also enhance your knowledge of supervisory, managerial and training roles within the education sector, which can create further career opportunities.

You will be encouraged to actively engage with the education sector, which will continue to provide a rich source of experience in a range of disciplines within the broad range of classroom teaching and learning support. During your studies, you will develop the necessary research and enquiry skills in collaboration with your module tutors, to further develop and enhance your awareness of research and investigative techniques. This partnership will allow for a more personalised and focused level of support during your studies. This will support your learning at college and also develop your level of understanding, promoting your level of transferrable and employability skills.

Potential career and progression opportunities upon completion of the BA (Hons) in Teaching and Learning Support include, pastoral care, SEND and HLTA roles. You will also have the opportunity to progress on to a teacher training programme to gain qualified teaching status within primary settings, and have the opportunity to complete the PGCE for secondary or further education sectors.

## **Admission Criteria**

### **Foundation Degree Teaching and Learning Support**

A minimum of 48 UCAS points from a relevant level 3 qualification specifically in teaching and learning support context from key stage one above (such as T level in Education or Level 3 in Supporting Teaching & Learning in Schools), or A levels or linked qualifications such as sociology or psychology. After the application process, you will be contacted by a member of the programme team who will discuss your application and suitability, to ensure your success.

You will also be required to be on placement (paid/voluntary) in the teaching and learning sector (key stage 1 onwards) from the start of the programme and thereafter for a minimum of 192 hours per year (average 6 hours per week over 32 weeks).

You must be able to source your placement independently before the course begins, and this may involve you financing and arranging an appropriate DBS in liaison with your placement. You will be required to supply a letter of support from your placement or employment at enrolment.

### **BA (Hons) Teaching and Learning Support**

Students who have studied the Foundation Degree in Teaching and Learning Support at Blackpool and The Fylde College, and have achieved a minimum of a pass, will be eligible to apply and be considered for this programme.

You will also be required to be on placement (paid/voluntary) in the teaching and learning sector (key stage 1 onwards) from the start of the course and thereafter for a minimum of 192 hours per year (average 6 hours per week over 32 weeks).

You must be able to source your placement independently before the course begins and this may involve you financing and arranging an appropriate DBS in liaison with your placement. You will be required to supply a letter of support from your placement at enrolment.

Although English and maths GCSE is not a requirement of this programme, it may be needed to progress to further post-graduate study such as PGCE.

## **Career Options and Progression Opportunities**

### **Foundation Degree Teaching and Learning Support**

Securing a pass at Foundation Degree Teaching and Learning Support, will enable you to progress to the BA (Hons) Teaching and Learning Support. The Foundation Degree is actively supported by employers and local authorities in the area, with employment opportunities for those who choose not to progress to honours (or are ineligible), remain strong within the education sector. Those that progress to the BA (Hons) Teaching and Learning Support may have the opportunity to progress to Masters level programmes at other institutions.

After graduating you will be able to apply for a wider range of jobs within the sector, and may also support promotion in your current employment. As graduates of this programme you may also be able to progress to teacher training qualified teacher status (QTS) at for example the University of Cumbria and Edge Hill University

### **BA (Hons) Teaching and Learning Support**

Potential career and progression opportunities, upon completion of the BA (Hons) Teaching and Learning Support include, pastoral care, SEND and HLTA roles. You will also have the opportunity to progress on to your teacher training to gain QTS, within primary settings and have the opportunity to complete the PGCE at Blackpool and The Fylde College, for secondary or further education sectors.

## **Programme Aims**

Foundation Degree:

- To provide the opportunity for the students to gain access to contemporary knowledge, employability skills and attributes directly related to a range of teaching and learning support roles.
- To provide opportunities for students to appreciate the scope of the teaching and learning support sector and allow close links to be established between theory and practice.
- To enhance digital and academic literacy skills in the production of a range of resources in a variety of communicative modes.
- To support students with the application of reflective practice within the teaching and learning sector and make connections to reflective models and theory.
- To encourage the consideration of social and economic factors and contributions within the teaching and learning support sector and the potential impact upon practice.
- To facilitate and explore the ever-changing application of technology used within classrooms in a teaching and learning support context.

