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| | <p>experience and skills in the workplace. The syllabus and outcomes reflect the professional standards incorporated within the Higher Level Teaching Assistant award and the Children's Workforce Development Council's Common Core of skill and knowledge that has been established for the Children's Workforce.</p> <p>The course team presents this revalidation document from a significant position of strength. For example, in response to NSS question 22 'Overall I am satisfied with the quality of my course' the following results are indicative of the high regard with which FDSL is held: 2010 score 95% (only full-time students were enrolled in this year) 2009 score 100% from part-time students and 93% from full-time students. 2008 score 100% from part-time students and 90% from full-time students. This is reflected in the concluding comments from the External Examiner (2010) who notes 'there is excellent work being done on the course...'. In addition to such high scores for the NSS, the course consistently achieves retention and achievement figures in excess of 90% which reflects the value of the course to students and the support that they receive whilst on it.</p> |
| 15-b | <p>Special features of the programme</p> <p>The degree requires that students have opportunities to work within a relevant setting. Students are not admitted to the course unless this can be demonstrated. A particular strength of this vocationally-orientated programme is that the learning which takes place in the workplace should enable students to apply their academic learning in their working context within all modules. All modular content and assignments have been designed to balance intellectual and practical skills, and to enable students to relate their developing understanding of subject knowledge to context-specific situations. Input from practitioners as Visiting Lecturers is a positive feature of the existing FDSL and will continue to be so.</p> |
| 16. | <p>Criteria for Admission</p> <p>Admission to the programme will be in accordance with the general principles of admission laid down by University regulations with the proviso's made at i and ii below due to the nature of the course as provided for within existing regulations. It is anticipated that students seeking to enrol on the programme will come from diverse backgrounds. The existing FDSL can demonstrate an excellent track record in respect of the achievements of non-traditional students and we intend to ensure that opportunities for such students are maintained. This reflects the University regulations 3.5.1 and 3.5.2 on the admission of students with non-standard entry criteria.</p> <p>Students wishing to enrol for the programme at Level 1 must have:</p> <ol style="list-style-type: none"> i. English Language GCSE at grade C or above, or equivalent Level 2 award; ii. 160 UCAS points; iii. The equivalent of one full day of work in a relevant setting (paid or unpaid) normally with six months prior experience iv. Satisfactory CRB clearance relating to their work setting in line with University regulations <p>Prospective students who do not possess the requirements detailed at i or ii above may be enrolled on one Level 1 module from the programme as an associate student at the discretion of the Head of Programme following interview. Upon successful completion of the module, the student can enrol for the full programme transferring the 20 credits.</p> <p>The FDSL requires students to be able to access and use a computer to carry out the following tasks: produce written work; submit assignments and receive assessment feedback; access the University library; access on-line journal articles; access study skills advice on-line; access programme documentation and engage in on-line module</p> |

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| | <p>activity facilitated by the University's Virtual Learning Environment.</p> <p>APL, APCL and APEL will be discussed at interview where relevant and credit may be given in line with University regulation (Accredited Prior (Experiential) Learning (APL/APEL)).</p> <p>Application will be direct to the University.</p> |
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| 17. | <p>Programme Aims</p> <ul style="list-style-type: none"> • To offer a programme which is flexible and which meets the needs of a diverse range of students; • To enable practitioners to engage in critical reflection about their workplace role and practices; • To provide opportunities for students to develop a critical understanding of the challenges that confront practitioners engaged in supporting learning; • To provide students with opportunities to explore relationships between academic theory and work-based practices; • To provide opportunities for student reflection on the policy frameworks within which practitioners operate; • To enable the development of knowledge, skills and competencies appropriate for supporting learning in relevant contexts; • To produce a learning experience which fosters reflective, critical and informed study; • To provide a learning experience designed to enhance students' academic skills and develop their autonomy as independent learners; • To provide opportunities for students to explore potential personal, career and vocational pathways within a caring and supportive environment; • To work in collaboration with practitioner 'partners' to provide a curriculum which is responsive to the changing needs of service users and service providers; • To foster lifelong learning principles; • To equip students with a range of skills, including technical knowledge and skills, rigorous and broad-based academic knowledge and high level employability skills; • To provide a formalised progression route onto a BA in Education Studies or in Children, Young People and Families (Level 3). |
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| 18 -1 | YSJU Level 1 / NQF Level 4 / FHEQ C |
| 18-1a | <p><u>Level 1 Programme Outcomes</u></p> <p>Students who gain the award specified will have demonstrated the following learning outcomes:</p> <p>University Certificate (60 credits from any of the Programme's Level 1 modules)</p> <ul style="list-style-type: none"> • Identify a range of factors which influence learning. • Demonstrate knowledge and understanding of the ways in which learning can be supported. • Demonstrate a basic level of skill in both written and oral communication and present evidence and views with clarity and precision utilising, where appropriate, standard academic conventions. • Outline and explain a range of key theories and concepts within the area of |

