



Programme Specification

TLS-2017: Teaching and Learning Support

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 the learning outcomes that you as a student might reasonably be expected to achieve and demonstrate 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 Student Handbook
- B&FC Admissions Policy
- Work based and placement learning handbook (for foundation degrees)
- Student guide to assessment and feedback

Key Programme Information

Programme Code	TLS-2017
Programme Title	Teaching and Learning Support
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	FD: X990 Hons: X991
Language of Study	English
Version	1
Approval Status	Approved
Approval Date	28 April 2017
JACS Code	
Programme Leader	Daniel Savage

Programme Awards

Award	Award Type	Level	Awarding Body
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 has been designed in consultation with a wide range of employers across the region in order to provide a stimulating and challenging employment-focused learning experience. As a student on the foundation degree in teaching and learning support you will develop a range of analytical approaches to support your personal development in the care of children and young people. You will also gain the necessary work based skills that are essential within the field of education and you will also be encouraged to develop a deeper understanding of the current issues affecting children's education.

The foundation degree in teaching and learning support requires you to be based within a relevant setting for at least one full day a week, which includes primary and secondary schools,

special educational needs settings, behavioural settings, FE colleges, community learning or prison education. This essential work based experience, in addition to lectures and seminars will support the development of your professional practice and ensures that you are up to date with the latest practice in schools, thus, supporting your level of employability.

BA Top Up Teaching and Learning Support

The BA (Hons) top-up is a response to the current needs of our students, employers and the industry sector and reflects the aspirations of many practitioners to gain higher level practical, managerial and technical skills, whilst at the same time enabling them to gain a higher educational qualification. As a student you will not only develop your skills in areas specifically related to the teaching and learning of children or young adults but will also ascertain knowledge in key higher level areas such as supervisory, managerial and training roles within the education sector, which creates a wide variation of career opportunities . Upon completion of the BA (Hons) you can choose a number of career pathways such as the standard qualified teaching route to behavioural, SEN or pastoral career pathways.

As a student you are encouraged to actively to engage with the voluntary sector which is proving a rich source of experience in a range of disciplines within the broad range of education and associated sectors. This will not only support your learning at college but will also develop your level of understanding and will promote your level of transferrable and employability skills.

Admission Criteria

Foundation Degree Teaching and Learning Support

A minimum of 48 UCAS points from a relevant level 3 qualifications or A Levels.

You will also be required to be employed (paid/voluntary) in the teaching and learning sector 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 will be required to supply a letter of support from your employer at enrolment.

BA Top up Teaching and Learning Support

Only 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 considered for this top-up course.

You will also be required to be employed (paid/voluntary) in the teaching and learning sector 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 will be required to supply a letter of support from your employer at enrolment.

Career Options and Progression Opportunities

Foundation Degree Teaching and Learning Support –

Several career pathways are available to students successfully completing the foundation degree including many in supervisory or senior support roles in the teaching and learning sector. These include:

- School Support worker
- Teaching Assistant
- Learning Mentor
- Pastoral Officer
- Educational Administration

- Higher Level Teaching Assistant
- Family Support Worker
- Behaviour Management

BA Top Up Teaching and Learning Support

For those students who are considering further progression potentially into a teaching career or a management role in the sector several options are available :

- Progression onto a Post Graduate Certificate in Education (Primary or Post Compulsory)
- Progression onto a Schools Direct/teaching provision
- Progression onto a Master's Degree
- Managerial positions within Education Support Roles
- Pastoral Manager
- Senior Learning Mentor
- Third Sector Manager (Charity and Voluntary organisations)

Programme Aims

Foundation Degree:

- To provide the opportunity for the student to gain access to contemporary knowledge, skills and attributes directly related to teaching and learning support roles.
- To provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice and to integrate and apply theories in practice.
- To develop digital and academic literacy skills in the production of a range of resources in a variety of communicative modes.
- To provide students with a variety of contexts in which to develop knowledge of reflective theory and apply this in practice.
- To provide students with the opportunity to explore the potential of technology in education contexts.

BA Top up:

- To provide students with the opportunity to explore intellectual, theoretical and ethical perspectives to illuminate understanding of education and the contexts within which it takes place.
- To explore the psychosocial and structural perspectives which inform professional practice in teaching and learning support.
- To develop in students the skills to critically evaluate the probable impact of sector developments, published research findings and new legislation on professional practice.
- To provide students with opportunities to consider the international and intercultural dimension of education, the effect of new technologies, and the impact of increased worldwide mobility.

Programme Learning Outcomes

Level 5

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

1. Identify the established principles 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.
3. Evaluate National Core and Creative Curriculum frameworks and their application in practice.
4. Plan and design assessments for and of learning and relate these 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 and their interdependency and partnership approach.
7. Evaluate safeguarding and multi-agency practices applied in a work context.
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 underlying values, theories, perspectives and concepts relevant to teaching and learning support practice.
10. Critically analyse the assumptions 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 solutions.
12. Critically apply contemporary management and leadership theories in educational contexts.
13. Critically evaluate the impact of globalisation on educational systems, social justice, sustainable development and social inclusion.
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.

