

SECTION 2: PROGRAMME SPECIFICATION

PROGRAMME SPECIFICATION

1. Awarding Institution/Body	University of Worcester
2. Teaching Institution	University of Worcester, South Worcestershire College, Halesowen College, Hereford College,
3. Programme accredited by	N/a
4. Final award	FdA
5. Programme Title	Learning Support
6. Pathways available	N/a
7. Mode and/or site of delivery	University of Worcester, South Worcestershire College , Halesowen College, Hereford College of Technology
8. Mode of attendance	Full-time and Part-time
9. UCAS Code	X300
10. Subject Benchmark statement	Education Studies FD qualification benchmark statement May 2010 http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Foundation-Degree-qualification-benchmark-May-2010.aspx
11. Date of Programme Specification preparation / revision	January 2006 Updated November 2011

12. Educational aims of the programme

The FD in Learning Support aims to:

- provide students with all the necessary skills to support learners in a wide range of educative environments;
- provide students with the opportunity to build on existing knowledge and experience and to further develop specific knowledge, skills and values relevant to the context of education;
- enable students to understand the fundamental ways schools and other educative institutions function;
- utilise employers' perceptions and ideas as appropriate to enrich the learning experience of students;
- draw upon existing skills, knowledge and experience and assist students in the recognition of their strengths;
- enable students to identify and acknowledge personal professional development needs and implement appropriate development strategies;
- provide opportunities for students to develop key skills to prepare for further study and/or employment and lifelong learning;
- promote critical reflection and reflexive practice;
- develop students' interpersonal and communication skills and enable students to identify, use and communicate relevant information effectively;

- give students the necessary skills and knowledge to confidently tackle problems in a range of working environments;
- allow students to put their acquired skills and knowledge to use in the real world.

13. Intended learning outcomes and learning, teaching and assessment methods

Course Design and Progression through the Course

In keeping with the principles of good practice within Foundation Degrees the course is intended to offer flexibility of study and accessibility and, with the exception of Summer Schools (or their equivalent), will be delivered on one specified day throughout the academic year. Although delivered and assessed independently, the modules in the programme contribute to a coherent whole programme.

Many students entering Foundation Degrees may not have previously acquired formal study skills or may lack confidence in their ability. All students receive support to develop their learning and study skills as well as subject specific knowledge and skills. FDLS 1001 provides an introduction to study and learning strategies to equip students for higher education and will be delivered at the beginning of the course. To maintain flexibility and to facilitate different patterns of study within the Partner Institutions, the order in which the other modules are delivered may vary and Partner Institutions will be required to submit a timetable for module delivery prior to the commencement of each course run.

The learning outcomes, content and learning, teaching and assessment strategies at levels one and two of the programme are designed to assist the student's progression through the first two levels of undergraduate study and contribute to their development of independence in learning. The module outlines have been designed in accordance with the Learning Teaching and Assessment Strategy 2010/11 – 2015/16

[http://www.worc.ac.uk/adpu/documents/Learning_Teaching_and_Assessment_Strategy_final_3_2_11_\(2\).pdf](http://www.worc.ac.uk/adpu/documents/Learning_Teaching_and_Assessment_Strategy_final_3_2_11_(2).pdf) . Progression and achievement at each level is evidenced through the assessment strategies in individual modules.

Throughout the duration of the course students will be expected to show ethical considerations when working within the workplace and in particular when working with their learners. In this respect, issues of confidentiality, anonymity and informed consent are of particular significance since many of the learners in workplace settings might be described as 'vulnerable'. Any form of module that involves working with others, be they individuals or groups, will be subject to a strict ethical code as required by the University of Worcester. These are outlined briefly below:

- *Consent* – Permission must be sought from all participants prior to the commencement of any work based project;
- *Honesty* – Students must be honest and open in all matters relating to their work based projects;
- *Withdrawal* – Students must ensure that all participants know they have the right to withdraw from a project at any time;
- *Protection from harm* – All students must take appropriate action to protect all participants in projects from harm of any kind;
- *Confidentiality* – Confidentiality must be guaranteed. Information regarding participants' identity will not be shared with any third party. All evidence will be anonymous. All data will be securely stored by the student and disposed of appropriately at the end of the study.

FD in Learning Support Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and understanding:

- demonstrate knowledge, understanding and application of the role of a Learning Support worker;
- recognise and reflect upon the many different contexts of learning support;
- recognise and reflect upon differing perceptions of learning support in a variety of contexts;

Cognitive and intellectual skills:

- develop a philosophy of practice which includes major partners in health, education and social care;
- recognise and value individual differences and promote equal opportunity in practice;
- have critical awareness of learning support issues and the inter-relationship of theory and practice;

Practical skills relevant to employment:

- use reflective practice to develop knowledge and skills for supporting learners within work environments;
- recognise, understand and evaluate the professional roles and responsibilities of adults working with children and adult learners;
- have a working knowledge of the law and formal procedures relating to the learning support role;

Transferable/key skills:

- respect difference and diversity and demonstrate an inclusive practice;
- critically reflect upon relevant research and apply research techniques in practice;
- develop key skills for lifelong learning.

