North East Surrey College of Technology

Foundation Degree in Supporting Teaching and Learning

Programme Document

March 2017

UNIVERSITY
of
GREENWICH

Preface Sheet

Faculty	Higher Education
Department	Teacher Education

Head of Department statement:

I confirm that this documentation relates to an authorised development in the Departmental portfolio of awards, and that I have consulted the ILS senior managers and other Faculties as necessary.

Signature *[signature]* **Date:** 30 March 2017

Dr Seidu Salifu

Faculty Director of Learning and Teaching:

I confirm that this documentation is the outcome of an approved process of academic development and is consonant with the University's and Faculty's strategic aims.

Signature .... **Date**..

Veronica Habgood

Faculty Operating Officer
(For Internal programmes only)

I confirm that the resource implications of the proposed programme have been agreed.

Signature .... **Date**...

Academic Quality Officer Statement

I have scrutinised the document and am satisfied that it meets the University's requirement for quality as set out in the Quality Assurance Handbook. The document includes all the required information, and any programme-specific regulations meet internal and external requirements.

Signature .... **Date**..

Marisa Bartoli

Partner's Chief Executive/Principal *(for partnership programmes only – delete box if not relevant)*

The Partner Institution confirms its support for the academic development contained in this documentation, and for the resource and management implications as stated.

Signature .... **Date**.........................

Cliff Hall

Contents

1. Programme Information

Award type (s)	Foundation Degree (FdA)
Programme title (s)	Supporting Teaching and Learning
FHEQ Level	5

Award FdA		Level 5	
Foundation Degrees (e.g., FdA, FdSc) Diplomas of Higher Education (DipHE) Higher National Diplomas (HND)			5
Programme code (s)		N6716 North East Surrey College of Technology	
Mode (s) of study	✓ Full-time		
	Part-time		
	Online/Distance learning		
	Other (please specify)		

Date of APC authorisation	Legacy data	
External Partner (if applicable)		
Nature of external approval	Franchise	**Franchised programmes**: where a partner delivers an existing (or modified version of a) programme of study that is already formally approved for delivery at the University itself (or at one of its other partners).
	Validation	**Validated programmes**: where a new programme is designed by the partner themselves, in the standard University of Greenwich format. Course and programme progression records are fully recorded within University's MIS. These are not programmes taught at the University and are likely to be specialist awards particular to that partner.
	√ External Validation	**External validation**: approval by University of Greenwich of a partner's own programme of study, designed to reflect requirements of a UK HE award but tailored to local requirements, usually in overseas partners. Student records are maintained by the University. The academic regulations, policies and procedures of the University will be used. Any deviation from the University's regulations, policies and procedures must be approved by Academic Council.

Nature of award	√ Single Award	**Single Award:** Whether the student is studying at a partner organisation or at the University, students receive a single University of Greenwich award on successful conclusion of their programme of study.
	Joint Award	**Joint Award:** Students are registered at one or more institutions and receive, on completion of the full programme of study, a single certificate bearing the logos of all the collaborating Institutions.
	Dual or Multiple Award	**Dual or Multiple Award:** Students are registered at one or more institutions and receive, on completing the programme of study, a certificate from the University and from each Institution with whom the Partnership is agreed for that programme.

2.   Programme Specification

Undergraduate Version - *delete if not relevant*

3. 1. Awarding Institution	2. Teaching Institution	3. Faculty/Department	
University of Greenwich	North East Surrey College of Technology	Higher Education	Teacher Education
4. Final Award	**5. Programme Title and approved endorsements:**	**6. Accredited by:**	**7. UCAS Code:**
FdA	Supporting Teaching and Learning	University of Greenwich	
8. Maximum/ Minimum Period(s) of Registration			
F/T 2 years		SW	D/L
9. Programme Code		**10. Last Revision date for Programme Specification**	
N6716		August 2014	
11. External Reference Points, e.g. subject benchmark statements and professional body requirements			
As a Foundation Degree with a focus on supporting teaching and learning the QAA Subject Benchmark Statements for Education (2015) was a point of reference. The DfE commission that reviewed Standards for teaching assistants Nov 2014, were also used to inform subject practical skills.			
12. Entry Requirements			
The students will need to have GCSE grade C or equivalence for Maths and English and a minimum of 1 full A Level, or other equivalent Level 3 qualifications. Recognition of prior experience within an educational context will also inform entry requirements at level 3, specifically for students who do not have formally recognised qualifications on the qualification framework at level 3. Those students, who demonstrate a sufficient level of awareness of the needs of learners within an educational context and have worked within an educational context, may be exempt from the level 3 entry requirements. In order to facilitate the work based learning content of the programme, students must produce a statement of agreement from their employer or from the setting in which they currently or intend to volunteer to use the setting as an experience for the degree. All students will be interviewed prior to acceptance onto the course. This process will also ensure students receive appropriate information and support and, are able to engage with the work place requirements. Current DBS and medical clearance will be required.			
13. Educational Aims of the Programme and Potential Career Destinations of Graduates [Maximum 150 words]:			
The programme aims to provide skills and knowledge to support learning and teaching in different contexts by studying a multidisciplinary theoretical approach to education. This is to support the professional development of individuals who work or aim to work within education as support staff in a variety of roles, including cover supervisor, language and learning assistants. Students usually continue on to complete a BA Hons degree through studying a further 120 credits at level 6 and, then professional training for careers such as a teacher, Special Education Needs Co-Ordinator SENCO or social pedagogue.			

14. Summary of Skills Development for Students within the Programme [Maximum 150 words]:

This Foundation Degree provides the opportunity for the student to support the holistic development of individuals within a variety of educational contexts through the development and practice of strategies to support learning including: the use of language and media resources to clarify knowledge and concepts; strategies to promote positive behaviour through understanding cultural , social and emotional aspects of development ; apply knowledge of development to identify how to provide for learning and to identify when additional intervention is required; use effectively different modes of communication to work effectively within a multi professional context.

15. The programme provides opportunities for students to achieve the following outcomes:

Knowledge and understanding of:
- The theoretical processes of learning;
- The application of theory into practice within the learning environments;
- Significant current research and theory relating to development and learning;
- Legislative, socio-economic, financial and pedagogic frameworks applicable to working within different contexts of educational and community settings and how these impact on and inform supporting teaching and learning;
- The complex interactions between education and its contexts, and relationships with other subjects and professions in order to inform how to support learning and teaching;
- To develop students' self-awareness and reflection, including their ability to evaluate their effect on other people and on the environment in which they work;
- To develop students' ability to understand and apply the principles of evidence-based practice;
- Identify needs and opportunities for personal professional development;

These are informed by and linked to Knowledge and Understanding outcomes of QAA Education subject benchmark statement Feb 2015 5.3. 7.3; 7.4.

How the learning outcomes are embedded in the programme

- The theoretical processes of learning;
- The application of theory into practice within the learning environments;
- Significant current research and theory relating to development and learning;

These are key elements of each course but are specifically focused upon in 1.1 Personal and Professional Development, 2.3 Supporting the Wider Curriculum, *1.4 Supporting Learners with Additional Educational Needs*

- Legislative, socio-economic, financial and pedagogic frameworks applicable to working within different contexts of educational and community settings and how these impact on and inform supporting teaching and learning;
- Understand the complex interactions between education and its contexts, and relationships with other subjects and professions in order to inform how to support learning and teaching;

These are key elements of each course but are specifically focused upon: 1.4 Supporting Learners with Additional Educational Needs, 2.2 Emerging Technologies and Pedagogies to Support Learning, 2.3 Supporting the Wider Curriculum

- To develop students' self-awareness and reflection, including their ability to evaluate their effect on other people and on the environment in which they work;
- To develop students' ability to understand and apply the principles of evidence-based practice;

Identify needs and opportunities for personal professional development;

These are key elements of each course but are specifically focused upon in 2.1 Professional Reflective Practice Skills, 2.4 Negotiated Professional Investigation

16. The programme provides opportunities for students to develop the following skills:

Intellectual skills

To be able to:
- Use enquiry-based approaches to gather, interpret and respond to information;
- Use problem solving skills, extending to situations in the classroom where decisions have to be made to support teaching and learning ;
- Apply knowledge and skills in a variety of settings in response to the needs of pupils inside and outside the classroom;

Evident within each course.
These are informed by and linked to outcomes of QAA Education subject benchmark statement Feb 2015 5..4 and 5.5 .7.4;7.5.

Subject practical skills

To be able to:
- Design, implement, monitor and assess specific activities which support the development and learning of individuals within the current statutory and regulatory framework and requirements;
- Contribute to planning programmes of learning, guidance, assessment, intervention and support to promote learning;
- Use strategies which promote inclusion and community cohesion;
- Develop skills to work effectively within a multidisciplinary environment   both as leader and multidisciplinary team   member;
- Develop skills to embed and develop literacy and numeracy skill acquisition within all teaching and learning activities;
- Produce learning resources;
- Advocacy for learners and the community.

These subject practical skills are particularly focused within *Professional Practice Portfolio*; *Supporting the Wider Curriculum*; *Supporting Learners with Additional Educational Needs*
These were informed by the teacher standards 2013 and taken from each of the 8 strands. (DFE)

Transferable/key skills

To be able to:
- To use communication skills to convey information;
- Identify, synthesise, evaluate, and analyse problems and formulate solutions ;
- Respond positively and constructively to changing environments;
- Make effective use of technology;
- Interpret and present relevant numerical information;
- Work effectively with others as part of a team, taking different roles;
- Improve their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning

Evident throughout each course.
These are informed by and linked to transferable skills outcomes of QAA Education subject benchmark statement Feb 2015 5.7;7.7;7.8;7.9;7.10;7.11;7.12.

Graduate Attributes

1. Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries;
2. Think independently, analytically and creatively, and engage imaginatively with new areas of investigation;
3. Appreciate disciplines and forms of professional practice beyond their own, and draw connections between

them;
4. Are intellectually curious, responsive to challenges, and demonstrate initiative and resilience.

