

Programme Specification

Programme Title: Foundation Degree (Arts) for Teaching Assistants (Primary)

Awarding Institution:	University of Bolton		
Teaching Institution:	Bolton College		
Division and/or Faculty/Institute:	Off Campus		
Professional accreditation	Professional body	Professional body URL	Status of graduates
	N/A	N/A	N/A
Final award(s):	Foundation Degree (Arts)		
Interim award(s)	None		
Exit or Fallback award(s)	Certificate of Higher Education for Teaching Assistants (Primary)		
Programme title(s)	Teaching Assistants (Primary)		
UCAS Code	N/A		
JACS Code	X900		
University Course Code(s)	OCD5030		
QAA Benchmark Statement(s)	Education Studies		
Other internal and external reference points	<p>QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice</p> <p>UK Quality Code for Higher Education</p> <p>University of Bolton awards framework</p>		
Language of study	English		
Mode of study and normal	3 years part-time. 11 Modules. 100 credits at HE4 and		

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period of study	140 at HE5
Admissions criteria	
<p>The Foundation degree for Teaching Assistants (Primary) is specifically designed for people who are working as teaching assistants in primary schools. Applicants will normally:</p> <ul style="list-style-type: none"> • have a Level 3 qualification (i.e. A-levels or equivalent) in an appropriate area; • have five GCSE passes at Grade C or above or other equivalent Level 2 qualifications (Mathematics and English should be among these); • be working in a school as a teaching assistant on a voluntary, or employed, basis; • have CRB clearance (enhanced); • have written communication skills at level 3; • have good oral communication skills; • attend an interview with a member of the course team. <p>In addition to the above, the head teacher must be in agreement with the applicant undertaking the programme and make appropriate support available to him/her.</p>	
Additional admissions matters	
<p>The University may admit applicants who do not have a Level 3 qualification in an appropriate area but who hold alternative qualifications and/or experience demonstrating appropriate knowledge and skills at Level 3. Such candidates would be admitted to the course as <i>exceptional entrants</i>. Overseas candidates from a country where the language of instruction is not English must have English Language proficiency at IELTS 6.0 or equivalent in addition to the entry criteria stated above.</p>	
Fitness to practise declaration	
Not applicable	
Aims of the programme	
<p>The principal aim of the programme is to focus on professional and academic issues in relation to supporting the education of children across the primary key stages, thus aiming to help students to develop and apply knowledge and understanding of theoretical and workplace practices to their roles as teaching assistants.</p>	
Distinctive features of the programme	
<p>The programme has three key distinctive features. Firstly, it is distinctive because it is a response to a local need for a higher level course that is tailored to the needs of the students and the workplace and so the programme has been written in close collaboration with employers. Secondly, the programme promotes workplace learning and uses activities that students can undertake in the workplace for assessment purposes. A third distinctive element is the blended learning approach that is to be adopted; students will use Moodle,</p>	

participate in on-line discussion groups, and maintain e-PDPs so that their ICT skills are progressed.

Programme learning outcomes

1. acquire, review and update their core knowledge and understanding of children's development and education that can practically inform all work they do with children to ensure that the work they do is consistent with a professional level of practice.
2. reflect on, and evaluate, current professional values and practice.
3. identify and apply practices ensuring all children are supported and have equal access to optimal learning and development experiences.
4. work within current educational frameworks to plan activities that support pupils' learning.
5. demonstrate an understanding of the regulatory and legislative perspectives that apply to the primary school setting as well as to the wider lives of children and apply this knowledge.
6. develop professional and practical skills and competences required to work as a Higher Level Teaching Assistant or as a Level 4 Teaching Assistant.
7. develop academic skills so they can study effectively at levels HE4 and HE5.
8. develop transferable skills commensurate with studying and working effectively at levels HE4 and HE5.

