



School of Arts, Media and Education

and

Bolton Community College

Foundation Degree for Teaching Assistants (Primary)

PROGRAMME HANDBOOK

FOUNDATION DEGREE FOR TEACHING ASSISTANTS (PRIMARY) PROGRAMME HANDBOOK

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1 WELCOME FROM THE EDUCATION TEAM

The Education Team welcome you to your studies at Bolton Community College and The University of Bolton. The Foundation Degree for Teaching Assistants (Primary) is validated by The University of Bolton and delivered by Bolton Community College staff at Bolton Community College. Within the University, the programme sits in the School of Arts, Media and Education (referred to as SAME for short).

The Education Team at Bolton Community College has extensive experience of developing Teaching Assistants in primary schools and look forward to working with you during your programme. There is a strong partnership between Bolton Community College, the University of Bolton and Bolton Local Authority and this helps to ensure that the programme will assist you to develop the skills and knowledge that you will find useful when working as teaching assistants and developing yourself as a professional in this area.

The Foundation Degree for Teaching Assistants Scheme is designed to provide you with opportunities to acquire the knowledge and skills you will need for working as a Teaching Assistant in Primary Education in the UK. At the start of the course you will be allocated a personal tutor who will work with you through the programme. One of the first steps is to work with your tutor to develop your Individual Learning Plan. This is a process that starts at interview stage and continues through the course to assist with the integration of the theory and the practical work-based elements of the programme.

The Programme Team are confident that you will find your course enjoyable, stimulating and valuable and wish you every success in your studies.

Kevin Thorpe (Programme Leader, Bolton Community College)
Phil Matear (University Link Tutor, University of Bolton)

2 ABOUT THIS PROGRAMME HANDBOOK

This Programme Handbook, together with the following:

- The AME School Handbook available at <http://www.bolton.ac.uk/ame/>
- The University of Bolton Student Handbook
- The University of Bolton Web Site <http://www.bolton.ac.uk>

Constitute the definitive information about your course.

This Programme Handbook contains information specific to your course. Other important information, which applies to other courses in the School also, is presented elsewhere as follows:

Topic	Relating to	Refer to
General information on relevant personnel	University academic and administrative staff	AME School Handbook
Opening Hours of relevant University offices		AME School Handbook
Policies and procedures	Those specific to your programme are presented in this handbook	

	Those that also apply to other courses, see ... Those that apply to the whole University, see ...	AME School Handbook The University of Bolton Student Handbook and www.bolton.ac.uk
Communication systems	Location of University staff and their contact details	AME School Handbook
Pastoral support and guidance	Information about Personal Tutors	AME School Handbook
Assessment procedures	Handing-in procedures, extension requests, submission of personal mitigating circumstances (matters affecting your performance in the assessments), marking and feedback policies and procedures, official publication of results	AME School Handbook

3 PROGRAMME MANAGEMENT, ORGANISATION AND COMMUNICATION

There are key personnel at the College and at the University that you will want to contact. The tables below provide information about their respective roles and their contact details. The Programme Leader from the College is Kevin Thorpe and the University Link Tutor is Philomena Matear.

Bolton Community College				
Name	Position	Location	Telephone	Email
Gill Woodcock	Head of Arts, Access, Education and Languages	Manchester Road Campus	01204 907331	Gill.Woodcock@bolton-community-college.ac.uk
Kevin Thorpe	Programme Leader Curriculum Leader – education and Teacher Training	Manchester Road Campus	01204 907539	Kevin.Thorpe@bolton-community-college.ac.uk
Vivianne Fernside	Tutor	Manchester Road Campus	01204 907534	Viv.Fernside@bolton-community-college.ac.uk
George Heyes	Tutor	Manchester Road Campus	01204 907441	George.heyas@bolton-community-college.ac.uk
Sheena Yates	Tutor	Manchester Road Campus	01204 907391	Sheena.Yates@bolton-community-college.ac.uk
Shirley Bertenshaw	Tutor	Manchester Road Campus	01204 907443	Shirley.Bertenshaw@bolton-community-college.ac.uk
Bernadette Reynolds	Administrator	Horwich Campus	01204 907540	Bernadette.Reynolds@boltoncc.ac.uk

The University of Bolton

Name	Position	Location	Telephone	Staff Name
Sam Johnson	Director of the School of Arts, Media and Education	University of Bolton Eagle Campus	01204 903312	sjj2@bolton.ac.uk
Phil Matear	Senior Lecturer University Link Tutor	University of Bolton Eagle Campus	01204 903305	ppm1@bolton.ac.uk

Further information on University of Bolton key personnel and their contact details can be found in the AME School Handbook.

You can meet tutors face-to-face for tutorials and also contact them by telephone and email.

4 TEACHING ROOMS AND LEARNING RESOURCES

The course is currently based at the Horwich Campus of Bolton Community College. Both the University and the College have many useful library books and journals relevant to your programme. As a University of Bolton student, you will be able to access the electronic databases which are available to all the students at the University. You will be supplied with a username and password by the University and will be shown how to access the electronic databases. By using the electronic databases you will have access to a wide range of journals and articles which you can access from outside the University. You will also have access to the University's interactive on-line study skills support, BISTTO, at

<http://data.bolton.ac.uk/bissto/>

BISTTO is very comprehensive and includes study skills (including Harvard referencing), computer skills, basic skills (maths and English), and research skills.

The College's library at the Horwich Campus has 20 networked computers which you can book on a drop-in basis. You will have access to the College's VLE (Virtual Learning Environment), be provided with on-line resources, and will be able to use the facilities at the Manchester Road Campus.

As a student of the University of Bolton you will also be able to use the University's library, computing facilities, and other facilities and services in the same way all of the University's students do. Visit www.bolton.ac.uk for full information.

Learning Resources

Manchester Road Campus Learning Resource Centre

Monday 8:45am – 5pm

Tuesday 8:45am – 5pm

Wednesday 8:45am – 5pm

Thursday 8:45am – 5pm

Friday 10am - 4pm

Horwich Campus Library & Computers

Mon 9 – 4.30

Tues 9 – 8pm

Wed 9 – 8pm

Thurs 9 – 4.30

Fri 10 -4pm

The Virtual Learning Environment in use at Bolton Community College can be found at www.boltoncc.ac.uk . All students will receive a log in once they have enrolled on the course and during the induction period.

Bolton Community College website:

www.bolton-community-college.ac.uk

University of Bolton website:

www.bolton.ac.uk

Information relating to the Learning Resources situated at the University can be found at:

<http://www.bolton.ac.uk/Students/StudyResources/Library/HelpGuides/GeneralUser/LibraryServices07.pdf>

5 SUPPORT AND GUIDANCE

5.1 Support from staff

Personal Tutors

Each student is allocated a Personal Tutor. The Personal Tutor will be responsible for working with the student on his/her PDP and will support and advise on the student's Individual Learning Plan (ILP). The role of the personal tutor is specified in the AME School Handbook.

Module Tutors

Each module has a module tutor who is responsible for the delivery and the assessment of the module. Module tutors will guide and support you as you work through individual modules and provide you with guidance on the assessment required for the module.

Key personnel in the workplace

Because of the nature of this learning programme and its relationships with public sector education, it is important that in addition to the programme team at Bolton Community College key personnel in the primary schools are also involved in, and support, your progress and development during the programme.

The head teacher of the school in which you are working must be willing to:

- support you by allowing you to attend training and to study;
- support your access to the school-based activities necessary for the completion of the programme;
- provide a learning mentor to support you during the programme;
- allow access to appropriate members of the programme team so that they can conduct assessments of your assignment work.

Every student is required to have a *Learning Mentor*. This will normally be an experienced practitioner within their school. The Learning Mentor must be willing to:

- Follow the guidance stated in the *Learning Mentor Guide* which will be provided for them.

In relation to the Learning Mentors and Head teachers, the Bolton Community College programme team will:

- provide a *Learning Mentor Guide* to all mentors;
- offer training opportunities to Learning Mentors;
- direct learning mentors to additional training and development as appropriate;
- invite all learning mentors to a learning mentors' forum at least once each semester;
- invite all head teachers to a head teachers' forum at least once per semester.

The University Link Tutor

The university link tutor will undertake a quality assurance role for the university. Amongst the tasks undertaken by the link tutor are the provision of support to the programme team and the moderation of a sample of assessment conducted by the programme team.

5.2 Student Services

At Bolton Community College

Student Services is based at Manchester Rd Campus, there is a range of services on offer to support students with personal issues and general queries before during and as you finish your studies. More detailed information can be found at http://www.bolton-community-college.ac.uk/st_services/index.php

At the University of Bolton

Student Services is based in the Student Centre, Eagle Mall. The team of Student Advisers offer information, advice and guidance on a wide range of student support issues. These include [Accommodation](#), [Careers](#), [Chaplaincy](#), [Counselling](#), [Disability](#), Enrolment and [Student Finance](#). They can also refer you and make appointments for you to see specialist staff, see "Advice and Support" on:

<http://www.bolton.ac.uk/Students/AdviceAndSupport/Home.aspx>

6 POLICIES AND PROCEDURES

Bolton Community College and University of Bolton have policies and procedures that you, as a student of the university and the College, must adhere to. Below is a regulation specific to your programme. You should also refer to the AME School Handbook on <http://www.bolton.ac.uk/ame> which contains important and useful information on a range of topics.

6.1 Attendance Regulations

This course, by its nature, requires a high level of attendance. If your attendance falls short of this, the course team will take action as explained below.

Attendance will be recorded and monitored by all staff teaching module groups. For any module group, where a course member's attendance is causing concern (approaching 70% for the individual module), the module tutor will:

1. determine who is the course member's personal tutor.
2. begin providing weekly summaries (in writing) of the course member's attendance on that module to the personal tutor.

The personal tutor, having thus been alerted to a possible problem, must enquire of the course member's other module tutors to establish the overall attendance situation. This is important because an attendance problem may or may not be confined to one module.

A course member whose attendance for the scheduled classes of a module is below 70% will not normally be recommended to the Assessment Board as having successfully completed that module.

For overall programme attendance, other than in exceptional circumstances, the minimum attendance requirement is 70%. This applies to an academic year as a whole. Where overall programme attendance approaches, or is deemed by the personal tutor as likely to approach, the 70% threshold for the year as a whole the personal tutor will write to the course member to express concern and to establish a tutorial meeting to explore the problem and clarify the jeopardy. This letter will draw the course member's attention to the relevant attendance regulations in their Handbooks. It will also be copied to the Programme Leader. Other than in exceptional circumstances, programme attendance below 70% for the award being pursued will result in a consideration of the assessment board of an decision of overall failure.

7 PROGRAMME AIM, OUTCOMES, STRUCTURE AND CONTENT

7.1 Programme Aim and Overall Outcomes

The programme focuses on professional and academic issues in relation to supporting the education of children across the primary key stages, thus aiming to help you to develop and apply knowledge and understanding of theoretical and workplace practices to your role as a teaching assistant. The overall learning outcomes for the programme are that you will:

1. Acquire, review and update their core knowledge and understanding of children's development and education that can practically inform all work you do with children to ensure that the work you do is consistent with a professional level of practice.
2. Reflect on, and evaluate, current professional values and practice.
3. Identify and apply practices ensuring all children are supported and have equal access to optimal learning and development experiences.
4. Work within current educational frameworks to plan activities that support pupils' learning.

5. Demonstrate an understanding of the regulatory and legislative perspectives that apply to the primary school setting as well as to the wider lives of children and apply this knowledge.
6. Develop professional and practical skills and competences required to work as a Higher Level Teaching Assistant or as a Level 4 Teaching Assistant.
7. Develop academic skills so you can study effectively at levels HE4 and HE5.
8. Develop transferable skills commensurate with studying and working effectively at levels HE4 and HE5.

The learning outcomes for each module can be found in the module specifications in Appendix 1.

7.2 Structure and content

To gain the Foundation Degree for Teaching Assistants (Primary), you will be required to successfully complete the eleven modules specified in the Table below.

	MODULES	CREDITS	LEVEL
1	Research and Study Skills	20	HE4
2	Inclusive Education	20	HE4
3	Planning, Delivery and Assessment of Learning	30	HE4
4	Theory and Practice of Learning	10	HE4
5	Supporting Language and Literacy	20	HE5
6	Supporting Numeracy	20	HE5
7	Supporting Science	20	HE5
8	Trends and Issues In Education	20	HE4
9	Reflective Practice	20	HE5
10	Work Based Practice (Action Inquiry Project)	30	HE5
11	Work Based Practice (Reflection on the Work Setting)	30	HE5
	Total credits: 100 credits at HE4 plus 140 credits at HE5		

However, from time to time a student may have to leave the course prior to completing the full programme. When this happens a students can achieve an interim award - the Certificate of Higher Education for Teaching Assistants (Primary) – if they successfully complete the 6 modules, specified in the table below.

	MODULES	CREDITS	LEVEL
1	Research and Study Skills	20	HE4
2	Inclusive Education	20	HE4
3	Planning, Delivery and Assessment of Learning	30	HE4
4	Theory and Practice of Learning	10	HE4
5	Trends and Issues In Education	20	HE4
	Plus one of the following		
6	Supporting Language and Literacy	20	HE5
6	Supporting Numeracy	20	HE5
6	Supporting Science	20	HE5
	Total credits: 100 credits at HE4 plus 20 credits at HE5		

The content of the modules can be found in Appendix 1. The way your course will be delivered over the years will be as (or similar to) that shown in the table below:

Year	Module	Credits	Semester	Total credits
Yr1	Research and study Skills (HE4)	20	S1	80
	Trends and Issues (HE4)	20		
	Planning Delivery and Assessment of Learning (HE4)	30	S2	
	Theory and Practice of Learning (HE4)	10		
Yr2	Inclusive Education (HE4)	20	S1	80
	Supporting Language & Literacy (HE5)	20		
	Supporting Numeracy (HE5)	20	S2	
	Supporting Science (HE5)	20		
Yr3	Reflective Practice (HE5)	20	S1	80
	Work-Based Practice (Action Inquiry Project) (HE5)	30	S1 & S2	
	Work-Based Practice (Reflection on the Work Setting) (HE5)	30	S2	

The programme develops a range of transferable skills as outlined in appendix 4. These skills are important because they can help people to be adaptable.

8 ASSESSMENT

8.1 Assessment strategy for the programme

Assessment criteria for pass standard are available for each unit and are contained in the module specifications in Appendix 1. Your assessed work will be marked in percentages as explained in the AME School Handbook (<http://www.bolton.ac.uk/ame>). The meaning of each of the Grade Descriptions is also described in that handbook and, for convenience, in Appendix 2 of this handbook.

The course consists of a number of modules. Each module has its own assessment requirements. When you are judged to have met all of the module's assessment requirements, you are awarded a pass and a percentage grade for that module.

The way in which module results are combined to form award results is explained in the AME School Handbook and, in more detail, in the University Undergraduate Modular Framework Assessment Regulations that the School handbook refers to.

8.2 Relevant University assessment regulations

The assessment regulations that apply to this programme are those of the University's Undergraduate Modular Framework currently in force located at:

<http://www.bolton.ac.uk/studentcentre/>

Under the section on "Regulations Policy and procedures".

Please see the AME School Handbook at www.bolton.ac.uk/ame for procedures on "mitigating circumstances" (seeking help when health or other problems affect your assessment) and other important and useful information. It is important that you follow this guidance and procedure if you wish to apply for mitigating circumstances.

8.3 Forms of assessment that will be encountered on the programme

The forms of assessment are shown in the module specifications in appendix 1 and summarised in the Assessment Map in Appendix 3. It can be seen from the Assessment Map that you will be assessed in different ways, for example, practical tasks, portfolios, reports, projects, assignments and oral presentations. You will be given a briefing sheet detailing the assessment that is to be done for each module and the tutors will also explain the assessment in class.

8.4 Indicative assessment schedule and assessment procedures

During your induction you will be given a calendar that will specify the hand in dates for each piece of assessed work.

8.5 Assessment procedures

Where feasible, students may be provided with informal, formative, qualitative feedback on *assessment work in progress* before it is formally submitted for assessment for the first time. Provisional marks or grades will not form part of this feedback. The nature of this feedback will not be recorded and will not form any part of the assessment of the final submission of the work concerned. Any feedback given in this way will not form a commitment to a particular grade or result, as all such grades and results are subject to the University's assessment, internal moderation, external examination and Assessment Board procedures.

You can only make one formal submission of an assignment prior to the assessment board.

8.6 Illness or other problems affecting assessment: “Mitigating Circumstances”

Please refer to the AME School Handbook for a description of “Mitigating Circumstances” and the process by which you apply for mitigating circumstances (i.e. severe problems of a medical or personal nature affecting your assessment) to be taken into account..

8.7 Submitting assignments

Assignments should be submitted by hand to the tutor delivering the module by the submission date and time specified. Assignments must not be posted. All students must keep a full hard copy.

Marked work will be returned to you within two working weeks after the assessment board takes place (if in exceptional circumstances this is not possible you will be informed of the reasons why).

An assessment feedback sheet will be provided; this will give the percentage mark and tutor feedback on your work.

8.8 Moderation and standardisation

For each assessment, a sample of 1 in 5 completed assignments will be randomly selected and moderated – to ensure that all tutors are marking consistently and standardised – to ensure that all tutors are marking to the same standard.

Moderation and standardisation procedures will be approved and monitored by the university link tutor. The university link tutor will moderate a sample of assessed work.

8.9 Plagiarism Prevention – Electronic Submission

Plagiarism is serious academic misconduct involving passing off another person's work (e.g. copy-pasting from a web site, or copying from a book) as your own. It has severe consequences and there are increasingly sophisticated ways of detecting it. You must read about this important topic in the AME School Handbook on <http://www.bolton.ac.uk/ame>

Any student can be required to supply the marking tutor with an electronic copy of all or part of the written components of any assignment. Such electronic copies are usually requested in order that they can be scanned by the JISC “Turnitin” online system. TurnitinUK is:

an online service hosted at <http://www.submit.ac.uk> that enables institutions and staff to carry out electronic comparison of students' work against electronic sources including other students'

work. The service is based in the UK and accessed via standard web browsers. JISC hopes that this service will be a valuable support tool for institutions, staff and students in their efforts to prevent and detect plagiarism (JISC, 2006).

If you are asked to supply such an electronic copy, you must do so within five days of the request being made, as an attachment to an email to the marking tutor, or as otherwise instructed by the tutor. If using email for this, put your own email address in the CC: ("carbon copy") field so a copy is received by you of what is sent. This will help ensure that the email transmitted satisfactorily, and can be used as evidence of transmission should this be needed. To avoid misunderstandings, it is important that the file submitted in this way must not differ in content from the normal paper submission that must still be made. Please note that being required to supply an electronic copy does not imply that a student is being suspected of plagiarism. The AME School Handbook has further important information about plagiarism prevention which must be read and understood by students.

8.10 Work based assessment

The following modules require assessment observation by the module tutor or other appropriate trained and approved staff which may include workplace assessors:

- Planning Delivery and Assessment of Learning
- Supporting Language and Literacy
- Supporting Numeracy
- Supporting Science

You must negotiate an appropriate date and time for this to occur with your observer (before the due date of the assessment) and ensure that the appropriate personnel in the primary school is informed of the proposed assessment arrangements and is willing for the assessment to take place.

8.11 Work Based Experience

Because the programme contains a high level of work-based/work-related assessment it is vital that all students are actively working in appropriate ways within a key stage 1 / key stage 2 school environment for an appropriate amount of time for the duration of the programme - this must be a minimum of 40 hours per month during the school term period, and must include at least 1 full school day per week. It is therefore a condition of your enrolment that the monthly timetable (available from your tutor) is completed and signed by the appropriate class teacher in the primary school.

The modules on the programme embed appropriate HLTA content and you can compile a portfolio for assessment by the appropriate panel. This is distinct from the Foundation Degree programme.

8.12 Ethics and Professional Practice

You should demonstrate in your work (where appropriate) awareness of ethical issues and morally acceptable behaviour, such as honesty, integrity and fairness. Students should make clear their care and commitment to all learners to ensure safe learning environments, their commitment to ongoing professional development, and they should demonstrate appropriate standards of personal behaviour. Attention must also be paid to confidentiality and the identity of learners and others in the workplace should be protected.

9 STUDENT REPRESENTATION AND FEEDBACK

Programme Committee meets periodically and includes student representatives chosen by the students themselves. Information about being a student rep is available on the Student's Union web site at:

<http://www.ubsu.org.uk/>

(Click "Course Reps")

The SAME has a Board of Study which also has student representation. Both the Programme Committee and the Board of Study ensures that students' views are communicated and valued.

10 PROGRESSION OPPORTUNITIES

On successful completion of your Foundation Degree you can apply to the University of Bolton to do a *top-up* to a degree. You could also apply to do a teacher training qualification at Bolton Community College, the University or one of its other partner colleges. You will be provided with information on progression routes at the University by the Univeristy Link Tutor and your Programme Leader.

11 MODULES AND THEIR ASSESSMENT SPECIFICATIONS

Please see Appendix 1

12 PROGRAMME SPECIFICATION DOCUMENT

This provides a standard summary of the educational features of your programme. All university courses are presented in this way, to enable comparison of similar courses in different universities.

1. Qualification Foundation Degree	2. Programme Title Foundation Degree for Teaching Assistants	3. UCAS Code	4. Programme Type UGS
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>The programme will focus on professional and academic issues in relation to supporting the education of children across the primary key stages, thus aiming to help students to develop and apply knowledge and understanding of theoretical and workplace practices to their roles as teaching assistants.</p> <p>The programme has three key distinctive features. Firstly, it is distinctive because it is a response to a local need for a higher level course that is tailored to the needs of the students and the workplace and so the programme has been written in close collaboration with employers. Secondly, the programme promotes workplace learning and uses activities that students can undertake in the workplace for assessment purposes. A third distinctive element is the blended learning approach that is to be adopted; students will use Moodle, participate in on-line discussion groups, and maintain e-PDPs so that their ICT skills are progressed.</p> <p>6. What a graduate should know and be able to do on completion of the programme</p> <p>The overall learning outcomes for the programme are that students will:</p> <ol style="list-style-type: none"> 1. acquire, review and update their core knowledge and understanding of children's development and education that can practically inform all work they do with children to ensure that the work they do is consistent with a professional level of practice. 2. reflect on, and evaluate, current professional values and practice. 3. identify and apply practices ensuring all children are supported and have equal access to optimal learning and development experiences. 4. work within current educational frameworks to plan activities that support pupils' learning. 5. demonstrate an understanding of the regulatory and legislative perspectives that apply to the primary school setting as well as to the wider lives of children and apply this knowledge. 6. develop professional and practical skills and competences required to work as a Higher Level Teaching Assistant or as a Level 4 Teaching Assistant. 7. develop academic skills so they can study effectively at levels HE4 and HE5. 8. develop transferable skills commensurate with studying and working effectively at levels HE4 and HE5. 			

Knowledge and understanding in the context of the subject(s)

Identify major historical developments in British education and discuss their importance and impact.

Understand the difference between qualitative and quantitative research.

Identify commonly used research methods, describe the methods, and their strengths and limitations.

Understand the need for an ethical approach to research.

Select and read academic literature showing understanding.

Have acquired an up to date and working knowledge of principles, policies and practices of inclusion in the school setting.

Understand how to promote the rights of parents/carers using the support systems and services that exist to benefit all learners.

Explain the meaning of group dynamics and how group dynamics can be analysed

Compare your own practice with examples of good practice from the literature

Identify similarities and significant differences between the compared policies and their implications for the teaching assistants working in each school.

Cognitive skills in the context of the subject(s)

Have examined the work of the SENCO, class teachers, teaching assistants and multi-disciplinary agencies in supporting students.

Have explored and understood the parents and family perspective on disability and special educational needs.

Justify the content of the lesson plans, suitability of resources, design of activities/resources devised, and assessment strategies.

Distinguish between diagnostic, formative and summative assessment and have produced, used and explained the assessment strategy for an identified group of learners.

Evaluate ways in which feedback is given within the school in which you work.

Evaluate the planning and delivery.

Critically discuss how the main aspects of specified learning theories are being applied to the teaching of

Subject-specific practical/professional skills

Have created and evaluated enabling structures to encourage children to participate confidently in group activities within an inclusive framework for learning and development.

Have engaged in a needs analysis of a group of children within an inclusive learning environment.

Prepare a short term plan in line with a given programme of study.

Devise five lesson plans with clearly defined and linked objectives and a range of teaching strategies to meet individual learning requirements of an identified group of learners.

use an assessment strategy for an identified group of learners.

Under supervision deliver planned lessons / activities to an identified group of pupils

Identify target levels relating to a specific group of children within the work setting for the purpose of planning a differentiated activity to support a group of pupils learning language and literacy, numeracy and science

Conduct an action inquiry project (whose scope and complexity is commensurate with the amount and level of credits attached to this module - 30 credits at level HE5) in an ethical manner.

Other skills (e.g. key/transferrable) developed in subject or other contexts

Demonstrate effective ICT skills

Demonstrate you can write an academic report.

Action plan for improvement

Prepare an initial action inquiry plan and agree it with your line manager and tutor

Analyse the findings of your research at the relevant stages of the research process.

Use self-management strategies effectively.

Work effectively with others.

<p>children and children's learning observed in your workplace.</p> <p>Analyse the group dynamics of a specified group of pupils and suggest ways to improve the group dynamics of a specified group of pupils.</p> <p>Analyse whether or not the strategies used to build pupils self-esteem and confidence are likely to be successful and justify your analysis.</p> <p>Analysed support strategies to promote language and literacy, mathematics and science learning.</p> <p>Evaluate how key initiatives have affected teaching strategies and approaches used in the classroom.</p> <p>Evaluate the impact of reflection on your work as a teaching assistant.</p> <p>Use an appropriate model of reflection to analyse your significant incidents</p>	
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7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
Analytical skills	Conduct literature searches	Analyse strengths and limitations of own work	Use information technology
Evaluative skills	Plan, design, conduct research	Work effectively in groups	Give presentations
Skills in synthesising	Analyse and report research findings	Work independently	Reflect on own experience and practice
Critical analysis	Write assignments and reports	Plan effectively	Ethics
Research skills	Follow appropriate ethical practice	Communicate effectively both orally and in writing	Review literature
Enquiring skills	Relate theory to practice	Manage time effectively	Scholarship
	Analyse narratives, reports and research findings	Participate in discussions	
	Plan lessons and activities	Action plan	
	Devise resources		
	Support learning		

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units 3 years part-time. 11 Modules. 100 credits at HE4 and 140 at HE5

Part II **Modules are all core modules**

HE4	<p>Research and Study Skills – 20 credits</p> <p>Inclusive Education – 20 credits</p> <p>Planning, Delivery and Assessment of Learning – 30 credits</p> <p>Theory and Practice of Learning – 10 credits</p> <p>Trends and Issues In Education – 20 credits</p>
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<p>HE5</p>	<p>Supporting Language & Literacy – 20 credits Supporting Numeracy – 20 credits Supporting Science – 20 credits Reflective Practice – 20 credits Work Based Practice (Action Inquiry Project) – 30 credits Work Based Practice (Reflection on the Work Setting) – 30 credits</p>
<p>9. Learning, Teaching and Assessment Strategy</p> <p><u>Learning and Teaching Methods</u></p> <p>Lectures Student presentations Student research Narratives Discussion Group and Individual work Tutorials Practical work Student activities</p> <p><u>Assessment Methods</u></p> <p>Oral presentation Written assignments e.g. reports Narratives Portfolio Practical Project</p> <p><u>Assessment Classification System</u></p> <p>Work of : Exceptional quality Very good quality Good quality Satisfactory quality Borderline Fail Fail</p> <p><u>Honours Classification Bands</u></p> <p>N/A</p>	<p>10. Other Information (<i>including compliance with relevant University policies</i>)</p> <p><u>Date programme first offered</u></p> <p>September 2008</p> <p><u>Admissions Criteria</u> <i>Standard Requirements</i> The Foundation Degree for Teaching Assistants (Primary) is specifically designed for people who are working as teaching assistants in primary schools. Applicants will normally:</p> <ul style="list-style-type: none"> • have a Level 3 qualification (i.e. A-levels or equivalent) in an appropriate area; • have five GCSE passes at Grade C or above or other equivalent Level 2 qualifications (Mathematics and English should be among these); • be working in a school as a teaching assistant on a voluntary, or employed, basis; • have CRB clearance (enhanced); • have written communication skills at level 3; • have good oral communication skills; • attend an interview with a member of the course team. <p><i>Non Standard Entry</i></p> <p>The University may admit applicants who do not have a Level 3 qualification in an appropriate area but who hold alternative qualifications and/or experience demonstrating appropriate knowledge and skills at Level 3. Such candidates would be admitted to the course as <i>exceptional entrants</i>. Overseas candidates from a country where the language of instruction is not English must have English Language proficiency at IELTS 6.0 or equivalent in addition to the entry criteria stated above.</p> <p><u>Indicators of Quality and Standards</u></p> <p>High scores by students on the Student Satisfaction Questionnaires High scores by students on the Module Evaluation Questionnaires Tutor evaluation reports Feedback from staff and students at Programme Committee Feedback from the External Examiner External Examiner Reports Students' assessed work</p>

13 APPENDICES

APPENDIX 1 MODULE SPECIFICATIONS

Research and Study Skills

20 credits at HE4

Pre-Requisites / Co-Requisites: None

Module Code: EDU1030

Description and Purpose of Module

The module is designed to introduce, reinforce and support the gaining of study skills required of all students for the successful completion of the foundation degree. Students will be encouraged to develop their skills in order to become independent learners.

Indicative Syllabus Content

Academic report writing: structure of a reports; style; grammar and punctuation; selecting, embedding and using quotations, Harvard referencing, compiling a bibliography.

ICT: on-line literature searches; on-line discussion; using the VLE to access learning materials, electronic PDP portfolios, word processing.

Selecting, reading and understanding academic literature.

Research: qualitative and quantitative research; research methods; research ethics and skills.

Academic and transferable skills.

Learning, Teaching and Assessment

A blended-learning approach will be adopted. Online resources guide students through achievable study skills. Students will engage in online discussions, debates and group activities to explore and develop study and reflection skills. A combination of lectures, tutorials and class-based activities will also be utilised in the module.

You will be assessed through an assignment that asks you to prepare a report and by an ICT evidence portfolio.

Learning Outcomes and Assessment Criteria

	Learning Outcomes By the end of the module you will:	Assessment Criteria In your assessed work you should demonstrate that you can:
1	understand the difference between qualitative and quantitative research	1.1 explain differences between qualitative and quantitative research
2	identify commonly used research methods, describe the methods, and their strengths and limitations	2.1 describe three commonly used research methods and explain their strengths and limitations
3	understand the need for an ethical approach to research	3.1 explain the need for an ethical approach to research 3.2 explain the applicable requirements of the University of Bolton's code of ethical practice relating to research

4	demonstrate effective ICT skills	<p>4.1 conduct an on-line literature search to obtain good quality academic literature</p> <p>4.2 participate in an on-line discussion</p> <p>4.3 use a VLE correctly to access learning materials</p> <p>4.4 set up your electronic PDP portfolio successfully</p> <p>4.5 demonstrate word processing skills required to produce an assignment that is appropriately presented</p>
5	select and read academic literature showing understanding	5.1 select and discuss the contents of a chosen piece of academic literature showing understanding of its contents
6	demonstrate you can write an academic report.	6.1 write an academic report with an appropriate structure, style, presentation, correct grammar and punctuation, with relevant quotations used appropriately, and full Harvard referencing and a bibliography

Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

Type	Assessment item 1 - 60%	Assessment item 2- 40%
Description	assignment report of 1,500 words	ICT evidence -portfolio
learning outcomes	1, 2, 3, 4, 5, 6	4

Indicative Reading

- Bell, J. (2006) *Doing your Research Project*. Maidenhead: Open University Press
- Buzan, T. (2002) *How to Mind Map*. London: Thorsons HarperCollins Publishers.
- Cohen L., Manion L., & Morrison K., (2007) *Research Methods in Education*. Abingden: Routledge
- Cottrell, S. (2003) *The Study Skills Handbook* (2nd Edition). Basingstoke: Palgrave Macmillan.
- Hammersley-Fletcher, L., Lowe M., & Pugh J., (2007) *The Teaching assistants guide an essential textbook for foundation degree students*. Abingden: Routledge
- Middlewood D., Coleman M., & Lumby J. (2004) *Practitioner research in Education*. London: Paul Chapman Publishing Ltd
- Ritchie, C. and Thomas, P. (2004) *Successful Study: Skills for Teaching Assistants*. London: David Fulton Publishers.
- Smith, P. (2002) *Writing an assignments: Proven Techniques from a Chief Examiner that really get results*. Oxford: How to Books Ltd.
- Truss, L. (2003) *Eats Shoots and Leaves: the Zero Tolerance Approach to Punctuation*. London: Profile books Ltd.
- Watkinson A. (2005) *Professional Values and Practice*. London: David Fulton Publishers

Inclusive Education

20 credits at HE4

Prerequisites / Co-Requisites: None

Module Code: EDU1031

Description and Purpose of Module

This module is designed to enable course members to understand how the focus on equal opportunities for all learners and anti-discriminatory practice within our schools and colleges have had a significant influence on the current legislation promoting inclusive education.

Indicative Syllabus Content

Physical and sensory areas of need; interaction areas, needs and strategies; resources and aids to learning; behavioural issues (B.E.S.D.)

The inclusive framework and context of special educational needs within to-day's educational climate and recent associated Equal Opportunities and anti-discriminatory legislation.

Attitudes, values, beliefs, and assumptions with particular reference to race, culture, ability and gender.

The identification, monitoring and assessment procedures related to the Special Needs Code of practice.

Areas of specific difficulties: dyslexia etc.

Working with parents and or carers and / or support workers in order to support children with special educational needs; multi-agency partnerships.

Knowledge of how an establishment has worked towards an inclusive framework.

Working with, and providing for, refugee children.

Ethical considerations (the University of Bolton's ethical procedures)

Learning, Teaching and Assessment

The module will be delivered using a variety of teaching and learning methods including: lectures, tutorials, class-based activities, research, and case studies. A blended learning approach will be adopted. The emphasis will be on active learning featuring analysis and evaluation in particular. Case studies will be examined and students encouraged to discuss and share their own experience and practice. This student centred approach will encourage interaction and participation.

Assessment will be by a narrative and a written assignment.

Learning Outcomes and Assessment Criteria

	Learning Outcomes By the end of the module you will:	Assessment Criteria In your assessed work you should demonstrate that you can:
1.	Have created and evaluated enabling structures to encourage children to participate confidently in group activities within an inclusive framework for learning and development.	1.1 arrive at a series of judgements with supporting data on the effectiveness of an inclusive learning environment.
2.	Have engaged in a needs analysis of a group of children within an inclusive learning environment.	2.1 use an established methodology appropriately to diagnose a range of learners' needs.

3.	Have acquired an up to date and working knowledge of principles, policies and practices of inclusion in the school setting.	3.1 show evidence of accurate concepts and legislative measures that underpin inclusive practices.
4.	Have examined the work of the SENCO, class teachers, teaching assistants and multi-disciplinary agencies in supporting students.	4.1 carry out analysis of the role of practitioners centrally involved in making inclusive education work.
5.	Have explored and understood the parents and family perspective on disability and special educational needs.	5.1 in an ethical manner, provide accurate descriptions of family experiences with issues of special educational needs.
6.	Understand how to promote the rights of parents/carers using the support systems and services that exist to benefit all learners.	6.1 accurately describe the rights of those who support learners

Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

Type	Assessment item 1- 30%	Assessment item 2 -70%
Description	Narrative	Assignment of 2,500 words
Learning Outcomes	2,5	1,2,3,4,5,6

HLTA Standards
4, 5, 6,15,16,27

Indicative Reading

- Alfrey, C. (2003) *Understanding Children's Learning: A Text for Teaching Assistants*. London: David Fulton Publishers Ltd.
- Alcott, M. (2007) *An Introduction to Children with Special Educational Needs*, Abingden: Hodder & Stoughton
- Corbett, J. (2001), *Supporting Inclusive Education: a connective pedagogy*. London: Routledge-Falmer.
- DfES (2001) *Support Pack for Special Educational Needs*.
- Doveston, M. Cullingford-Agnew S (2006) *Becoming a Higher Level Teaching Assistant: Primary Special Educational Needs*, Exeter, Learning Matters Ltd.
- Dyer, C. (2001) *Teaching Pupils with Severe and Complex Learning Difficulties*. London, Kingsley.
- Knowles, G. (Ed) 2006, *Supporting Inclusive Practice*, Abingden: Routledge.
- Reid G (2005) *Learning Styles and Inclusion*, London, Paul Chapman Publishing
- Richards, G. & Armstrong F. (2007) *Key Issues for Teaching Assistants, Working in diverse and inclusive classrooms*. London: Routledge.
- Webster-Stratton, C. (2004) *How to promote children's social and emotional competence*. London: Paul Chapman Publishing Ltd.

Journals.

- British Journal of Special Education. London: Blackwell (NASEN).
- British Journal of Educational Studies. London (NASEN): Blackwell.

Useful web sites.

Commission For Racial Equality: www.cre.gov.uk/duty/index.html.

Disability issues: www.disability.gov.uk

DfES www.dfes.gov.uk/teachingreforms/support/teachasist

Inclusive Technology for special needs: www.inclusive.co.uk/infosite/snhome

SEN Centre: www.dfes.gov.uk/sen

Planning, Delivery & Assessment of Learning

30 credits at HE4

Pre-Requisites: None

Co-Requisites: Theory and Practice of Learning

Module Code: EDU1032

Description and Purpose of Module

This module will enable students to acquire a range of skills in planning, teaching and assessing children's learning within the primary school environment. It also helps them to understand how to give feedback in a way that maintains pupils' self-esteem.

Indicative Syllabus Content

Lesson plans; National Curriculum knowledge (short, medium and long-term); key issues relating to planning; aims, objectives and outcomes; lesson structure; lesson plenary; lesson evaluation; assessment methods; micro-teaching; communication; managing behaviour; delivery; relevant theories and theorists (e.g., Vygotsky, Bruner, Rogers). Giving feedback to pupils in a way that maintains pupils' self-esteem; selecting appropriate resources; health and safety; meeting learners' needs.

Learning, Teaching and Assessment

The module will be delivered using a variety of methods such as: lectures, tutorials, class activities, work-based activities, e-learning, web-based research activities, and work based practice. A blended learning approach will be adopted.

Assessment of this module is by two pieces of work. Firstly, an assignment that asks you to devise a scheme for one week together with five lesson plans and a justification showing you understand the theoretical aspects involved in planning. The second involves you in delivering one of your planned lessons under the supervision of the class teacher, evaluating the planning and delivery of the lesson and identifying and explaining how you can improve the planning and delivery of the lesson.

Learning Outcomes and Assessment Criteria

	Learning Outcomes By the end of the module you will:	Assessment Criteria In your assessed work you should demonstrate that you can:
1	Understand how to prepare a short term plan in line with a given programme of study.	1.1 Produce a short term plan covering five lessons for an area of work agreed with your workplace supervisor and your tutor, and in line with a given programme of study.
2	Identify and justify appropriate content for lesson plans designed to meet the needs of an identified group of learners.	2.1 Devise five lesson plans with clearly defined and linked objectives and a range of teaching strategies to meet individual learning requirements of an identified group of learners. 2.2 Justify the content of the lesson plans.

3	Demonstrate knowledge and skill in accessing and selecting relevant learning resources to support the delivery of learning to an identified group of learners.	3.1 Select a range of learning resources from existing sources that are appropriate, up-to-date and match learners' individual needs, that will be used in each of the five planned lessons 3.2 Justify the suitability of the resources
4	Be aware of the difference between diagnostic, formative and summative assessment and have produced, used and explained the assessment strategy for an identified group of learners.	4.1 Use appropriate assessment strategies within the planning documentation and justify your choices.
5	Explore ways in which feedback is given to pupils in your school	5.1 Explain and evaluate ways in which feedback is given within the school in which you work.
6	Deliver one of your planned lessons to an identified group of pupils and evaluate the planning and delivery.	6.1 Under the supervision of the class teacher, satisfactorily deliver one of your planned lessons (see assessment criteria 2.1 above) to an identified group of learners in a primary school. 6.2 Evaluate the planning and delivery. 6.3 Identify and explain how you could improve the planning and delivery of the lesson and produce an action plan for improvement

Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

Type	Assessment item 1 80%	Assessment item 2 20%
Description	Assignment – (i) Scheme covering 5 sessions (ii) 5 detailed lesson plans, (iii) Selected resources for each of the 5 lessons (iv) Justification (1,000 words) (v) Evaluation (approx. 500 words)	Practice portfolio consisting of : (i) observation report (ii) evaluation of teaching session (iii) statement of aspects for improvement and an action plan
Learning Outcomes	1, 2, 3, 4, 5	6

HLTA Standards

2,3,22, 23, 24, 25, 26, 28, 29, 30,31, 33

Indicative Reading

- Alfrey, C. (2003) *Understanding Children's Learning: A Text for Teaching Assistants*. London: David Fulton Publishers Ltd
- Black P., Harrison C., Lee C., Marshall B., & William D, (2006) *Assessment for Learning Putting it into practice*, Maidenhead: open University Press.
- Clarke, S. (2008) *Unlocking Formative Assessment, Practical strategies for Enhancing Children's learning in the Primary Classroom*, Abingden: Hodder & Stoughton Ltd
- Kelly, A.V. (2008) *The Curriculum Theory and Practice*, London, Sage Publications Ltd
- Moyles, J. & Robinson, G (Eds) (2002) *Beginning Teaching: Beginning Learning in Primary Education*. Oxford: Oxford University Press.
- Reid, G. (2005) *Learning Styles and Inclusion*, London, Paul Chapman Publishing
- Rose, R. (2005) *Becoming a Primary Higher Level Teaching Assistant*, Exeter: Learning Matters Ltd.
- Tizard, B. & Hughes, M. (2002) *Young Children Learning*. Oxford: Blackwell.
- Tyrer, T. Gunn S. Lee C. Parker M. Pittman M, & Townsend, M. (2004) *A Toolkit for the Effective Teaching Assistant*, London: Paul Chapman Publishing
- Wood, D. (2000) 2nd Edition *How Children Think and Learn*. Oxford: Blackwell.

Theory and Practice of Learning

10 credits at HE4

Pre-Requisites / Co-Requisites: None

Module Code: EDU1033

Description and Purpose of Module

This module aims to develop students' understanding of the teaching and learning process. Through this module students will develop their knowledge of learning theories and approaches to learning so they can apply them to their practice in an informed and critical way.

Indicative Syllabus Content

What is learning? Theorists and theories of learning (e.g., Pavlov, Thorndyke, Rogers, and Skinner, De Bono); teaching and learning strategies; personalised learning; learning styles (e.g., VAK/VARK); Critical appreciation of learning styles theories and their application (Coffield et. al.); multiple intelligence; Ethical issues; Child development; Group dynamics; Building pupils' self-esteem and confidence; the problems of reticence.

Learning, Teaching and Assessment

The module will be taught using a variety of methods such as lectures, tutorials, research based activities, group work, oral presentations. A blended learning approach will be adopted.

The module is assessed by a work-based assignment which involves an investigation into workplace practices and how the practice relates to theories covered in the module.

Learning Outcomes and Assessment Criteria

	Learning Outcomes	Assessment Criteria
	By the end of the module you will:	In your assessed work you should demonstrate that you can:
1.	Understand the main aspects of specified theories of learning and review how they are applied to the teaching of children and the observation of children learning in your workplace	1.1 describe the main aspects of a specified learning theory or theories 1.2 critically discuss how the main aspects of specified learning theories are being applied to the teaching of children and children's learning observed in your workplace
2.	Understand the importance of group dynamics and suggest ways to improve the group dynamics of a specified group of pupils	2.1 explain the meaning of group dynamics and how group dynamics can be analysed 2.2 analyse the group dynamics of a specified group of pupils 2.3 suggest ways to improve the group dynamics of a specified group of pupils

3.	Understand the problems facing pupils who are reticent, and/or have low self-esteem and explore ways of building pupils' self-esteem and confidence.	<p>3.1 explain the problems facing pupils who are reticent and/or have low self-esteem.</p> <p>3.2 identify how teachers in your workplace attempt to build pupils' self-esteem and confidence</p> <p>3.3 analyse whether or not the strategies used are likely to be successful and justify your analysis.</p>
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Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

Type	Assessment item 1 100%
Description	Work based assignment of approximately 1,500 words
Learning Outcomes	1,2,3

Indicative Reading

Bold, C. (Ed),(2004) *Supporting learning and teaching*, London: David Fulton publishers

Coffield, F. et. al. (2004) *Should we be using learning styles? What research has to say to practice.* London: LSRC

Jarvis, Matt (2005), *The psychology of effective learning and teaching*, Cheltenham: Nelson Thornes Ltd

Hayes, D. (2004) *Foundations of Primary Teaching*, London: David Fulton Publishers

Kerry, T. (2002) Learning objectives, task setting and differentiation, Cheltenham, Nelson Thornes Ltd

Moyles, J. & Robinson, G. (Eds) (2002) *Beginning Teaching: Beginning Learning in Primary Education.* Oxford: Oxford University Press.

Riddall-Leech, (2005), *How to observe children*, London, Heinemann Educational Publishers.

Tizard, B. & Hughes, M. (2002) *Young Children Learning.* Oxford: Blackwell.

Watkinson A, (2006) *Learning and Teaching, Meeting the Professional Standards for Higher Level Teaching Assistants*, London, David Fulton Publishers

Wood, David (2000) 2nd Edition *How Children Think and Learn.* Oxford: Blackwell.

Supporting Language and Literacy

20 credits at HE5

Pre-Requisites / Co-Requisites: None

Module Code: EDU2051

Description and Purpose of Module

The module aims to develop students' knowledge of language and literacy in relation to the requirements of the National Curriculum (English), and the National Primary Strategy Framework for Key Stage 1 and 2. The focus of the module is to develop students' knowledge and skills so that they can support the class teacher in his/her teaching of language and literacy and help pupils at primary school level to learn about language and literacy.

Indicative Syllabus Content

Primary National Strategy; Language and Literacy Strategy (e.g., levels and progression); National Curriculum (English); language and literacy initiatives; current changes in language and literacy at different key stages; areas of language and literacy; Standard Attainment Tests (SATs), language and literacy across the curriculum; difficulties children have with learning language and literacy and misconceptions; software programmes; resources (concrete materials); multisensory approach to learning language and literacy; differentiated lesson planning for the teaching and learning of language and literacy at primary level; reflective practice; maintaining a reflective journal; evaluation; Higher Level Teaching Assistants (HLTA) Standards; language and literacy support strategies (Further Literacy Support, Early Literacy Support, Additional Literacy Support); health and safety.

Learning, Teaching and Assessment

The module will be delivered using a range of methods such as lectures, tutorials, class activities, work-based practise and research. A blended learning approach will be adopted and students will have access to on-line materials as well as attending face-to-face sessions.

There are three items of assessment. Firstly, you will devise a differentiated lesson plan and an activity, and implement your activity for a specified group of learners under the supervision of the class teacher. The activity will include a multisensory resource that you have designed. You will provide a justification for the planning and the resources, and an evaluation. Through this you will demonstrate you can apply skills and knowledge gained in the module to practical workplace tasks. The second assessment item involves you in critically evaluating the use of the SATs as an assessment tool in primary schools so that you will become aware of the advantages and disadvantages of using SATs to measure children's achievement in language and literacy. The third item involves you in producing a reflective report on your experiences supporting language and literacy learning and an action plan for your own improvement in this area.

Learning Outcomes and Assessment Criteria

	Learning Outcomes By the end of the module you will:	Assessment Criteria In your assessed work you should demonstrate that you can:
1	Have acquired broad knowledge of the Primary National Curriculum in English, its requirements, strategies and expected outcomes and targets.	1.1 Identify target levels relating to a specific group of children within the work setting for the purpose of planning a differentiated activity to support a group of pupils learning language and literacy.
2	Have analysed support strategies to promote language and literacy learning.	2.1 analyse strengths and weaknesses of support strategies for language and literacy learning.
3	Have devised a language and literacy activity incorporating a multisensory resource you have designed, planned a lesson incorporating the activity, delivered the lesson to a selected group of children under the supervision of the class teacher, and evaluated the above.	3.1 devise a language and literacy activity, incorporating a multisensory resource you have designed for a selected group of children, and plan a lesson incorporating the activity. 3.2 justify the decisions you made when undertaking 3.1 above 3.3 under the supervision of the class teacher implement your activity using appropriate teaching methods and skills necessary to support children's language and literacy development and justify your choice of methods. 3.4 evaluate the planning, the activity you designed and the delivery of your activity.
4	Have produced a reflective journal in relation to supporting language and literacy learning in the classroom for a period of half a term, and an action plan for your self development in this area.	4.1 reflect on your experiences of supporting language and literacy to enhance your own professional practice and competence in this area, and produce an action plan for improvement.

Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

Type	Assessment item 1 50%	Assessment item 2 25%	Assessment item 3 25%
Description	Differentiated lesson plan for a language and literacy lesson Activity and multisensory resource for use in the language and literacy lesson Supervisor's report on the delivery of your activity Justification and Evaluation (1000 words)	Assignment - Critically evaluate the implications of the use of SATs in language and literacy as an assessment tool in the primary school (advantages/disadvantages) – 1000 words	Reflective report of experiences supporting language and literacy for a period of half a term and action plan to improve – 1000 words
Learning Outcomes	1, 3	2	4

HLTA Standards:

1,9,10,12,13,14,17,18,19,20,21

Indicative Reading

Browne, A. (2006) *Teaching and Learning: Communication, Language and Literacy*, London: Paul Chapman Publishing.

Clipson-Boyles, S. (2001) *Supporting language and literacy 3-8: a practical guide for assistants in classrooms and nurseries*, London: David Fulton.

DfES (2006) Primary National Strategy: Primary Framework for literacy and mathematics,

DfEE / QCA (1999) English in the National Curriculum, London:

Goodwin, P. (Ed.) (2005) *The Literate Classroom*, London: David Fulton.

Sage, R. (2006) *Supporting Language and Communication: A guide for School Support Staff*, London, Paul Chapman Publishing Ltd

Fox, G, Halliwell M(2003) *Supporting Literacy and Numeracy - A guide for teaching assistants* London: David Fulton Publishers

Young, P and Tyre, C, (2002) *Dyslexia or illiteracy?* London, Open University Press

Wray D., (2006) *Teaching Literacy Across the Primary Curriculum*. Exeter: Learning Matters Ltd.

Sage R. (2006) *Supporting Language and Communication: A Guide for School Support Staff*, London: Paul Chapman Publishing

Supporting Numeracy

20 credits at HE 5

Pre-Requisites / Co-Requisites: None

Module Code: EDU2052

Description and Purpose of Module

The module aims to develop students' knowledge of numeracy in relation to the requirements of the National Curriculum (Mathematics), and the National Primary Strategy Framework for Key Stage 1 and 2. The focus of the module is to develop students' knowledge and skills so that they can support the class teacher in his/her teaching of numeracy and help pupils at primary school level to learn about numeracy.

Indicative Syllabus Content

Primary National Strategy; Numeracy Strategy (e.g., levels and progression); numeracy initiatives (e.g., Springboard); current changes in numeracy at different key stages; areas of mathematics (e.g., number, shape and space, data handling, problem solving); mathematics misconceptions; SATs, ICT and numeracy across the curriculum; software programmes; resources (concrete materials); multi-sensory approach to learning mathematics; differentiated lesson planning for the teaching and learning of mathematics at primary level; reflective practice; maintaining a reflective journal; evaluation; Higher Level Teaching Assistants (HLTA) Standards; health and safety; meeting individual learners' needs.

Learning, Teaching and Assessment

This module will be delivered using a range of methods such as lectures, tutorials, class activities, work-based practise and research. A blended learning approach will be adopted and students will have access to on-line materials as well as attending face-to-face sessions.

There are three items of assessment. Firstly, you will devise a differentiated lesson plan and activity, and implement your activity under the supervision of the class teacher. The activity will include a multisensory resource that you have designed. You will provide a justification for the planning and the resource and an evaluation. Through this you will demonstrate you can apply skills and knowledge gained in the module to practical workplace tasks. The second assessment item involves you in critically evaluating the use of the SATs as an assessment tool in primary schools so that you will become aware of the advantages and disadvantages of using SATs to measure children's achievement in mathematics. The third item involves you in producing a reflective report on your experiences supporting numeracy learning and an action plan for your own improvement in this area.

Learning Outcomes and Assessment Criteria

	Learning Outcomes By the end of the module you will:	Assessment Criteria In your assessed work you should demonstrate that you can:
1	Have acquired broad knowledge of the Primary National Curriculum in Numeracy, its requirements, strategies and expected outcomes and targets.	1.1 Identify target levels relating to a specific group of children within the work setting for the purpose of planning a differentiated activity to support pupils learning numeracy.
2	Have analysed numeracy support strategies.	2.1 analyse strengths and weaknesses of numeracy support strategies.
3	Have devised a numeracy activity incorporating a multisensory resource you have designed, planned a lesson incorporating the activity, delivered the activity to a selected group of children under the supervision of the class teacher, and evaluated the above.	3.1 devise a numeracy activity, incorporating a multisensory resource you have designed for a selected group of children, and plan a lesson incorporating the activity. 3.2 justify the decisions you made when undertaking 3.1 above 3.3 under the supervision of the class teacher implement your activity to a designated group of learners using appropriate teaching methods and skills necessary to support children's numeracy development and justify your choice of methods. 3.4 evaluate the planning, the activity you designed and the delivery of your activity.
4	Have produced a reflective journal in relation to supporting numeracy learning in the classroom for a period of half a term, and an action plan for your self development in this area.	4.1 reflect on your experiences of supporting numeracy to enhance your own professional practice and competence in this area, and produce an action plan for improvement.

Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

Type	Assessment item 1 50%	Assessment item 2 25%	Assessment item 3 25%
Description	Differentiated lesson plan for a numeracy lesson Activity and multisensory resource for use in the numeracy lesson Supervisor's report on the implementation of your activity Justification and evaluation (1000 words)	Assignment - Critically evaluate the implications of the use of SATs in numeracy as an assessment tool in the primary school (advantages/disadvantages) (1000 words)	Reflective report of experiences supporting numeracy for a period of half a term and action plan to improve (1000 words)
Learning Outcomes	1, 3	2	4

HLTA standards: 1, 9, 10, 12, 13, 14, 17, 18, 19, 20 and 21

Indicative Reading

- Aplin, R. (2000) *Assisting Numeracy: A handbook for Teaching Assistants 2nd Ed.* London: Beam.
- Aubrey, C. (1999) *A developmental approach to early numeracy*, Birmingham: Questions Publishing.
- Crompton A., Fielding H., Scott M., (2007) *Supporting Numeracy: A Guide for School Support Staff*, London: Paul Chapman Publishing.
- Edwards, S. (1998) *Managing Effective teaching of mathematics 3-8.* London: PCP
- Fox, G. & Halliwell, M. (2003) *Supporting Literacy and Numeracy a guide for Teaching Assistants.* London: David Fulton Publishers
- Haylock D., (2006) *Mathematics Explained for Primary Teachers, Third Edition*, London: Sage Publications Ltd.
- Hopkins, C., Gifford, S., & Peperell S., (1999) *Mathematics in the Primary School: A sense of Progression.* Abingden: Routledge
- Merttens, R. (1995) *Teaching Numeracy: maths in the primary classroom* Leamington Spa: Scholastic.
- Riley J., & Prentice R., (eds) (1999) *The Curriculum for 7 – 11 years olds*, London: Paul Chapman Publishing.
- Way, J., & Beardon, T. (ed) (2003) *ICT & Primary Mathematics*, Berkshire: Open University Press.

Supporting Science

20 credits at HE5

Pre-Requisites / Co-Requisites: None

Module Code: EDU2053

Description and Purpose of Module

The module aims to develop students' knowledge of science in relation to the requirements of the National Curriculum (Science), and the National Primary Strategy Framework for Key Stage 1 and 2. The focus of the module is to develop students' knowledge and skills so that they can support the class teacher in his/her teaching of science and help pupils at primary school level to learn about science.

Indicative Syllabus Content

Science curriculum at Key stage 1 and 2; difficulties children have with learning science and misconceptions; the importance of scientific terminology in developing children's scientific knowledge; importance of science in the curriculum; health and safety in science lessons; areas of science; resources; Standard Attainment Tests (SATs) in science; the role and purpose of scientific investigation; the selection and use of appropriate scientific materials and equipment including ICT; multisensory approach to learning science; differentiated lesson planning for the teaching and learning of science at primary level; reflective practice; maintaining a reflective journal; evaluation.

Learning, Teaching and Assessment

This module will be delivered using a range of methods such as lectures, tutorials, class activities, work-based practise and research. A blended learning approach will be adopted and students will have access to on-line materials as well as attending face-to-face sessions.

There are three items of assessment. Firstly, you will devise a differentiated lesson plan and activity, and implement your activity. The activity will include a multisensory resource that you have designed. You will provide a justification for the planning and the resource, and an evaluation. Through this you will demonstrate you can apply skills and knowledge gained in the module to practical workplace tasks. The second assessment item involves you in critically evaluating the use of the SATs as an assessment tool in primary schools so that you will become aware of the advantages and disadvantages of using SATs to measure children's achievement in science. The third item involves you in producing a reflective report on your experiences supporting children's learning of science and an action plan for improvement.

Learning Outcomes and Assessment Criteria

	Learning Outcomes By the end of the module you will:	Assessment Criteria In your assessed work you should demonstrate that you can:
1	Have acquired broad knowledge of the Primary National Curriculum in Science, its requirements, strategies and expected outcomes and targets.	1.1 Identify target levels relating to a specific group of children within the work setting for the purpose of planning a differentiated activity to support pupils learning science.
2	Have analysed science support strategies.	2.1 analyse strengths and weaknesses of science support strategies.
3	Have devised a science activity incorporating a multisensory resource you have designed, planned a lesson incorporating the activity, delivered the activity to a selected group of children under the supervision of the class teacher, and evaluated the above.	3.1 devise a science activity incorporating a multisensory resource you have designed for a selected group of children, and plan a lesson incorporating the activity. 3.2 justify the decisions you made when undertaking 3.1 above 3.3 under the supervision of the class teacher implement your activity using appropriate teaching methods and skills necessary to support children's development in science and justify your choice of methods. 3.4 evaluate the planning, the activity you designed and the delivery of your activity.
4	Have produced a reflective journal in relation to supporting science in the classroom for a period of half a term, and an action plan for your self development in this area.	4.1 reflect on your experiences of supporting science to enhance your own professional practice and competence in this area, and produce an action plan for improvement.

Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

Type	Assessment item 1 50%	Assessment item 2 25%	Assessment item 3 25%
Description	Differentiated lesson plan for a science lesson Activity and multisensory resource for use in the science lesson Supervisor's report on the implementation of your activity Justification and evaluation (1000 words)	Assignment - Critically evaluate the implications of the use of SATs in science as an assessment tool in the primary school (advantages/disadvantages) (1000 words)	Reflective report of experiences supporting science for a period of half a term and action plan to improve (1000 words)
Learning Outcomes	1, 3	2	4

Indicative Reading

- DfEE (1999) *The National Curriculum Handbook for Primary Teachers in England, Key Stages 1 and 2*. London: DfEE
- Davies, D. & Howe, A. (2002) *Teaching Science, Design and Technology in the Early Years*. London: David Fulton Publishers
- Feasey R, (2007) *Primary Science for Teaching Assistants*. London: David Fulton Publishers
- Harlen, W (2005) *Teaching, Learning and Assessing Science 5 – 12* London: Sage Publications
- Harlen L, Qualter A, (2006) *The Teaching of Science in Primary Schools* Oxon, Routledge
- Johnson, J. & Gray, A. (1999) *Enriching Early Scientific Learning*. Buckingham: Open University Press.
- Sears, J. & Sorenso, P. (Ed) (2001) *Issues in Science Teaching Issues in Subject Teaching*, Abingden: Routledge
- Ward, H., Roden, J., Hewlett, C., &Foreman, J. (2005) *Teaching Science in the Primary Classroom: A Practical Guide*. London: Paul Chapman Publishing Ltd.

Trends and Issues in Education

20 credits HE4

Pre-Requisites / Co-Requisites: None

Module Code: EDU1034

Description and Purpose of Module

This module aims to give students an understanding of trends and issues in education in Britain, with a special focus on primary education.

Indicative Syllabus Content

History of educational development in Britain; National Curriculum; Government educational policies and papers; current issues (e.g., Every Child Matters, International Baccalaureate); debate on teaching in the classroom (e.g., from rote to experiential learning); workforce remodelling; citizenship.

Learning, Teaching and Assessment

The module will be delivered using a mixture of lectures, tutorials class-based activities and online resources. Learners will engage in online discussions, debates and group activities to explore the key concepts, ideas, and events.

Students will be assessed by a presentation on agreed major historical events in British education which they have investigated, and a written report on how the major changes have contributed to the philosophy of the National Curriculum and how key initiatives have impacted on teaching strategies and approaches. The assessment strategy allows students to negotiate topics that are of particular interest to them with their tutors to ensure the assessed work is of relevance to students' work as teaching assistants in primary schools and to the module.

Learning Outcomes and Assessment Criteria

	Learning Outcomes By the end of the module you will:	Assessment Criteria In your assessed work you should demonstrate that you can:
1.	Have an historical perspective on selected aspects of contemporary education agreed with your tutor.	1.1 Identify major historical developments in British education and discuss their importance and impact.
2.	Understand the background to the introduction of the National Curriculum	2.1 Describe how the form of the National Curriculum derives from its origins.
3.	Have an appreciation of how classroom practices have been influenced by educational trends and issues.	3.1 Evaluate how key initiatives have affected teaching strategies and approaches used in the classroom.

Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

Type	Assessment item 1 70%	Assessment item 2 30%
Description	A report of approx. 2,000 words	Presentation (approximately 15 minutes)
Learning Outcomes	2,3	1

Indicative Reading

- Aldrich, R. (2004) *Public or Private Education?: Lessons from History* London: Routledge Falmer.
- Blandford, B. (2005) *Remodelling Schools Manual: Workforce Reform* London: Pearson Education.
- McCulloch, G. (Ed)(2005) *The Routledge Falmer Reader in the History of Education*, London: Routledge Falmer.
- Mathews, J. & Hil, I. (2006) *Supertest: How the International Baccalaureate Can Strengthen Our Schools* Chicago: Open Court Publishing Co.
- Rogers, R. (1984) *Crowther to Warner*, Oxford, Heinemann Educational Publishers .
- Simon, B. (1984) *The State and Educational Change: Essays in the History of Education and Pedagogy* London: Lawrence & Wishart Ltd.

Reflective Practice

20 credits at HE5

Pre-Requisites / Co-Requisites: None

Module Code: EDU2054

Description and Purpose of Module

This module introduces the concept of systematic and critical reflection. Students will explore their roles in their own workplace by reflecting on specific significant instances that provide opportunities for learning what, when, and why they do things, and how they affect themselves and those around them. Students will learn about models of reflective practice and use some of these models to help them to critically reflect upon significant incidents from their experiences of working as teaching assistants.

Module content will be appropriate to students in their work setting. They will be supported by their tutors who will help them identify appropriate methodology in order to achieve the module outcomes. They will apply academic knowledge and recognise its relevance to their own workplace setting, apply an evaluative approach to their work practices that enable them to reflect on examples of best practice, and engage in reflective analysis to enhance their own performance within an organisational setting.

Indicative Syllabus Content

Theories and concepts of reflection and reflective practice (e.g. reflection in action and reflection on action); work-based reflective practice and analysis; the role of reflective practice; recording experiences and reflections; reflective journal; analysing dialogue for reflection and analysis; constructing and discussing hypothetical significant incidents in order to practice reflective skills; continuous improvement of practice through reflection and review; stages and methods of conducting a literature search.

Learning, Teaching and Assessment

A blended learning approach will be adopted. You will attend face-to-face sessions and engage in online discussions, debates and group activities to explore the key concepts, ideas, and events and will have access to on-line resources.

For your assessment, you will write a report that draws on your reflective practice journal. The report will provide a summative account that links your practice to relevant theories and literature. This assessment will help you to reflect on, and analyse situations, so that you can learn from your experiences.

Learning Outcomes and Assessment Criteria

	Learning Outcomes By the end of the module you will:	Assessment Criteria In your assessed work you should demonstrate that you can:
1	Review action plans and achievements (through reflecting on your journal entries and discussing the action plans, arising from your reflection, in tutorials) and select appropriate significant incidents upon which to base your reflection and further study.	1.1 select a range of appropriate incidents for analysis and further study based on the analysis of your journal entries 1.2 agree the focus of your study with your tutor justifying why the area of study is important for your professional development

2.	Compare your own practice with examples of good practice from the literature	2.1 Undertake a literature review on a selected topic to assist in explaining and justifying how you dealt with the incidents.
3.	Understand theories of reflective practice and select and use an appropriate model to assist in your reflection of the significant incidents	3.1 Choose and describe an appropriate model of reflection to aid your reflection on your selected incidents, justifying your choice 3.2 Use an appropriate model of reflection to analyse your significant incidents
4.	Evaluate the impact of reflection on your work as a teaching assistant	4.1 Evaluate how you dealt with the selected incidents 4.2 Describe how you could improve your practice based on your research and reflections.

Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

Type	Assessment item 1 100%
Description	A report that draws on a reflective practice journal. The report will provide a summative account that links your practice to relevant theories and literature. 3000 words
Learning Outcomes	1,2,3,4

Indicative Reading

- Fichtman Dana N. & Yendol-Hoppey, D. (2008) *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry*, Corwin Press
- Ghaye, A. & Ghaye, K. (2004) *Teaching and Learning Through Critical Reflective Practice*, London: David Fulton Publishers Ltd.
- Hunt, C. (2003) *Becoming a Reflective Practitioner*. London, Routledge Falmer
- Morgan, J. (2007) *How to become a successful Teaching Assistant*, London: Continuum.
- Moon, J. (2000) *Reflection in learning and professional development - theory and practice*. London: Routledge Falmer
- Moon, J. (2006) *Learning Journals: A handbook for reflective practice and professional development*, London: Routledge.
- Moon J. A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice*. London, Routledge Falmer
- Tyrer, T., Gunn, S., Lee, C., Parker, M., Pittman, M. & Townsend, M (2004) *A Toolkit for the Effective Teaching Assistant*, London, Paul Chapman Publishing
- Watkinson, A, (2005) *Professional Values and Practice*. London: David Fulton Publishers

Work- Based Practice – Action Inquiry Project

30 credits at HE5

Pre-requisites / Co-requisites: None

Module Code: EDU2050

Description and Purpose of Module

Action Inquiry is a process by which you can better understand your workplace by observing, developing and carrying out an action plan to effect change and improvement. It is a process that values qualitative rather than quantitative data and where the emphasis is on listening to, and researching with, colleagues. Action inquiry is particularly valuable for those seeking to improve their working practice. It will develop valuable workplace skills in ICT, communication, presentation, reflection and analysis. This module will help you understand what Action Inquiry involves, why it is valuable and where and when it is best used. It will equip you to carry out your own action inquiry project. The work you undertake in this project should link to learning activities from other modules on the Foundation Degree programme and should fall within the scope of the teaching assistants' general role. Module content will be appropriate to your work setting and you will be supported by your tutors who will help you identify and use appropriate methodology in order to achieve the module outcomes. This support will include reference to appropriate literature and an introduction to carrying out an action inquiry project.

Indicative Syllabus Content

Primary and secondary research methods and sources; qualitative and quantitative data; action inquiry (methodology, benefits and limitations); literature searches; research ethics (the University of Bolton's code of practice); validity and reliability in research; developing a research proposal; managing and conducting your research; analysing results; reporting the research; portfolio building and the preparation of electronic portfolios; on-line learning communities; evaluating the action inquiry undertaken; personal skills involved in managing the project (e.g., organisation and planning, self-management, time management).

Learning, Teaching and Assessment

A blended learning approach will be used. Students will attend formally taught sessions and also make use of learning materials on the VLE. Students will participate in the online learning community. Some resources required for the module will be work context specific and defined during the planning of the learning activities with the support of your tutor.

You will undertake an action inquiry project on a workplace issue agreed with your tutor and line manager. This project should be one which provides learning opportunities for you and is useful to your colleagues in the workplace. For your assessment you will report on the project and provide documentary evidence to show that you have met the outcomes of the module in a format negotiated with the tutor. The format will depend on the nature of the project undertaken but will be either video/audio and/or written format.

Learning Outcomes and Assessment Criteria

	Learning Outcomes By the end of the module you will:	Assessment Criteria In your assessed work you should demonstrate that you can:
1.	Understand what is meant by an action inquiry approach to research and learning and the benefits and limitations associated with this form of research.	1.1 explain what is meant by action inquiry and the benefits and limitations associated with this form of research.
2.	Have identified a workplace issue that can be investigated ethically using an action inquiry approach, negotiated a project idea suitable in size and academic level with your tutor and line manager at work, and produced an outline proposal for approval by your line manager and tutor.	2.1 identify a workplace issue that can be tackled using an action inquiry approach and explain the issue to be investigated and its suitability. 2.2 negotiate the scope and scale of the project with your tutor and line manager; your tutor needs to ensure that the scope and scale is potentially suitable to meet the number and level of credits for the module. 2.3 produce an outline proposal for approval by your line manager and tutor.
3.	Have produced an initial action inquiry plan giving details of the first stage of your research project, updated this plan as the research progresses and agree the initial plan and the updates with your line manager and tutor.	3.1 prepare an initial action inquiry plan and agree it with your line manager and tutor 3.2 update the action inquiry plan as the research progresses and agree updates with your line manager and tutor
4.	Have carried out ethically conducted research that meets the criteria of an action inquiry ensuring the research is in line with the number and level of credits attached to this module, analysed and reported the results of the research.	4.1 conduct an action inquiry project (whose scope and complexity is commensurate with the amount and level of credits attached to this module - 30 credits at level HE5) in an ethical manner. 4.2 analyse the findings of your research at the relevant stages of the research process 4.3 report on the full project covering the following areas: the issue that was investigated, literature review, research process, methodology (including approach, ethics, methods, procedure), analysis and discussion of findings, implications for theory and practice and evaluation of the project.

Assessment

Your achievement of the learning outcomes for this module will be assessed as follows:

Type	Assessment Item 1 100%
DESCRIPTION	Report on the project and provide documentary evidence to show that you have met the outcomes of the module in a format negotiated with the tutor. Equivalent to 4,500 words
Learning Outcomes	1,2,3,4

Indicative Reading

Baumfield, V., Hall, E., & Wall, K. (2005) *Action Research in the Classroom*. London: Sage Publications.

Koshy V, (2005) *Action Research for Improving Practice: A Practical Guide* London: Paul Chapman Publishing Ltd.

McNiff, J. and Whitehead, J. (2005) *Action Research for Teachers: A Practical Guide*, London: David Fulton.

McNiff J, Whitehead J, (2005) *All You Need To Know About Action Research* London: Sage Publications.

McNiff, J., Loma P, & White head, J. (2002) *You and Your Action Research Project*, Abingden: Routledge.

Reason, P. & Bradbury, H. (Ed) (2001) *Handbook of Action Research: Concise Paperback Edition: Student Edition* London, Sage Publications.

Taylor, C., Wilkie, M. & Baser, J. (2006) *Doing action Research: A Guide for School Support Staff*, London: Paul Chapman Publishing.

Work-Based Practice – Reflection on the Work Setting

30 credits at HE5

Pre- Requisites / Co-Requisites: None

Module Code: EDU2055

Description and Purpose of Module

This module explores how the role of teaching assistants has been affected by a variety of Government and school-based policies. Examples of such policies are those concerning: teaching, learning and assessment; health and safety; educational visits; inclusion and diversity; occupational stress; recruitment of staff; pastoral care; mentoring; confidentiality; planning, preparation and assessment.

Indicative Syllabus Content

The need for policies derived from Government directives

Categorising policies (e.g., core and non-core policies; Government and School-based)

Assimilation of policies from school and Government documents (e.g., planning documents, mentoring minutes etc., school initiatives)

Examination of policies such as those concerning: teaching, learning and assessment; health and safety; educational visits; inclusion and diversity; occupational stress; recruitment of staff; pastoral care; mentoring; confidentiality; planning, preparation and assessment.

Implementation of policies

How the implementation of policies are evaluated

How policies affect the role of teaching assistants.

Learning, Teaching and Assessment

A blended learning approach will be adopted to aid teaching and learning. A combination of lectures, tutorials, class-based activities, workplace research and online activities and resources will be utilised. Students will engage in online discussions, debates and group activities to explore the key concepts, ideas, and events.

For assessment you will prepare a written report and documentary evidence.

Learning Outcomes and Assessment Criteria

	Learning Outcomes By the end of the module you will:	Assessment Criteria In your assessed work you should demonstrate that you can:
1.	Identify relevant policies operating at your workplace (agreed with your tutor) covering different aspects of your role as a teaching assistant and explain how each of them affects how you operate within your role.	1.1. Within your workplace, identify relevant policies (agreed with your tutor) covering different aspects of your role as a teaching assistant 1.2. explain how each of the selected policies affects how you operate within your role as a teaching assistant.
2.	Compare the policies (agreed with your tutor in 1 above) in your school with similar policies in other schools and identify similarities and	2.1 compare the policies (agreed with your tutor in 1 above) in your school with similar policies in other schools

	significant differences and their implications for the teaching assistants working in each school.	2.2 identify similarities and significant differences between the compared policies and their implications for the teaching assistants working in each school.
3.	Make suggestions for the revision of current policies in your school and justify your recommendations.	3.1 suggest revisions to the current policies in your school based on the analysis in 2 above and justify your recommendations.

Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

Type	Assessment item 1 100%
Description	Written report with supporting documentation 4,500 words
Learning Outcomes	1,2,3

Indicative Reading

- Bell, J. (2006) *Doing your Research Project*, Maidenhead: Open University Press.
- Bolton G. (2006) *Reflective practice, writing and professional development*. London: Sage Publications.
- Cohen, L., Manion, L., & Morrison, K. (2007) *Research Methods in Education* Abingden: Routledge.
- Hammersley-Fletcher,L, Lowe M,Pugh J, (2007) *The Teaching assistants' Guide an essential textbook for foundation degree students*. Abingden: Routledge
- McNiff, J. and Whitehead, J. (2005) *Action Research for Teachers: A Practical Guide*, London: David Fulton.
- Moon J,A, (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice*, London, RoutledgeFalmer.
- Rose R., (2005) *Becoming a Primary Higher Level Teaching Assistant*, Exeter: Learning Matters Ltd.
- Taylor C., Wilkie M., & Baser J., (2006) *Doing Action Research: A Guide for School Support Staff*, London: Paul Chapman Publishing
- Tyrer T., Gunn S., Lee C., Parker M., Pittman M, & Townsend, M. (2004) *A Toolkit for the Effective Teaching Assistant*. London: Paul Chapman Publishing
- Watkinson A, (2005) *Professional Values and Practice*, London: David Fulton Publishers

APPENDIX 2 Assessment - Verbal Descriptors

Work of Exceptional Quality

Virtually all of the relevant information/skills accurately deployed. Excellent and exceptional grasp of theoretical, conceptual, analytical and practical elements. Very effective integration of theory, practice and information in relation to the objectives of the assessment. Substantial evidence of originality and creativity as appropriate to the subject.

Work of Very Good Quality

Most of the relevant information/skills accurately deployed. Good grasp of theoretical, conceptual, analytical, practical elements. Effective integration of theory, practice and information in relation to the objectives of the assessment. Significant evidence of originality and creativity as appropriate to the subject.

Work of Good Quality

Some of the relevant information/skills accurately deployed. Adequate grasp of theoretical, conceptual, analytical and practical elements. Fair integration of theory, practice and information in relation to the objectives of the assessment. Some evidence of originality and creativity as appropriate to the subject.

Work of Satisfactory Quality

Some omissions in the deployment of information/ skills. Some grasp of theoretical, conceptual, analytical and practical elements. Limited integration of theory, practice and information in relation to the objectives of the assessment. Limited evidence of originality and creativity as appropriate to the subject.

Borderline

Deficiencies or omissions in information, skills, theoretical, conceptual, practical elements. Limited integration of these in relation to the assessed work's objectives. Some relevant content and marginal evidence of skills, knowledge or creativity which could, in the light of overall performance, constitute the basis for consideration for an overall pass grade at the examiners' discretion.

Fail

Little evidence of the information, skills, theoretical, conceptual, analytical, creative or practical elements relevant to the assessment. Mainly irrelevant and/or incorrect information provided. Scant evidence of understanding of the requirements of the assessment.

APPENDIX 3 Assessment Map

ASSESSMENT SUMMARY TABLE

Modules	Portfolio and practical	Report	Narrative	Assignment	Presentation
LEVEL HE4					
Research and Study Skills	40% ICT evidence	60% 1,500 words			
Inclusive Education			30%	70% 2,500 words	
Planning, Delivery & Assessment of Learning	20% Practice portfolio – Observation report, Evaluation, Statement, Action plan			80% Practical tasks, Justification (1000 words), Evaluation (500 words)	
Theory and Practice of Learning				100% Work-based assignment 1,500 words	
Trends and Issues In Education		70% 2,000 words			30% Approx 15 mins
LEVEL HE5					
Supporting Language & Literacy	50% Lesson plan, Activity Resource, Supervisor's report Justification and evaluation of 1,000 words	25% Reflective report Action plan 1,000 words		25% Critical evaluation 1,000 words	
Supporting Numeracy	50% Lesson plan, Activity Resource, Supervisor's report Justification and evaluation of 1,000 words	25% Reflective report Action plan 1,000 words		25% Critical evaluation 1,000 words	
Supporting Science	50% Lesson plan, Activity Resource, Supervisor's report Justification and evaluation of 1,000 words	25% Reflective report Action plan 1,000 words		25% Critical evaluation 1,000 words	
Reflective Practice		100% 3,000 words			
Work Based Practice (Action Enquiry Project)		100% Equivalent to 4,500 words Documentary evidence			
Work Based Practice (Reflection on the Work Setting)		100% 4,500 words Documentary evidence			

APPENDIX 4 Transferable skills

TRANSFERABLE SKILLS MAP SHOWING KEY COVERAGE OF SKILLS

Modules	Learning to Learn	Communication	Group-work/ Working with others	Problem-solving and Planning	Self Management	Use of ICT	Numeracy
LEVEL HE4							
Research and Study Skills	X	X		X	X	X	
Inclusive Education	X	X	X	X		X	X
Planning, Delivery & Assessment of Learning	X	X	X	X	X	X	X
Theory and Practice of Learning	X	X	X	X	X	X	X
Trends and Issues In Education	X	X		X	X	X	X
LEVEL HE5							
Supporting Language & Literacy	X	X	X	X	X	X	X
Supporting Numeracy	X	X	X	X	X	X	X
Supporting Science	X	X	X	X	X	X	X
Reflective Practice	X	X		X		X	
Work Based Practice (Action Inquiry Project)	X	X	X	X	X	X	X
Work Based Practice (Reflection on the Work Setting)	X	X	X	X	X	X	