



North East Surrey College of Technology (NESCOT)

Foundation Degree Education Support


Programme Definitive Document

September 2014

1. Programme Information

Award type (s)	Foundation Degree	
Programme title (s)	Foundation Degree Education Support	
FHEQ Level	L4/L5	
Programme code (s)	(To be advised)	
Mode (s) of study	Full-time	
	Part-time	✓
	Online/Distance learning	
	Other (please specify)	
Date of APC authorisation		
External Partner (if applicable)	North East Surrey College of Technology (NESCOT)	
Nature of external approval	Franchise	
	Validation	
	External Validation	✓
	Joint Award	
	Dual Award	
Programme Leader (UK)		
Programme Leader (Partner)	Dr Seidu Salifu	
Link Tutor		

2. Programme specification

1. Awarding Institution 	2. Teaching Institution North East Surrey College of Technology (NESCOT)	3. School/Department Teacher Training Department	4. UCAS Code: N/A
5. Final Award FdA	6. Programme Title Foundation Degree Education Support		7. Accredited by: N/A
8. Quality Assurance Agency (QAA) Benchmarking Group(s) <p><i>Benchmarking statements for the subject you are studying define what a student is expected to learn from studying that subject. They are defined by academic staff in the field and provided to students and universities by the Quality Assurance Agency (QAA). Benchmarking statements are explained and described on the Agency's website at: http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp</i></p> <p>The foundation degree in Education Support is designed to enable learners benefit from the interpretation of ideas and experience of practice, within wider context employment and one in which knowledge, understanding and skills are clearly integrated. Relevant subject benchmarks have been consulted in education studies (2007) and foundation benchmark (2010) in the design of this programme to reflect the expected standards of an foundation degree and relate closely to the educational support role in this programme. The generic outcomes identified below are taken from the descriptors for the qualification that has been used to represent the level 5 with the FHEQ. By comparison award holders should be able to ;</p> <ol style="list-style-type: none"> i. develop specialist skills and knowledge of educational support in schools in a variety of contexts. ii. apply appropriate support systems and relevant educational theory to effectively provide support in the classroom. iii. Analyse flexible approaches to undertaking continued professional development. iv. Analyse problems, identify solutions within technical, economic and social constraints. v. Apply academic skills appropriately within a range of assessment formats. vi. Successfully apply knowledge and skills learnt throughout this programme in the workplace 			
9. Entry Requirements : NVQ 3 Classroom Support or appropriate experience.			
10. Educational Aims of the Programme and Potential Career Destinations of Graduates [Maximum 150 words]: The aims of the programme are to: <ul style="list-style-type: none"> • develop specialist skills and knowledge of educational support in schools which will enable an immediate and effective contribution to school environment 			

- develop knowledge in support systems and educational theory necessary for an effective contribution as a professional in providing support in the classroom.
- develop an awareness of the rapid changing school environment and adopt the necessary flexible approach to continue self-development
- define and analyse problems, identify solutions within technical, economic and social constraints
- provide academic skills development opportunities appropriate to the programme and to provide a foundation for further study.

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

Students within the programme will develop;

- skills and knowledge of educational support in schools which will enable an immediate and effective contribution to school environment
- skills and knowledge in support systems and an introduction to educational theory to support their contribution in providing support in the classroom.
- academic skills appropriately within a range of assessment formats.
- academic skills development opportunities appropriate to the programme and to provide a foundation for further study.
- demonstrate specialist skills and knowledge of educational support in schools applied in a variety of contexts.
- self-evaluation skills within the school environment.
- reflect on support skills required to function as a teaching assistant in the classroom.
- define and analyse problems, identify solutions within technical, economic and social constraints
- and apply appropriate support skills derived from educational theory to effectively provide support in the classroom for individual learners.
- And use problem solving skills to identify solutions within technical, economic and social constraints within a given context.

