

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	FdA Learning Support: Teaching and Learning Certificate of HE in Learning Support: Teaching and Learning or FdA Learning Support: Special Educational Needs Certificate of HE in Learning Support: Special Educational Needs
Award title	FdA Learning Support: Teaching and Learning or FdA Learning Support: Special Educational Needs
JACS 2 code	X300: Special Educational Needs X370: Teaching and Learning
UCAS code (to be completed by admissions)	
Relevant QAA subject benchmark statement/s	QAA Benchmark Statements for Foundation Degrees
Other external and internal reference points used to inform the programme outcomes	<ul style="list-style-type: none"> • QAA Code of practice for the assurance of academic quality and standards in higher education • Glyndŵr University's Academic Regulations • Glyndŵr University's Learning, Teaching and assessment Strategy • Glyndŵr University's Assessment for Learning: Guiding principles for good practice • Glyndŵr University's Academic Quality Handbook • Professional Standards for Higher level Teaching Assistants (amended regulations 2007).
Mode/s of study (p/t, f/t, distance learning)	Part - time

Language of study	English
Date at which the programme specification was written or revised	Updated August 2012
Criteria for admission to the programme	
<p>Entry for the programmes will be in accordance with institutional requirements for undergraduate admission to a Foundation Degree, currently 120 UCAS points or equivalent. UCAS points may, for example, be made up as follows:</p> <p style="text-align: center;">CACHE Level 3 Certificate in Child Care and Education: 110 points; BTEC National (Early Years) Certificate MM: 120 points.</p> <p>A sector related NVQ Level 3 is also an accepted entry qualification (e.g. NVQ Level Childcare and Education; NVQ Level 3 Teaching Assistants). Although NVQ Level 3 qualifications are not included in the UCAS points calculator they are generally considered to be equivalent to GCSE A Level.</p> <p>Applicants are also required to have gained GCSE English or Welsh grade 'C' or minimum Level 2 in Literacy (entry via Access to Higher Education route), or equivalent (e.g. pre-entry Literacy Test).</p> <p>However, applicants who do not present with formal qualifications will be considered on an individual basis with sector relevant work experience being taken into account.</p> <p>Accreditation of prior learning (AP(E)L) arrangements</p> <p>Applications from those wishing to enter the programme with prior learning and/or experience, at points other than the beginning will be considered on an individual basis in line with Glyndŵr University's AP(E)L procedures.</p> <p>Additional requirements</p> <p>Due to the nature of the programme, those applying for places need to provide evidence of paid employment within or a voluntary commitment to an educational or specialist setting, appropriate to their chosen programme of study, for a minimum of 150 hours per year. These arrangements must be in place prior to entry onto the programmes and a log kept by the student throughout the duration of the course as to the number of hours completed. The log will be subject to verification by the work place mentor. A format for the log will be provided to the student at induction and will be made available electronically for downloading as required. The log will be placed in the student's PDP and be checked during tutorials with their academic tutor.</p> <p>It is the responsibility of the student to arrange a suitable setting. However, should alternative arrangements need to be made during the programme of study then the support of the placement officer will be available. In these circumstances, a new enhanced CRB application (see below) would have to be made and it will be the student's responsibility to undertake this.</p> <p>CRB check</p> <p>A further condition of entry is the requirement for all applicants to demonstrate that they</p>	

hold a current enhanced Criminal Records Bureau. This condition applies throughout the duration of the programme. Any change in circumstances or eligibility in relation to the enhanced CRB check must be communicated to the Programme Leader without delay.

As students will be based in settings that involve children, young people and/or vulnerable young adults it is a condition of their employment that they will have an enhanced CRB (Criminal Records Bureau) check. As part of the programmes' quality assurance students will be required to evidence their CRB clearance. Responsibility for maintaining the currency of an enhanced CRB check, relevant to the workplace lies with the individual student. Students are required to notify the programme leader of any change in their personal circumstances / entitlement to an enhanced CRB check. Safeguarding, confidentiality and ethical issues are integral aspects of good, responsible practice and will be included in the taught content across the range of modules.

Aims of the programme

The programmes aim to reflect the common core of knowledge and skills for the children's workforce and to equip learners with the knowledge, qualities and skills associated with their area of practice. The aims of the programmes are outlined below.

Programme Aims FdA Learning Support: Teaching and Learning

This programme aims to:

- develop learners knowledge and understanding of the role of learning support in differing contexts and a wide variety of schools, other settings and post 16 providers;
- promote the attainment of the skills and knowledge required to gain appropriate professional status in their setting;
- provide learners with the skills to communicate and engage effectively with children, young people and vulnerable adults;
- promote understanding of the needs of the individual, the setting, children, young people and vulnerable adults to support their development as well as safeguarding and promoting their welfare;
- enable learners to engage in a multi-agency approach to children's services;
- develop knowledge, understanding and skills in relation to the preparation, planning, delivery and evaluation of a broad, balanced and relevant curriculum that meets the needs of learners;
- provide opportunities to engage with and reflect upon their own personal and professional learning through further study and to enhance their professional practice;
- apply the principles of evidence informed and ethical practice;
- provide opportunities to explore work-based practice in a research context;
- equip learners with transferable skills including ICT; teamwork; problem solving, evaluation and communication to enhance practice in a diverse range of settings;
- develop personal and professional skills and confidence.

Programme Aims FdA Learning Support: Special Educational Needs

This programme aims to:

- develop learners knowledge and understanding of the role of learning support in differing contexts within specialist provision schools, other settings and post 16 providers;

- promote the attainment of the skills and knowledge required to gain appropriate professional status in their specialist setting;
- provide learners with the specialist skills to communicate and engage effectively with children, young people and vulnerable adults, particularly those with special educational needs;
- promote understanding of the needs of the individual, the specialist setting, children, young people and vulnerable adults to support their development as well as safeguarding and promoting their welfare;
- enable learners to engage in a multi-agency approach to children's services, taking into account the range of specialist support and resources;
- develop knowledge, understanding and skills in relation to the preparation, planning, delivery and evaluation of a broad, balanced and relevant curriculum that meets the special educational needs of learners;
- provide opportunities to engage with and reflect upon their own personal and professional learning through further study and to enhance their professional practice;
- apply the principles of evidence informed and ethical practice;
- provide opportunities to explore work-based practice in a research context;
- equip learners with transferable skills including ICT; teamwork; problem solving, evaluation and communication to enhance practice in a specialist setting;
- develop personal and professional skills and confidence.

Distinctive features of the programme

Designed together with local external partners involved in the education of children, young people and vulnerable adults, the programmes provide a coherent and responsive educational experience which will equip participants with the graduate knowledge and skills to work in a range of educational settings. The curriculum demonstrates the inter-relationship between academic theory and practical application through work-based and experiential learning. The programmes are designed for those who are currently employed within a public, private or voluntary educational establishment where the development of knowledge and skills attained in learning can be directly implemented within the work situation to support children and young people to achieve their full potential.