Scholarship and autonomy
Scholarship and autonomy is developed through challenging and stimulating study tasks, involving professional judgement combined with insightful critical analysis in collaboration with peers, tutors, academics, employers, colleagues within the sector. Assessments require the use and application of knowledge and understanding through the creation of presentations reports and essays in both levels of the programme.

Creativity and Enterprise
1. Recognise and create opportunities, and respond effectively to unfamiliar or unprecedented situations or problems;
2. Generate new ideas and develop creative solutions or syntheses;
3. Communicate clearly and effectively, in a range of forms, taking account of different audiences;
4. Make use of familiar and emerging information and communication technologies;
5. Seize and shape the opportunities open to them on leaving university.

Creativity and enterprise is developed through learning tasks that involve working with colleagues and peers to transfer knowledge in and out of settings. Multimedia is embedded throughout the programme to enhance technologies and skills. Presentation assessments and micro teaches provide a further opportunity to use and develop these skills.

Cross-cultural and International Awareness

1. Engage effectively in groups whose members are from diverse backgrounds;
2. Appreciate the importance of behaving sustainably;
3. Move fluently between different cultural, social and political contexts;
4. Value the ability to communicate in more than one language.

Cross-cultural and international awareness is supported through literature searches and a range of multi-media teaching resources developed within lectures and professional discussions with colleagues from the sector and guest speakers.

The teaching and learning methods employed include a customised range of learning activities chosen to support students as they link theory to practice within their professional development. Learning experiences include: Professional discussion of experiences and transformational learning; Lectures accompanied by On line Learning Resources; Group research and presentation tasks; workshops and seminars; Guest speakers and individual guided study; Joint reflection on case study scenarios and shared professional experiences.

Opportunities to explore their work environment in order to apply theory into context and reflect on other aspects of learning in the workplace is a significant part of developing the knowledge and skills of the programme. A mentor within the work environment provides students with opportunity to watch and learn from experienced members of staff as well as getting the appropriate feedback from individuals with several years of experience in the work place.

17. Teaching, Learning and Assessment Methods related to the programme learning outcomes and skills sets

The teaching methodology of the course is based on a constructivist approach recognising the diversity and breadth of experiences of the participants. The sessions are delivered in a manner that promotes active learning and a range of teaching and learning strategies are modelled throughout. The significance of the role of ILT is recognised and practiced, as is the importance of embedding functional skills in vocational and academic areas. There is an emphasis on synthesis and evaluation of knowledge and skills so that the student can critically examine and reflect on theoretical perspectives, and, apply these to practice through discussion within seminars, case studies and dialogue and reflection with mentors. Assessments for this programme reflect the application of theoretical approaches to practice in supporting learning and development and include presentations, reports and essays, reflecting professional and academic skills.

18. Programme Structure: Levels, Courses[1] and Credits		Awards and Credits
Level 4	**FULL TIME** **Compulsory Courses** **Semester 1 and 2** *1.1 Personal and Professional Development (30)* *1.2 Supporting Teaching Learning and Assessment (30)* *1.3 Supporting Positive Learner Behaviours (30)* *1.4 Supporting Learners with Additional Educational Needs (30)*	Certificate of Higher Education (Cert. HE) 120 credits
Level 5	**Compulsory Courses** **Semester 1 and 2** *2.1 Professional Reflective Practice Skills (30)* *2.2 Emerging Technologies to Support Learning (30)* *2.3 Supporting the Wider Curriculum (30)* *2.4 Negotiated Professional Investigation (30)*	Diploma of Higher Education (Dip. HE) 240 credits

3.   Partner Background and Details

Nescot has successful programmes in Foundation degrees in Education and Training, Early Years Education and Education Support. Experience in these programmes has identified a need to provide local progression routes to a Bachelor Degree in Education Studies. Students who have completed these foundation degree courses have often approached the College seeking progression routes. A BA (Hons) in Education Studies serves as the most appropriate means of meeting the needs for these students who, for a variety of reasons, are often tied to the local area, and need to continue in employment, at least part time, while accessing opportunities to study in Higher Education.

In line with Nescot Higher Education (HE) strategic development plan, the College runs a BA Honours degree for those who seek to progress from the College's current Foundation Degree programmes to an Honours degree. It seeks to develop career prospects of those whose role in the Education environment is required to possess a degree or higher qualification to function effectively.

The courses are informed by the Quality Assurance Agency for Higher Education Framework for Higher Education Qualifications including relevant benchmarks for Education Studies (2015) and results from internal market research and feedback processes.

Students have mostly been female, however a male has applied for September 2017 cohort and since inception two males have completed the course. The course continues to attract applications from students entering directly from A Levels or relevant Level 3 courses (for example CACHE Level 3 Diploma in Early Years) but also from experienced practitioners who

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[1] Please indicate clearly whether a course runs in Term 1, Term 2 or across the academic year

are returning to education and this year sees interests from Level 3 Apprenticeships. Cohorts since 2012 therefore represent ages ranging from 18 years to 53.

Delivery is through the traditional taught route, with each cohort taught over 30 weeks from September to June over two academic years. As direct funded students, applications for the course are handled through UCAS. Nescot has a third year at Level 6 for students to complete the BA. Out of the 10 students to complete in June 2017, 9 have expressed to go on the BA Educational Studies.

4.   Programme Rationale, Aims and Philosophy

The rationale for this programme is to develop high quality practitioners to support teaching and learning within a range of educational contexts. It is also aligned with the University policy of widening access to University programmes and this foundation degree attracts individuals from a range of backgrounds many of whom who are taking up qualifications later in life. (This is recognised within the admission criteria in line with the University policy on RPL& RPEL) Educational policy of provision for individuals with specific needs being supported within settings (Children and Families Act 2014) with the provision of local offers and, research by Sharples, Webster and Blatchford (2015) highlights the continuing need for professional support staff. This was reinforced and recognised by the previous government in 2014" Good Teaching assistants are essential to driving up standards in the classroom and helping students fulfil their potential" (Law 2014). Employers and Local Authority representatives highlighted the continuing need for and value of individuals who can support teaching and learning and undertake a variety of roles within an educational context. Students are supported by their employers and some make a financial contribution.

This programme provides a progression route into BA Hons Education Studies at NESCOT. These "top up "students contribute to the department's student numbers and degree profile.

The current cohort lives within a 10-mile radius of the college and come from a range of backgrounds and experiences in relation to education support. All of the students are either in paid employment or voluntarily as a teaching assistant. A vast majority are working in state primary schooling with a few supporting teaching and learning in the private sector.

It is of interest that the age of the applicants is becoming younger with the opportunity of remaining at the family home, working and obtaining a foundation degree.

5.   Curriculum Content, Design and Delivery

The programme is offered with a September start only; it has been framed to support progression, and all courses are linked to practice reflecting educational subject benchmarks (QAA 2015) and Greenwich Graduate Attributes. The first year provides academic and personal support to study at undergraduate level with study skills highlighted and taught within a specific course (Professional Practice Portfolio) and embedded throughout the programme. Understanding key theories and research as to how individuals learn and

strategies and skills to support all areas of development are emphasised at level 4, with level 5 focusing on supporting specific areas of the curriculum, stages of development and independent study.

There is flexibility for the student through the use of prior learning and experience through the University accreditation process and to apply the assignments to their settings and own professional needs. A variety of assessment strategies are used to support academic and professional development with student ownership of the assignments embedded and evident in the professional portfolio and the negotiated professional project.

Changes to the programme for this review*.*
The change to the programme focuses upon replacing the 3-year programme to a two year one, with 8 x 30 credit courses. The course changes have been driven by feedback from the students and through reflection by staff. It seeks to encompass QAA Subject Benchmarks Education (2015) with a focus on understanding and analysing contemporary policy. Student feedback has identified the Developing Study Skills course as being a particular strength of the current programme and will be subsumed within the new Personal and Professional Practice Portfolio in Year 1 so that the start of the programme and initial support in academic writing and research is still the focus. The new courses have been further extended to embed theoretical knowledge at level 4 and this is carried through to Level 5.

The new programme title endorses and reflects the views of employers and students who would like formal accredited recognition for the experience they will have had in supporting a range of teaching and learning contexts. This subtle change then helps to inform/plan staffing arrangements within educational communities and, strengthens employment opportunities within a changing educational context. From a marketing perspective this would be in line with programmes offered by immediate competitors to the University. The course assessments provide a framework for students to respond and reflect understanding and knowledge within this education setting. In addition, delivery of specific knowledge and assessment verification would require involvement of appropriate experienced staff and employers in order to provide authenticity and has been identified as a prerequisite by the programme teams.

Level Fulltime	*Courses*	*Term of Delivery*	*Credit points*	*Exit awards*
4	*Personal and Professional Development (30)*	1,2,3	30	*At least 120 Credit points at Level 4 Certificate in Higher Education*
	Supporting Teaching Learning and Assessment (30)	1	30	
	Supporting Positive			

	Learner Behaviours(30)	2	30	
	Supporting Learners with Additional Educational Needs(30)	2/3	30	
5	*Professional Reflective Practice Skills (30)*	4,5,6	30	*At least 120 cps at Level 4 and At least 120 Credit points at Level 5 Diploma in Higher Education*
	Emerging Technologies and Pedagogies to Support Learning (30)	4	30	
	Supporting the Wider Curriculum (30)	5	30	
	Negotiated Professional Investigation (30)	5,6	30	

6.   Teaching, Learning and Assessment Strategy

Work based Learning.

Foundation Degree programmes are strongly vocational. Work based learning within the FD structure is the strategy for developing students into reflective practitioners, who will use research informed, evidence based practice in their occupation, profession or workplace. For the duration of their programme all students are required to work, either within a paid or voluntary relevant position, or in a placement for sufficient time per week to achieve the programme learning outcomes.   Work based learning within the FD programme can be broadly divided into three themes:

Learning *for,* **or relevant to the workplace**: Due to the vocational nature of the FD programme all courses are relevant to the workplace, and enhance performance in work. Furthermore, both the taught professional and work based learning courses give a broader understanding of both academic and vocational aspects underpinning a particular sector, providing a framework for research informed practice.

