

## INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.

Examples of programme variants include:

- a. BSc Computer Science (full-time) – *single honours degree*
- b. BSc Computer Science (Part-time) – *single honours variant*
- c. BSc Computer Science with a Year in Industry – *single honours variant*
- d. BSc Computer Science with a Year Abroad – *single honours variant*
- e. BSc Computer Science with a Foundation Year – *single honours variant*
- f. BSc Computer Science (Games Development) – *single honours with pathway*
- g. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
- h. MEng Computer Science – *integrated masters*
- i. MEng Computer Science (Games Development) – *integrated masters with pathway*
- j. Diploma Computer Studies – *named exit award*
- k. Diploma Computer Studies – *named exit award*
- l. BSc Computer Science (Apprenticeship) – *apprenticeship variant to existing approved programme or new academic award created specifically for an apprenticeship*

A	GENERAL INFORMATION
1	<p><b>Partner institution</b> Please state the name of the partner institution.</p> <p>East Riding College</p>
2	<p><b>Programme awards and titles</b> State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title, then please include details of this here.</p> <p>Note that for an Apprenticeship, this form relates specifically to the approval of the underpinning award only. You will be required to complete Annexe 1 in addition to details the overall Apprenticeship 'programme'.</p> <p>Foundation Degree in Learning Support</p>
3	<p><b>Cluster to which the programmes and their variants belong</b> If new, please state NEW. For existing clusters please state the rationale for inclusion.</p> <p>APO to confirm</p>
4	<p><b>Type of programmes</b> Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.</p>

	UG Single honours								
	Integrated Masters								
	PG Cert								
	PG Dip								
	Taught Masters								
	Apprenticeship/Work Based Learning								
	Dual Award								
	Foundation Degree	a	<i>Please indicate articulation routes:</i> BA (Hons) Learning and Teaching (Primary QTS) (UofH) BA (Hons) Early Childhood Studies (Top-up) (ERC) BA Education and Training (ERC)						
	Honours Stage (Top-up)								
	Other		<i>Please detail:</i>						
	Is this programme being used to underpin a Higher/Degree Apprenticeship	Y/N	<i>Please ensure that Annexe 1 is completed</i>						
<b>5</b>	<b>Validation category</b> <i>Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.</i>								
	<table border="1"> <tr> <td>Franchised</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Consortium</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Validated</td> <td><input checked="" type="checkbox"/></td> </tr> </table>	Franchised	<input type="checkbox"/>	Consortium	<input type="checkbox"/>	Validated	<input checked="" type="checkbox"/>		
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<b>6</b>	<b>UCAS codes</b> <i>If known, please include the UCAS code for these programmes.</i>								
	Part-time programmes have direct application 4P2A								
<b>7</b>	<b>HECoS codes</b> <i>If known, please include the appropriate HECoS codes for the programmes.</i>								
	100456								
<b>8</b>	<b>Awarding Institution</b>								
	University of Hull								
<b>9</b>	<b>Locations within Partner Institution</b> <i>State the schools/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.</i>								
	English, Maths and A Levels and is part of the college's HE Committee								
<b>10</b>	<b>Partner Institution Programme Leader's name and email</b>								

	<i>Please identify one lead person per programme.</i>															
	Ros Windley <a href="mailto:ros.windley@eastridingcollege.ac.uk">ros.windley@eastridingcollege.ac.uk</a>															
<b>11</b>	<b>University Link Faculty and School</b> <i>Please state the primary link faculty and school at the University of Hull</i>															
	School of Education; Faculty of Arts, Cultures and Education															
<b>12</b>	<b>University Link Faculty Academic Contact</b> <i>Please provide a contact name, title, address, email and telephone number</i>															
	<del>Christine Trala</del> <a href="mailto:c.trala@hull.ac.uk">c.trala@hull.ac.uk</a> <del>Helen J. Farrall</del> <a href="mailto:H.J.Farrall@hull.ac.uk">H.J.Farrall@hull.ac.uk</a>															
<b>13</b>	<b>Locations of delivery</b> <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.</i>															
	<table border="1"> <tr> <td>Hull</td> <td></td> </tr> <tr> <td>Off campus UK</td> <td>a</td> </tr> <tr> <td>Off campus overseas</td> <td></td> </tr> <tr> <td>Online</td> <td></td> </tr> <tr> <td>Other (please specify)</td> <td>a</td> </tr> <tr> <td>East Riding College in Beverley and Bridlington</td> <td></td> </tr> </table>		Hull		Off campus UK	a	Off campus overseas		Online		Other (please specify)	a	East Riding College in Beverley and Bridlington			
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<b>16</b>	<b>Duration</b> <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.</i>															