These programmes offer students the opportunity to:

- develop an understanding of the expectations of their role;
- benefit from supported professional development and training that will enable them to undertake their professional role more effectively;
- be offered an opportunity for career development and progression;
- gain from the vocational focus of the programme and the increased relevancy of programme content, allowing relationships between theory and practice to be understood and applied.

The module content of the programmes (e.g. literacy, numeracy and inclusion) are in line with the recommendations made in the 2010 Estyn Report on education in Wales (reiterated in recent speeches by the Assembly Minister for Education) and the ongoing consultation of the Welsh Assembly with regard to professional standards in education.

In particular students will:

- gain credit for work-based learning;

- complete a higher education qualification whilst continuing in work;
- develop their study and ICT skills;
- broaden their understanding of their role in the educational / health setting;
- increase their understanding of the learners' development and the multi-agency educational system;
- be able to access a variety of routes into a career in education.

The programmes will add to the suite of programme, devised by the Department of Education, to support the work of education and multi-agency professionals, in the support and learning of pupils, young people and vulnerable adults. It develops the Department's strategic plan and advances the work of the Continuing Professional Development (CPD) Regional Committee that agrees CPD needs for North East Wales.

More particularly:

FdA Learning Support: Teaching and Learning

This programme is designed to appeal to learning support staff and will provide opportunities for all students to enhance their skills in accordance with the needs of the children, young people and vulnerable adults they work with. The programme is designed to promote the skills, knowledge and understanding of learning support in mainstream educational settings. It will enhance the functions of learning support workers working with learners of differing abilities by providing more specialised knowledge and understanding of how children, young people and vulnerable adults learn and applying this to practice.

The programme includes opportunities for students to utilise practical experience to inform learning and to contribute to the assessment process demonstrating the relevance of the programme to the work place. Given the government focus on employability and sustainability the programme offers learning support assistants an opportunity for practice-based professional development in line with this.

Candidates are likely to be supporting teaching and learning in a range of appropriate settings including, for example:

- Teaching Assistants;
- NNEBs;
- School Support Staff;
- Working in an early years, primary or secondary educational settings providing support to learners in literacy, numeracy and behaviour management.

The programme has been designed in consultation with education professionals and takes into account the changing nature of learning support and the diverse demands of the role in schools and other educational settings.

FdA Learning Support: Special Educational Needs

The programme is unique in that it goes beyond the provision of generic skills and knowledge that are required by all education support staff and encompasses the requirements for those individuals who provide more specialist support for children, young people and vulnerable adults with special or additional needs in specialist educational and other specialist provision settings.

Candidates are likely to be supporting teaching and learning in a range of appropriate settings including, for example:

- Teaching Assistants;
- Early years practitioners / nursery nurses;
- School Support Staff;
- Working in an early years, primary, secondary, post 16 or special educational setting providing support to learners in literacy, numeracy and behaviour management;
- Working in educational settings other than schools, such as within hospitals or residential settings.

The programme is set apart from other courses in Wales due to its specialist content. It has been drafted following consultation with a wide range of professionals and partners from education, health and social care. This programme offers specialist modules that will provide a better understanding and awareness of impairments; their impact on the individual, family and carer; and the barriers that impairment can have on learning. It will progress to identify how through effective communication and the development and implementing of specialist skills, this can enhance the child, young person or vulnerable adult's learning experience.

The programme has been designed in collaboration with educational and health professionals working with those with additional needs. It seeks to meet what such professionals perceive as a gap in training opportunities for those working as support workers with disabled children and young people. This development opportunity has been confirmed by discussions with past and present students.

Programme structures and requirements, levels, modules, credits and awards

Both Foundation Degrees in Learning Support are part-time flexible programmes with modular structures. The programmes will run for two full calendar years following the traditional three school terms to mirror the employment situation of students. The programmes will commence in the September of each year with final completion being achieved following two years of part-time study. Only one entry point will be available annually (September) and study will continue through until the July of each academic year. The programmes should normally be completed within a two year time frame. The maximum period of registration will not be expected to exceed five years, while the minimum period will be of two years. Should a student choose not to continue after level four, there will be an exit point; a Certificate of Higher Education may be awarded in either programme successful completion of 120 credits at level four, including the relevant specialist modules. To progress between levels students must have successfully completed 120 credits at level four. On successful completion of both levels (240 credits) students will be awarded the Foundation Degree.

In general terms the curriculum is structured so that:

At Level 4 modules develop supportive skills and concepts, confidence in managing degree-level study, and set agendas for modules at Level 5. Students develop some detailed knowledge of key areas, are able to undertake limited forms of intellectual exploration, and acquire basic skills of presentation, argument, research and interpretation. Level 4 also offers opportunities for students to begin to apply theory to practice and reflect upon their own skills and ideas.

At Level 5 modules provide opportunities for consolidation and breadth, encouraging students to develop more questioning and self-reliant attitudes towards subject material.

Modules at Level 5 enable students to gain deeper insights into key themes, policies and pedagogy as well as allowing wider links with practice to be made, whilst examining how they, as a practitioner, can impact upon the provision offered.

Please see Appendix 1 for an overview of the programme structure.

The programmes have been designed to adopt the above criteria to integrate taught activities with the considerable learning that takes place in the work place. Assessment tasks are designed to develop and build upon a wide range of personal and professional skills, whilst reinforcing links between theory and practical application. The assessment methods reflect the changing role of learning support, ongoing academic achievement, as well as embracing the need for evaluation and reflection throughout. Assessment criteria are informed by those developed by the University's Learning, Teaching and Assessment Committee, published in 'The Assessment Guidance Handbook' and drawn from the extensive work undertaken by the HE Academy.

Students will be required to spend one day per week attending formal sessions at the University to facilitate delivery of the taught sessions organised in two three hour sessions per week, taking place over 12 weeks per term. Two modules will be taught per term, providing a maximum of six modules over the year. All modules are 20 credit modules equating to a notional 200 learning hours. All students must be actively engaged in a learning support role in an appropriate setting as a significant amount of directed learning will take place in the work-place. The minimum requirement for workplace / work placement is 150 hours per annum. This is a compulsory element and entry to the programmes is dependent on satisfactory evidence of this. Should any prospective student require support in securing a suitable placement they will be offered the support of our Placement Officer / Partnership office. A suitable placement must be secured prior to entry onto either programme. Directed learning will be specified in the taught modules. Individual module specifications indicate how teaching and learning are to be delivered.