Learning *using* **the workplace**. The two specifically work based core courses, *Personal and Professional Development (30) & Professional Reflective Practice Skills (30)* rely upon the student engaging fully with work as a place of learning. Other courses within the programme also rely on an understanding of and experience from the workplace to test theory and enrich learning outcomes.

Learning about the workplace. This refers to the profession and organisation in which the student works or aspires to work. Again the work based learning courses are designed to facilitate students engaging in learning about their individual workplace, profession and organisation.

The teaching methodology of the course is based on a constructivist approach recognising the diversity and breadth of experiences of the participants. The sessions are delivered in a manner that promotes active learning and a range of teaching and learning strategies are modelled throughout. The significance of the role of ILT is recognised and practiced, as is the importance of embedding functional skills in vocational and academic areas.

There is an emphasis on synthesis and evaluation of knowledge and skills so that the student can critically examine and reflect on theoretical perspectives and apply these to practice through discussion within seminars, case studies and dialogue and reflection with mentors. Assessments for this programme reflect the application of theoretical approaches to practice in supporting learning and development and include presentations reports and essays reflecting professional skills.

The assessment strategy adheres to University of Greenwich assessment regulations and policy (http://www.gre.ac.uk/offices/aqu/regs). Assessment reflects key graduate attributes and skills with the development of creativity from synthesis of knowledge and the use of different communication models, including presentations, written essays and reports. Contemporary use of ICT software is encouraged throughout the assessments and the Professional Practice portfolio is a key assessment tool to evidence this.

Equality and Diversity

(From Nescot Equality and Diversity policy Dec 2014)

1.1 Equality and diversity are central to all that we do, and fundamental to our mission and values:

The College's Mission is:

"*To inspire our students to be the best that they can be*"

The College's Values are:

- We put students' success and wellbeing at the heart of everything we do;
- We have high expectations and aim for excellence;
- We are collaborative, striving to positively engage our students, staff and partners;
- We are committed to sharing good practice, entrepreneurship and innovation;
- We celebrate diversity and challenge bigotry;
- We are ethical and inclusive

Safeguarding

Nescot College has a statutory and moral duty to ensure that the college functions with a view to safeguarding and promoting the welfare of young people and adults at risk.

- **Safeguarding** looks at keeping children, young people and adults at risk safe from a much wider range of potential harm, and delivers preventative action, not just reaction

Nescot College embraces the need to take action to safeguard and promote the welfare of young people and adults at risk receiving education and training.

It is everyone's responsibility to:
- **Recognise**
- **Respond**
- **Report**
- **Record**
- **Refer**
- **PREVENT**

All schools will need to confirm a DBS is in place prior to any placement by a student.

Descriptors for grades awarded for written assessments:

Distinction 70% and above
- A comprehensive knowledge and understanding of how to support teaching and learning
- A comprehensive knowledge and understanding of student learning individual educational needs and specialist aspects of the curriculum

- Synthesis of theoretical insights with professional practice so that creative and innovative work is produced
- Extensive critical analysis of relevant theory and current research
- Excellent style and organisation with arguments presented in a logical and imaginative way

Merit 60-69%
- A thorough knowledge and understanding of student learning, educational needs and specialist aspects of the curriculum
- Assimilation of theoretical insights with professional practice so that an effective and coherent assignment is produced
- Very good ability to analyse relevant theory and current research
- A very good style and organisation with arguments presented logically

Pass 40-59%
- A sound knowledge and understanding of student learning, educational needs and specialist aspects of the curriculum
- Assimilation of theoretical insights with professional practice so that a sound and coherent assignment is produced
- Good ability to analyse relevant theory and current research
- Good style and organisation with arguments presented logically

1. **Assessment Map**

Practice Observation
There will be a total of six observations of education support activity. Each observation lasts at least one hour. The observation may be either one-to-one or in a group settings. Two of the six observations will done by a school mentor and the others by the named college tutor. A Mentors' handbook will be provided and reviewed as part of mentor induction.

Observation Schedule

Terms	Year 1	Year 2
1	1.1 Professional and professional development **Tutor observation**	2.1 Reflective Professional Practice Skills **Mentor Observation**
2	1.1 Professional and professional development **Mentor observation**	2.1 Reflective Professional Practice Skills **Tutor Observation**
3	1.1 Professional and professional development **Tutor Observation**	2.1 Reflective Professional Practice Skills **Tutor Observation**

Each module description contains references to module assessment strategies and their weightings.

1st Year L4/30 credits		
Academic Autumn Term: wks. 1-12 (12)	**Academic Spring Term: wks. 13 – 23 (11)**	**Academic Summer Term: wks. 23 – 30 (7)**
Personal and Professional Development **Study skills development** **1000 words** **Lesson observation**	*Personal and Professional Development* **Lesson Observation**	*Personal and Professional Development* **Portfolio** **2000 words** **Lesson observation**
Supporting Teaching Learning and Assessment **Report 2000 words** **Micro teach 1000 words**	*Supporting Positive Learner Behaviours* **Presentation 1000 words** **Essay 2000** *Supporting Learners with Additional Educational Needs*	*Supporting Learners with Additional Educational Needs* **Presentation 1000 words** **Course work 2000 words**
2nd Year L5/30 credits		
Professional Reflective Practice Skills **Reflective journal LO 1,2** **500 words** **Lesson observation**	*Professional Reflective Practice Skills* **Reflective journals LO 3,4,5** **2000 words** **Lesson observation**	*Professional Reflective Practice Skills* **Reflective journal LO 6,7** **500 words** **Lesson observation**
Emerging Technologies and Pedagogies to Support Learning **Essay 2000 words** **Demonstration 1000 words**	*Supporting the Wider Curriculum* **Case study 2000 words** **Skills analysis 1000 words** *Negotiated Professional Investigation* **Project proposal**	*Negotiated Professional Investigation* *Reflective Diary* *1000 words* **Project report** **4000 words**

Employer links and engagement with the programme

The programme builds in a mentor role which serves as a conduit to making appropriate employer links and engagement with the programme. The mentor who is usually a senior member of staff in the school is required to hold a formal recorded observation of student practice in year 1 and year2. The college tutor will undertake four observations over year 1 & 2. When the college tutor visits the school there is usually a professional dialogue between the school mentor and college tutor which reinforces the relationship. The role of the school mentor is to support the student in the classroom as well as giving advice and guidance with any academic writing.

There is a contract between the school and the college which permits developmental lesson observations to take place in school setting and also there is an agreed understanding that

the school will provide a mentor to support the learner through the Foundation Degree process.

Work based learning opportunities

As well as the bespoke courses such Personal & Professional Development and Reflective Professional Practice Skills which require students to reflect on their practice and observations, all course and linked assessment give students opportunities to explore their work environment and place theory into context in a meaningful way. Students are required to be in an educational establishment for a minimum for one day a week over the 30 weeks.

7. Outline of Student Support and Learning Resources

Students will be required to attend college between the hours of 3-9pm one day a week this time constitutes two taught lectures, tutorial, facilitated independent study time.

One day is given to Induction activities at the start of the programme, mainly centring on the processes and expectations of Nescot and the structure of the programme. Due to this delivery model, some aspects of induction may be held over two or three weeks whilst students are settling into the programme.

Lectures take place in quiet rooms on the first floor in Central Wing. These are of a good size, with controllable heat and air conditioning with IWBs available. LRC support for HE students within an FE setting is given in a number of ways;

A specific study room has been set aside for the sole use of HE students. This room is equipped with computers. Students make regular use of this room, either for independent study or during preparation for formative assessments during teaching sessions. There are also two small meeting rooms, which can be booked by HE students for study or group work. The required reading list is regularly updated through liaison with teaching and LRC staff. Students and teaching staff are encouraged to recommend texts to the LRC for purchase, in order to optimise the spending of allocated budgets. This will continue to be raised through Learner Voice.

LRC staff continue to support students in their research and computing requirements, offering sessions on Harvard referencing, research techniques and electronic resources such as online databases and e-book. This support can be given either in groups or on an individual basis.

There have been some changes to teaching staff in recent years; currently the programme is delivered by three lecturers, all of whom have relevant subject specialist knowledge and experience of teaching at HE level. The Programme Leader has remained the same, and a robust approach has been taken to the implementation of assessment schedules, and since inception the role of students in taking responsibility for their own learning, in line with the University of Greenwich Graduate Attributes.

Staff involved in delivery
The following staff will be involved in the delivery of the programme:
Head of Department: Dr Seidu Salifu (FT staff)
Programme Leader: Diana Noble (PT staff)

Lecturer: Paul Banthorpe (FT staff)

Full time students are expected to complete a work placement project negotiated between the programme providers and an employer/setting in the second year. The provider is responsible for ensuring the quality of the work placement and equality of opportunity of achievement of learning outcomes. The provider should ensure the involvement of employers within local reviews of the student experience. The workplace setting is expected to provide support through providing a mentor or more knowledgeable other, and to ensure that the student is fulfilling the requirements of the programme and their role within the organisation.

Negotiated Professional Investigation

Teaching will take the form of one to one project supervision. Project supervisors will meet students on at least three occasions and the outcomes of these tutorials will be recorded in the research log. Project supervisors will be chosen by the Programme Leader in consultation with the students and other members of the teaching team. The project supervisor will be a member of the teaching team for this programme as this will support the maintenance of close links with the student and provide for regular opportunities to give advice, support and guidance on the research project.

Ethical considerations
Students will be required to secure the agreement from their project supervisor and their employer (if applicable) that proposed investigations and activities fall within the policies and processes of the education setting. In some cases, employers may require the proposal to be considered by their own Ethics Committee. In such cases the approval of the Ethics Committee will be taken into consideration by the employer before they grant their agreement. The University takes ethical approval very seriously and student`s proposed work may need to be considered by a University Research Ethics Group.

- Pastoral Support
  The programme benefits from the College central pastoral system. This includes student services and programme support available via programme and course leaders who will be available to discuss any issues raised by student(s) for the duration of their studies. Each student is assigned a personal tutor at the start of the programme.