Examples of learning, teaching and assessment methods used:

The key feature of the approach to learning and teaching within the modules is the working towards student independence. Within the practically-based modules, this is achieved through work related assignments and a programme that gradually transfers responsibility for learning to the students. Care is taken to ensure that learning occurs in a context that enables students to relate what they are learning to what they already know and to guide them through subsequent general reading. The source material in these modules is not confined to lectures, but includes a range of appropriate strategies such as structured and general reading, video material, observation, experiential learning.

Moreover, the skills of analysis and evaluation are essentially developed, not just by passive absorption of ideas, but by interactive strategies to ensure that students

engage with the material, e.g. seminar discussions, team presentations, simulation exercises etc. Students will also develop other important qualities such as interpersonal and communication skills.

A comprehensive range of learning and teaching strategies are associated with this course including:

- Lectures
- Workshops
- Seminars
- Tutorials
- Group work
- Student presentations
- Practical activities

The content and mode of delivery have been developed to enable the student to synthesise their academic and practical knowledge and apply it to work in the area of Learning Support in its widest sense. The module content will be continuously updated to reflect change and associated issues.

14. Assessment Strategy

Module Assessment

The FD in Learning Support is located within the UW Foundation Degree Scheme and the generic assessment criteria and assessment regulations can be found at:

[Http://www2.worc.ac.uk/registry/pdf/HND_FDSchemeRegulations.pdf](http://www2.worc.ac.uk/registry/pdf/HND_FDSchemeRegulations.pdf)

The overall teaching, learning and assessment strategies in the programme reflect the UW Learning and Teaching Strategy 2010/11 strategy which seeks to ensure that through our approaches to learning, teaching and assessment the students have the best opportunity possible to achieve these attributes and capabilities.

<http://www.worc.ac.uk/adpu/633.htm>

The assessment strategies are designed to enable students to demonstrate their achievement of the course aims and outcomes and key skills development and are specifically focused on fulfilling the course aims which are consistent with the UW learning and teaching strategy employed across all undergraduate and post graduate programmes. Specifically they are intended to develop and assess knowledge and skills relevant to practitioners in learning support.

Assessments:

- Assignments will include both formative and summative elements
- Single modules will have maximum 4,000 word (or equivalent) assessment
- All assessments are aligned with subject, course, module outcomes and learning and teaching methods
- All module learning outcomes are assessed
- All assessments provide an opportunity for achievement of all grades
- A range of assessment methods that enable students to demonstrate achievement of learning outcomes and the transferable skills inherent within them will be used. These will include:
 - Written assignments

- Individual and group presentations
- Case studies
- Reflective portfolio entries
- Problem based learning
- Learning journals / reflective journals
- Seminars
- Independent Studies
- Workplace investigations
- Self-evaluation / needs analysis
- Evaluations of processes and resources
- Poster/leaflet presentations /Production of workplace resources
- Literature critiques

The assessments encourage and promote reflection and learning that enables and encourages the students to think critically and analytically. The assessments relate specifically to module learning outcomes and encompass both formative and summative elements in line with UW Assessment Policy 2010.

<http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf>

15. Programme structures and requirements

Programme Structures and Requirements, levels, modules, credits, awards

Overview of Course Programme

The course is modular in design and each module will be studied and assessed as a discrete entity. The modules are designed to create a coherent whole in which individual modules relate to and complement each other and, as the student progresses through the course, the modules will build upon and further develop knowledge and skills learned in earlier modules. This structured approach was a key feature of the Foundation Degree in Learning Support upon which the FD in Learning Support is built and the degree to which the FDLS module assessments relate directly to the workplace and build upon previous knowledge, skills and understanding was highlighted in the 2005 Quality Assurance Agency Report .

Key Skills development and acquisition are embedded within individual modules. Furthermore, graduate study skills are explicitly facilitated through a level four and a level five module, as well as embedded within all modules.

The programme consists of 16 modules each worth 15 credits:

FDLS 1011 Preparing for Study (Mandatory Module)
 FDLS 1012 Literacy and Numeracy
 FDLS 1013 Science & IT
 FDLS 1014 Child Development
 FDLS 1015 Understanding Learning Support
 FDLS 1016 Managing Challenging Behaviour
 FDLS 1017 Partnerships in Education
 FDLS 1018 Inclusive Practice in Learning Support
 FDLS 2011 Introduction to Research Methods (Mandatory Module)
 FDLS 2012 Inclusion in Theory and Practice
 FDLS 2013 Supporting Additional Needs
 FDLS 2014 School Based Study – Double Module (Mandatory Modules)
 FDLS 2015 Talking and Listening with others
 FDLS 2016 Meeting the National Agenda- Introduction into Social Care
 FDLS 2017 Evaluation

Students should complete 8 modules at each level of the course and demonstrate competence in all the Key Skills areas at the appropriate level.