In accordance with University expectations, the skills and knowledge students gain through undertaking these programmes must be applicable not only to the situations experienced whilst completing their studies but also extend to any future work opportunities they may be offered. The programmes aim to acknowledge students' past and current experiences and offer an opportunity to enhance those experiences in the light of new learning. The opportunity to learn from each other is also significant in relation to co-operative and collaborative practice. Embedding theory into practice, which supports the gaining of new knowledge and skills to underpin existing experience is a key factor for learners and employers.

In accordance with the work-based nature of foundation degrees, the practice experience learners engage in is an essential element of the teaching and learning strategy / assessment process. As a condition of entry learners are required to provide evidence of paid employment within, or a voluntary commitment to, an educational or specialist setting, appropriate to their chosen programme of study, for a minimum of 150 hours per year. Guided independent study tasks will be set within modules which will draw upon this work-based element and forms part of the allocation for guided independent study within the specified module hours.

In addition to the scheduled teaching and learning activities, each student will have an academic tutor that will support them in the development of targets for the academic year. Such tutorials will account for approximately one hour of learning and teaching hours that are not directly related to a specific module.

Intended learning outcomes of the programme

Both programmes are modular in design and will operate within the Framework for Higher Education Qualifications in England, Wales, Northern Ireland (2008) with clearly differentiated outcomes between the Certificate and Foundation Degree stages of the awards.

Intended Learning Outcomes FdA Learning Support: Teaching and Learning

On completion of Level 4:

A Knowledge and Understanding:

Students will be able to demonstrate their:

- A1 knowledge and understanding and practical skills relevant to academic study and professional practice in the work-place;
- A2 knowledge and understanding of the impact that some issues / influences have upon the education of children, young people and vulnerable adults;
- A3 knowledge and understanding of teaching and learning support strategies as they relate to their educational setting;
- A4 knowledge and understanding of the ways of supporting learning in to meet the diverse range of needs that present in the classroom;
- A5 professional values and practice in terms of equality of opportunity for learners and respect for their families and communities.

B Intellectual Skills:

Students will be able to:

- B1 compare practical and theoretical views regarding the impact of different influences on children, young people and vulnerable adults educational development and adopt/adapt appropriate strategies to support effective teaching and learning;
- B2 plan, manage and reflect on their own learning and progression appropriate to their role in the work-place;
- B3 monitor and evaluate their progress in their own learning (PDP);
- B4 appreciate and evaluate different view points from colleagues and present clear and carefully thought out argument.

C Subject and Other Skills:

Students will be able to:

- C1 communicate appropriately and effectively in different ways and using different media;
- C2 relate theory to practice so that their work-based practice has a sound theoretical basis;
- C3 demonstrate awareness of research methods and to begin apply what they have understood in developing small-scale research projects.

D Professional Skills and Abilities and Employability Skills and Abilities

Students will be able to:

- D1 read effectively and write appropriately for a range of audiences and reference their work effectively;
- D2 demonstrate independence, reflect upon their own practice and work effectively as a member of a team;
- D3 develop transferable skills in communication and interpersonal relationships;
- D4 take responsibility for time management and work to deadlines.

On completion of Level 5:

A Knowledge and Understanding:

Students will be able to:

- A1 apply the knowledge, critical understanding and practical skills relevant to academic study and the development of professional practice in the work-place;
- A2 evaluate and reflect upon the issues and influences that impact the education of children, young people and vulnerable adults;
- A3 demonstrate knowledge and understanding of teaching and learning support strategies as they relate to their educational setting;
- A4 analyse, compare and apply knowledge and understanding of the ways of supporting learning in to meet the diverse range of needs that present in the classroom;
- A5 reflect upon professional values and practice in terms of equality of opportunity for learners and respect for their families and communities.

B Intellectual Skills:

Students will be able to:

- B1 critically compare practical and theoretical views regarding the impact of different influences on children, young people and vulnerable adults educational development and adopt/adapt appropriate strategies to support effective teaching and learning;
- B2 demonstrate planning for, management of and reflection upon their own learning and progression as appropriate to their role in the work-place;
- B3 critically monitor and evaluate their progress in their own learning (PDP);
- B4 debate, reflect upon and evaluate different view points from colleagues.

C Subject and Other Skills:

Students will be able to:

- C1 engage with a range of effective communicate strategies using different media;
- C2 apply relevant theoretical perspectives to practice to enhance and develop their work-based practice;
- C3 compare, contrast and critically evaluate the relevance and appropriateness of research methods and to apply what them to develop and complete small-scale research projects.

D Professional Skills and Abilities and Employability Skills and Abilities

Students will be able to:

- D1 critically read and write for a range of audiences and reference their work effectively;
- D2 develop independence and competence in analysing their own practice and working effectively as a member of a team;
- D3 develop, practise and apply a range of transferable skills in communication and interpersonal relationships;
- D4 demonstrate effective time management skills and working to deadlines.

Intended Learning Outcomes FdA Learning Support: Special Educational Needs

On completion of Level 4:

A Knowledge and Understanding:

Students will be able to demonstrate their:

- A1 knowledge and understanding and practical skills relevant to academic study and professional practice in the work-place;
- A2 knowledge and understanding of the impact that some issues / influences have upon the education of children, young people and vulnerable adults with special educational

needs;

- A3 knowledge and understanding of teaching and learning support strategies as they relate to their specialist educational or other specialist setting;
- A4 knowledge and understanding of the ways of supporting learning in to meet the diverse range of needs that present in the classroom and other settings;
- A5 professional values and practice in terms of equality of opportunity for all learners and respect for their families and communities.

B Intellectual Skills:

Students will be able to:

- B1 compare practical and theoretical views regarding the impact of different influences on children, young people and vulnerable adults educational development and adopt/adapt appropriate specialist strategies to support effective teaching and learning;
- B2 plan, manage and reflect on their own learning and progression appropriate to their role in the specialist work-place;
- B3 monitor and evaluate their progress in their own learning (PDP);
- B4 appreciate and evaluate different view points from colleagues and present clear and carefully thought out argument.

C Subject and Other Skills:

Students will be able to:

- C1 communicate appropriately and effectively in different ways and using different media;
- C2 relate theory to practice so that their work-based practice has a sound theoretical basis that reflects the specialist nature of their role;
- C3 demonstrate awareness of research methods and to begin apply what they have understood in developing small-scale research projects.

D Professional Skills and Abilities and Employability Skills and Abilities

Students will be able to:

- D1 read effectively and write appropriately for a range of audiences and reference their work effectively;
- D2 demonstrate independence, reflect upon their own practice and work effectively as a member of a team and within a specialist environment;
- D3 develop transferable skills in communication and interpersonal relationships;
- D4 take responsibility for time management and work to deadlines.