BA Top up:

- To support students with their development of individual research and enquiry skills, encouraging students to conduct action research and the development of their practice within the sector.
- To explore the psychological and sociological contributors to the teaching and learning support sector and make the relationship between theory and practice.
- To encourage students to critically examine the impact of sector developments, published

research findings and the impact of legislation changes upon professional practice.  
- To provide considerations of the international, cross-cultural, social and economic factors within education, including the effect of new technologies, and the impact of increased worldwide mobility on the sector.

## **Programme Learning Outcomes**

### **Level 5**

Upon successful completion of this level, students will be able to:

1. Identify relevant principles and approaches of reflection and discuss practical applications in teaching and learning support practices
2. Apply academic and digital literacy knowledge and skills to support lifelong learning and professional practice with a focus on the education sector
3. Evaluate curriculum frameworks, with consideration of theoretical perspectives, creative pedagogy and their application within practice
4. Plan and design both formative and summative assessments, using curriculum frameworks and statutory guidance, which relate to professional work contexts
5. Analyse and evaluate policies and legislation relevant to the teaching and learning support role
6. Analyse professional support roles across the education sector with the focus of SEND and their interdependency and partnership approaches involved in practice
7. Evaluate safeguarding and multi-agency, collaborative practices within the context of teaching and learning support
8. Evaluate the potential for embedding learning technologies in and out of the classroom and their contribution to learner development and achievement

### **Level 6**

Upon successful completion of this level, students will be able to:

9. Critically examine the range of values, theories, perspectives and concepts relevant to a teaching and learning support environment
10. Critically analyse the conventions, which underpin theory and research in the education sector
11. Critically apply knowledge of policy and legislation in order to make informed judgments and speculate on possible outcomes
12. Critically evaluate contemporary educational management and leadership approaches and the influence upon practice
13. Critically evaluate the impact of international approaches to teaching and learning upon educational systems, sustainable development and social inclusion and equality
14. Critically analyse multi educational support roles in the development and progression of learning and the inclusive curriculum throughout the education, welfare and social sectors
15. Critically explore the continual development of technology and the digital application across practice within the teaching and learning support sector

## Programme Structure

Module	Level	Credits	%	Category	Description	Length/Word Count	Grading Method
<b>Stage 1</b>							
B4SHACTLS: Introduction to Academic Study (Mandatory)	4	20	60%	Coursework: Other	Written piece	2000	Letter Grade
			40%	Practical: Other	Cast study, analysis, interpretation (1500 words) and poster presentation (15 minutes)	15	Letter Grade
TLS407: Curriculum Studies (Mandatory)	4	20	50%	Coursework: Report	n/a	2000	Letter Grade
			50%	Coursework: Essay	n/a	2000	Letter Grade
TLS408: Professional Partnerships within Education (Mandatory)	4	20	70%	Coursework: Essay	n/a	3000	Letter Grade
			30%	Practical: Group Presentation	n/a	1000	Letter Grade
TLS409: Assessment Design and Planning (Mandatory)	4	20	40%	Coursework: Evaluative/ Reflective Report	Reflective Account	1500	Letter Grade
			60%	Coursework: Essay	Essay	2500	Letter Grade
TLS410: Learning Theories (Mandatory)	4	20	60%	Coursework: Essay	n/a	3000	Letter Grade
			40%	Practical: Presentation	n/a	1000	Letter Grade
TLS411: Foundations of Inclusive Practice (Mandatory)	4	20	70%	Coursework: Essay	n/a	3000	Letter Grade
			30%	Practical: Group Presentation	n/a	1000	Letter Grade
<b>Stage 2</b>							
B5TLS-32: Work Based Learning (Mandatory)	5	20	70%	Coursework: Report	Project	3000	Letter Grade
			30%	Practical: Presentation	Poster - Critical Reflection & Target Setting	2000	Letter Grade
TLS507: Innovation and Creativity (Mandatory)	5	20	70%	Coursework: Essay	n/a	2500	Letter Grade
			30%	Practical: Presentation	n/a	1500	Letter Grade
TLS508: Beyond Behaviour (Mandatory)	5	20	100%	Coursework: Essay	Reflective Case Study Essay	4000	Letter Grade
TLS509: Technological Innovation (Mandatory)	5	20	100%	Coursework: Report	n/a	4000	Letter Grade
TLS510: Safeguarding (Mandatory)	5	20	70%	Coursework: Evaluative/ Reflective Report	n/a	3000	Letter Grade
			30%	Practical: Presentation	N/A	10	Letter Grade