supporting learning.

Certificate of Higher Education (120 credits at Level 1)

Upon successful completion of Level 1, a student will be able to demonstrate the outcomes detailed above plus:

- Identify assumptions, values, policies and practices in the workplace.
- Analyse simple situations and apply knowledge to support and extend the learner's knowledge, understanding and skills.
- Demonstrate knowledge and understanding of the national key skills framework.
- Begin to practise the full range of key and transferable skills.
- Demonstrate basic research skills in work contexts and through formal assessment.

18-1b

Level 1 Programme Structure and Content

Modules for the Programme (Please list modules)

| <i>Code</i> | <i>Title</i> | <i>Credits</i> | <i>Semester</i> | <i>Status of Module</i> |
|-------------|--|----------------|-----------------|-------------------------|
| 1SL200 | Children's Learning and Development | 20 | N/A | O |
| 1SL210 | Effective Teaching and Learning | 20 | N/A | O |
| 1SL220 | Managing Behaviour | 20 | N/A | O |
| 1SL230 | Feedback & Assessment | 20 | N/A | O |
| 1SL240 | Providing for Inclusion | 20 | N/A | O |
| 1SL250 | Acquiring and Developing Language and Literacy | 20 | N/A | O |
| 1SL260 | Teams and Teamwork | 20 | N/A | O |

Status of Module will be either:

C: Compulsory, **CP:** Compulsory for progression to the next level, **CA:** Compulsory for award, **O:** option or **E:** elective

18-1c

Level 1 Teaching and Learning and Assessment Strategies

Students will be encouraged to become independent learners as they progress with their studies. At Level 1 it is presumed that many students will be essentially dependent learners and the balance of learning and teaching takes account of this fact, whilst acknowledging that some will have developed levels of independence in learning through previous formal study.

All modules at level 1 have formative assessment opportunities embedded within them. The intention of this is provide students with learning opportunities with respect to the demands of academic work.

Students will benefit from the experience and research interests of staff who teach on the course. This provides for students to work with staff who are directly involved in research into the TA role and with staff who are also employed in relevant areas.

Induction

An induction day will be provided in the week before teaching commences. The induction day will provide a basic introduction to the expectations of the course and introduce students to issues surrounding personal development planning. This will introduce students to the nature of Higher Education and detail what is expected of them as students. It will provide information on how their personal development will be

facilitated and introduce students to the range of support services available within YSJU.

Timetabled Contact

Face-to-face contact with tutors will reflect University policy during each particular academic year. The learning and teaching experience during this time will include a mixture of: tutor input, student discussions, student presentation and other approaches such as those facilitated by the Virtual Learning Environment.

Supported Open Learning

In addition to face-to-face contact time, each module includes Supported Open Learning (SOL) where students will engage in learning that has been structured by the tutor but does not necessarily include any tutor contact. Examples of SOL at Level 1 include: guided reading and the use of audio-visual resources with accompanying notes and structured group activities. E-learning is an important part of SOL and is facilitated by the Virtual Learning Environment. The VLE acts as a valuable resource for students who are not on campus every day. It facilitates individual and group learning activities.