8. Operational management for the programme

1. Student Registration Arrangements

As specified by the University Regulations, applicants will be expected to provide satisfactory evidence of their ability to study and fund participate. The course is intended for candidates who have at least a level 5 qualification in a relevant area.

All suitable applicants will be interviewed by a member of the Programme team. Offer of a place on the programme is at the discretion of the Programme Leader. Where appropriate, additional support needs will be discussed so that suitable adjustments can be explored.

2. Staff and roles (Programme Leader, Course Leaders, Link Tutor etc)

Responsibility for the day-to-day management of the programme rests with the Programme Leader under the guidance and direction of the Head of Department. Nescot Programme Leaders and teams work with Heads of Department to implement the quality assurance procedures which support the maintenance of academic standards and the quality of learning opportunities. Operational responsibility for the management of quality is devolved to the Academic Registrar and/or Student Performance Manager who directly support the work of the Heads of Department. The Deputy Principal has oversight of all matters related to Higher Education on behalf of the Senior Management Team. Clear information about the processes used to assure standards and quality is provided for staff in the College Quality Assurance Handbook. Roles and responsibilities of the Programme Leader include;

- Day to day management including monitoring and reporting upon quality of programme delivery and the student experience
- Liaison with course leaders in relation to all teaching, learning and assessment issues
- Guiding and making appropriate referrals for students experiencing difficulty
- Coordinating the development of published information about the programme including student handbooks and contributing to marketing information
- Liaising with the University Link tutor and the External Examiner;

3. Composition and function of the Programme Committee and how the University will consider student feedback from external partner students

A formal Greenwich University Board of Studies is held each semester. Arranged in liaison with the Quality Department these provide a forum for the review and assessment of the quality of the programme. Each Board of Studies includes a student representative whose role is to present the views of peers on the programme and to feed back to the cohort after the meeting. At a purely Programme level there is a Staff Student Consultation Committee which is held to discuss specific teaching, learning and assessment issues on the programme. This Committee provides an open forum for the staff team to meet with student representatives from the programme to discuss pertinent programme issues and give the Programme Leader an opportunity to feedback new initiatives and developments. Relevant points from the SSCC are brought to the Board of Studies.

The Teaching and Learning, Academic Development and Strategy Group (TALADS) is the strategic group with collective responsibility for the management of higher education across the College. The Group is also an effective means of supporting Directors of Faculty and Heads of Department in their work with programme teams to assure quality and academic standards. The Higher Education Practitioners Group, comprised of all those involved in delivery of HE programmes, is a forum for sharing best practice and discussion of higher education related matters.

Nescot Academic Board receives reports, monitors actions on matters referred by the awarding body and advises the Senior Management Team on higher education related matters.

Nescot programmes are constantly monitored as part of a process of continuous improvement. Student views are considered an important element of the monitoring and evaluation process. Well established means for gathering student opinion include;

- Nescot on-programme surveys

- Nescot course evaluations

- National student surveys

- Destination surveys

- Board of Studies

- Learner voice

- Student Council

Nescot Surveys occur twice each year, generally early in the academic year and again towards the middle of the academic year. Nescot course evaluations are short questionnaires generally undertaken at the end of each course. Course tutors use these to capture the views of learners and make adjustments to the delivery of future courses if appropriate. Where appropriate for specific matters focus groups are also used to gather student opinion. Findings from college wide surveys are reported to TALADS and findings from each survey form part of the Annual Programme Review action planning for each programme.

Nescot Student Council is an opportunity for nominated student representatives from each programme to meet formally as a group with senior. This structured forum enables students to share ideas and inform decision making. Students propose and debate developments on their course and the wider college. Nescot also has a well established Student Voice forum in which students give their opinion about ways in which the College can improve.

4. Link tutoring arrangements
The current Link Tutor from the University of Greenwich is Nevin Mehmet who has provided valued support to the Programme Leader in the run up to this validation process. Nevin attends Board of Studies at the college and advises on University policies and processes.

5. Setting exam papers and assessments
Each 30 credit course at each Level requires synthesis of theory with practice. Learning outcomes are clearly identified in each of these and are concordant with the individual overall Programme aims. Assessment for these courses requires evidence of reflective, research informed practice in the appropriate workplace setting. Learning outcomes are reiterated within the assessment handbook.

Assessment moderation processes are applied to enable judgements to be made about the quality of assessment feedback and vocational relevance. This enables teams to assure the consistency and fairness of assessment tools. Staff are supported in their implementation of these processes through clear explanations in the HE Assessment Moderation handbook.

6. Marking and moderation arrangements

Assessment moderation and/or double marking processes are applied to assure the consistency and fairness of assessment tools and decisions. These processes are clearly described in the HE Assessment Moderation handbook. Students are made aware of the process at the start of the programme

7. Annual monitoring arrangements
Annual reporting to the University of Greenwich will be in accordance with their requirements, culminating in the reporting of student attainment at the Progression and Awards Board.

Internal annual reporting is informed by phased annual programme review which prompts reflection on programme performance at key points in the academic year with reference to key performance indicators. The Academic Registrar and/or Student Performance Manager collates information including performance data, feedback from external examiners, student feedback and assists in preparing the structured annual review documentation for each programme. Annual programme reviews inform the College Annual Monitoring Report received by Academic Board

8. External Examining

External examination reports are managed using a rigorous procedure which ensures reflection at all levels in the College. The Academic Registrar and/or Student Performance Manager logs reports, collates matters raised and liaises with the programme teams to ensure reported matters are addressed. Directors of Faculty approve the action plan prepared by teams and regularly monitor progress with actions planned. Matters reported by external examiners are addressed in each annual programme review and a clear overview is provided in the College annual external examiner report summary received by Academic Board.

Progress against actions arising from external examiner reports are also explicitly addressed at each assessment board. Matters arising from external examiner reports are shared with students during Board of Studies or in class sessions. Opportunities for external examiners to comment are provided at the end of each Departmental Assessment Panel and Progression and Award Board, through the formal external examiner's report and during the external examiners' meetings. Each external examiner receives a copy of the approved action plan the programme team devises in response to their report.

9. Programme specific regulations

   N/A

10. Management of AP(E)L procedures

AP(E)L procedures will follow the University of Greenwich regulations.

11. Plagiarism procedures
The College regards academic misconduct very seriously. Academic misconduct can be considered to be any act whereby a candidate seeks to obtain an unfair advantage for themselves or another candidate. As such these are acts which undermine the integrity and validity of assessment. It is important that learners are aware of the seriousness of academic

misconduct and the procedures in place for any case of suspected academic misconduct. Academic misconduct can be considered to include;

- Impersonation

- Misrepresentation

- Collusion

- Fabrication

- Communicating

- Unauthorised material/objects

- Plagiarism (intentional or otherwise)

Declaration of authorship is signed for each assessment and submission is through software which provides an originality report. For any case of suspected academic misconduct there is a staged investigation procedure. The management of suspected academic misconduct is clearly described in the associated policy and procedures.

12. Complaints procedures
Nescot sets high standards and is committed to achieving excellence in the delivery of education and training services. Therefore, feedback from students and members of the public is welcome and encouraged because feedback is used to make improvements to services. A guide to students is available on the virtual learning environment.

13. Appeals
Procedures for appeal are in accordance with the Academic Appeal Regulations of the University. Student handbooks provide links to these regulations.

9. Course Specifications

Programme Code(s)	Programme Title				
	FdA Supporting Teaching and Learning				
Host Faculty	Education and Health				
Host Department	Education Community Studies				
Code					
Title	1.1 Personal & Professional Development				
Leader					
Level	<u>4</u> √	5	6	7	
Credit	30				
Pre-requisites	Employed or placed in a relevant organisation				

Aims

This work based learning course is central to the cultivation of a reflective and research informed approach to professional practice in the workplace and academic studies. Students will be encouraged to evaluate their own professional skills, abilities and competencies, compare these with those required for their occupation, profession or workplace, and form a basis for their own continued professional development. It provides an opportunity for students to research techniques, academic writing and presentation skills that support and enhance a personal and professional development. Evidence will be gathered in a professional practice portfolio, which will subsequently form the basis for their ongoing professional development.

Learning Outcomes:

On successful completion of this course a student will be able to:

Learning Outcome	
1	Reflect on a range of work based learning activities that support personal and profession development in chosen education setting
2	Review organization and sector policies, processes and standards that influence own practice in supporting teaching and learning
3	Assess own skillset in supporting teaching and learning using recognised models of professional reflection
4	Demonstrate adherence to a range of academic study skills and research conventions

5	Undertake successful individual and group presentations on selected topics in relation to professional development and subject specialism

Indicative Content

This course relies upon students developing the ability to evidence their own professional and workplace aptitudes and abilities.

Students will research their specific discipline, occupation or profession, and their specific working environment. Guidance will be given by the tutor and, where appropriate, support will be sought from the tutor and mentor.

Personal expertise, including transferable skills, competencies and other prior learning will be audited and deficiencies identified. Students will then identify and gather evidence for the achievement of mandatory professional or occupational standards, and other relevant or desirable qualities. Engagement with the tutor and the mentor will be evidenced through observation and professional discussion.

Students will describe and review their specific working environment in terms of their occupation or profession. They will research their own role and that of their profession or occupation in the organisation in which they work, and present a case for their own professional development. Strengths and developmental support will be identified and competencies and deficiencies appraised.

These analyses will influence the negotiation of learning agreements between student and tutor and between student and employer, including the contents of their professional practice portfolio and other parts of the programme.

Students must be encouraged to collect both experiential and research informed evidence to support their continuing professional and personal development, in one or more of the following ways:

- Identification of professional or occupational standards as directed by a relevant Sector Skills Council or other professional bodies relevant to their work or work placement and evidencing the achievement of these with commentary at HE level.

- Recognition of relevant prior learning outcomes (RPLO) (experiential or certificated or both), supported by evidence of achievement and reflection on application in the workplace.

- In organisations with effective staff appraisal processes with associated staff development, the portfolio may include evidence of negotiation and achievement of professional development targets.

- Research informed reflection and evaluation of current practice using published, professional or organisational literature and guidelines.