Programme Structure

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1						
Stage exit award: LU Certificate of Higher Education (Awarded by Lancaster University)						
All	B4SHACTLS: Introduction to Academic Study (Mandatory)	4	20	60%	40%	
	TLS402: Support Strategies in Practice (Mandatory)	4	20	80%	20%	
	TLS403: Supporting Educational Professionals (Mandatory)	4	20	80%	20%	
	TLS404: Reflective Practice (Mandatory)	4	20	80%	20%	
	TLS405: English and Mathematics (Mandatory)	4	20	100%		
	TLS406: Assessment Design and Planning (Mandatory)	4	20	100%		
Stage 2						
Stage award: LU Foundation Degree in Arts (Awarded by Lancaster University)						
All	BFC502-S: Work Based Research Project (Mandatory)	5	20	80%	20%	
	TLS502: Managing Behaviour (Mandatory)	5	20	100%		
	TLS503: Safeguarding (Mandatory)	5	20	100%		
	TLS504: Innovation and Creativity (Mandatory)	5	20	100%		
	TLS505: Pastoral Care (Mandatory)	5	20	100%		
	TLS506: Technology in Education (Mandatory)	5	20	70%	30%	
Stage 3						
Stage award: LU Bachelor of Arts with Honours (Awarded by Lancaster University)						
All	TLS601: Dissertation (Mandatory)	6	40	100%		
	TLS602: Socio-economic Factors Influencing Learning (Mandatory)	6	20	100%		
	TLS603: Psychological Aspects of Learning (Mandatory)	6	20	100%		
	TLS604: The Inclusive Curriculum (Elective)	6	20	100%		
	TLS605: Global Perspectives on Education (Elective)	6	20	100%		
	TLS606: Educational Leadership (Mandatory)	6	20	100%		

Foundation Degree Teaching and Learning Support

The programme consists of 12 separate modules in total; which is split into 6 modules over level 4 and the remaining 6 modules over level 5. There are no optional modules within the foundation degree and each module has been developed to match the needs of the sector and draw on relevant job role requirements within teaching and learning.

The following modules will be delivered across levels 4 and 5:

- Academic and Digital Literacies
- Support Strategies in Practice
- Supporting Educational Professionals
- Reflective Practice
- English and Mathematics
- Assessment Design and Planning
- Work Based Learning
- Managing Behaviour
- Safeguarding
- Innovation and Creativity
- Pastoral Care
- Technology in Education

BA Top up Teaching and learning.

The programme is made up of 5 modules, the dissertation element of the programme equates to 40 credits and runs throughout the full year and the other 4 modules worth 20 credits. There are two optional modules you will be required to select 1 based on your interest and job role/own development. The optional modules have been developed to promote independent study increasing skill levels within your own research and own study development.

The following modules will be delivered across level 6:

- Dissertation
- Socio-economic Factors Influencing Learning
- Psychological Aspects of Learning
- Educational Leadership
- The Inclusive Curriculum (Elective module)
- Global Perspectives on Education (Elective module)

Study Workload

Foundation Degree/BA Top Up Degree

The programme will equip you to manage 3 on-going modules per semester; each module will consist of between 1 and 2 tasks. Managing your time between college work and your placement is imperative. The college partners for success can guide you, along with your progress tutors, and module tutors to devise a time management strategy to your learning. Independent research is required; we as a team recommend the library to facilitate the entire resources bank linked to the programme.

BA Top up Teaching and Learning Support

The BA-Top Up consists of 5 modules, 1 being your dissertation that spreads over each semester. 2 modules will be delivered within the first and second semester, it is key that you devise a well-structured plan with both your dissertation supervisor and progress tutor in order to utilise your time between your working life and college studies to ensure you as a student gain both the best college experience and grade profile.

Programme Delivery: Learning and Teaching

Foundation Degree Teaching and Learning Support

Teaching on this course will be through interactive lectures, seminars, workshops and online activities, building upon expertise acquired in the workplace. You will be encouraged to develop consistent methods of recording information, within a structured academic framework. Active participation is a key feature of the teaching and learning process. In particular, you will be expected to gather and record evidence in your placement/employment. Such participation is considered to be essential for the acquisition of transferable skills necessary for future study and employment.

Percentage of time in different learning activities, by year for this course:

Year 1: 24% time in lectures and seminars, 47% time in independent study, 29% time on placement

Year 2: 24% time in lectures and seminars, 47% time in independent study, 29% time on placement

BA Top up Teaching and Learning Support

Whilst lectures, seminars and practical workshops feature strongly in the teaching and learning strategy, we will be making considerable use of alternative methods of delivery and study, particularly online options such as tutor and self-assessment revision tests and formative exercises, power-point and other software-based lecture material, learning portals and hyper-linked 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.