K. Knowledge and understanding

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

- K1 Identify major historical developments in British education and discuss their importance and impact.
- K2 Understand the difference between qualitative and quantitative research.
- K3 Identify commonly used research methods.
- K4 Describe the methods, and their strengths and limitations.
- K5 Understand the need for an ethical approach to research.
- K6 Select and read academic literature showing understanding.
- K7 Have acquired an up to date and working knowledge of principles, policies and practices of inclusion in the school setting.
- K8 Understand how to promote the rights of parents/carers using the support systems and services that exist to benefit all learners.
- K9 Explain the meaning of group dynamics and how group dynamics can be analysed
- K10 Compare your own practice with examples of good practice from the literature
- K11 Identify similarities and significant differences between the compared policies and their

implications for the teaching assistants working in each school.

C. Cognitive, intellectual or thinking skills

On completion of the programme successful students will be able to demonstrate the ability to:

- C1 Have examined the work of the SENCO, class teachers, teaching assistants and multi-disciplinary agencies in supporting students.
- C2 Have explored and understood the parents and family perspective on disability and special educational needs.
- C3 Justify the content of the lesson plans, suitability of resources, design of activities/resources devised, and assessment strategies.
- C4 Distinguish between diagnostic, formative and summative assessment and have produced, used and explained the assessment strategy for an identified group of learners.
- C5 Evaluate ways in which feedback is given within the school in which you work.
- C6 Evaluate the planning and delivery.
- C7 Critically discuss how the main aspects of specified learning theories are being applied to the teaching of children and children's learning observed in your workplace.
- C8 Analyse the group dynamics of a specified group of pupils and suggest ways to improve the group dynamics of a specified group of pupils.
- C9 Analyse whether or not the strategies used to build pupils self-esteem and confidence are likely to be successful and justify your analysis.
- C10 Analysed support strategies to promote language and literacy, mathematics and science learning.
- C11 Evaluate how key initiatives have affected teaching strategies and approaches used in the classroom.
- C12 Evaluate the impact of reflection on your work as a teaching assistant.
- C13 Use an appropriate model of reflection

P. Practical, professional or subject-specific skills

On completion of the programme successful students will be able to demonstrate the ability to:

- P1 Have created and evaluated enabling structures to encourage children to participate confidently in group activities within an inclusive framework for learning and development.
- P2 Have engaged in a needs analysis of a group of children within an inclusive learning environment.

- P3 Prepare a short term plan in line with a given programme of study.
- P4 Devise five lesson plans with clearly defined and linked objectives and a range of teaching strategies to meet individual learning requirements of an identified group of learners.
- P5 Use an assessment strategy for an identified group of learners.
- P6 Under supervision deliver planned lessons / activities to an identified group of pupils
- P7 Identify target levels relating to a specific group of children within the work setting for the purpose of planning a differentiated activity to support a group of pupils learning language and literacy, numeracy and science
- P8 Conduct an action inquiry project (whose scope and complexity is commensurate with the amount and level of credits attached to this module - 30 credits at level HE5) in an ethical manner.

T. Transferable, key or personal skills

On completion of the programme successful students will be able to demonstrate the ability to:

- T1 Demonstrate effective ICT skills
- T2 Demonstrate you can write an academic report.
- T3 Action plan for improvement
- T4 Prepare an initial action inquiry plan and agree it with your line manager and tutor
- T5 Analyse the findings of your research at the relevant stages of the research process.
- T6 Use self-management strategies effectively.
- T7 Work effectively with others.

Programme structure

Module Code	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)
EDU1030	Research and Study Skills	C	20	1
EDU1031	Inclusive Education	C	20	1
EDU1033	Planning, Delivery and Assessment of Learning	C	30	1
EDU1032	Theory and Practice of Learning	C	10	1
EDU1034	Trends and Issues In Education	C	20	1
EDU2050	Supporting Language &	C	20	1

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	Literacy			
EDU2051	Supporting Numeracy	C	20	1
EDU2055	Supporting Science	C	20	1
EDU2052	Reflective Practice	C	20	1
EDU2053	Work Based Practice (Action Inquiry Project)	C	30	1
EDU2054	Work Based Practice (Reflection on the Work Setting)	C	30	1