TLS511: SEND - Strategies and Approaches (Elective)	5	20	50%	Coursework: Essay	n/a	2000	Letter Grade
			50%	Coursework: Essay	n/a	2000	Letter Grade
TLS512: SEND - Impact of Contemporary SEND Approaches on Inclusion (Elective)	5	20	50%	Coursework: Essay	n/a	2000	Letter Grade
			50%	Coursework: Essay	n/a	2000	Letter Grade
<b>Stage 3</b>							
TLS607: Dissertation (Mandatory)	6	40	100%	Coursework: Dissertation	n/a	10000	Letter Grade
TLS608: Socio Economic Impacts (Mandatory)	6	20	50%	Practical: Presentation	n/a	2000	Letter Grade
			50%	Coursework: Case Study	n/a	2000	Letter Grade
TLS609: Inclusive Practice (Mandatory)	6	20	100%	Coursework: Essay	n/a	3500	Letter Grade
TLS610: Leadership and Management within Education (Mandatory)	6	20	100%	Coursework: Essay	n/a	3500	Letter Grade
TLS611: Psychological Aspects of Learning (Elective)	6	20	100%	Coursework: Essay	n/a	3500	Letter Grade
TLS612: International Curricula Studies (Elective)	6	20	70%	Coursework: Report	Task 2 (Comparative Report) – 70% 2,500 Words learning outcome 1, 2 & 3.	2500	Letter Grade
			30%	Practical: Presentation	Task 1 (Presentation initial countries selected) 30% 10min – 1000 Words	10	Letter Grade

## Study Workload

### Foundation Degree/BA Top Up Degree

Within the programme you must be actively employed in an educational setting, in a teaching or teaching support role, on either a paid or voluntary basis, for an absolute minimum of 192 hours each year (equivalent to 6 hours per week over 32 weeks).

You will be required to conduct independent study with formative assessment tasks to be presented on your specific Virtual Learning Environment (Canvas) pages.

### BA Top up Teaching and learning.

You will be required to attend meetings with your dissertation supervisor which will need to be booked via appointments. You will need to consider how to manage independent studies due to the nature of this research.

### **Foundation Degree Teaching and Learning Support**

The teaching and delivery throughout this programme will involve interactive lectures, seminars, workshops and online activities, building upon the expertise you have acquired in the workplace and across a wide range of contexts.

You will be expected to gather and record evidence in your placement and be encouraged to reflect upon practices, making connections with theoretical concepts. You will be expected to actively participate within sessions, as this is essential for the acquisition of transferable skills necessary for future study and employment.

### **BA (Hons) Teaching and Learning Support**

Lectures, seminars and practical workshops feature strongly in the teaching and learning strategy, and considerable use is made of alternative methods of delivery and study. This includes online options such as tutor and self-assessment revision tests and formative exercises, power-point and other software-based lecture material, learning portals and hyperlinked resource-materials. You may expect, therefore, to participate in a wide variety of learning activities including live and online projects, presentations and discussion alongside more traditional modes of delivery.

You will work collaboratively with your tutors who will support you with your dissertation studies. Your progress will be monitored by your allocated dissertation supervisor, who will be your critical friend throughout the process and programme of study. One-to-one meetings will help you to manage your time and create personal timelines according to your own individual needs. Specific lessons via PowerPoints, Q & A and discussions will also aid you to fully understand the dissertation process and what is required of you to complete the module to a high standard.

## Programme Delivery: Assessment

### Assessment

Assessment methods will reflect and support the programme aims and learning outcomes. You will for example, reflect on the local application of national initiatives; have the opportunity to reflect upon real work experience and practice; be encouraged to explore alternatives to received wisdom in the fields of pedagogy and andragogy.

**Modes of assessment will be drawn from the following:**

**Dissertation (summative)** within your level 6 studies. **Written reflective accounts (summative)** are performed throughout the foundation degree and the BA, ensuring that you clearly understand reflective theories and how they impact on your planning and delivery.