- Reanalysis of previously achieved vocational or other competency based evidence (e.g. from NVQs or HLTA) using reflection on case study exemplars and integration of relevant literature.

- Time management, note taking, critical and analytical skills, reading techniques, presentation strategies, referencing (Harvard System) and academic writing

Above all students must present their findings and achievement in a scholarly manner at HE level 4, avoiding anecdotal and unsubstantiated evidence. The work must be presented in a form that will provide a platform for future work based professional development.

Learning and Teaching Activities

The course will comprise of a balance of lectures, seminars, small group and individual work. Individual tutorials will support the negotiated aspect of the work. Students will use resources and documents to inform discussions and reflections.

Assessment Details:

Methods of SUMMATIVE Assessment	Course work: Written Portfolio Three lesson observations	Evidence of study skills development	
Nature of FORMATIVE assessment supporting student learning			
Outcome(s) assessed by summative assessment (*Please use the numbers above to refer to these*)	1,2,3,4	4,5	
Grading Mode	%	%	
Weighting %	70%	30%	
Pass Mark	40%	40%	
Word Length	2000	1000	
Outline Details	A range of work based learning evidence to demonstrate knowledge and understanding of own education setting and skills relating to	A section of the Portfolio that demonstrates adherence to academic study skills conventions including reflective writing, Harvard	

	effective support of teaching and learning	referencing and undertaking of formal presentations	
Last Item of Assessment	Portfolio		
Are students required to pass all components in order to pass the course? Yes			

Indicative Course Materials and Reading

Author	Date	Title	Publisher
Fautle M. & Savage J.	2014	Lesson Planning for Effective Learning	OUP UK
Glazzard. J., Denby N. & Price J.	2014	Learning to Teach	OUP U K
Cottrell S.	2014	Study Skills Handbook 4th Edition	London Palgrave Macmillan
Kingston A. Sammons P., Day C., Regan E., Brown E. & Ko J	2013	Effective Classroom Practice	OUP UK
McGregor D. & Cartwright L.	2011	Developing Reflective Practice: A Guide for Beginning Teachers	OUP UK
Burns T. & Sinfield S	2012	Essential study skills: the complete guide to success at University	London; Sage
Craswell G. & Poore M.	2012	Writing for academic success.2nd ed	London: Sage
Kirton B	2012	Brilliant Academic Writing	Harlow: Prentice Hall

Banner Data

Course Status		Core		Option	
Replacement for existing course?		Yes		No	
IF YES - Course being replaced					
IF Course is a replacement for an existing course, Programme(s) affected					
Transfer students to new course?		Yes		No	
Effective Start Date		Sept 2017			

Term of Delivery	1,2,3
Donor Teaching	
Donor Department	ECS
Partner College	
Linked Course	
External Examiner	Hayley Wood

KIS Data

Activity	Hours	Overall percentage of total
Scheduled teaching	48	% 16
Guided Independent Study	156	% 32
Placement	96	% 32
Total	300	100%

Programme Code(s)	Programme Title
	FdA Supporting Teaching and Learning
Host Faculty	Education and Health
Host Department	Education Community Studies
Code	
Title	1.2 Supporting Teaching, Learning and Assessment
Leader	
Level	4 √ 5 6 7
Credit	30
Pre-requisites	Employed or placed in a relevant organisation

Aims

This module seeks to introduce the learner to the significance of effective learning environments and the importance of good communication and co-operation between pupils, teachers and learning support staff. Students demonstrate an ability to plan for differentiation within National Curriculum levels. As such learning styles and learner needs are effectively supported. Students will understand the need to support the continuous cycle of planning, teaching and assessment which takes account of the wide range of abilities, aptitudes and interests of all learners. They will consider comparisons of selected learning environments and associated factors that impact on learning and assessment.

Learning Outcomes

On completing this course successfully, you will be able to:

Learning Outcomes	
1	Examine strategies which achieve an effective two-way flow of communication and co-operation between and amongst learners, teachers and support staff.
2	Reflect upon recognised theories and principles of pedagogy to enable effective delivery of learning support
3	Plan and implement use of teaching resources that meet the assessment needs of learners
4	Demonstrate knowledge, skills and understanding to support the embedding of Maths, English and ICT in the curriculum.
5	Compare the effectiveness of teaching, learning and assessment in two learning environments
6	Evaluate own role in supporting teaching, learning and assessment

Indicative Content

1. Factors which contribute towards an effective learning environment, including health and safety responsibilities.
2. Selection of appropriate teaching methods including structuring and presenting information and ideas to support differentiation.
3. Theories and principles of learning i.e. humanism, cognitivism, behaviourism
4. Resource constraints and their influence on the selection of teaching and learning strategies.
5. Evaluation strategies and methods.
6. Assessment methods.
7. Statutory curriculum requirements including the National Curriculum.
8. Using resources flexibly and imaginatively to meet a range of needs.
9. The teaching and learning cycle.

Learning and Teaching Activities

This course will comprise of a balance of lectures, seminars, small group and individual work. Students will use resources and documents to inform discussions and presentations. Investigations, observations in the workplace and case studies will be used.

Methods of SUMMATIVE Assessment	Report	Micro teach Written Reflection
Nature of FORMATIVE assessment supporting student learning		Informal peer discussion and feedback
Outcome(s) assessed by summative assessment (*Please use the numbers above to refer to these*)	1-6	3,4,6
Grading Mode	%	%
Weighting %	70	30
Pass Mark	40	40
Word Length	2000	1000
Outline Details	A comparison of two selected learning environments in relation to own role in supporting teaching, learning and assessment	A 20-minute micro teach session demonstrating teaching, learning and assessment using a selected resource. A reflective account to evaluate approaches used in relation to the learning environment

Last Item of Assessment		Yes

Indicative Course Materials and Reading

Author	Date	Title	Publisher
Bold.C.	2011	Supporting Teaching and Learning	Routledge
Hryniewicz,L	2012	Teaching assistants: the complete handbook.3rd ed	Norwich: Adamson
Mufti. E	2012	Teaching and Learning and the Curriculum: A Critical Introduction	Continuum
Sellars . M.	2013	Reflective Practice for Teachers	Sage
Pritchard.A.	2013	Ways of Learning	David Fulton
Gould. J.	2013	Learning Theory and Classroom Practice in the Lifelong Learning Sector	Learning Matters
www.gov.uk			

Banner Data

Course Status	Core		Option	
Replacement for existing course?	No		No	
IF YES - Course being replaced				
IF Course is a replacement for an existing course, Programme(s) affected				
Transfer students to new course?	Yes		No	
Effective Start Date	Sept 2017			
Term of Delivery	1			
Donor Teaching				
Donor Department	ECS			
Partner College				
Linked Course				
External Examiner	Hayley Wood			

KIS Data

Activity	Hours	Overall percentage of total
Scheduled teaching	48	% 16
Guided Independent Study	156	% 32
Placement / Year Abroad	96	% 32
Total	300	100%

Programme Code(s)	Foundation Degree in Supporting Teaching and Learning			
Host Faculty	Education and Health			
Host Department	Education and Community Studies			
Code				
Title	1.3 Supporting Positive Learner Behaviours			
Leader				
Level	4 √	5	6	7
Credit	30			
Pre-requisites	None			

Aims

The aim of this course is to develop further understanding of sociological factors which impact on learner behaviour and provide students with a framework for understanding the importance of an individual psychological, emotional and social well-being. Students are also asked to assess the effectiveness of the management of learning and discipline in schools and to examine policies in place to promote positive behaviours at classroom and organisation level.

Learning Outcomes:

On successful completion of this course a student will be able to:

Learning Outcome	
1	Evaluate theory relating to the psychological, social and emotional aspects of behaviour in order to choose appropriate strategies for working with children and young people in the setting.
2	Analyse factors which influence pupil behaviours with reference to recognised theories and models
3	Evaluate strategies and techniques for dealing with challenging behaviours.
4	Critically examine the effectiveness of school policies on managing behaviour

Indicative Content

- Early social and emotional development
- Stages of Psychosocial Development – Erikson's work
- Theories of Motivation – Abraham Maslow's Hierarchy of Needs
- The development of self concept and self esteem
- Self-esteem and its importance to learners and the adults who work with them
- The use of effective communication and how to promote these skills
- Managing conflict and challenging behaviour and the work of modern theorists on behaviour management

Learning and Teaching Activities

This course will comprise of a balance of lectures, seminars, small group and individual work. Students will use resources and documents to inform discussions and presentations. Investigations, observations in the workplace and case studies will be used.

Assessment Details:

Methods of SUMMATIVE Assessment	Formal Presentation on a case study	Written Essay	
Nature of FORMATIVE assessment supporting student learning	Informal peer discussion about chosen case study	Tutorial support to discuss ideas	
Outcome(s) assessed by summative assessment (*Please use the numbers above to refer to these*)	1,2,3,4	1,2,3,4	
Grading Mode	%	%	
Weighting %	30	70	
Pass Mark	40	40	
Word Length	1000	2000	
Outline Details	Presentation of a case study on the approach to managing learner behaviours In a chosen setting	Written critique on how theories and models of behaviours and behaviour management can inform practice in teaching and learning	
Last Item of Assessment		essay	
Are students required to pass all components in order to pass the course? Yes			

Indicative Course Materials and Reading

Author	Date	Title	Publisher
Gross, R	2015	Psychology: The Science of Mind-Behaviour (7th Ed)	Hodder UK

Author	Date	Title	Publisher
Harvey, N	2014	Effective Communication (4th Ed)	Gill & Macmillan
Maslow, A	1998	Towards a Psychology of Being (3rd Ed)	John Wiley & Sons UK
Porter, L	2014	Behaviour in Schools: Theory and practice for teachers	OUP UK
Scheck, S	2014	The Stages of Psychosocial Development According to Erik H Erikson	GRIN Verlag GmbH
Dowling, M	2014	Young Children's Personal, Social and Emotional Development (4th Ed)	Sage Publications
Rogers, B	2015	Classroom Behaviour (4th Ed)	Sage Publications
Ellis, S and Tod, J	2014	Promoting Behaviour for Learning in the Classroom: Effective strategies, personal style and professionalism	Routledge

Banner Data

Course Status	Core		Option	
Replacement for existing course?	Yes		No	
IF YES - Course being replaced				
IF Course is a replacement for an existing course, Programme(s) affected				
Transfer students to new course?	Yes		No	
Effective Start Date	Sept2017			
Term of Delivery	2			
Donor Teaching				
Donor Department				
Partner College				
Linked Course				
External Examiner	Hayley Wood			

KIS Data

Activity	Hours	Overall percentage of total
Scheduled teaching	48	% 16
Guided Independent Study	156	% 32
Placement / Year Abroad	96	% 32
Total	300	100%

Programme Code(s)	Foundation Degree in Supporting Teaching and Learning						
Host Faculty	Education and Health						
Host Department	Education and Community Studies						
Code	EDUC 1005						
Title	1.4 Supporting Learners with Additional Educational Needs						
Leader							
Level	4	√	5		6		7
Credit	30						
Pre-requisites							

Aims

The overall aim of this course is to provide students with the ability to critically analyse developments and changes in policy and practice for children and young people perceived as having special and additional educational needs (AEN). The course will use historical, philosophical, psychological and sociological perspectives to review these developments, to examine the role of professionals, and to reflect on the reasons for changing school and classroom practice.