<p>11. The programme provides opportunities for you to achieve the following outcomes:</p> <p><i>These are related to the benchmarking statements for the subject you are studying, described under 8 above.</i></p>	<p>The following teaching, learning and assessment methods are used to enable you to achieve and demonstrate these outcomes:</p>
<p>A. Knowledge and understanding of:</p> <ul style="list-style-type: none"> i. The support role in the class room and the educational environment to meet pupils’ special needs ii. Values and attitudes needed for providing specialist support services iii. The application of theory into practice within the learning environments iv. The values and approach to enhancing the professional development and best practice through peer support, leadership and supervision and teaching of teaching using Current policy initiatives v. The curriculum structure and development with the intention of providing eEffective classroom management vi. The need for a commitment to lifelong learning and continuing professional development 	<p>A. Teaching and learning methods:</p> <p>Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice</p> <p>A. Assessment methods:</p> <p>All courses have a variety of formative and summative assessment, case studies strategies including portfolio for workbased practice, skills, essays, exams, reports, reflections, oral presentations, opportunities for self assessment. Each course has one or more summative assessment.</p>

B. Intellectual skills:	B. Teaching and learning methods:
<p>The ability to:</p> <ul style="list-style-type: none"> i. Use enquiry-based approaches to gather, interpret and respond to information ii. Use problem solving skills, extending to situations in the classroom where decisions have to be made with limited information iii. Apply knowledge and skills in a variety of settings in response to the needs of pupils inside and outside the classroom 	<p>Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice</p>
	<p>B. Assessment methods:</p> <p>All courses have a variety of formative and summative assessment, case studies strategies including portfolio for workbased practice, skills, essays, exams, reports, reflections, oral presentations, opportunities for self assessment. Each course has one or more summative assessment.</p>

C. Subject practical skills:	C. Teaching and learning methods:
<ul style="list-style-type: none"> i. Participation in a community of practice ii. Advocacy iii. Assess learners' needs iv. Contribute to planning programmes of learning, guidance, assessment, intervention and support v. Produce learning resources vi. Carry out professional role competently vii. Action research 	<p>Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice</p>
	<p>C. Assessment methods:</p> <p>All courses have a variety of formative and summative assessment, case studies strategies including portfolio for workbased practice, skills, essays, exams, reports, reflections, oral presentations, opportunities for self assessment. Each course has one or more summative assessment.</p>

<p>D. Transferable/key skills:</p>	<p>D. Teaching and learning methods:</p>
<p>The ability to:</p> <ul style="list-style-type: none"> i. Communicate effectively ii. Collect, record and interpret numerical data iii. Think critically iv. Use ICT tools v. Work with others vi. Undertake individual research vii. Improve own learning and performance viii. Evaluate and reflect on professional performance ix. Academic Skills 	<p>Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice</p> <hr/> <p>D. Assessment methods:</p> <p>All courses have a variety of formative and summative assessment, case studies strategies including portfolio for workbased practice, skills, essays, exams, reports, reflections, oral presentations, opportunities for self assessment. Each course has one or more summative assessment.</p>

<p>E. Graduate Attributes:</p>	<p>E. Teaching and learning methods:</p>
<p>The ability to:</p> <ul style="list-style-type: none"> • Evaluate specialist skills and knowledge of educational support in schools in a variety of contexts. • Synthesise and apply appropriate support systems and relevant educational theory to effectively provide support in the classroom. • Analyse flexible approaches to undertaking continued professional development. • Analyse problems, identify solutions within technical, economic and social constraints. • Apply academic skills appropriately within a range of assessment formats. • Demonstrate specialist skills and knowledge of educational support in schools applied in a variety of contexts. • Choose and apply appropriate support systems and relevant educational theory to effectively provide support in the classroom. • Adopt flexible approaches to undertaking continued professional development. • Define problems and identify solutions within technical, economic and social constraints within a given context. 	<p>Lectures, group activity, individual research, seminars/discussion, presentation, web-based activity, demonstration of professional practice</p> <p>E. Assessment methods:</p> <p>All courses have a variety of formative and summative assessment, case studies strategies including portfolio for workbased practice, skills, essays, exams, reports, reflections, oral presentations, opportunities for self assessment. Each course has one or more summative assessment.</p>

12. Programme Structure: Levels, Courses and Credits		<i>Awards, Credits and Progression of Learning Outcomes</i>
Level 4	Compulsory Courses¹ → 1.1 Developing Study Skills (15 credits) 1.2 Diversity and Inclusion in SEN (15 credits) 1.3 Supporting Positive Learning Behaviours (15 credits) 1.4 Supporting Numeracy and Literacy (15 credits) 1.5 Education Support in Practice (15 credits) 2.1 Using Emerging Technologies to support Learning (15 credits) 2.2 Supporting, Teaching Learning and Assessment (30 credits)	Certificate of Higher Education (Cert. HE)
Level 5	Compulsory Courses 2.3 Theories and Principles of Learning (15 credits) 2.4 Professional development in Education Support (15 credits) 2.5 Educational Policies (30 credits) 2.6 Independent Study (30 credits) 2.7 Research project (30 credits)	Foundation Degree Education Support (FdA)

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