The majority of the modules are assessed through work related learning and it is a requirement of the course that all students will be in a relevant work environment, either as a paid member of staff or on a voluntary basis to enable them to relate their studies to their own school or setting.

HLTA standards have been embedded in the intended learning outcomes of modules FDLS 1012,1013 & 1015. As such they may be used by students to support the knowledge and understanding that is required in order to achieve HLTA status.

Preparation for assessment or the HLTA assessment process itself is not an element of these modules. Students would be required to undertake this component with the Regional Provider of Assessment through liaison with their local authority(Note this is now changed)

The course is designed to be studied, full or part-time, over a minimum of two years and up to a maximum of 4 years. The full time programme will be delivered over three eleven week terms with eight level four modules delivered during the first year and eight level five modules during the second year. Part time programmes will also be delivered over three eleven week terms but will consist of a maximum of six modules per year. Below is an **indicative** pattern of module delivery for the full time model of delivery.

Full time mode

Year 1 Term One	Term 2	Term 3	Summer School
FDLS 1011 Preparing for Study (Mandatory)	FDLS 1018 Inclusive Practice in Learning Support	FDLS 1016 Managing Challenging Behaviour	FDLS 1017 Partnerships in Education
FDLS 1015 Understanding Learning Support	FDLS 1012 Literacy and Numeracy	FDLS 1014 Child Development	
FDLS 1013 Science & IT			
Year 2 Term One	Term 2	Term 3	Summer School
FDLS2013 Supporting Additional Needs	FDLS2016 Meeting the National Agenda- Introduction into Social Care	FDLS 2014 School Based Study – Double Module (Mandatory)	FDLS2017 Evaluation
FDLS 2015 Talking and Listening with others	FDLS 2012 Inclusion in Theory and Practice		
FDLS 2011 Introduction to Research Methods (Mandatory)			

16. QAA Academic Infrastructure

The FDLS has been mapped to the Foundation Degree Quality Benchmarks (FDQB) and to the Intermediate Qualification Descriptor of the Frameworks for Higher Education Qualifications (FHEQ); it is situated within the Foundation Degree Scheme at UW and complies with the QAA Foundation Degree Benchmark Statement (2004). Foundation Degrees are located within the Intermediate level of the Framework for Higher Education Qualifications (FHEQ) for England, Wales and Northern Ireland, and are recognised as an award that is equivalent to level 5 within the National Qualification Framework (September 2010).

QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (2001 and 2004) with particular reference to Part 2 Collaborative provision and flexible and distributed learning (including e-learning), Part 9 Placement Learning

17. Support for students

Induction

Induction will occur both on a general course basis (course induction) with the Course Leader and Assistant Course Leader, and within individual modules (module induction) Course Induction will cover the following elements:

- meetings with key staff;
- libraries, including membership and a tour of facilities;
- internet induction;
- identification of special needs support requirements;
- student handbooks, UW regulations and expectations;
- assignment schedules, common skills and assessment procedures;
- individual timetables;
- accommodation and transport;
- an introduction to the Students' Union and 'fresher' activities;
- the Course Committee structure and student representatives;
- careers and counselling support;
- Key Skills;
- work related learning

Tutorial Support

All of the tutors on the FD in Learning Support will provide group and individual student support. Meetings for the identification and resolution of general issues may be held on a small group basis, while students are encouraged to discuss matters of individual difficulty with their module tutor in the first instance. In addition, UW has specialist counselling services and support for students with special needs, which are available to students on this course. Students will receive a comprehensive induction at UW and within the institution the programme is delivered. The induction will include information regarding such services available such as study skills support and subject specific ILS support.