This course aims to enable students to:

- enhance their understanding of the development of policy and its implications;

- develop knowledge and understanding of the assessment criteria used for identifying children with special and additional educational needs;

- explore and reflect on organisational arrangements and pedagogical practices designed to overcome barriers to learning experienced by identified learners and groups of learners;

- understand organisational and pedagogical responses to difficulties, in particular in relation to issues of curriculum differentiation, access and inclusion.

Learning Outcomes:

On successful completion of this course a student will be able to:

Learning Outcome	
1	Discuss recent legislative changes from a range of perspectives
2	Examine current and proposed changes and developments in policy and practice for children and young people perceived as having special and additional

	educational needs;
3	Observe and reflect on the underlying rationale for these developments and begin to analyse their implications for practice;
4	Evaluate the concept of 'inclusion' in its broadest sense
5	Analyse the features of barriers to learner participation and learning at organisation level and how they might be removed
6	Reflect on organisational arrangements and pedagogical practices designed to overcome barriers to learning experienced by identified learners and groups of learners.

Indicative Content

- The historical and legislative context to special and additional educational needs.
- The AEN disability and inclusion frameworks, including SEND Code of Practice 2014 and the Education, Health and Care Plan
- Changing approaches and paradigms in the field.
- The role of professionals in the development of strategic whole school approaches, e.g. special educational needs co-ordinators (SENCOs), learning support teachers, classroom assistants.
- Curriculum differentiation / responsive pedagogy with regard to access and inclusion
- Cognition and learning difficulties with regard to the following: behaviour, emotional and social difficulties; communication and interaction difficulties such as (a) autistic spectrum disorders and (b) speech and language problems; sensory and physical difficulties such as hearing and/or visual impairment and medical problems.
- Pupils at risk of failure such as the following: those 'looked after' by the local authority; members of minority ethnic and faith groups; those for whom English is not their first language; sick children, young carers, children from families under stress and those at risk of disaffection and exclusion.

Learning and Teaching Activities

This course will comprise a balance of lectures, seminars, small group and individual work. Students will use resources and documents to inform discussions and presentations. Investigations, observations in the workplace and case studies will be used.

Assessment Details:

Methods of SUMMATIVE Assessment	Course work Written Presentation on a Special or Additional Need	Course work Written Essay	
Nature of FORMATIVE assessment supporting student learning	Informal peer discussion about chosen research area	Tutorial support to discuss ideas	
Outcome(s) assessed by summative assessment (Please use the numbers above to refer to these)	1,2,3,4,5,6	1,2,3,4,5,6	
Grading Mode	%	%	
Weighting %	40	60	
Pass Mark	40	40	
Word Length	1000	2000	
Outline Details	Research and present findings on an area of Special or Additional Educational Need	Written assignment on how the setting addresses the needs of learners with Special or Additional Needs through the evaluation of Policy and Practice.	
Last Item of Assessment			
Are students required to pass all components in order to pass the course? No			

Indicative Course Materials and Reading

Author	Date	Title	Publisher
Beaver, R.	2011	Educational Psychology Case Work: A practice guide.	Jessica Kingsley
Briggs, S.	2015	Meeting Special Educational Needs in Primary Classrooms: Inclusion and how to do it.	David Fulton
Hodkinson, A.	2016	Key Issues in Special Educational Needs and Inclusion (2nd Ed)	Sage
Liasidou, A.	2012	Inclusive Education, Politics and Policymaking: Contemporary Issues in Education Studies	Continuum

Peer, L., and Reid, G. (Eds)	2011	Special Educational Needs: A Guide for Inclusive Practice	Sage
Rix, J., Nind, M., Sheehy, K., Simmons, K., Parry, J., and Kumrai, R. (Eds)	2010	Equality, Participation and Inclusion 2: Diverse Contexts	Routledge
Warnock, M. & Norwich, B.	2010	Special Educational Needs: A New Look (Key Debates in Educational Policy	Continuum

Websites:
.http://www.education.gov.uk/schools/pupilsupport/sen
http://www.additionalneeds.net/
http://www.hemihelp.org.uk/families/supporting_child/benefits_and_legislation/legislation/
http://www.parliament.uk/business/bills-and-legislation/public-reading/children-and-families-bill/special-educational-needs/
Also use specific websites for organisations that work for an identified need.

Banner Data

Course Status	Core		Option	
Replacement for existing course?	Yes		No	
IF YES - Course being replaced				
IF Course is a replacement for an existing course, Programme(s) affected				
Transfer students to new course?	Yes		No	
Effective Start Date	Sept 2017			
Term of Delivery	3			
Donor Teaching				
Donor Department				
Partner College				
Linked Course				
External Examiner	Hayley Wood			

KIS Data

Activity	Hours	Overall percentage of total
Scheduled teaching	48	% 16
Guided Independent Study	156	% 32
Placement / Year Abroad	96	% 32
Total	300	100%

Programme Code(s)	Foundation Degree in Supporting Teaching and Learning			
Host Faculty	Education and Health			
Host Department	Education and Community Studies			
Code				
Title	2.1 Reflective Professional Practice Skills			
Leader	Paul Banthorpe			
Level	4 √	5	6	7
Credit	30			
Pre-requisites	Employed or placement in a relevant organisation			

Aims

The purpose of this course is to review practice in relation to pedagogy and assess personal standing as an autonomous learner. Students will analyse and evaluate the impact of their values and beliefs on their professional role and critically review their CPD needs. The concept of professionalism within education and training will be explored, as well as opportunities for and benefits of collaborative working. Reflective models will provide the frameworks for analysing, evaluating development of students' personal and professional skills.

Learning Outcomes

On completing this course successfully, you will be able to:

1	Analyse the integration of pedagogic theory into own professional practice and subject specialism
2	Apply and evaluate models of reflection in relation to own practice, continuous development and autonomy as a learner
3	Critically analyse the concept of 'professionalism' and its impact on teaching support roles within education and training
4	Analyse the impact of own values, beliefs and attitudes on professional activity
5	Critically evaluate and address own CPD needs
6	Evaluate opportunities for collaborative working
7	Demonstrate independence in using techniques of enquiry & research related to own subject specialism

Indicative Content

Theories & principles of pedagogical approaches to support subject specialism and learning; nature, purpose, role and evaluation processes of CPPD; identification, implementation & evaluation of own CPPD needs/activities; models of reflective practice (Dewey, Argrys & Schön, Willis, Brookfield); impact of values & beliefs on teaching & training activities; motivation; professions and professionalism; collaborative practice; and characteristics and stages of autonomy.

Learning and Teaching Activities

The taught sessions will comprise a mixture of lecture, tutorial and independent guided study. In addition, students' learning will be supported by electronic materials available on VLE.

Methods of SUMMATIVE Assessment	Course work reflective journal	3 observation reflections
Nature of FORMATIVE assessment supporting student learning	Discussions and work place	Work placement
Outcome(s) assessed by summative assessment (*Please use the numbers above to refer to these*)	1,2,3,4,5,6,7	1,2,3,4,5,6,7
Grading Mode	%	%
Weighting %	70	30
Pass Mark	40	40
Word Length	2000	1000
Outline Details	A connected collection of reflective writing: to demonstrate level of autonomy and provide a critical analysis of own professional practice and development by drawing on pedagogy and models of reflection	Reflective writing to incorporate the evaluation of the lesson observations
Last Item of Assessment		

Indicative Course Materials and Reading:

Author	Date	Title	Publisher
Bradbury, H. et al. (eds.)	2010	*Beyond reflective practice : new approaches to professional lifelong learning*	Routledge
Hillier, Y	2012	*Reflective teaching in further and adult education.* 3rd edn	Continuum
Moon, J.	2006	*Learning journals : a handbook for reflective practice and professional development*	Routledge
Roffey-Barentsen, J. & Malthouse, R	2009	*Reflective practice in the lifelong learning sector*	Learning Matters
Rushton, I. and Suter, M.	2012	*Reflective practice for teaching in lifelong learning*	Open University Press

Banner Data

Course Status	Core		Option	
Replacement for existing course?			No	
IF YES - Course being replaced				
IF Course is a replacement for an existing course, Programme(s) affected				
Transfer students to new course?	Yes		No	
Effective Start Date	Sept 2017			
Term of Delivery	4,5,6			
Donor Teaching				
Donor Department				
Partner College	Yes			
Linked Course				
External Examiner	Hayley Wood			

KIS Data

Activity	Hours	Overall percentage of total
Scheduled teaching	48	% 16
Guided Independent Study	156	% 52
Placement / Year Abroad	96	%32
Total	300	100%

Programme Code(s)	Foundation Degree in Supporting Teaching and Learning						
Host Faculty	Education and Health						
Host Department	Education and Community Studies						
Code	ACAD1333						
Title	2.2 Using Emerging Technologies to Support Learning						
Leader							
Level	4	√	5		6		7	
Credit	30						
Pre-requisites							

Aims

This module seeks to enable students to explore the potential of the use of ILT in enhancing learning for a specific educational setting. It provides an awareness of legislation and policy related to the use of ILT in a school setting. Students are given the opportunity to develop their understanding of specialist software that supports learning. The module, also assesses the effective use of new technologies in relation to specific learning needs.