On completion of Level 5:

A Knowledge and Understanding:

Students will be able to:

- A1 apply the knowledge, critical understanding and practical skills relevant to academic study and the development of specialist professional practice in the work-place;
- A2 evaluate and reflect upon the issues and influences that impact the education of children, young people and vulnerable adults with special educational needs;
- A3 demonstrate knowledge and understanding of teaching and learning support strategies as they relate to their specialist educational setting;
- A4 analyse, compare and apply knowledge and understanding of the ways of supporting learning in to meet the diverse range of needs that present in the classroom and other educational settings;
- A5 reflect upon professional values and practice in terms of equality of opportunity for all learners and respect for their families and communities.

B Intellectual Skills:

Students will be able to:

- B1 critically compare practical and theoretical views regarding the impact of different influences on children, young people and vulnerable adult's educational development and adopt/adapt appropriate specialist strategies to support effective teaching and learning;
- B2 demonstrate planning for, management of and reflection upon their own learning and progression as appropriate to their role in the work-place;
- B3 critically monitor and evaluate their progress in their own learning (PDP);
- B4 debate, reflect upon and evaluate different view points from colleagues.

C Subject and Other Skills:

Students will be able to:

- C1 engage with a range of effective communicate strategies, including those appropriate for communicating with learners who have special educational needs, using different media;
- C2 apply relevant theoretical perspectives to practice to enhance and develop their work-based practice;
- C3 compare, contrast and critically evaluate the relevance and appropriateness of research methods and to apply what them to develop and complete small-scale research projects.

D Professional Skills and Abilities and Employability Skills and Abilities

Students will be able to:

- D1 critically read and write for a range of audiences and reference their work effectively;
- D2 develop independence and competence in analysing their own practice and working effectively as a member of a team and within a specialist environment;
- D3 develop, practise and apply a range of transferable skills in communication and interpersonal relationships;
- D4 demonstrate effective time management skills and working to deadlines.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Matrix 1: FdA Learning Support : Learning and Teaching

	<i>Module Title</i>	<i>Core / Option</i>	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
Lev 4	Academic Skills and Reflective Practice	C	X			X	X		X	X	X	X	X		X	X	X	X
	Learning Theories (Pedagogy)*	C	X	X	X	X	X	X			X	X	X		X	X	X	X
	The Learning Environment*	C	X		X	X	X	X			X	X	X		X	X		X
	Behaviour Support*	C	X	X		X		X			X	X	X		X	X	X	X
	Understanding Learning Support: Professional Practice	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Subject Knowledge and the Curriculum - Part 1 (Core)	C	X		X	X	X		X	X		X	X		X	X		X
Lev 5	<i>Module Title</i>	<i>Core / Option</i>	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
	Planning and Assessment for Learning*	C	X	X	X	X	X	X	X		X	X	X		X	X		X
	Research Methods	C	X					X	X	X	X	X	X	X	X	X	X	X
	Safeguarding*	C	X	X			X				X	X	X		X	X	X	X
	Equality, Diversity and Inclusion*	C	X	X	X	X	X	X			X	X	X		X	X	X	X
	Subject Knowledge and the Curriculum - Part 2 (Foundation)*	C	X		X	X	X		X	X		X	X		X	X		X
	A Multi-agency Approach	C	X		X	X		X			X	X	X		X	X	X	X

**Assessment will allow specialist strands (within key themes) to be explored to ensure relevance in the workplace*

Matrix 2: FdA Learning Support: Special Educational Needs

	Module Title	Core / Option	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
Lev 4	Academic Skills and Reflective Practice	C	X			X	X		X	X	X	X	X		X	X	X	X
	Learning Theories (Pedagogy)*	C	X	X	X	X		X			X		X		X	X		X
	The Learning Environment*	C	X		X	X	X	X			X	X	X		X	X	X	X
	Behaviour Support*	C	X	X		X		X			X	X	X		X	X	X	X
	Specialist Skill Development in Educational Support	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Supporting Children and Young People: Words and Number	C	X		X	X	X		X	X		X	X		X	X		X
Lev 5	Module Title	Core / Option	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
	Planning and Assessment for Learning*	C	X	X	X	X	X	X	X		X	X	X		X	X	X	X
	Research Methods	C	X					X	X	X	X	X	X	X	X	X	X	X
	Safeguarding*	C	X	X			X				X	X	X		X	X	X	X
	Equality, Diversity and Inclusion*	C	X	X	X	X	X	X			X	X	X		X	X	X	X
	Independent Living and Learning	C	X	X		X	X	X	X	X		X	X		X	X	X	X
	Meeting Complex Needs	C	X	X		X	X	X	X	X		X	X		X	X	X	X

**Assessment will allow specialist strands (within key themes) to be explored to ensure relevance in the workplace*

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

In accordance with sound educational research and current best practice, both programmes will be delivered through a broad range of learning and teaching strategies which are underpinned by the Department of Education's Teaching and Learning Strategy. Students will benefit from a variety of learning and teaching strategies which will be chosen to best suit a range of learning needs and enhanced by the use of technology where and when appropriate to do so. Methods of delivery will be aimed at achieving the acquisition of relevant knowledge and understanding in order to develop an informed insight into current practice. The programmes will develop through a blend of lectures, presentations, group-work activities, case study, guided reflection and independent study. Much learning will take place in the work place and the theoretical perspectives explored in taught sessions will enable students to reflect upon and share their experiences in the work-place and relate this to current thinking. Their learning in the work place will be aided by a work place mentor who will support and help to manage the tasks the students have to undertake.

Students will be encouraged to develop their observational skills and to analyse their own practice and that of others. They will investigate which factors are influential in the educational development of the child, young person or vulnerable adult, as appropriate and how these can impact on the learning process. The teaching approach will often be activity based and participatory with students expected to take a full and responsible part. Prior reading will be specified and will be necessary for most sessions.

Throughout both programmes, students will be encouraged to reflect critically; to listen carefully to the views of others; to question values and opinions; to investigate evidence and draw their own, informed conclusions. They will evaluate the ways in which knowledge and understanding, developed through the different modules, may be linked to practice in their educational setting. They will be encouraged to progress as independent learners and to develop the skills of collaboration and negotiation, particularly at level five. The learning and teaching experience, both theoretically and practically, will offer a range of opportunities to develop the skills of the reflective practitioner, a theme which is integral throughout all modules within the programmes.

The programmes are planned as consistent learning processes and will highlight the relationship between modules. From the very beginning students will start to take responsibility for their own learning and will become actively engaged in a variety of teaching and learning processes.

Within each programme, modules are structured to allow students to be flexible and enable them to develop individually. This process is supported by a tutorial system centred on an academic tutor system. Tutorials are an essential part of the monitoring and guidance mechanism within the programme and the academic tutor will be a member of the programme team. Academic tutors are available to discuss both academic and / or programme issues and can be contacted by telephone and/or email as well as set tutorial appointments.