	<i>For apprenticeships, please also indicate the total apprenticeship programme duration for clarity – e.g. 36 months for underpinning award, total programme duration of 40 months including End Point Assessment (EPA)</i>						
	Three years part-time Two years full time						
<b>17</b>	<b>Trimesters</b> <i>Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.</i>						
	<table border="1"> <tr> <td>Trimester 1 – T1</td> <td>a</td> </tr> <tr> <td>Trimester 2 – T2</td> <td>a</td> </tr> <tr> <td>Trimester 3 – T3</td> <td>a</td> </tr> </table>	Trimester 1 – T1	a	Trimester 2 – T2	a	Trimester 3 – T3	a
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Trimester 3 – T3	a						
<b>18</b>	<b>Number of weeks per academic year</b> <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.</i>						
	30						
<b>19</b>	<b>Balance of credits across trimesters</b> <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.</i>						
	Part-time 40 credits per trimester Full time 60 credits per trimester						
<b>20</b>	<b>Classification weighting</b> <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 30:70 (Diploma:Honours).</i>						
	100% Foundation Degree						
<b>21</b>	<b>Progression arrangements for Integrated Masters and/or Preliminary Stage</b> <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).</i>						
	n/a						
<b>22</b>	<b>Professional, Statutory or Regulatory Bodies</b> <i>Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.</i>						
	n/a						

<b>23</b>	<b>Relevant Subject Benchmark Statements</b> <i>State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. <a href="#">QAA subject benchmark statements</a> exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.</i>																																																														
	<p>The QAA subject benchmark statements for Education Studies have been considered in drawing up the programme outcomes for this degree but they cannot be used as a template as they are designated as appropriate for Honours level study.</p> <p>This is also true of the Higher Level Teaching Assistant standards which are useful for guidance but cannot provide more than this as they are not assigned an FHEQ level.</p>																																																														
<b>24</b>	<b>Other references used in designing the programmes</b> <i>e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</i>																																																														
	<p>QAA (2018) UK Quality Code for Higher Education East Riding College Strategic Plan QAA (2015) Foundation Degree qualification benchmarks</p>																																																														
<b>25</b>	<b>Anticipated student numbers</b> <i>Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.</i>																																																														
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<b>26</b>	<b>Minimum number of students</b> <i>Please indicate the minimum number of students required for this programme(s) in order to allow for the use of optional modules within the programme design.</i>																																																														
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<b>27</b>	<b>Programme cohort start dates</b> <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.</i>																																																														

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<b>B</b>	<b>PROGRAMME DESIGN</b> <i>Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.</i>																		
<b>28</b>	<b>Programme Rationale and Overview</b> <i>Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?</i>																		
	<p>The Foundation Degree in Learning Support sits within the college's Teacher Training suite of qualifications. Being open-access, the programme is attractive to students who may already be working in learning support and found they have developed an interest to study further but have not attained GCSEs which are typical entry requirements to HE study. The programme will also be attractive to students because of its flexible, work-based nature and the fact that it leads to a qualification in its own right but is also designed to allow progression to a full Honours degree and the possibility of progressing to Qualified Teaching Status.</p> <p>The programme is distinctive because:</p> <ul style="list-style-type: none"> <li>the focus is on technical and work-related skills to improve employability and effectiveness at work. Vocational content is combined with high academic standards &amp; thorough, broad-based discipline knowledge through flexible part-time and work-based learning;</li> <li>it has been developed through a process of close co-operation and collaboration between the University and the colleges, and in response to input from employers and course participants - this collaborative approach is continued to ensure the academic standard and practical relevant application to the work context;</li> <li>it builds upon a successful predecessor which has developed across time to become a robust and successful Foundation Degree which has changed to meet the changing agenda for learner support and has built a substantial good reputation across the region for its excellent teaching and student support. In the 15 years of its successful operation it has produced over 1,500 FD graduates employed in learning support across the Humber, East Riding, North Lincolnshire and North Yorkshire areas.</li> </ul> <p>Study will involve a combination of twilight classes, work-based learning and research, and online learning using the virtual learning environment (VLE). Each module involves 200 hours learning in total, but</p>																		

modules vary in the amount of contact time, according to the stage of the programme, the nature of the module and the mode of delivery, [as shown in the table below.](#)