**Written reports (summative)** is a key tool to any supporting education practitioners. You will be required to write reports on all aspects of the teaching role and links to good working practice. **Case study analysis (formative and summative)** are an integral part of the foundation degree assessment process, this ensure that skills and knowledge can be taken from real life examples of positive and poor practice. **Online presentations (formative and summative)** are used to enable you to advance technological skills and record verbal knowledge when applying theory to practice. Formative assessment allows you to track progression and use a range of interventions where needed. **Professional portfolio (formative and summative)** allows you to build a CPD portfolio that you can refer to in future studies and working practice.

**Critical self and peer evaluation (formative and summative)** within the programme enable you to collaborate with your academic peers as each student has varied experiences that can aid curriculum planning and understanding learning from all abilities and age ranges.

## Programme Delivery: Work Based and Placement Learning

### Foundation Degree Teaching Learning and Support - BA (Hons) Teaching and Learning Support

You must be employed within an educational setting, in a teaching or teaching support role, on either a paid or voluntary basis, for a minimum of 192 hours each year (equivalent to 6 hours per week over 36 weeks). This is to ensure that theory into practice is being developed on weekly basis and enables you to relate to each module and its content. During the programme you will be introduced to the most contemporary live case studies that contribute to your understanding of teaching and how learning and parental engagement has evolved within all school/college settings.

## **Programme Delivery: Graduate Skill Development**

Progressing through the programme you will be encouraged to work collaboratively with your peers at college and within the workplace; this is to help you within all assessments and to enhance your study skills and professional understanding. You will review theories into the varied communication steams and techniques of all educational setting and environments. Understanding social dynamics and reacting to differing communication needs can then be planned for, and implemented effectively. The use of digital literacy will allow you to engage with a range of educational settings and professionals. Digital skills can also be transferred to all working environments allowing you to diversify within your career progression.

You will be entering a secure industry upon completing the programme with a wealth of progression opportunities; the global outreach of the programme will allow you to seek work opportunities outside of the UK, as the programme explores international curriculum and planning. Skills learned will increase your knowledge of global education issues and educational strategies.

Research, scholarship and enquiry skills are essential within your studies to ensure that you are fully conversant with contemporary issues within the education sector. Ethical, social and professional understanding will be continuously reviewed and questioned, particularly within your level 6 studies. A key area of this will be within the dissertation process. At the culmination of your studies you will recognise the value of lifelong learning and have a desire to continuously evolve and shape your career development/aspirations.

## **Study Costs: Equipment Requirements**

N/A

## **Study Costs: Additional Costs**

A DBS is a mandatory requirement for the programme, and your placement school will often cover the cost for the voluntary work that you do. However a school is not compelled to pay for this so in some cases you may need to cover the cost of the DBS.

### Aligned programmes

#### **Foundation Degree Children, Young People & Families (Blackpool & The Fylde College)**

This programme focuses on the principles underpinning the role of those working with families and how to evaluate the appropriateness of different approaches to solving problems at work, with an understanding of the wider, social, political and economic issues related to the care and development of children, young people and families.

#### **Foundation Degree Early Childhood Studies (Blackpool & The Fylde College)**

This programme is aimed at people already working in early years' settings on either a paid or voluntary basis. Students would need a Level 3 in this discipline to gain entry onto the programme.

### Progression opportunity

#### **Professional Graduate Certificate in Education - PGCE (Blackpool & The Fylde College, Lancaster University)**

The PGCE combines placement in professional teaching with a classroom study environment to provide the formal accreditation required for teaching within post-compulsory education and training. The emphasis of the qualification is on the development of expert practitioner skills, informed by sound pedagogic principles and the capability to apply and evaluate a wide range of theoretical knowledge and understanding to practice. There is also a new focus on practitioner research and scholarly activity to promote evidence-based practice and develop a reflexive approach to practice as dual professionals, subject specialists with expert knowledge of education and training. To develop practitioner skills, trainees will be required to engage in 100 hours teaching practice in an appropriate setting in the post-compulsory sector. This practice will be assessed by eight observations, four undertaken by the teacher education specialists and four undertaken by an appropriate subject specialist mentor.