Your dissertation studies will be constantly monitored by your allocated dissertation supervisor who will be your critical friend throughout the module. One-to-one meetings will help you to manage your time and create personal timelines according to your own individual needs. Specific lessons via PowerPoint's, 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. They will, for example, reflect local application of national initiatives; offer the opportunity to reflect upon real work experience and practice, and encourage exploration of alternatives to received wisdom in the fields of pedagogy and andragogy.

Modes of assessment include:

Research projects to provide you with an avenue for engagement into research of a topic related to the teaching and learning sector that is of interest to you and your progression within the sector.

Reflective accounts are used throughout the foundation degree and the BA (Hons) top up to ensure that you clearly understand reflective theories and how they impact your personal, professional and academic skill development whilst on the programme of study

Essays will provide a platform highlighting essential links to research and crucial referencing skills.

Case studies are an integral part of the foundation degree assessment process; they ensure that skills and knowledge can be taken from real life examples that have influenced the education sector.

Presentations are an assessment strategy that reflects the nature of the sector you aspire to work in and assesses the ability to communicate information on an issue to an audience

Programme Delivery: Work Based and Placement Learning

Foundation Degree Teaching learning & Support - BA Top up Teaching and Learning Support

During your time on the programme you must be actively employed in a teaching and learning setting, either on a paid or voluntary basis, for an absolute minimum of 192 hours each year (equivalent to 6 hours per week over 32 weeks). This is to ensure that you have the opportunity to integrate theory into practice on a weekly basis and enables you to relate your work based experience to each module and its content. The work based element of the programme is seen as crucial to achievement of the qualification and supports you in gaining employment or promotion within the sector.

Programme Delivery: Graduate Skill Development

During the foundation degree and subsequent honours top up degree you will develop the necessary graduate skills and qualities required by the teaching and learning sector where personal responsibility and decision making are key attributes for career progression. During your first year of study you will be required to apply the knowledge and theory from class within the workplace and this will be heavily linked to reflective practice and the benefits of being a reflective practitioner.

This first year of study will also develop your understanding of using effective communication skills and adjusting these for a variety of audiences including within the College environment and workplace. ICT is an essential skill within the workplace and college studies, your knowledge and understanding will increase during each assessment. The confidence gained due to this process will filter into your working role and allow you to use ICT with greater confidence and efficiency. Throughout the first year you will work on your digital literacies skills becoming more aware of the differing information streams available to you and your working practice, this will aid you to keep update within all aspects of your studies.

This will continue into the level 5 year of your studies where case studies will be used to stimulate problem solving and solution focussed ideas are proposed and debated in a deliberative academic environment. You will also have the opportunity to develop research skills at this level and this will be done in negotiation with the workplace to enhance an element of practice. During the process of research key elements of ethical research will be highlighted to ensure your work adheres to college policies. This will enhance your awareness of good ethical research and ensure you seek quality data/research with the new skill gained. Within your level 5 studies you will progress your independent learning skills, this will enable you to fully utilise your own working environment within your assignments and increase your productivity when self-directing your research and study time. Transferable skills will be gained in order for you as a graduate to have stability within your work life and enable you to be divers to new job opportunities/roles.

Research skills will be further developed at level 6 as a small scale research project is undertaken and primary research is used to analyse an aspect of the sector that has personal interest to you. You will also bring together an appreciation of educational, psychological and sociological theories where sustained and reasoned arguments can be constructed in a lucid and coherent manner.

Throughout the level 6 programme you will identify further roles such as special education coordinators and higher level teaching and learning assistants, this will give you a clear pathway to future education roles and create aspirations given your high level study skills. Further skills gained at this level will be the appreciation of globalization and the ability to review differing international curriculums to gain knowledge of good practice that then can be adopted and put into practice.

Study Costs: Equipment Requirements

There are no additional costs associated with studying this programme.

Study Costs: Additional Costs

A DBS is mandatory for the placement element of the programme, however the college is not compelled to pay for this so in some cases you may need to cover the cost of the DBS.

Foundation Degree Early Years (Blackpool & The Fylde College)

Since its inception, the Foundation Degree Professional Practice in Early Years has been aimed at people already working in early years settings on either a paid or voluntary basis. A series of excellent relationships with local employers and the two local authorities (Blackpool Borough and Lancashire County) has supported recruitment and provided opportunities for work-based observation and assessment, and the provision of student mentors. Since 2006, the recruitment base has been widened slightly to offer less experienced students, particularly those progressing from appropriate level three programmes, the opportunity to develop their skills and knowledge. Whilst employment in the early years sector on either a paid or voluntary basis is still a compulsory element, placement performance and attitude on the level 3 programmes is taken into consideration as a possible substitute for previous extensive work experience.

Students would need a Level 3 qualification in this discipline to gain entry onto the programme.

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

The PGCE/PCE 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 qualification at both levels 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. The intention is to 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.

Students wishing to progress to a Masters may choose to attend UCLAN or Edge Hill to continue their studies within education.