Support for Students and Their Learning

- Students on this programme will experience a wide variety of learning and teaching activities designed to meet different learner styles and to facilitate development of both subject specific knowledge and skills and transferable knowledge and key skills.
- Learning is enhanced by the use of a range of assessment strategies that enable students to develop academic and practice knowledge and skills and facilitate the application of this knowledge to practice.
- Students will receive comprehensive course handbook which will include module details and assessment methods.
- Students will be supported by the individual module tutors who will provide specific educational guidance.
- During their first year of study all students will receive one workplace visit. A second visit can be undertaken at the behest of the student or the workplace in the event that issues which require resolution arise or where a change of work place occurs during the course
- Students will be offered support and guidance in the event of a work placement breakdown. The UW course team do not take responsibility for providing an alternative work placement, but appropriate guidance will be offered on the basis of individual student need and may include, for example, identification of appropriate voluntary or paid employment opportunities, signposting to relevant UW Support Services etc.
- Personal Development Planning (PDP) will be encouraged through selected module activities and assessments. Students will be encouraged to develop a portfolio in which they can record and reflect on their personal development through learning activities and specific assignments in modules and through the use of a reflective learning journal. Critical reflection and application of theory to practice will be an essential component of all modules. Students will be encouraged to identify their own learning and development needs and develop action plans to meet their individual needs.
- Use of Blackboard or Moodle for students to access a virtual learning environment and maintain contact with tutors and peers.
- Information and Learning Support Services, Student Support Services including Equal Opportunities, Careers Guidance, Counselling, Programme Advisors are available to all students, including those studying at partner institutions.

18. Admissions Policy

The admissions policy for the FD in Learning Support is to encourage access to higher education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

Entry requirements:-

- Passes A-C in 5 GCSE subjects plus:
- UCAS Tariff: 80 points from a 6 unit award (or equivalent).
(Accredited Key Skills at Level Three can be counted towards the tariff total.)

Other acceptable qualifications include:

- Pre-2002 qualifications (e.g. GNVQ, BTEC ND etc)
- International Baccalaureate (24 points)

- European Baccalaureate (65%)
- Foundation Year/Access course pass.
- Level 3 Qualification

For mature students (i.e. 21 or over), without formal qualifications, a non-standard entry route is available. Candidates are encouraged to apply if they feel they can benefit from the programme; such applicants will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may be asked to complete a written piece of work on a relevant subject and/or learning needs assessment.

Students transferring from other Foundation Degree programmes are welcomed in accordance with UW Admissions Policy on the accreditation of prior experiential learning (APL).

Admissions Process

Full-time

Full-time applicants apply through UCAS (X300)

It is a requirement of the course that all students undertaking the course will be in a relevant work environment, either as a paid member of staff or on a voluntary basis

All applications follow the University of Worcester full-time admissions regulations and procedure.

- All applicants complete the UCAS application form
- Each application will be considered by UW Registry Admissions and the appropriate Course Leader
- Evidence of qualifications will be checked
- References and personal statements will inform the selection of candidates
- All students, irrespective of their pathway into the degree, will be required to attend an interview prior to acceptance onto the course. The interview will normally take place in the term preceding entry.

Part-time

Part-time applicants apply directly to University of Worcester (UW) or to partner colleges

All applications follow the University of Worcester part-time admissions regulations and procedure.

- Initial enquiries and pre-course application forms are sent to the programme leader in the partner institution.
- Evidence of qualifications will be checked
- References and personal statements will inform the selection of candidates
- Prospective students attend a personal interview at the partner institution
- If, following the interview, the FDLs prove to be an appropriate route the candidate is invited to apply internally to the University of Worcester using the application form for part time courses

There is one mandatory module at level four and three mandatory modules at level five. The School Based Study modules enable students to pursue an area of personal interest and to prepare those wishing to progress on to honours degree programmes for further study in a University environment. In recognition of students' previous learning and experiences, students will have the opportunity to apply for accreditation of prior learning or experiential learning against specific modules in accordance with UW Admissions Policy.

Accreditation of Prior Learning

Students transferring from other Foundation Degree programmes are welcomed in accordance with UW Admissions Policy on the accreditation of prior experiential learning (APL). Students with relevant previous study at HND or degree level or extensive experience maybe considered eligible for Accreditation of Prior Learning Credit can also be given for individual modules.

<http://www.worcester.ac.uk/registryservices/documents/AdmissionsPolicy.pdf>

19. Methods for evaluating and improving the quality and standards of teaching and learning.

The course, both at UW and the partner Institutions will be subject to the UW Quality Assurance Processes.

Quality mechanisms will chiefly be:

- Annual Monitoring and Review at Course and Scheme Level
- Appointment of Course Leader
- Appointment of Link Tutor to each partner college
- Annual Link Tutor Monitoring Report
- Written student module evaluation
- Student self evaluation
- Course Committee with Student Representation each semester
- Internal moderation and verification of assessment
- External verification of assessment and External Examiner's Report
- Pre-Examination Board Moderation Group
- Peer Review
- Departmental Subject Review
- QAA Institutional Audit
- QAA Benchmark for Foundation Degrees (2004)

Staffing and Resources

The UW team will be drawn from experienced members of IoE academic staff and specifically from the staff in the Centre for Education and Inclusion:

Support Staff

Administration support staff

Staff Development

UW is fully committed to quality staff development, a feature which is underlined by the achievement of the 'Investors in People' award to UW. The strategic plans of the institution, embracing intended course developments for the immediate and subsequent years, are the driving influence behind the operation of the staff

development policies. The aim is to ensure that staff are adequately equipped to deliver programmes with which they are to be involved. Needs are identified via the staff appraisal schemes and staff audits.