Learning Outcomes

On completing this course successfully, you will be able to:

1	Demonstrate use of ILT skills in an educational support context.
2	Develop an understanding in the effective use of specialist educational software and support equipment.
3	Demonstrate the effective use of ILT to support specific learning needs of individuals or groups of learners.
4	Critically evaluate organisation ILT policies and procedures, taking into account current UK government legislation.
5	Critically review a range of emerging technologies that support teaching learning

Indicative Content

1. The requirements for ILT in education. Use of standard application software to support learning for educational support
2. Use of standard application software and hardware, including word processing, presentation and spread sheets to support learning and the interactive whiteboard.
3. Use of information communication technology and its application in a range of settings.
4. Embedding information learning technology to support learning.
5. Developing and evaluating effective use of ILT to support learning.
6. Evaluating ILT and emerging technologies used in an educational setting.

Learning and Teaching Activities

Discussion, lecture, flexible learning for the acquisition of skills, peer exchange via web-board, presentations.

Assessment Details:

Methods of SUMMATIVE Assessment	Essay	Demonstration and reflection
Nature of FORMATIVE assessment supporting student learning		
Outcome(s) assessed by summative assessment (*Please use the numbers above to refer to these*)	1-5	1,2,3
Grading Mode	%	%
Weighting %	70%	30%
Pass Mark	40%	40%
Word Length	2000	1000
Outline Details	An evaluation of current technologies in the classroom and government legislation to support implementation. Identification of areas of best practice and areas for development	15 minute demonstration that reviews an agreed application software or equipment to meet the needs of an identified learner(s); reflective evaluation of the impact and recommendations for future implementation.
Last Item of Assessment	Essay	

Indicative Course Materials and Reading:

Author	Date	Title	Publisher
Beetham, H. and Sharpe, R	(2007)	*Rethinking pedagogy for a digital age : designing and delivering learning*	Abingdon: Routledge
Clarke, A	(2008)	*E-learning skills.* 2nd edn. Basingstoke	Palgrave Macmillan

Dawson, D	(2007)	*Handheld technologies for mobile learning*	Leicester: NIACE
Galloway, J. and Norton, H	(2011)	*ICT for teaching assistants*	Abingdon: Routledge
John, J., and Wheeler, S.	(2008)	*The digital classroom : harnessing technology of learning and teaching.*	Abingdon: Routledge
Mason, R. & Rennie, F.	(2008)	*E-learning and social networking handbook : resources for higher education*	Abingdon: Routledge
McKeown, S. and McGlashon, A	(2012)	*Brilliant ideas for using ICT in the inclusive classroom.*	Abingdon: Routledge
Zanker, N.	(2010)	Effective Information and Communication Technology	Hodder & Stoughton

Banner Data

Course Status	Core		Option	
Replacement for existing course?	Yes		No	
IF YES - Course being replaced				
IF Course is a replacement for an existing course, Programme(s) affected				
Transfer students to new course?	Yes		No	
Effective Start Date	Sept 2017			
Term of Delivery	4			
Donor Teaching				
Donor Department	ECS			
Partner College				
Linked Course				
External Examiner	Hayley Wood			

KIS Data

Activity	Hours	Overall percentage of total
Scheduled teaching	48	% 16
Guided Independent Study	156	% 32
Placement	96	% 32
Total	300	100%

Programme Code(s)	Foundation Degree in Supporting Teaching and Learning						
Host Faculty	Education and Health						
Host Department	Education and Community Studies						
Code							
Title	2.3 Supporting the Wider Curriculum						
Leader							
Level	4		5 √		6		7
Credit	30						
Pre-requisites							

Aims

This module seeks to build upon the students' knowledge and understanding for supporting the teacher in planning, delivering and evaluating learning in the wider curriculum. Students will develop their skills as reflective practitioners as a result of participating in tutor-observed sessions. Students will explore relevant national and local initiatives and frameworks relevant to their own setting. Issues relating to cultural diversity, equality of opportunity, inclusion, the hidden curriculum, and anti-discriminatory practice will be explored and how this is embedded in the curriculum.

Learning Outcomes

On completing this course successfully, you will be able to:

1	Demonstrate an ability to effectively participate in a selected learning community
2	Critically assess relationships with colleagues and other professionals so that learners are supported to access the wider curriculum
3	Critically analyse own skills to support learners to become independent and self- reliant
4	Critically justify own knowledge and understanding of national and local initiatives and frameworks and how these can support the work in the classroom

Indicative Content

1. Participation in a community of learning and whole school team
2. Developing relationships internally and externally to support learning
3. School structures, processes and systems to support learning
4. Developing skills, roles and responsibilities in the education support context
5. Continued reflection and self-appraisal on own practice
6. Opportunities for continuing professional development and progression
7. National Curriculum
8. Equal opportunities, anti- discriminatory practice, inclusion, cultural diversity

how this impacts on learning and the curricula content

9. How learners learn theories of teaching and learning

Learning and Teaching Activities

The taught sessions will comprise a mixture of lecture, tutorial and independent guided study.

Assessment Details:

Methods of SUMMATIVE Assessment	Written case study	Skills analysis
Nature of FORMATIVE assessment supporting student learning	Informal peer discussion about chosen case study	Peer and mentor discussions
Outcome(s) assessed by summative assessment (*Please use the numbers above to refer to these*)	1,2,4	3
Grading Mode	%	%
Weighting %	80	20
Pass Mark	40	40
Word Length	2000	1000
Outline Details	Explain how knowledge and understanding of national and local policies enable learners or group of learners to access the wider curriculum.	Critically analyse own skills to support learners to become independent and self- reliant
Last Item of Assessment	Yes	

Indicative Course Materials and Reading

Author	Date	Title	Publisher
Bold.C.	2011	Supporting Teaching and Learning	Routledge
Mufti. E	2012	Teaching and Learning and the Curriculum: A Critical Introduction	Continuum
Sellars . M.	2013	Reflective Practice for Teachers	Sage
Pritchard.A.	2013	Ways of Learning	David Fulton
Gould. J.	2013	Learning Theory and Classroom Practice in the Lifelong Learning Sector	Learning Matters
www.gov.uk			

Banner Data

Course Status	Core		Option	
Replacement for existing course?			No	
IF YES - Course being replaced				
IF Course is a replacement for an existing course, Programme(s) affected				
Transfer students to new course?			No	
Effective Start Date	Sept 2017			
Term of Delivery	5			
Donor Teaching				
Donor Department				
Partner College				
Linked Course				
External Examiner	Hayley Wood			

KIS Data

Activity	Hours	Overall percentage of total
Scheduled teaching	48	% 16
Guided Independent Study	156	% 32
Placement / Year Abroad	96	% 32
Total	300	100%

Programme Code(s)	Programme Title			
	FdA Supporting Teaching and Learning			
Host Faculty	Education & Health			
Host Department	ECS			
Code	ACAD 1284			
Title	Negotiated Professional Investigation			
Leader				
Level	4	<u>5</u>	6	7
Credit				
Pre-requisites	Employed or placement in a relevant organisation			

Aims

This course is designed to support professionals in investigating and making changes to an aspect of their own practice or those who wish to explore a topic of their own interest and relevance which will develop provision and practice.

Learning Outcomes:

On successful completion of this course a student will be able to:

Learning Outcome	
1	Reflect upon experiential learning from past or current practice or from findings from an investigation to inform personal professional practice.
2	Apply action research methodology to a negotiated area of study.
3	Negotiate an area of study and identify and justify appropriate methods in order to carry out the study.
4	Demonstrate consideration of the impact the study may have from an ethical perspective.
5	Collect and analyse data as an informed researcher.
6	Describe ways in which the study has helped or potentially can help to inform and improve professional practice and provision.

Indicative Content

The contents of this course are individually negotiated with the student and where the employer. The course can be used for reflection on current practice or as piece of action research on a future topic which relates to the student's setting and professional role. Key aspects which will be included are ethically issues around research; the concept of action research; methodology of collecting data; analysing information/data.

Learning and Teaching Activities

This flexible course will essentially be based upon individual study and supported by tutorials and seminars as well as on line modes of delivery and learning such as webinars and the use of contemporary software applications.

Assessment Details:

Students must present their findings and achievement in a scholarly manner at HE level, *avoiding anecdotal and unsubstantiated evidence* and in a form which will provide a platform for future work based professional development. Ideally the project report will be presented in a form which demonstrates *utility* which can be applied in the workplace and used to inform practice.

Summative assessment	Course work written Project Proposal& agreement	Course work written Reflective Diary	Coursework written Project Report.
Outcome(s) assessed by summative assessment (*Please use the numbers above to refer to these*)	1,2,3,	1,2,3,4,5,6	1,2,3,4,5,6,
Grading Mode		%	%
Weighting %		20	80
Pass Mark	Pass	40%	40
Word Length		1000	4000
Outline Details	Evidence of negotiation with tutor and where appropriate the employer/setting for the proposed investigation. Statement of the method to be employed and an outline of project.	Reflective entries with links to theory/policy and data as appropriate evidencing work as a researcher	A report that demonstrates the negotiated learning outcomes and the process of achieving them. This can be supported by a portfolio containing evidence of past or current practice or of a piece of action research. Evidence (certificates; testimonials; research results etc) should be included as appendices in the Portfolio and not included in final word count. Artefacts other than written evidence may be included.