Academic tutors have an important role in helping to make clear the requirements and choices within the programme and to assist students in the establishment of individual learning patterns. Students' work will be reviewed and discussed in the broader context of their career aspirations. All tutors are actively involved in the development of students' individual programmes of work and their Personal Development Plan (PDP).

The majority of the students' workload will maintain a balance between theory and practice, and will be supported by theoretical aspects which underpin and inform their study. Most modules will commence with a key lecture and will then involve students in information gathering (research methodology) and further development through reflective practice. Those modules, which require the development of practical skills, will have teaching methods which help students to gain proficiency in these areas. For example, modules which involve improving their professional practice or management skills might involve them in making visits to other settings. Visits to course related exhibitions will be encouraged. The modules will also be supported by guest lecturers and professional practitioners.

Becoming a graduate is not just about collecting grades at the end of the programme. It is about personal development, becoming an independent learner, a self starter and someone who is prepared to lead others and work on their own initiative. The programmes are also about developing these all important personal skills.

Although there are no plans to provide significant on-line support, all participants will be inducted in and encouraged to use the University's VLE (Moodle) and the use of technology will be implemented to enhance teaching and learning as appropriate. Students are encouraged to utilise Moodle as a tool for developing an on-line community for learning, as a means of supporting classroom-based sessions as well as accessing additional / complementary lecture materials and other information. An email address is also provided to all those enrolled to enhance communication between tutors, mentors and students.

There are a range of approaches in which teaching and learning take place. These can include:

Direct taught time / Lectures / Seminars

In all elements of the programmes, the module hours will provide the opportunity for direct teaching with a variety of exchanges between lecturers, individual students and / or groups of students. Members of the teaching team will include any of the programme leaders, module and / or subject tutors. Guest speakers will enrich the programme content as appropriate.

Tutorials

Tutorials are a significant teaching method. They are important for guiding students through the programmes and establishing and supporting individual learning patterns. One-to-one tutorials will provide students with the opportunity to receive constructive feedback from tutors. They are also the means by which personal research may be planned, directed and developed. They can also be used to formally communicate provisional assessment results throughout the course of study. Tutors will also make use of technology to formatively support students as and when opportunities arise to do so. Students will receive an individual tutorial at least three times a year with their academic tutor. Furthermore, work-based mentors will provide regular support and advice through the work place.

Group tutorials gather a number of students together under the co-ordination of a member of staff. Such groups may comprise students from both programmes and include students at different stages of learning within the programmes, who can all contribute to the event. The purpose of group tutorials is to present work in an open manner which encourages discussion and inquiring into work presented.

Teaching Workshops / Practicals

Teaching workshops may involve specialist lecturers who can introduce subject matter or an approach to the discipline within a short period of intensive study time using a variety of teaching and learning methods.

Student-based learning

Self-directed learning is an important part of the programmes and students will be encouraged to develop their ability to learn on their own, through guided independent study. This will help them to take responsibility for and control over personal target setting. A range of strategies and resources will be used to encourage independent learning including library research and reading, use of computers, video and other visual aids, visual and internet research and work-based research. This can take on a variety of different forms, such as:

Settings-based directed tasks

These directed tasks will occur in all modules of the programme and form part of the guided independent study within each module. Specific activities may be agreed for individuals or small groups and can be set over a short period e.g. one or two weeks or for longer periods. The information gathered in the workplace can be used in presentations to the whole group or as starting points for wider discussions. In addition to the three tutorials with academic tutor, (indicated above), students will have regular meetings with the settings' mentor to review progress, engage in professional dialogue and discuss issues relevant to the settings-based directed tasks.

Task-related directed study/reading

The settings-based directed tasks above are in contrast to task related directed study/reading which is more self-directed learning through guided independent study. These tasks will encourage and allow students to plan and negotiate their own learning agenda.

Assignment and independent work

Formal assignments are set for each of the modules. For each set assignment, students will receive a specification which will define the activities to be undertaken and the targets to be realised. The assignment will include a set of marking criteria to help the students to plan their work effectively. Students will need to work independently and make use many of the same strategies as indicated above. The marked work will include an analysis by the marking tutor of the strengths and weaknesses of the assignment

Work-based learning (WBL)

WBL is a necessary attribute of Foundation Degrees. All participants will already be in employment either in a paid or voluntary capacity within an appropriate environment (at least 150 hours per annum). The students' setting manager will have sanctioned their employees' involvement in their programme and will have identified a work-based mentor who will support the participant whilst on their programme. The mentors will be provided with training opportunities in line with the current practice of the Department of Education. This will enable them to carry out their role effectively. The Department of Education has a well established partnership role with a range of settings and is well versed in liaison with work-based placements and quality assurance. The partnership office is central to this process.

The role of the mentor is to act as a critical friend who will be able to:

1. provide general support and advice;
2. facilitate access to appropriate documentation;
3. support the student in achieving the directed study tasks;
4. help with basic time management.

Mentors will not be involved in the assessment of modules but it is anticipated that the supportive nature of the role will facilitate a better understanding for students of the relationship between theory and practice. It is anticipated that the mentor's role will be taken up by a member of the management team or a senior colleague with appropriate managerial experience. The roles, training and induction of these colleagues who will support the

student in their work-place is explained in the Mentors' Handbook and in the Programme Handbook. Representatives from the body of work-place mentors will be invited to attend the Programme Board meetings in order to ensure that work-based issues are raised and dealt with appropriately.

WBL activities encourage students to see the workplace as a place to learn, practise and develop as an education support professional. The Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (QAA) Section 9: Work-based and placement learning defines WBL as follows:

"Work-Based Learning is learning which is integral to a higher education programme and which normally derives, in part, from experiences in the workplace. It is learning which is usually achieved and often demonstrated through work and is intended to meet both work and personal development objectives. It can range from a student taking one module within a programme to an entire programme that has, at its core, activities designed around the individual's occupation."

Both programmes are predicated on work based learning, integrated with employment activities and work-based assessment. Running throughout both years, all the modules will support students in developing portfolios to demonstrate the application of the learning outcomes of the modules in the workplace.

Welsh Medium

Both programmes will be delivered through the medium of English. However, Welsh speakers can make a request to submit work for assessment through the medium of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The assessment strategies for these programmes are informed by the QAA Code of Practice on assessment, the Credit and Qualification Framework for Wales and Glyndŵr University's Assessment Guidance Handbook.

Assessment is more than simply a means by which tutors will arrive at a mark that expresses an evaluation of the students' learning. Assessment is a vital part of the teaching/learning process and the feedback that is provided is a key element of the teaching provided by tutors, this will include formative assessment opportunities utilising appropriate technology (e.g. Moodle). The development of the students' ability for self-assessment is one of the important elements of learning to learn.