Staff development needs may be identified through the review and evaluation processes for the course programme or by the individual's line manager and fed through the appropriate internal system to their staff development manager.

An annual allocation from the UW staff development budget will be made available to support the required training and development inputs for the Foundation Degree. Workshops on assessment, monitoring and recording student progress have occurred and will feature within an ongoing programme of staff development with the teams.

The Course Leader is responsible for ensuring that any identified induction needs of new Foundation Degree tutors are identified.

Members of the team are variously engaged in research and consultancy. Teaching staff actively seek research contracts and consultancy assignments as part of their commitment to staff development.

The University has an annual budget for staff development that funds the Staff Development Programme. This budget supports the internal Staff Development events including Key Skills, assessment and moderation processes that are held at regular intervals throughout the year. There are also opportunities for teamwork on course design and development during these events. The Centre for Education and Inclusion Studies hosts a branch of the National Association for Special Educational Needs (NASEN). Part of the function of NASEN is to provide staff development opportunities through seminars, workshops and conferences. Attendance at these sessions is seen as an important staff development opportunity for all staff involved in the programme.

Specific Staff Development

Members of the teaching team at UW take advantage of opportunities to visit schools and other institutions as part of course monitoring for other CPD courses and visiting students engaged in CPD activity. These instances enable the team to stay in touch with new initiatives and policy which is translated to their teaching.

Specific Staff Development (Foundation Degree)

Formal staff development specific to Foundation Degree programmes will take place once each term with additional informal development sessions as required. Aspects of specific staff development include:

- assessment, evaluation, moderation, and Blackboard activities;
- participation in HEI scrutiny, validation and review events;
- development of proposals for new courses.

Physical Resources

The Careers Advisory Service at UW

The Careers Advisory Service is staffed by qualified and experienced career advisers and experienced clerical support. The service was set up specifically in response to the

diversification of courses within UW. It is affiliated both to the Association of Career Advisers in Colleges of Higher Education (ACACHE) and to the Association of Graduate Career Advisory Services (AGCAS) and as such is able to draw on national resources for information about careers and vacancies and in addition has contacts with employing organisations. A full programme of career interviews, employer presentations, visits and workshops is available to students. A wide range of careers information and literature is available from the purpose designed Careers Centre.

The Centre for Business Projects works with the Careers Service to provide employment for graduates and placements for students.

Other Support Services at UW

In addition, UW has a number of other facilities/student services that are of a specific or more general nature to the programme.

- a sports complex which provides students with a range of facilities to use. The facilities for sport are managed by the Sports Development Officer who works with the Student Sports Guild to ensure maximum opportunity for student participation. Facilities include two gymnasias, four tennis courts, an astro-turf pitch, cricket nets and a football pitch, all on campus. Students also enjoy reduced entry charges at three nearby Sports Centres and two swimming pools, managed by local leisure services;
- the Crèche provides day care for pre-school age children of staff and students working at the College together with a very small number of children from the local community. It is run by qualified, experienced staff. The Crèche is located in a self-contained quiet part of the campus and has its own kitchen, bathroom, quiet rooms and playrooms, together with a large outdoor play area;
- the Health Centre is located on the campus. Services are provided by a qualified nurse and reception/clerical staff who are qualified to provide first aid cover for the College. The Occupational Health and Safety Department, Worcester Royal Infirmary Acute MIS Trust also provide support services for the Health Centre;
- the Counselling Service provides a range of staff with appropriate qualifications, training and/or experience to counsel students facing a variety of difficulties such as feelings of isolation, anxiety, grief or relationship problems.

Management of the Foundation Degree in Learning Support

Course Management

The overall management of the FDLS is undertaken by the Course Leader at UW, who operates under the auspices of the Head of the Centre for Education and Inclusion. The day to day operation of the course within UW and each of the Partner Institutions is managed by the course leader. The Course Leader will be responsible to the Course Committee for the organisation and administration of the course and for the academic welfare of the students.

In addition to daily operation of the course, the role of all course leaders includes:

- Academic leadership of the programme
- Developing and reviewing the programme curriculum
- The management of course teaching staff

- The initial point of contact for students and other administrative departments within the institution.
- Co-ordination of Course Committees, Team Meetings and any other meetings as appropriate
- The implementation of both internal and external quality assurance measures
- Preparation of the Annual Monitoring Report for the course in line with UW Scheme and Academic Regulations and the UW Quality Assurance Strategy
- Responsibility for the production and co-ordination of documents relating to course monitoring, evaluation and review;
- Preparation of a Course Handbook for students
- Monitoring student progress
- Ensuring the effective operation of arrangements for the supervision and guidance of students
- Ensuring and verifying effective monitoring, evaluation and review of the course
- Arranging for moderation of student work, liaison with External Examiner and the presentation of results to the Panel and Board of Examiners
- Advising the Head of Department on course staffing requirements and resource requirements;
- Liaising with the relevant Admissions Tutor in the arrangement of admissions interviews for applicants and the assessment of AP(E)L claims.