Work-based Learning

Students will engage in extensive work-based learning where they will have opportunities to apply their developing knowledge and understanding of supporting learning. Formative and summative assessment will require significant evidence of reflection on work-based learning. Assessment tasks throughout the course require students to engage with material reflectively and this acts as a bridge between their work role and their academic studies. At least a third of a student's learning will take place in the workplace. All assessment and session preparation draws upon work-based learning activities. Work-based learning activity is clearly outlined by tutors at the start of the module and will usually be focused upon the assessment task for each module. Oral instruction is supported by a written outline of the module's work-based learning requirements.

Independent Study

Students will also spend a minimum of 150 hours per module in independent study or assessment.

Learning and Teaching Strategies include:

- lectures
- seminars
- small group discussion
- individual and group tutorials
- independent study through research
- work-based learning and reflection
- group and individual presentations (students taking part in group presentations will be awarded individual marks)
- use of audio-visual material
- use of e-learning

Assessment Strategies include:

- reflective learning journals
- critical reports
- presentations
- critical essay
- the use of formative assessment including self and peer-assessment

Transition arrangements

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| | <p>The transition to level 2 and beyond will be facilitated at the end of level 1 with an introduction to the demands of the Independent research project. The intention of this is to provide students with time before level 2 commences to consider what they may do within this module. Examples of topics and approaches will be provided to students to facilitate this. The timescales for completing the Independent research project will be provided during this meeting to ensure that students are aware of their responsibilities throughout the year. Details regarding the operation of the 20 or 40 credit Independent research module will be made known to students.</p> <p>In addition Course Leaders from the BA courses which FDSL may lead into will provide students with information regarding the focus of each BA programme. This is provided at the end of level 1 because previous experience has shown that students on FD courses can experience some anxiety regarding the provisions for transfer from FD to BA. Providing information about such progression at the end of level 1 has been positively received with existing FD students.</p> |
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| 18-2 | YSJU Level 2 / NQF Level 5 / FHEQ I |
| 18-2a | <p><u>Level 2 Programme Outcomes</u></p> <p>Students who gain the award specified will have demonstrated the following learning outcomes:</p> <p>Level 2: University Diploma [60 credits at Level 2 plus 120 credits at Level 1 where this does not include both 2SL260 and 2SL280 in combination.]</p> <p>Upon successful completion of 60 credits at Level 2, a student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of a range of key concepts and theories within the area of supporting learning. • Analyse and evaluate a variety of theories and concepts related to supporting learning in the light of reading and experience. • Analyse and evaluate a variety of perspectives related to policy and practice in the workplace. • Apply knowledge and understanding of assumptions, values, policies and practice gained to specific work contexts. <p>Level 2: Foundation Degree [120 credits at Level 2 where this does not include both 2SL260 and 2SL280 in combination.]</p> <p>Upon successful completion of Level 2, a student will demonstrate the above and be able to:</p> <ul style="list-style-type: none"> • Apply underlying concepts and principles outside the context in which they were first studied and apply those principles in the work context. • Analyse more complex situations concerning learning and development in their own professional context in the light of reading and experience. • Make full and appropriate use of the full range of transferable and key skills demonstrating a readiness to undertake further professional development. • Critically apply research, observation and enquiry skills in work contexts and through formal assessment. • Communicate effectively in writing and through oral discussion and presentation using a range of communication techniques and conventions. |
| 18-2b | <u>Level 2 Programme Structure and Content</u> |