Assessments will include a variety of formal, informal, formative and summative techniques. A range of appropriate work-based tasks, set and assessed over short periods, will be used as formative assessments and will provide evidence of students' progress in each module. For example, students will be given specific tasks to be carried out on a short term basis of one to two weeks. The information collected will be used in taught sessions and will provide evidence for formative assessments of students' progress.

The programmes integrate a variety of delivery methods and assessments. The assessment of each element of study within the Foundation Degree programmes, including the contribution of work-based learning, will be specified within each module specification. The assessment strategies will reflect the type of learning/learner and the nature of each element of study within the qualification. Students will be provided with details of the assessment

task and provided with a copy of the specific assessment criteria for each module that applies to them. These describe the characteristics of the performance necessary to achieve success in the module and at the appropriate level. This information will be provided within a module handbook.

Assessed assignments will:

- be appropriate to undergraduate levels four and five of the award and are based on 'Higher Education in Wales Credit Specification and Guidance' (June 2004);
- clearly relate to the learning outcomes of the module;
- allow the student to reflect on the context of their setting and/or phase;
- provide realistic scope that allows the candidate to relate to the aims and outcomes of the module;
- clearly state the expectations of the assignment and the methodologies to be used;
- use valid and reliable techniques of assessment;
- not be focused too narrowly;
- allow the candidate to demonstrate his/her analytical and reflective skills;
- demonstrate criteria appropriate to the level of the award;
- allow candidates to integrate theory with practice and draw upon their own direct, personal, work-based experience;
- encourage consideration of equality of opportunity and anti-discriminatory practice;
- maintain ethical standards of confidentiality, anonymity and practice;
- be appropriate and sensitive to the needs of the child, young person, vulnerable adult, family and setting, as appropriate.

Assessments will take a variety of forms e.g. essays, presentations, seminars, and coursework. The criteria for selection was that the form of assessment should be 'fit for purpose' to enable students to demonstrate their achievement of the stated Learning Outcomes for the module and its content. The nature of each specific assessment task will recognise the synergy of work-based learning and academic study that is the distinctive feature of every Foundation Degree. All assessment tasks are to reflect much of what the student has researched, practised, applied and learned within the work-place.

Among the methods of assessment used are essays, portfolios, reflective reports, seminar papers, presentations, observational reflective reports, problem-based learning and case studies. These are outlined within each module specification and mapped against modules in the assessment matrix (Appendix Two).

Students will be informed of assessment criteria by individual module tutors when module assessment tasks are presented. Details of the assessment tasks and marking criteria will be placed on the VLE (Moodle) for reference. These have been carefully devised to meet the outcomes of individual modules to encourage analysis and reflection whilst allowing individual students to draw upon their own personal and work-based experiences. As stated above, all students have the opportunity to submit their assessments in Welsh if they wish.

The diversity of assessments used encourages the development of a range of skills, whilst allowing all students to build on their strengths. Varying the assessment tasks and ensuring the assessment is integral to the learning process and supports the completion of tasks. All tutors use a generic feedback sheet (see appendix 2, page 120) that includes a general comment of the quality of work presented, a matrix of generic criteria with weighted grading and a comment section for the identification of strengths and areas for development. In all cases this will be adapted by module leaders to reflect the different tasks, methods of assessment and assessment criteria.

Effort will be made to ensure that the scheduling of assessments is evenly distributed, however, with a modular framework 'hot-spots' can occur. Students will be provided with an assessment timeline at the beginning of each year to assist in their time management. Draft assessment calendar for each programme can be found on pages 34 and 35. Personal organisation and time management are elements within the academic skills module at level four.

An integral part of these programmes is to encourage engagement with and a working knowledge of a range of ethical issues including, confidentiality, objectivity, inclusivity and anti-discriminatory practice. Therefore, students must recognise and evidence the respect for the protection of individuals, work placements and their anonymity.

The second marking process offers tutors the opportunity to confirm their interpretation of the criteria. The external examiners sample work from modules across levels 4 and 5 of the programmes enabling them to scrutinise the fairness of the marking and to make appropriate recommendations, where necessary.

Assessment regulations that apply to the programme

The University's regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply to this programme.

Programme Management

The Programme Team

Jane Bulkeley (Programme Leader/Academic Tutor/Module Leader)
Professor Patrick Costello (Module Leader)
Emma Constantine (Module Tutor)
Judith Dalton- Morris (Module Leader)
Jayne Evans (Module Leader)
Gill Fairclough (Advisor through her role as Project Development Officer within the Centre for Disability Studies)
David Harrison (Module Leader)
Kevin Hughes (Partnership Officer)
Lynton Jones (Module Leader)
John Luker (Module Leader)
Janet Nordoff (Module Leader)
Jayne Osborne (Module Leader)
Karen Rhys-Jones (Module Leader)

Copies of Curriculum Vitae for academic members of staff are available electronically.

It is also anticipated that guest lecturers from specialist backgrounds will support the delivery of the programmes as appropriate to individual module content.

Quality Assurance

The programme will come under the auspices of all of Glyndŵr University's Quality Assurance systems and the University will be responsible for the academic quality of the provision, together with central administrative and financial support. Glyndŵr University's Academic Regulations, Standing Orders and Procedures provide a regulatory framework for

all academic awards and should be read in conjunction with this proposal.

The **Programme Leader** is a Senior Lecturer within the Department of Education who reports to the Dean of Education.

The principal responsibilities of the Programme Leader are:

1. overall design, preparation, delivery and evaluation of the FdA Teaching and Learning Support programmes;
2. staffing of the programmes;
3. recommending and organising staff development;
4. administration of delegated budgets;
5. programme development and annual reports;
6. promoting partnerships with employers / setting managers and with other relevant Departments within the University;
7. examinations, assessment and moderation.

The Programme Leader is responsible for admissions, supported by other member of the Programme team. The programme team will be involved in open day events and interviewing applicants.

The Programme Leader, or other member of the programme team will also liaise with work settings to discuss the candidate's role and confirm that;

- the requirement for an enhanced CRB check is in place;
- the head teacher / centre manager is aware of the purposes of the programmes;
- mentoring support is available for the student;
- there are no adverse health and safety issues.

Module Leaders are responsible for:

1. Advising on the design of a detailed scheme of work to include both the taught and self-study components of the module to suit the mode of delivery;
2. Briefings and criteria for the module assessments;
3. Maintaining all of the above within the boundaries of the module specification
4. Recording achievements and producing module reports
5. Recommending APL arrangements and any consequent reductions in required attendance to the Programme Leader;
6. Maintaining a file containing all the plans, materials and evaluations of the module(s).