**MODULE — LEVEL — DELIVERY**

**Year 1 Semester 1**

**Study Skills for Higher Education**

20 credits — 4 — Delivered within the current part time mode with Year 1 students

**Supporting and Enhancing Learning**

20 credits — 4 — Delivered within the current part-time mode with Year 1 students

**Working with Professionals and Families**

20 credits — 4 — Delivered within the current part-time mode with Year 2 students

**Year 1 Semester 2**

**Social Contexts for Learning**

20 credits — 4 — Delivered within the current part-time mode with Year 1 students

**Digital Technologies for Learning**

20 credits — 4 — Delivered within the current part-time mode with Year 1 students

**Managing Behaviour**

20 credits — 4 — Discrete delivery on a second evening to full-time only

**Year 2 Semester 3**

**Safeguarding**

20 credits — 5 — Delivered within the current part-time mode with Year 3 students

**Policy and Practice**

20 credits — 5 — Delivered within the current part-time mode with Year 3 students

**Research Methods**

20 credits — 5 — Discrete delivery on a second evening to full-time only

**Year 2 Semester 4**

**Project**

40 credits — 5 — Delivered within the current part-time mode with Year 3 students

**Understanding Teaching and Learning**

20 credits — 5 — Delivered within the current part-time mode with Year 2 students

<b>Full Time Year 1</b>		
<b>Semester 1</b>		
<a href="#">Study Skills for Higher Education</a>	<a href="#">Supporting and Enhancing Learning</a>	<a href="#">Working with Professionals and Families</a>
<b>Semester 2</b>		
<a href="#">Digital Technologies for Learning</a>	<a href="#">Social Contexts of Learning</a>	<a href="#">Managing Behaviour</a>
<b>Full Time Year 2</b>		
<b>Semester 1</b>		
<a href="#">Policy and Practice</a>	<a href="#">Safeguarding</a>	<a href="#">Research Methods</a>
<b>Semester 2</b>		
<a href="#">Project (double module)</a>	<a href="#">Understanding Learning and Teaching</a>	

<b>Part Time Year 1</b>	
<b>Semester 1</b>	

<u>Study Skills for Higher Education</u>	<u>Supporting and Enhancing Learning</u>
<u>Semester 2</u>	
<u>Digital Technologies for Learning</u>	<u>Social Contexts of Learning</u>
<u>Part Time Year 2</u>	
<u>Semester 1</u>	
<u>Working with Professionals and Families</u>	<u>Managing Behaviour</u>
<u>Semester 2</u>	
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<u>Semester 2</u>	
<u>Project (Double Module)</u>	

The programme is studied through flexible part-time learning and also as a full-time programme. The main (part-time) programme is designed to allow completion of the 240 credits over a period of three years combining study with work-based learning within roles in the area of learning support. The part-time programme operates on two evenings per week (usually one face-to-face and one online) for a period of three years with students studying 80 credits per year, transferring from level 4 to level 5 halfway through their second year. The full-time programme operates one evening per week with alternative face-to-face and online sessions on a second evening, with students studying 120 credits per year, transferring from level 4 to level 5 after in the second year.

A significant part of the programme is the linkage of practice and theory; this means that a significant part of the programme is embedded within the practice elements of students' work.

Participants will study all programme modules but individual choice will be retained at sub-module level where in some cases there is the opportunity to select a focus of particular relevance to their interests, needs or work situation. The programme will provide an exit route for participants after 120 credits at Level 4 to give a Certificate of Higher Education.

The overall aim of this programme is to ensure that learning support workers operating across a wide range of institutions including (but not restricted to) primary and secondary schools, early years environments and out-of-school clubs, have the knowledge, understanding and skills which will improve their employability and effectiveness at work. It also aims to enable participants to progress within the broad area of learning support, towards either a teaching qualification or an Honours degree in Education and Learning or in Education and Care (for Early Years) with advanced standing. The QAA Education Studies subject benchmarks and the standards for Higher Level Teaching Assistants (HLTAs) have guided the development of the programme.