Prior to each running of the course, the course leader from each Partner Institution will liaise with the Link Tutor and Course Leader at UW regarding arrangements for the delivery of the course. The course leader from the Partner institutions must submit to the Link Tutor at UW:

- The student handbook;
- The timetable – which must identify who will be undertaking the teaching (This should be at least 4 weeks prior to the commencement of the academic year);

The role of the FDLS link tutor is to:

- To be an effective communication link with and between partner colleges and other academic and professional members of UW staff as appropriate.
- Ensure the effective application of quality assurance criteria
- Ensure that satisfactory verification of marking has taken place
- Ensuring that satisfactory arrangements have been made for obtaining student feedback
- Liaise with and support course leader at partner institution and, if appropriate, identify strategies for improvement
- Attend Course Committees where possible and receive minutes.
- Respond to issues raised by course staff and liaise with University staff in order to identify and provide support / guidance as necessary.
- Produce an annual Link Tutor Report
- Attend where possible cross-institution Staff Development Days
- Support the whole team in the development of the course
- Participate in course induction planning, induction sessions as appropriate
- Support the course leader in the guidance of student progression to appropriate top-up qualifications at UW

- Participate in the cross institution moderation process to ensure consistency of marking across institutions and to ensure consistency with University standards.

Module Co-ordinator and Module Leaders

Each of the modules will have a nominated module tutor. The module tutor in UW will take overall responsibility for module co-ordination and within each Partner Institution the member of staff who teaches the module will be nominated as module leader. If more than one person teaches the module, the module leader will normally be the one with the greatest teaching input. Module leaders from UW and the Partner Institutions will, within the remit of the FDLS DVD, liaise in the delivery and development of modules, module assessment and the facilitation of the sharing of good and innovative practice.

Specifically, each module leader will:

- be responsible for the preparation and teaching schemes of the module;
- ensure that module delivery is in accordance with the FDLS DVD
- ensure that the curriculum for the module integrates with, or is complementary to, other modules;
- apply necessary assessment strategies
- make available a sample of assessments for internal moderation and external examination
- notify the performance of individual students in the module assessments

Module leaders will be responsible to the Course Leader for the organisation and administration of the module.

Quality Assurance

There is a high degree of fluidity in terms of shared communication, feedback and action within meetings and management structure; this creates a coherent whole in which reflection, evaluation and review of the FDLS across the Partner Institutions is ongoing throughout the academic year. UW policies and strategies are implemented, monitored and reviewed within the FDLS through the following mechanisms:

Within individual institutions:

- Individual module and course evaluation via formal and informal processes. These may include module evaluation forms, focus groups, and electronic data gathering.
- Course steering committees – to include course tutors, student representatives and other UW representatives and external parties as appropriate (min 2 per year)
- Course team meetings to monitor operational effectiveness and identify aspects for development and deal with any other issues as they may arise.
- Module leaders (Overall Module Co-ordinator within UW) with relevant responsibility for all issues relating to individual modules including implementation of QAA Codes of Practice and the UW Learning and Teaching strategy within individual modules

Across the institutions:

- Fifteen percent or five assignments, whichever is the greater number, will be second marked by another tutor on the FDLS **within** the institution (where the assessment is taking place in a partner institution the second marker must be an Associate Tutor of UW). All Failed assignments will be included in the assignments to be second marked. Cross moderation meetings will take place annually at which **all** marking tutors will meet to moderate the assignments prior to the Exam Board. The moderation process will:
 - ensure the assessment procedures have been correctly completed;
 - ensure parity across all institutions;

- ensure the assessment profile for each student has been recorded;
 - moderate assessments regularly on a sampling basis against the national standards;
 - provide support, advice and guidance to assessor by regular contact;
 - indicate by signature on appropriate course records that moderation has taken place.
- Course Leaders meetings (2 per year) to discuss wider programme issues such as course developments, the implementation of new or revised policies and strategies, and review of the effectiveness of existing practices.
 - Development days – whole team from all institutions (3 per year)
 - External examiner meetings (2 per year)
 - Individual task responsibilities – e.g. Co-ordination of Blackboard/ Moodle

Appropriate action is identified from the above meetings and activities and dealt with at the appropriate level by course and module leaders and/or incorporated into AMR action plans.

Exam Board

The Board of Examiners has responsibility for receipt and consideration of lists of grades, marks and for the framing of recommendations for the consideration of the Board of Examiners taking into account where appropriate mitigating circumstances.