Progression to BA (Hons) Learning & Teaching Studies

Learning and teaching strategies

Lectures
 Student presentations
 Student research
 Narratives
 Discussion
 Group and Individual work
 Tutorials
 Practical work
 Student activities

Learning activities (KIS entry)

	Course Year						
	1	2	3	4	5	6	7
Scheduled learning and teaching activities	25	16	0	0	0	0	0
Guided independent study	75	84	0	0	0	0	0
Placement/study abroad	0	0	0	0	0	0	0

Assessment strategy

Reflective activities, including PDP, using relevant theories and reflective tools to relate theory to practice

Oral presentation

Written assignments e.g. reports

Narratives

Portfolio

Practical

Project

Formative assessment feedback on written assignment preparation will be given orally in tutorials and immediately following presentations.

Assessment methods (KIS entry)

	Course Year						
	1	2	3	4	5	6	7
Written exams	0	0	0	0	0	0	0
Coursework	100	100	0	0	0	0	0
Practical exams	0	0	0	0	0	0	0

Assessment regulations

- Assessment Regulations for Undergraduate Modular Programmes

Grade bands and classifications**Grade Bands**

Grade Description	Mark %	Overall Grade
Work of exceptional quality	70+	Distinction

Work of very good quality	60-69	Merit
Work of good quality	50-59	Pass
Work of satisfactory quality	40-49	Pass
Borderline fail	35-39	
Fail	Below 35	

Grading

The award of Foundation Degree with Distinction may be made where your overall average mark is at least 70%, normally calculated from modules worth at Level HE5. The award of Foundation Degree with Merit may be made where your overall average mark falls between 60 – 69.99 normally calculated from modules at Level HE5.

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Support for student learning

- The programme is managed by a programme leader
- Induction programme introduces the student to the University, the College and their programme
- Each student has a personal tutor, responsible for support and guidance
- Personal Development Planning (PDP) integrated into all programmes
- Feedback on formative and summative assessments
- A Student Service team providing careers advice, financial advice, support for students with a disability, health and wellbeing services and appropriate

signposting to University of Bolton Student Centre Services (listed below).

- University support services include housing, counselling, financial advice, careers and a disability
- Chaplaincy Konnect to Faith services.
- Library, elearning and IT services and signposting to corresponding University services.
- Regular programme monitoring meetings attended by College managers and the teaching team.
- Access to University of Bolton Students' Union advice services
- Programme Handbooks which provide information about the programme and pertinent College and University regulations

Methods for evaluating and enhancing the quality of learning opportunities

- Programme committees with student representation.
- Annual completion of a HE Self Evaluation Document.
- Module and programme evaluations by students.
- Student surveys, e.g. National Student Survey (NSS), and Destination of Leavers from HE (DLHE)
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP).

- Production of College Self Assessments.
- College based HE Quality monitoring meetings.
- Peer review/observation of teaching on an annual basis.
- Professional development programme for staff.
- External examiner reports.

Other sources of information

- Student portal - <http://www.bolton.ac.uk/Students/>
- Students Union - <http://www.ubsu.org.uk/>
- Faculty or similar Handbook - <http://www.bolton.ac.uk/Students/FacultyofWell-BeingSocialSciencesHandbook.pdf>
- Programme Handbook -
- Student Entitlement Statement - <https://www.google.com/url?q=http://www.bolton.ac.uk/Students/AdviceAndSupport/StudentAdvisors/Documents/StudentEntitlementStatement.doc>
- Module database - <http://modules.bolton.ac.uk>
- External examiners reports - <http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>
 - Bolton College staff intranet - <http://www.boltoncollege.ac.uk>
 - Bolton College Moodle - <http://www.boltoncc.ac.uk>

Document control

Author(s)	Karen Gomoluch
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Document History:	
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Learning outcomes map