Modules for the Programme (Please list modules)

| Code | Title | Credits | Semester | Status of Module |
|--------|---|---------|----------|------------------|
| 2SL200 | Providing Pastoral Care and Support | 20 | N/A | O |
| 2SL210 | Supporting Additional and Special Educational Needs | 20 | N/A | O |
| 2SL220 | Creating an Environment for Learning | 20 | N/A | O |
| 2SL230 | Leading and Managing Teams | 20 | N/A | O |
| 2SL240 | Changing Context, Roles and Responsibilities | 20 | N/A | O |
| 2SL250 | Working with Parents and Families | 20 | N/A | O |
| 2SL260 | Independent Research (20 Credits) | 20 | N/A | O* |
| 2SL280 | Independent Research (40 Credits) | 20 | N/A | O* |
| 2SL270 | Developing Literacies | 20 | N/A | O |

*NB *Students will only be permitted to take one module from either 2SL260 or 2SL280*

Status of Module will be either:

***C:** Compulsory, **CP:** Compulsory for progression to the next level, **CA:** Compulsory for award, **O:** option or **E:** elective*

The decision to offer 2SL260 or 2SL280 will be made by the Faculty to reflect operational issues. It may be decided to offer 2SL280 to provide an enhanced level of flexibility to student.

18-2c

Level 2 Teaching and Learning and Assessment Strategies

Contact Time

In common with Level 1 procedures, face-to-face contact with tutors will reflect University convention during the academic year and students will be engaged in similar learning and teaching activities as at Level 1.

Supported Open Learning

Students at Level 2 continue to benefit from SOL. This comprises similar activities as at Level 1. These activities are variously based around academic readings and/or workplace roles. In this way SOL is seen as strengthening the link between academic work and the students' work role. As with level 1 SOL is facilitated by the VLE.

Work-based Learning

Students engage in extensive work-based learning where they will have opportunities to apply their developing knowledge and understanding of supporting learning. Summative assessment will require significant evidence of work-based learning. All formal sessions require work-based learning as preparation. At least a third of a student's learning will take place in the workplace. Work-based learning activity is reflected in the assessment strategy for each module and is communicated to students at the start of the module. Oral instruction is supported by a written outline of the module's work-based learning requirements.

Independent Study

Students will spend approximately 150 hours per module in independent study.

Learning and Teaching Strategies include:

- lectures
- seminars
- small group discussions
- individual and group tutorials

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| | <ul style="list-style-type: none"> • independent study through research • work-based learning and reflection • group and individual presentations (marks for group work tasks are awarded on an individual basis) • use of audio-visual material • use of e-learning <p>Assessment strategies include:</p> <ul style="list-style-type: none"> • reflective learning journals • critical reports • presentations • critical essays • research planning <p>The structure of the course means that assessments are carried out throughout the academic year. In this way although each module is assessed summatively, these summative assessments provide formative feedback for subsequent assessments. As with level 1 students are required to engage in reflective practice as they apply academic knowledge and understanding to the workplace. This is facilitated by the assignment tasks.</p> |
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| 19. | <p>Progression and Graduation Requirements</p> <p>The University's general regulations for undergraduate/postgraduate awards apply to this programme.</p> <p>In addition, the following specific programme regulations apply in respect of progression and graduation:</p> <ul style="list-style-type: none"> • Students are only permitted to use credits from one of the Independent Research modules: 2SL260 or 2SL280. These cannot be used together. |
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| 20. | <p>Internal and External Reference Points</p> <p>This programme specification was formulated with reference to:</p> <ul style="list-style-type: none"> • University Mission Statement [see page two] • QAA Subject Benchmark Statement Education 2007 • QAA Foundation Degree Qualification Benchmark 2010 • National Higher Education Qualification Framework • York St John University Qualifications Descriptors 2002/3 [Document Directory AFii] • York St John Assessment Handbook [ASS01 2010] |
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| 21. | <p>Further Information</p> <p>Further information on the programme of study may be obtained from:</p> <ul style="list-style-type: none"> • Admissions Entry Profile (Admissions) • Programme validation document (Registry – Academic Standards) • Regulations (Registry – Academic Standards) • Student programme handbook (Faculty) • Module handbooks (Faculty) • CWDC Induction Standards • CWDC Core Skills and Knowledge for the Children's Workforce |
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