Membership of The FDLS Examination Board will include:

- All staff who have made a contribution to the assessment of students taking the programme. The module leader will attend the Examination Board to present the results of students who have taken the module. In the event of the module leader's absence s/he should be represented by an appropriate nominee.
- The Chair, this would normally be the Head of Centre for Education and Inclusion Studies.
- An appropriate representative from UW Registry Services

The role and responsibilities of the external examiner are set out in the UW Quality Assurance handbook.

In accordance with UW guidelines the Exam Board will

- Deal with any Matters Arising from previous
- Receive and consider marks.
- Make recommendations for students who have failed modules or failed to satisfy the regulations
- Agree dates for re-assessments, to obtain confirmation that re-assessment questions have been set and the date for the Re-sit Board of Examiners and/or to agree any Chair's Action following resit / resubmissions
- Receive comments from the (Chief) External Examiner(s)
- Consider issues arising from analysis of module statistics and refer any module issues to the module moderation sampling sub group as required.
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Course Committee

The FDLS Course committees within UW and each of the Partner Institutions are responsible for reviewing the day-to-day operation of the course. Each individual Course Committee will include:

- Student representatives from each year group / cohort of students
- Teaching staff
- Link tutor (Partner Institution CC meetings)
- Other relevant staff within the institution e.g. Information and Learning Services
- Employers (subject to availability)

Each Course Committee will meet twice during each academic year.

The role of the Course Committee is to:

- Monitor the student experience on the course
- Consider student and staff feedback
- Review action points from the previous meeting
- Review course progress
- Review course developments
- Provide a forum to discuss course issues such as the quality of the provision, the effectiveness of learning and teaching, resource provision and scope for development.
- Provide a forum to inform students about college issues
- Provide an opportunity for student and employer feedback.

Membership and Role of the Tutor Team Meeting

Membership: Course Leader
All tutors

The Tutor Committee will meet not less than twice in the academic year and will:

- allow consolidation of liaison issues arising between tutors;
- make arrangements for the recruitment and selection of students;
- make arrangements for teaching and assessment of the programme;
- make recommendations on the programme content;
- prepare such reports required for assessing the quality of the programme;
- oversee the academic welfare of students of the programme.

Membership and Role of the Course Leader Meeting

Membership: All Course Leaders

Course Leaders will meet not less than twice a year and will:

- Take a strategic overview of the programme
- Take the lead on course development
- Monitor recruitment, achievement and progression
- Oversee staff development, in particular identify issues to be addressed during cross-institution Development Days
- Address issues arising from course team meetings
- Monitor Quality Assurance across the programme
- Consideration of the impact of external agendas
- Deal with any other relevant issues as they arise

Please Note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. Key sources of information about the Course can be found in:

Definitive Course Validation Document

Student Handbook (reviewed annually)

Web address: <http://www.worc.ac.uk>

20. Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).
- Students at Level 4 may be permitted to progress to Level 5 when they have taken 120 credits at Level 4 and passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

The following awards will be available to students who meet the following requirements:

Award	Requirement
CertHE	120 credits at Level 4 or higher
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

Institute level Assessment Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

21. Indicators of quality and standards

- Annual Evaluation Process and Reports
- External Examination and Annual External Examiners Reports
- QAA Institutional Audit
- Investors in People (2005)
- Consistent to QAA Benchmark for Foundation Degrees (2004)
- Consistent to QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (2001 ,2004 and 2008)

Following a review of the Foundation Degree in 2005, UW received a highly favourable report from Quality Assurance Agency which identified a predominance of programme strengths

The QAA report identified that the aims and learning outcomes of the programme clearly relate to the FHEQ descriptors for academic study at certificate and intermediate level and that it is successful in meeting the defining characteristics of Foundation degrees with regard to employer involvement, accessibility, articulation and progression, flexibility and partnership.

Overall the reviewers expressed **confidence** in both the academic standards and emerging achievements of students and in the quality of learning opportunities. There were four features of "good practice and innovation" identified in the report and a further sixteen strengths identified.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Employability and graduate destinations

Career Opportunities

The FD in Learning Support could support a range of pathways within a variety of educational settings. For example:

- Learning Support Worker in a number of different settings, e.g. schools, Early Years Settings, School Support Services such as the Access and Inclusion Service and the Educational Welfare Service.
- For those already in post the FD offers a pathway to career enhancement.
- The FD offers access to progression into an honours degree in the field of education, accessing the second year or third year of the UMS degree programme; for example, BA Education Studies. Students will also be able to follow a work based pathway leading to a BA Ed. (Hons) In-Service degree.

Inclusion and Widening Participation –As with the existing FDLS, the updated FDLS will continue to provide an opportunity for access to higher education through a vocationally focussed course, particularly for those students from non-traditional entry qualifications.