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29	<p><b>Programme Aims</b> As a guide, you should have four to six programme aims.</p> <p>Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.</p>
	<ul style="list-style-type: none"> <li>• To enable students to develop critical reasoning and analytical skills in relation to theoretical, philosophical, sociological, historical, cultural and psychological concepts within the context of learning support.</li> <li>• To provide a flexible curriculum that will develop students' capacity to engage with current issues and debates in relation to their professional work in learning support.</li> <li>• To develop students' logical thinking, powers of inquiry and to encourage them to adopt a critical stance towards current research into learning support theory and practice.</li> <li>• To provide students with the necessary skills and attributes to successfully complete a course of study in higher education and thus prepare them for further professional development and/or study.</li> </ul>
30	<p><b>Programme Outcomes</b> As a guide you should have six to eight programme outcomes.</p> <p>Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.</p> <p>Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each</p>

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<p><i>programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.</i></p> <p><i>Reference: University of Hull Learning Outcomes Tool</i></p>																							
<p><b>On successful completion of this programme, students will be able to:</b></p> <table border="1"> <thead> <tr> <th>POs</th> <th>Programme Outcome Text Graduating students should be able to:</th> <th>Programme/ Variant Identifier</th> </tr> </thead> <tbody> <tr> <td>PO1</td> <td>Analyse concepts, theories and policies relating to learning support using theory and experience to reflect upon, and improve, practice.</td> <td>a</td> </tr> <tr> <td>PO2</td> <td>Display an understanding of how learners develop, physically, intellectually, emotionally and socially and understand the key theories underpinning this development</td> <td>a</td> </tr> <tr> <td>PO3</td> <td>Demonstrate the ability to assess learner needs and difficulties, including learning difficulties and behavioural difficulties, plan to meet those needs, and carry out appropriate activities to support the learning.</td> <td>a</td> </tr> <tr> <td>PO4</td> <td>Show awareness of key issues in policy, practice and legislation relating to learning support and to the safeguarding of vulnerable learners.</td> <td>a</td> </tr> <tr> <td>PO5</td> <td>Organise and articulate opinions and arguments in speech and writing, using technology as appropriate, in an efficient manner conforming to guidelines and the expectations of others.</td> <td>a</td> </tr> <tr> <td>PO6</td> <td>Operate as an effective and professional member of a team through collaboration, negotiation and organisation</td> <td>a</td> </tr> </tbody> </table>			POs	Programme Outcome Text Graduating students should be able to:	Programme/ Variant Identifier	PO1	Analyse concepts, theories and policies relating to learning support using theory and experience to reflect upon, and improve, practice.	a	PO2	Display an understanding of how learners develop, physically, intellectually, emotionally and socially and understand the key theories underpinning this development	a	PO3	Demonstrate the ability to assess learner needs and difficulties, including learning difficulties and behavioural difficulties, plan to meet those needs, and carry out appropriate activities to support the learning.	a	PO4	Show awareness of key issues in policy, practice and legislation relating to learning support and to the safeguarding of vulnerable learners.	a	PO5	Organise and articulate opinions and arguments in speech and writing, using technology as appropriate, in an efficient manner conforming to guidelines and the expectations of others.	a	PO6	Operate as an effective and professional member of a team through collaboration, negotiation and organisation	a
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PO5	Organise and articulate opinions and arguments in speech and writing, using technology as appropriate, in an efficient manner conforming to guidelines and the expectations of others.	a																					
PO6	Operate as an effective and professional member of a team through collaboration, negotiation and organisation	a																					
<b>31</b>	<p><b>Learning and Teaching Approach</b></p> <p><i>Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.</i></p>																						