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13
Research and Study Skills	EDU1030	C		✓	✓	✓	✓	✓																		
Inclusive Education	EDU1031	C						✓	✓	✓		✓		✓	✓	✓		✓				✓		✓	✓	
Planning, Delivery and Assessment of Learning	EDU1033	C						✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓
Theory and Practice of Learning	EDU1032	C						✓			✓	✓				✓		✓		✓	✓	✓		✓		
Trends and Issues In Education	EDU1034	C	✓					✓		✓		✓	✓	✓	✓									✓	✓	
Supporting Language & Literacy	EDU2050	C						✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	
Supporting Numeracy	EDU2051	C						✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	

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Supporting Science	EDU2055	C						✓	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓		
Reflective Practice	EDU2052	C						✓				✓				✓		✓			✓			✓	✓	
Work Based Practice (Action Inquiry Project)	EDU2053	C		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Work Based Practice (Reflection on the Work Setting)	EDU2054	C		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓

Module title	Mod Code	Status C/O/E	P1	P2	P3	P4	P5	P6	P7	P8	T1	T2	T3	T4	T5	T6	T7																						
Research and Study Skills	EDU1030	C								✓	✓	✓			✓	✓	✓																						
Inclusive Education	EDU1031	C	✓	✓		✓		✓		✓	✓	✓				✓	✓																						
Planning, Delivery and Assessment of Learning	EDU1033	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓																						
Theory and Practice of Learning	EDU1032	C				✓		✓		✓	✓	✓				✓	✓																						
Trends and Issues In Education	EDU1034	C	✓			✓		✓		✓	✓	✓				✓	✓																						
Supporting Language & Literacy	EDU2050	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓																						
Supporting Numeracy	EDU2051	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓																						
Supporting Science	EDU2055	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓																						
Reflective Practice	EDU2052	C				✓				✓	✓	✓	✓	✓		✓	✓																						
Work Based	EDU2053	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓																						

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and Assessment of Learning																
Theory and Practice of Learning	EDU1032		4	10	STAN	C	N/A	CW	100	Y						
Trends and Issues In Education	EDU1034		4	20	STAN	C	N/A	CW	70	Y	PRA	30	N			
Supporting Language & Literacy	EDU2050		5	20	STAN	C	N/A	PRA	50	Y	CW	25	N	CW	25	N
Supporting Numeracy	EDU2051		5	20	STAN	C	N/A	PRA	50	Y	CW	25	N	CW	25	N
Supporting Science	EDU2055		5	20	STAN	C	N/A	PRA	50	Y	CW	25	N	CW	25	N
Reflective Practice	EDU2052		5	20	STAN	C	N/A	CW	100	Y						
Work Based Practice (Action Inquiry Project)	EDU2053		5	30	STAN	C	N/A	CW	100	Y						
Work Based Practice (Reflection on the Work Setting)	EDU2054		5	30	STAN	C	N/A	CW	100	Y						

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Bolton Key Core Curriculum requirements

Module Title	Module Code	C/O/E	Employability											Bolton Values		
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact & confidence	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
Research and Study Skills	EDU1030	C	A	T	T	A	D	D	D	T	T	D	D		D	
Inclusive Education	EDU1031	C	D	A	D	A	D	D	D	D	D	D		D	D	A
Planning, Delivery and Assessment of Learning	EDU1033	C	D	A	D	A	D	D	D	A	A	A	A		A	D
Theory and Practice of Learning	EDU1032	C	D	A	A	A		A	D	A	A	A	A	T		A
Trends and Issues In Education	EDU1034	C	D	A	D	A	T	A	A		A	A	A	T	T	T
Supporting Language & Literacy	EDU2050	C	D	A	D	A		A	A	A	A	A	A	T	D	A
Supporting Numeracy	EDU2051	C	D	A	D	A	A	A	A	A	A	A	A	T	D	A
Supporting Science	EDU2055	C	D	A	D	A		A	A	A	A	A	A	T	D	A
Reflective Practice	EDU2052	C	D	A	D	A	D	D	A	A	A	D	A	D	D	A
Work Based Practice (Action Inquiry Project)	EDU2053	C	D	A	D	A	D	A	A	A	A	A	A	D	D	D
Work Based Practice (Reflection on the Work Setting)	EDU2054	C	D	A	D	A	D	A	A	D	D	A	A	D	D	D

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Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

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