Students are responsible for:

1. managing their time effectively to enable them to carry out required coursework / assignments;
2. attending lectures in line with their designated timetable;
3. informing the programme leader or their nominee within a reasonable timescale, of any absence;
4. where necessary, choosing appropriate option modules with guidance and support from programme leader and / or other staff;
5. evaluating the quality of the programme periodically;
6. selecting student representative(s) to sit on a Staff-Student Consultative Committee;
7. keeping all evidence of completed coursework until the course has formally ended and has been examined by the external examiner.

Feedback on programme delivery, quality and fitness will come from a range of stakeholders, including students, staff and partners, through meetings, written and verbal feedback, SPOMs, quality assurance questionnaires and the National Student Survey. The programme team value and take seriously any feedback given, whether this is from within course teams, students, partners, employers, external agencies or external examiners.

External Examiners will scrutinise the quality of the programme delivery and assessment and maintain that the standards achieved at Glyndŵr University are comparable with similar programmes elsewhere. They will scrutinise a selection and range of work from modules, offer feedback and exchange examples of good practice, in addition to attending the Assessment Boards as required.

The Assessment and Award Board will meet annually (September) to consider the assessment results and consider feedback from External Examiners on the progress and development of the programme.

Reflective practice and self-evaluation is critical to ensuring the development and quality of the programme. In addition to the usual planning, delivery, review cycle undertaken by tutors as a part of practice, students will have the opportunity to contribute to the evaluation of their programme. Informal opportunities will include:

- discussions between module tutors;
- between tutors and students;
- between tutors and external partners in the programme.

More formally, student opinion will be canvassed through SPOMs (Student Perception of Module) for each module while tutors will engage in peer observation to inform reflective practice and professional development.

In addition, Staff/Student Consultative Committees (SSCC) will be established for each of the programme year groups and meetings held through the year, providing students the same opportunities as peers on other undergraduate programmes. The Programme Leader will arrange for elections for student representatives and convene meetings. SSCC forums offer an opportunity to discuss various issues relating to the programme and wider University matters. Minutes of these meetings, actions to be taken and how they are addressed will be published on the VLE (Moodle) giving access to all students linked to the programmes.

Feedback and responses from participants, module tutors, external examiners and external partners will inform the review and development of the programmes, ensuring quality of its curricula content, delivery and fitness. All feedback will be incorporated into the Annual Monitoring Report (AMR) processes, which is addressed through the University's internal review system. This provides the opportunity for an evaluation of all programme components and will inform the programme development plans in which priorities can be identified and addressed.

Research and Scholarship Activity

Research is co-ordinated by Professor Patrick Costello. To date it has been promoted and monitored by the Centre for Pedagogical Research and Scholarship, whose team comprises experienced researchers from a range of educational disciplines. The programme team consider it essential that research should underpin the curriculum. Knowledge and expertise gained through research and scholarship activity informs planning and is disseminated through seminars, teaching and via the University's VLE (Moodle).

The Department of Education Annual Research and Scholarship Report 2010-2011 details relevant recent research and scholarship activity.

Particular support for learning

Academic support for candidates is a vital element of the programme and each student will be allocated an academic tutor with whom they will meet at least three times per year. A significant level of support for individuals on this type of programme is essential for their personal success as well as to maintain recruitment and retention levels. The tutor will support the students in completion of their PDP and will also liaise with and visit the student's work place to plan and monitor a range of experiences, for example through focused observations, review of documentation and completing a variety of course set tasks. These experiences will encourage further links between theory and practice, whilst developing the reflective practitioner. The academic tutor will be a member of the programme team. The role of the academic tutor will be outlined in the Students' Handbook to inform students. Support will also be available on a day-to-day basis within participants' work places via the mentors appointed to fulfil that role. The role of the mentor will be described in more detail in the Student's and Mentor's Handbooks.

Evidence from the involvement of professionals working within the work placements in devising this proposal suggests that such a system is viable and those with management responsibilities have confirmed that they are willing to establish a support mechanism for a student who is engaged in the work-place. The designated 'mentoring' colleagues will be given an induction course to help them develop their role and the skills needed. Procedures are well established for the within the Department of Education.

The programme's VLE (Moodle) will enhance communication between students and tutors as well as providing access to support materials and resources to enhance lectures and private study. The discussion forums within Moodle offer a platform for students to engage in discussion outside of the taught session times and to share experiences. Furthermore, students can also benefit from the centralised services available to undergraduate students provided by the Student and Programmes Centre together with a range of complementary support services provided by the University.

Library resources are available at Glyndŵr University where educational development has been an important part of the Department of Education for some years, so there is a stock of relevant books and journals. This will continue to be added to annually. Students will also be expected to access on-line journals and will be encouraged to make use of the Internet and Glyndŵr University's Virtual Learning Environment (Moodle). Much of the indicative content of modules will be placed on Moodle. Students will have a full introduction to Moodle and its use during their induction for the programme and further experience will be gained during the first module, details can be found in the module specification. Other than this no specialist teaching environments are needed for this programme.

Induction

It is widely recognised that students enter university from a variety of backgrounds and broad range of experiences and whether studying full time or part time need to be supported through this transition. Most issues are practical in nature but may be related to both social and academic concerns. The induction for this programme is designed to address these areas. Students are strongly encouraged to attend the induction day so that they can begin the process of integration socially and academically.

A range of activities promote social cohesion within the groups and familiarity with the campus. For example treasure hunts are organised for students to find locations and landmarks on campus. This is a small group activity. Library inductions are arranged. Within the classroom a range of techniques are used to help the group to find out about each other. The programme handbook is introduced and students made aware of the avenues for pastoral support. These initial steps are followed up and continued through the Academic Skills and Reflective Practice module at level 4.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes an equal opportunities statement including equal treatment for all applicants and students, in compliance with the Equality Act 2010 legislation. The University and Department of Education warmly welcomes and supports students with disabilities. Careful consideration has been given to issues surrounding curriculum accessibility and Equality Act compliance. Curriculum accessibility forms an essential part of programme / module design and review.