Collaboration with Employers and Further Education Establishments

The 2011 FD in Learning Support is a development of the currently validated and successful Foundation Degree in Learning Support which it will ultimately replace. It grows out of a partnership arrangement between:

- University of Worcester (UW)
- Worcestershire Local Education Authority LEA (WLEA),
- With active input from several local schools and other organisations involved in educative roles.
- A future partnership with Herefordshire LEA is envisaged

Foundation Degrees are developed as a collaborative enterprise between Higher Education, Further Education and employers. The number of collaborating employers has steadily increased during the four years of the existing FDLS programme. Successful employer involvement was identified in the 2005 Quality Assurance Agency Report which stated that there is a very strong commitment to partnership within the FD and that employers and partner institutions are involved in decisions about the design and review of the programme.

Contribution to the Development of the Region

Worcestershire and Herefordshire are rural counties. Students working within the educational sector in this locality are faced with different issues and challenges than those working in urban locations. The population covers a wide geographical area, which has implications for access to services and service provision. In addition, it is recognised that for similar reasons individuals seek higher education opportunities within their own locality.

The need for highly skilled Teaching Assistants (TAs) and Support Assistants (SAs) in the region has been well documented over a number of years, causing real problems for local employers wishing to recruit high grade support staff. The FD in Learning Support will continue to provide employers with the highly skilled and flexible workforce that is able to meet the requirements of the contemporary, developing educational workplace.

Whilst institutions such as UW are producing graduates with teaching qualifications, there is a need to recruit and retain teaching assistants. This is very much in line with current Dfe strategy in relation to the development of a well-informed teaching assistant workforce. Other institutions such as partner F E colleges will continue to participate in the delivery of the FD in Learning Support.

Employability of Students- Foundation Degrees are designed as vocationally focussed programmes and have a substantial work based learning element that emphasises applied learning. It is envisaged that the majority of the students will already be working within the education sector and the course will provide these students with the opportunity to further develop relevant skills and knowledge and provide the basis for future career development and promotion.

Flexibility- The course is designed to be flexible in order to best meet the needs of students in employment. The course has been designed to meet these needs through the delivery of the course on one specified day within the working week.

Students who successfully complete the course will exit with a FD in Learning Support which is a recognised qualification in its own right. The Foundation Degree will support employment in a range of educational settings and with a range of learners, for example:

- Early Years Settings
- Mainstream Schools
- Special Schools
- Educational support services, such as the Learning Support and Behaviour Support Services.

On completion of their Foundation Degree, students may wish to apply for study to honours degree level in the Field of Education or Social Care or accessing the second year or third year of the UMS degree programme. Such students achieving a grade of C or above would be encouraged to progress to level 6. As with the existing FDLS programme, failure to achieve this level of performance indicates suitability for year 2, as opposed to year 3 of the honours degree programme, and entry would be recommended at this level. Evidence from current FDLS student destinations suggests that direct entry students achieving a place at year 3 do at least as well as their UMS counterparts.

AWARD MAP FOR A HIGHER NATIONAL OR FOUNDATION DEGREE AWARD

Title: Foundation Degree in Learning Support

Year: 2011

Last Updated:

2006

LEVEL 4				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDLS 1011	Preparing for Study	15	M	None
FDLS 1012	Literacy and Numeracy	15	O	None
FDLS 1013	Science & IT	15	O	None
FDLS 1014	Child Development	15	O	None
FDLS 1015	Understanding Learning Support	15	O	None
FDLS 1016	Managing Challenging Behaviour	15	O	None
FDLS 1017	Partnerships in Education	15	O	None
FDLS 1018	Inclusive Practice in Learning Support	15	O	None

Note that where prerequisites are stated, students must have passed named modules in order to be able to take that requiring the prerequisite. This is also important with regard to scheduling of modules, as such passes must be ratified by an examination board prior to enrolment on a module requiring prerequisites. Corequisites, on the other hand, must be in parallel. Optional units must all be completed unless they are APL.

Requirements at level 4

Students must take the ... mandatory modules, ie plus ... optional modules from those listed above. Students must successfully complete 120 credits in total at level 4.

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDLS 2011	Introduction to Research Methods	15	M	FDLS 2014
FDLS 2012	Inclusion in Theory and Practice	15	O	
FDLS2013	Supporting Additional Needs	15	O	
FDLS 2014	School Based Study – Double Module (Mandatory)	30	M	
FDLS 2015	Talking and Listening with others	15	O	
FDLS2016	Meeting the National Agenda- Introduction into Social Care	15	O	
FDLS2017	Evaluation	15	O	

Requirements at level

Students must take the mandatory modules, ie plus ... optional modules from those listed above. Students must successfully complete 120 credits in total at level. Optional units must all be completed unless they are APL.