Last Item of Assessment			
Are students required to pass all components in order to pass the course? No			

Indicative Course Materials and Reading

Author	Date	Title	Publisher	ISBN
Costley .C. ; G. Elliot; P. Gibbs (eds)	2010	Doing Work Based Research: Approaches to Enquiry for Insider-Researchers	Sage UK	**ISBN-10:**023022955
Forrestor . G. & D. Garrett	2012	Education Policy Unravelled	Continuum Publishing Corporation	**13:** 978-1441130730
Cohen. L; Manion ; K. Morrison. (eds)	2011	Research Methods in Education	Routledge UK	**13:** 978-0415583367
Murphy . M	2013	Social Theory and Education Research: Understanding Foucault, Habermas, Bourdieu and Derrida	Routledge UK	978-0415530149
Raelin. J.	2008	Work-Based Learning: Bridging Knowledge and Action in the Workplace	Jossey Bass USA	**ISBN-13:** 978-0470182567

Banner Data

Course Status		Core		Option	
Replacement for existing course?				No	
IF YES - Course being replaced					
IF Course is a replacement for an existing course, Programme(s) affected					
Transfer students to new course?		Yes		No	
Effective Start Date		Sept 2017			
Term of Delivery		1,2,3			
Donor Teaching					
Donor Department					
Partner College		Yes			
Linked Course					

External Examiner	Hayley Wood

KIS Data

Activity	Hours	Overall percentage of total
Scheduled teaching	48	% 16
Guided Independent Study	156	% 52
Placement / Year Abroad	96	%32
Total	300	100%

Appendix 1 – Staff CVs

This is compulsory even for internal programmes – use the University template please and start with a list of who is teaching which course

Course Code and Name	Designated Course Leader	CV Page No.
Personal & Professional Practice	Diana Noble	51
Supporting positive Learners Behaviour	Diana Noble	51
Supporting Learners with Additional Educational Needs	Diana Noble	51
Supporting teaching, learning and assessment	Paul Banthorpe	50
Reflective Professional Practice Skills	Paul Banthorpe	50
Using Emerging technologies to support learning	Diana Noble	51
Negotiated Professional Development	Seidu Salifu	49
Supporting the Wider Curriculum	Diana Noble	51

Appendix 1:

CURRICULUM VITAE (for Partner Institution staff)

**Name of Partner
Institution :
North East Surrey
College of Technology**

Surname: Salifu   **First Name(s) Seidu**

Qualifications, with dates and institution attended (most recent first)

University of Central Lancashire 2001 – 2007	Preston, Lancashire *Doctor of Philosophy* - **(Sociology of Education)**
University of Central Lancashire 2001 to 2002	Blackburn Campus *Post Graduate Certification in Education (PGCE Post Compulsory)*
University of Central Lancashire 1996 - 1998	Preston, Lancashire *Master of Arts* - **Social Work and Welfare Studies.**
University of Cape Coast 1989 - 1993	Cape Coast, Ghana *Bachelor of Arts (Honours) Dip Ed* **History and Religions,** **Diploma in Education (Teacher status)**

Current and previous posts, with dates; include industrial and commercial experience

Jan 2009 to Present	**North East Surrey College of Technology (NESCOT)** *Head of Department for Teacher Education* Epsom
Oct 2002 to Dec 2008	**Yeovil College (full time)** *Teacher Training Programme Area co-ordinator* *PGCE(PCE) Course Director* Yeovil
Sept 2000 to 2002	**University of Central Lancashire (par-time)** *Lecturer in Sociology and Education Studies* Preston
Sept 2001 to July 2002	**Blackburn College (Part time)** *Lecturer in Sociology* Blackburn
Sept 1999 to July 2002	**Preston College (part-time)** *Lecturer in Economics* Preston

Subjects and courses taught in the last 5 years (indicating level)

M. Ost Research methods and professional ethics L7

BA (Hons) Education Studies Level 6

Foundation Degree Education Support Levels 4-5

Staff development activities (during last 5 years, with dates)
How to support outstanding staff 2014
Outstanding Teaching, Learning & Assessment 2012
Weblearn for assessment   2012
Management Training   2012
Supported Experiments Project Review 2012
Emergency First Aid at Work 2012
Effective Peer Observation 2011
HE Work Experience Training 2011
Observation of Teaching and learning 2011

Publications/research/consultancy (during last 5 years, with dates)

A curriculum fit for purpose discourse analysis of the Ghanaian curriculum conference paper July 2013 University for Development Studies, Tamale.

Membership of Professional bodies/institutions
ASAUK

Your expected involvement in this development, if approved

Course Leader: Contemporary Issues in Education, Leadership and Innovation, Research Project, Comparative Education

CURRICULUM VITAE (for Partner Institution staff)

**Name of Partner
Institution: North East
Surrey College of
Technology**

Surname **Banthorpe**   First Name(s) **Paul**

Qualifications, with dates and institution attended (most recent first)

MA in Tourism Studies (University of North London) 2001

PGCE in Further Education (Surrey University) 1996

BSc in Business and Sports Studies (Roehampton University) 1988

Assessor Awards: D32 D33 D34
Internal Verifier for GNVQ, AVCE, BTEC, HND, NVQ: Levels 2-5
Lead Internal Verifier Travel and Tourism Level 2/3 (current)
External Verifier for BTEC Edexcel from 2008/9
Subject Learning Coach (2006- present)

Current and previous posts, with dates; include industrial and commercial experience

Lecturer based in the Teacher Education Department (from Sept 2009): Programme Leader BA Education Studies, Course Coordinator Award in Education and Training

Cross College role (current): Head of Teaching and Learning coordinating a team of coaches to support the development of teaching and learning (2014 -) Co-ordinator of internal staff CPD activities

Lecturer in Travel and Tourism Dept./0.4 in Teacher Education/Advanced Practitioner 2004 – 2013

Lecturer in Leisure, Travel and Tourism Croydon College 1994 - 2004

Leisure and Recreation Industry – 4 years (Duty Officer, Kingston Upon Thames) 1989 - 93

Secondments and research whilst in teaching profession: working with the Travel and Tourism Programme (producing educational materials for leading London attractions); retail travel agency experience (independent and multiples), liaising with tour operations (Kuoni, Newmarket) – organising work experience programmes, marketing and input into training material for staff.

Subjects and courses taught in the last 5 years (indicating level)

Level 3 Award in Education and Training; PGCE/Cert Ed/Foundation Degree in Teaching in Education and Training (Post 16) Level 4-6; FDeg in Education Support Level 4/5; BA Education Studies Level 6; HNC/D in Travel and Tourism Management Level 4/5

Staff development activities (during last 5 years, with dates)

2016/17: Self-directed research and development of the benefits in using assessment for learning practice in F.E. Delivery of training to college managers and curriculum teams. AOSEC Forum member.

2013-16 Internal and external CPD linked to Ofsted Inspection criteria, lesson observations, embedding of English and maths in the curriculum, excellence in learning, Teaching Conference UoG,

Prevent Agenda, Safeguarding, Action Research Projects in FE. Attending New Bubbles events for Outstanding Teaching and Learning – June 15, March 16, June 16.

Coordinator for Innovation Learning Fair 07/13

Differentiation for Stretch and Challenge 01/13

Teaching and Learning Launch Event (LSIS) 11/12

Observation Training 10/12

Working with How2Teach 09/12

Supported Experiments Review 02/12

LSN Managing Teaching and Learning 06/11

Managing Student Attainment 04/11

Publications/research/consultancy (during last 5 years, with dates)

n/a

Membership of Professional bodies/institutions

Education and Training Foundation

DIANA NOBLE

Career History

Teacher Trainer   **2010- present**
- Course leader FDT& L
- Mentoring staff
- Co ordinate and complete course reviews
- Working alongside Universities
- Writing degree programmes and units

Section leader Business / Business Lecturer   **2010 – 2015**
North East Surrey college of Technology
- Work with the HoD to ensure resources in place
- Monitors learners progress
- Organise, chair and record actions at section leader meeting
- Co ordinate the completion of course reviews
- Collate, monitor and update the section files
- Provide reports
- Mentor staff
- Carry out lesson observations

Course Leader
North East Surrey College of Technology

Lecture on the following courses: **2001 – present**
- **Award in Education and Training**
- **Foundation Degree in Education Support**
- Preparing to teach in the lifelong learning sector
- Certificate to teach in the Lifelong learning sector
- Diploma to teach in the lifelong learning sector
- Staff Development Courses
- BTEC Foundation Learning in Business
- National Diploma in Business
- Call Centre Operations
- FD in Business
- Ilex Diploma Legal Secretaries
- Amenities Horticulture Level 3
- RHS Diploma in Horticulture

Lecturer, RHS Wisley   **2004 - 2008**
- RHS Diploma in Horticulture
  Resource Management
  Education/Qualifications:
  8 O`levels
1973-1979
  2 A`Levels : Zoology, Botany
1979-1981
  City & Guilds in Gardening awarded
1996

  Certificate in Child Care and Education awarded
1998

  Teacher training City & Guilds Stage one & two 730 –7
2003

  Certificate of Education – University of Greenwich
2004

  Life Coaching Course
2005

  Positive Impact Coaching Course
2005

  A1/A2 Assessment
2015
- BA (Hons) Education Studies   University of Surrey

VOLUNTARY WORK

St Anne's Primary School at Banstead
Parent Teacher association   **2004 – current**
Involved in fundraising for the school and organising events

Fundraiser for Orchard Hill College, Carshalton   **1994 - 1997**
The college provides education courses for adults with profound and multiple/severe
learning disabilities.
- Attended the Support Group to assist in the organization of fund raising - circa £30,000
- Negotiated with companies for funds, prizes and donations.
- Regularly met with students

Appendix 2- Programme Handbook

This should be a draft of the document you intend to give students – please give link or refer to separate document
This is a separate document and is the student assessment handbook and the student HE handbook for NESCOT

Circulation of D6 document once approved

Office/Unit/Staff	Rationale
Programmes and Courses Office	*Enabling programme to be built into Banner*
Marketing	*Enabling publication of Programme Specification*

Plus, *if the programme is collaborative*

Office/Unit/Staff	Rationale
Faculty Link Tutor	*As the key link where the programme is delivered in a partner*
Partner Programme Leader	*Ensures correct course and programme structure is taught*
Partner Senior Manager	*Ensures appropriate resourcing is provided*