Proposed Curriculum Overview

LEVEL	FdA Learning Support: Learning and Teaching CORE (20 credits) SPECIALIST MODULES	FdA Learning Support: Learning and Teaching and FdA Learning Support: SEN COMMON MODULES (20 credits)	Existing Module Code*	Semester of delivery	FdA Learning Support: SEN CORE (20 credits) SPECIALIST MODULES
4		Academic Skills and Reflective Practice	ECSF 107	1	
4		Learning Theories* (Pedagogy)	ECSF 122	1	
4	Understanding Learning Support: Professional Practice			2	Specialist Skill Development in Educational Support*
4		The Learning Environment*		2	
4		Behaviour Support*	ECSF 123	3	
4	Subject Knowledge and the Curriculum - Part 1 (Core)			3	Supporting Children and Young People: Words and Number*
5	Subject Knowledge and the Curriculum - Part 2 (Foundation)			1	Independent Living and Learning*
5		Planning and Assessment for Learning*		1	
5		Research Methods*	ECSF 207	2	
5		Equality, Diversity and Inclusion*	ECSF 223	2	
5		Safeguarding*		3	
5	A Multi-agency Approach			3	Meeting Complex Needs*

**Assessment will allow specialist strands (within key themes) to be explored to ensure relevance in the workplace*

Appendix Two

Mapping of Assessment Methods

FdA Learning Support: Teaching and Learning

Level	Essay or Case Study	Presentations (Individual, group work, displays)	Design & Make (Teaching Plans/ Reflection/Evaluation)	Portfolio/Reflective Report	Research
4	<p>The Learning Environment (Core)</p> <p>Behaviour Support (Core)</p>	<p>The Learning Environment (Core)</p> <p>Subject Knowledge and the Curriculum - Part 1 (Core) (Core)</p>	<p>Academic Skills and Reflective Practice (Core)</p>	<p>Academic Skills and Reflective Practice (Core)</p> <p>Learning Theories (Pedagogy) (Core)</p> <p>Subject Knowledge and the Curriculum – Part 1 (Core) (Core)</p> <p>Behaviour Support (Core)</p> <p>Understanding Learning Support: Professional Practice (Core)</p>	
5	<p>Safeguarding (Core)</p>	<p>A Multi-agency Approach (Core)</p> <p>Subject Knowledge and Curriculum – Part 2 (Foundation) (Core)</p>	<p>Planning and Assessment for Learning (Core)</p> <p>Equality, Diversity and Inclusion (Core)</p> <p>Subject Knowledge and Curriculum – Part 2 (Foundation) (Core)</p>	<p>A Multi-agency Approach (Core)</p> <p>Planning and Assessment for Learning (Core)</p>	<p>Research Methods (Core)</p>

NB Some assessments develop skills across tasks, hence they are included under more than one category.

Mapping of Assessment Methods

FdA Learning Support: Special Educational Needs

Level	Essay or Case Study	Presentations (Individual, group work, displays)	Design & Make (Teaching Plans/ Reflection/Evaluation)	Portfolio/Reflective Report	Research
4	<p>The Learning Environment (Core)</p> <p>Behaviour Support (Core)</p>	<p>The Learning Environment (Core)</p> <p>Supporting Children and Young People: Words and Number (Core)</p>	<p>Academic Skills and Reflective Practice (Core)</p>	<p>Academic Skills and Reflective Practice (Core)</p> <p>Learning Theories (Pedagogy) (Core)</p> <p>Behaviour Support (Core)</p> <p>Specialist Skill Development in Education Support (Core)</p> <p>Supporting Children and Young People: Words and Number (Core)</p>	
5	<p>Safeguarding (Core)</p>		<p>Planning and Assessment for Learning (Core)</p> <p>Equality, Diversity and Inclusion (Core)</p> <p>Independent Living and Learning (Core)</p> <p>Meeting Complex Needs (Core)</p>	<p>Planning and Assessment for Learning (Core)</p> <p>Independent Living and Learning (Core)</p>	<p>Research Methods (Core)</p>

NB Some assessments develop skills across tasks, hence they are included under more than one category.

FdA Learning Support: Teaching and Learning Year 1 (Level 4)

Proposed assessment calendar 2011 – 2012

Week	Wk/bg	Module	Assessment
	19/09/11	Induction Week	
	26/09/11		
	03/10/11		
	10/10/11		
	17/10/11		
	24/10/11	Reading Week	
	31/10/11		
	07/11/11		
	14/11/11		
	21/11/11		
	28/11/11	Academic Skills & Reflective Practice	PDP (40%)
	05/12/11		
	12/12/11	Academic Skills & Reflective Practice	Reflective self assessment – essay (60%)
	19/12/11	Christmas Vacation	
	26/12/11		
	02/01/12		
	09/01/12	Learning Theories	Portfolio & Evaluation (100%)
	16/01/12		
	23/01/12		
	30/01/12		
	06/02/12		
	13/02/12	Reading Week	
	20/02/12		
	27/02/12		
	05/03/12		
	12/03/12		
	19/03/12	The Learning Environment	Case Study (60%)
	26/03/12	The Learning Environment	Presentation (40%)
	02/04/12	Easter Vacation	
	09/04/12		
	16/04/12	Understanding Learning Support	Evaluative Report (100%)
	23/04/12		
	30/04/12		
	07/05/12		
	14/05/12		
	21/05/12		
	28/05/12	Reading Week	
	04/06/12		
	11/06/12		
	18/06/12	Subject Knowledge and the Curriculum – Part 1 (Core)	Portfolio (75%)
	25/06/12	Behaviour Support	Analytical Report, Evaluation & case study (100%)
	02/07/12	Subject Knowledge and the Curriculum – Part 1 (Core)	Presentation (25%)

FdA Learning Support: Special Educational Needs Year 1 (Level 4)

Proposed assessment calendar 2011 – 2012

Week	Wk/bg	Module	Assessment
	19/09/11	Induction Week	
	26/09/11		
	03/10/11		
	10/10/11		
	17/10/11		
	24/10/11	Reading Week	
	31/10/11		
	07/11/11		
	14/11/11		
	21/11/11		
	28/11/11	Academic Skills & Reflective Practice	PDP (40%)
	05/12/11		
	12/12/11	Academic Skills & Reflective Practice	Reflective self assessment – essay (60%)
	19/12/11	Christmas Vacation	
	26/12/11		
	02/01/12		
	09/01/12	Learning Theories	Portfolio & Evaluation (100%)
	16/01/12		
	23/01/12		
	30/01/12		
	06/02/12		
	13/02/12	Reading Week	
	20/02/12		
	27/02/12		
	05/03/12		
	12/03/12		
	19/03/12	The Learning Environment	Case Study (60%)
	26/03/12	The Learning Environment	Presentation (40%)
	02/04/12	Easter Vacation	
	09/04/12		
	16/04/12	Specialist Skills Development	Evaluative Report (100%)
	23/04/12		
	30/04/12		
	07/05/12		
	14/05/12		
	21/05/12		
	28/05/12	Reading Week	
	04/06/12		
	11/06/12		
	18/06/12	Supporting Children & Young People: words & number	Portfolio (75%)
	25/06/12	Behaviour Support	Analytical Report, Evaluation & case study (100%)
	02/07/11	Supporting Children & Young People: words & number	Presentation (25%)

Appendix Three

Progression routes for FdA programme students

Students who complete the FdA successfully may, in line with their personal and career aspirations, wish to progress onto a BA (Hons.) Professional Education and Training programme:

