# Facilitating Learning and Development

**This programme is no longer recruiting**

| | |
|---|---|
| **Final award** | BA (Hons) |
| **Intermediate awards available** | |
| **UCAS code** | X200 BA/FLDP3 |
| **Details of professional body accreditation** | N/A |
| **Relevant QAA Benchmark statements** | Education |
| **Date specification last up-dated** | December 2011 |

## Profile

### The summary - UCAS programme profile

**BANNER BOX:**

BA (Hons) Facilitating Learning and Development is specifically designed for teaching assistants to further their knowledge and understanding of child development after successful completion of the Foundation Degree for Teaching Assistants. The programme provides theoretical understanding to underpin practice. It is designed for support staff in schools to allow them to work as they study.

**ENTRY REQUIREMENTS**

**The Facilitating Learning and Development programme is level 3 entry only. It is specifically designed for teaching assistants after successful completion of a Foundation Degree for Teaching Assistants to progress to level 3 entry of this undergraduate programme.**

Prospective students must be working in, and have experience of, working in primary schools as teaching assistants, support staff or teachers in complementary schools. CRB is essential for this programme.

**The University of East London actively promotes and celebrates equality and diversity and positively welcomes applicants regardless of race, gender, disability, sexuality, age, religion or social class.**

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.

In the case of applicants whose first language is not English, then IELTS 6.0 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education undergraduate programmes.

**ABOUT THE PROGRAMME**

**What is Facilitating Learning and Development**

The Facilitating Learning and Development programme is specifically designed for Teaching Assistants to further their knowledge and understanding of child development and the factors which impact on behaviour and learning. The programme provides theoretical understanding to underpin practice.

**Facilitating Learning and Development at UEL**

The Facilitating Learning and Development programme at UEL is designed to enable Teaching Assistants and other Support Staff in primary schools to work towards a recognised qualification at Higher Education level.

Successful completion of the degree will allow students to progress to a Postgraduate Certificate in Education (PGCE) Primary if they wish.

**Programme structure**

The Facilitating Learning and Development programme is flexible in nature and allows students to study either full or part-time and by face to face attendance or through a combination of taught and self-study modules. This programme is level 3 entry only, registering for the programme full-time would take one academic year to complete with students taking six modules in the year. If studying part-time, students would take between two and four modules per year.

**Learning environment**

Lectures, Seminar/practical based, workshop, distributed and distance learning, web-based learning.

**Assessment**

All modules are assessed using various methods which are chosen as the most appropriate to demonstrate the learning outcomes for each module. Some modules are assessed by means of coursework only, and some by a combination of both examination (seen or unseen) and coursework. Coursework can take such forms as essays, reports, presentations, learning journals, portfolios, seminar participation and book reviews.

**Work experience/placement opportunities**

Students will be working in schools and it is hoped that teachers within the schools will act as critical friends. Students have the opportunity to complete a work-based learning module.

**Project work**

Students carry out an empirical research project on a topic relevant to the programme. This is a core module (ED3000) and runs throughout the year counting as a double project (equivalent of 2 modules). Students are supported through seminar sessions throughout the year thus developing research skills which are valuable in both understanding and evaluating published research and empowering students to become researchers themselves.

**Added value**

The Programme offers opportunities for applicants to continue to earn as they study and to go on to become teachers in primary schools after completion of the PGCE, other graduates continue to further study on MA and PhD programmes.

**IS THIS THE PROGRAMME FOR ME?**

**If you are interested in...**

**Developing your skills and experience, gaining a higher education degree qualification, going on to become a teacher or just wanting to know more about the children you work with**

The programmes offer opportunities to gain:

- Professional values and practice in terms of equality of opportunity; respect for children and their families and communities; reflection on own practice; working alone and collaboratively; current and relevant legislation;
- teaching and learning in terms of planning, giving feedback to pupils; monitoring progress; building relationships; managing difficult behaviour; communicating effectively, knowing about groupings; supporting inclusion of all children

**If you enjoy...**

**..working with children**

You will have the opportunity to build on your experience; your skills and knowledge by gaining some theoretical appreciation which will both enhance your work with children and your status within the school.

**If you want...**

- A challenging programme which includes study in theoretical and practical issues in understanding children's behaviour:
- A programme which offers opportunities for learning more about what causes difficult behaviour;
- A programme which will enable you to understand reasons for difficult behaviour and explore possible strategies.
- A programme which is flexible, allowing you to study in a number of modes to suit your personal circumstances.

**Your future career**

If you want to develop a teaching career you will need to have graduated and to ensure that you meet the entry requirements for the PGCE primary.

**How we support you**

Each student is allocated a personal tutor who will work with you to plan your learning and ensure that you are making progress. Your personal tutor will also help you with any personal or academic difficulties you may be having. Tutorials may be held with other students or individually.

We provide students with a range of printed materials including Student Handbooks designed for each degree programme. Individual module guides are provided for each module which details the requirements for attendance, coursework preparation and other academic conventions.

Support is also provided for students who have additional needs such as English language or dyslexia support.

Programme Representatives are nominated and elected from each degree programme by their fellow students. They represent the student views on the degree programme committee which reports to the Field of Education and Community Committee.

**Bonus factors**

Your work experience will be something you build on throughout the programme. Your learning will start to positively impact on the children and the teachers within the school from the moment you start the programme. UEL offers PGCE in Primary Education and students are offered support in their application for placements; PGCE staff are readily available for advice.

# Outcomes

## Programme aims and learning outcomes

**What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- Develop knowledge, understanding and skills needed to enable you to develop your  career as a Teaching Assistant and to progress beyond that to become a primary teacher (on completion of the PGCE Primary);
- Understand how children learn best and how to build on interests, needs and experiences to provide a sound basis for successful teaching and learning;
- Build on your present knowledge and skills through a programme of flexible learning to enhance your future employability, job satisfaction, pay and status.

**What will you learn?**

**Knowledge**

- You will develop knowledge and understanding of child development.
- You will learn about teaching and learning.
- You will develop professional values and practice in terms of equality of opportunity and respect for children and their families and communities.

**Thinking skills**

- Analyse practical and theoretical situations, in the context of child development and theories of teaching and learning and synthesise solutions, showing original and creative thought.
- Plan, manage and reflect on own learning and progression in acquiring graduate attributes appropriate for entry to teacher training or other careers in schools.

**Subject-Based Practical skills**

- Communicate appropriately and effectively in a range of modes and media.
- Relate theory to practice so that work-based practice has a sound theoretical underpinning.
- Demonstrate understanding of research methodology by applying what is learned to classroom tasks and small-scale research projects.

**Skills for life and work (general skills)**

- Read critically and write fluently for a range of audiences.
- Demonstrate autonomy, self-reliance, teamwork and leadership.
- Develop transferable graduate skills in communication and interpersonal relationships.

# Structure

## The programme structure

### Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

### Credit rating

The overall credit-rating of this programme is 120 credits at level 3.

**Typical duration**

The expected duration of this programme is one year when attended in full-time mode or two years in part-time mode. It is possible to move from a full-time mode of study to a part-time mode of study and vice-versa, to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

**How the teaching year is divided**

The teaching year begins in September and ends in June, but this programme also allows students to join at the start of Semester B, in February. A student, normally registering for 6 modules in one year (3 modules in each Semester) would do so in a full-time attendance mode of study and a student registering for up to 4 modules in one year (2 modules in each Semester) would do so in part-time attendance mode of study.

**What you will study when**

This programme is part of a modular degree scheme. A student registered in a full-time attendance mode will take six 20 credit modules per year. An honours degree student will complete six modules at level one, six at level 2 and six at level 3.

It is possible to bring together modules from one field with modules from another to produce a combined programme. Subjects are offered in a variety of combinations:

- Single - 120 credits at levels one, two and three
- Major - 80 credits at levels one, two and three
- Joint - 60 credits at levels one, two and three
- Minor - 40 credits at levels one, two and three

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified module within the field
- University Wide Option - Select from a wide range of university wide options

#Joint route students - if ED3000 is not undertaken within this part of the programme, the equivalent UEL Skills Curriculum module must be taken in your other route.

The following are the core and optional requirements for the single, major, joint and minor routes for this programme

| LEVEL | UEL MODULE CODE | TITLE | SKILLS MODULES (Insert Y | CREDITS | STATUS SINGLE | STATUS MAJOR | STATUS JOINT | STATUS MINOR |
|---|---|---|---|---|---|---|---|---|

| | | | | **where appropriate)** | | | |
|---|---|---|---|---|---|---|---|
| 3 | ED3000 | Independent Research Project | 40 | core | core | option | |
| 3 | ED3008 | Educational Practice in a Multilingual Context | 20 | core | core | core | core |
| 3 | ED3002 | Contemporary Issues in Education and Training | 20 | option | option | option | option |
| 3 | ED3004 | Educational Issues and SEN | 20 | option | option | option | option |
| 3 | ED3010 | Specific Learning Difficulties | 20 | option | option | option | option |
| 3 | ED3013 | Curriculum in the Early Years: National and International Issues - | 20 | option | option | option | option |
| 3 | ED3018 | Emergent Literacies in the Foundation Stage | 20 | option | option | option | option |
| 3 | ED3019 | Explaining Behaviour | 20 | option | option | option | option |
| 3 | ED3020 | Work Based Learning | 20 | option | option | option | option |
| 3 | ED3022 | Gender, security and Education for all | 20 | option | option | option | option |
| 3 | ED3028 | Inclusion | 20 | option | option | option | option |
| 3 | ED3033 | E-Learning; Communication, Cooperation and Collaboration Online | 20 | option | option | option | option |
| 3 | ED3902 | Language, Identity and Community | 20 | option | option | option | option |

* Students must take the module unless the equivalent skills/dissertation module is taken in the student's other joint programme.

**Students studying both joint programmes within Education will have to take ED3000 as a core module are allowed to take 1 option module for each programme.

**Requirements for gaining an award**

In order to gain an Honours degree a student you will need to obtain 120 credits at Level 3 or higher.

In order to gain an ordinary degree a student will need to obtain a minimum of a minimum of 60 credits at Level 3 or higher.

**Degree Classification**

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

$$\left( \text{The arithmetic mean of the best 100 credits at level 3} \right) \times 2/3 + \left( \text{The arithmetic mean of the next best 100 credits at levels 2 and/or 3} \right) \times 1/3$$

and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

| | |
|---|---|
| 70% - 100% | First Class Honours |
| 60% - 69% | Second Class Honours, First Division |
| 50% - 59% | Second Class Honours, Second Division |
| 40% - 49% | Third Class Honours |
| 0% - 39% | Not passed |

# Assessment

## Teaching, learning and assessment

**Teaching and learning**

**Knowledge is developed through**

- Lectures
- Seminars
- Workshops and practical sessions
- Online discussions and activities
- Research projects and group work
- Individual reading
- Research seminars organised by staff in the School of Education

**Thinking skills are developed through**

- Analysing and applying theory through coursework and examination preparation

- Discussing key theoretical issues raised in lectures and readings
- Group activities in class sessions
- Keeping of learning/reflective logs and journals

**Practical skills are developed through**

- Undertaking tasks in seminars and workshops
- Group work
- Individual research projects and observations

**Skills for life and work (general skills) are developed through**

- Group work which enables skills in planning, negotiation, working with others to develop
- Individual work which requires learner strategies in planning, reflecting, time management, meeting deadlines
- ICT skills

**Assessment**

**Knowledge is assessed by**

- Coursework assignments
- Examinations
- Self reflective assignments
- Presentations
- Individual tutorials

**Thinking skills are assessed by**

- Coursework assignments
- Examinations
- Presentations
- Individual tutorials
- Participation in sessions

**Practical skills are assessed by**

- Coursework assignments
- Examinations
- Active participation in presentations
- Individual tutorials
- Observation of participation in sessions

**Skills for life and work (general skills) are assessed by**

- Work-based learning
- Seminar participation and group work skills
- Personal development plans and students' own reflection

# Quality

## How we assure the quality of this programme

### Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

**Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- UELPlus Student forum
- Student representation on the Programme Committees (meeting twice a year)
- Student/Staff consultative committee

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the programme noticeboard
- providing details through Webct student forum and student emails

**Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- Annual student satisfaction questionnaire
- Questionnaires to former students
- Liaison with Local Authorities
- Liaison with Local Schools

# Further Information

## Alternative locations for studying this programme

| Location | Which elements? | Taught by UEL staff | Taught by local staff | Method of Delivery |
|---|---|---|---|---|
| N/A | - | - | - | - |

## Where you can find further information

Further information about this programme is available from:

- The UEL web site (http://www.uel.ac.uk)
- The programme handbook
- Module study guides
- UEL Manual of General Regulations and Policies http://www.uel.ac.uk/qa/
- UEL Quality Manual http://www.uel.ac.uk/qa/
- Regulations for the Academic Framework http://www.uel.ac.uk/academicframework/
- UEL Guide to Undergraduate Programmes
- UEL School of Education webpage www.uel.ac.uk/education