	<p>The essential pedagogic approach will require students to engage jointly with academic study and experiential work-based learning. The new programme will continue to ensure this critical link is maintained as students are expected at all times to engage in linking theory and practice and will be provided with opportunities to apply concepts to real-life situations, thus engaging in situated learning within communities of practice. In doing so students will be encouraged to develop skills in critical reflection and evaluation; these skills are essential to academic and professional competence within the sector. (POs 3 and 4)</p> <p>The programme will be delivered partly face-to-face and partly online via the VLE. This will encourage students to become independent learners. The current programme has used this approach very successfully and it is envisaged that this will continue. Students on this programme are working in the field of learning support and the flexibility of blended learning allows them to successfully combine study with work. It also gives them the opportunity to share practice amongst others in the same field and thus develop new ways of examining their own practice. Assessments require them to formulate their arguments in appropriate styles and formats, thus improving their opportunities for future successful study. (POs 1, 2, and 5)</p> <p>As professionals in the field of learning support students will be expected to work collaboratively across professional boundaries and encouraged to develop skills in teamwork, communication, co-operation and inter-professional learning thus enhancing their employability skills. (PO 6)</p> <p>Academic study will involve a combination of twilight classes, work-based learning and research, and online learning using the virtual learning environment. Each module will involve 200 hours learning in total, but modules vary in the amount of contact time, according to the stage of the programme, the nature of the module and the mode of delivery. Each module has a different pattern of face-to-face and online delivery but as a general rule all modules have 30 hours of contact time. In most cases this is made up of six face-to-face sessions at two weekly intervals each of three hours and 12 hours direct online teaching and learning. A normal pattern would therefore be that students will attend each week for a three hour lecture covering two modules per trimester – each presented on alternate weeks – with an additional 12 hours online work and 170 hours of work-based learning, reading, private study and assignment preparation.</p> <p>Outcomes will be developed through a combination of</p> <ul style="list-style-type: none"> <li>• face-to-face seminars and workshops</li> <li>• work-based learning experience and guided activities</li> <li>• online learning (using the virtual learning environment)</li> <li>• tutorial and mentor support – online and face-to-face</li> <li>• student-centred collaborative activities</li> <li>• directed reading of texts, articles, policy documents etc</li> <li>• independent study and reflection</li> <li>• negotiation and implementation of individual, work-based learning</li> <li>• module assignments</li> </ul>
32	<p><b>Assessment Approach</b></p> <p><i>Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i></p>

	<p>Assessment throughout the programme is by means of essays, reports, presentations, online and reflective tasks. The Programme Outcomes underpin the Module Learning Outcomes and these are assessed in a variety of ways but every assignment reflects some element of practice.</p> <p>Each module has an assessment which is aligned to the Learning Outcomes for that particular module and reflects the content of the module, the associated Programme Outcomes, the links to practice and the level (4 or 5) of the module.</p> <p>Where a module shows 100% assessment this is not necessarily a single piece of work. More usually it will represent two or three integrated tasks. For example, for the module Understanding Learning and Teaching, students need to create an individual learning plan for a specific child in their setting (Task One), carry out the plan (Task Two) and evaluate the impact of the intervention (Task Three). Only tasks One and Three are formally assessed but completion of these is only possible if Task Two has also been completed. In this way theory and practice are integrated within an assessment.</p> <p>In the first trimester of Year One, <a href="#">full-time and part-time</a> students are asked to submit drafts of their assessments at an early stage and these receive feedback to ensure that students are following the correct direction of travel in relation to assessed work. In Year Two and Year Three <a href="#">for the part-time students</a> there is opportunity to share planning for assessment on the VLE and receive feedback prior to submitting work for formal assessment. <a href="#">This is also applicable to Year two full-time students.</a></p>
33	<p><b>Key Areas of Study</b></p> <p><i>Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.</i></p>
	<p>The Foundation Degree in Learning Support is designed for those who are involved in learning support, at least one day each week, as a worker or volunteer in a school or other setting. Studies include modules in study skills, supporting learning, digital technology, managing behaviour, policies and professional practice, safeguarding, learning and teaching and research.</p> <p>The programme is "open-access" and no-one needs formal qualifications to apply. We welcome applicants from all age groups. We look for motivation, experience in learning support and evidence that applicants have the support of their employer saying that they will be supported in the workplace where they will be able to access suitable work experience to complete assignments and tasks.</p>
34	<p><b>Curriculum Structure</b></p> <p><i>In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:</i></p> <ul style="list-style-type: none"> <li>• <b>Progression:</b> <i>how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;</i></li> <li>• <b>Coherence and Integrity:</b> <i>the overall coherence and intellectual integrity of the programmes and student experience.</i></li> </ul> <p><i>Note: A diagrammatic structure is often helpful to establish the composition of a programme.</i></p>

	<p>This programme will operate <del>as over a full-time, two year-programme with students undertaking 120 credits each year. After 12 months, students will move from L4 to L5 and additional tutorial support will be available at this point for students who may find meeting higher demands more challenging.</del></p> <p><del>A or a part-time, three-year programme (PT)-year period will also operate</del>, with students undertaking <del>120 / 80 credits per year-- After 18 months, students will move from L4 to L5 and additional tutorial support will be available at this point for students who may find meeting higher demands more challenging.</del></p> <p>The curriculum is structured to take account of the open access nature of admissions, with many students coming from non-academic backgrounds. The first two modules concentrate on study skills and links to practice. The module Supporting and Enhancing Learning will be delivered by a practitioner who can bring theory to life by linking it to practice, thereby gaining both the trust of the students and showing them the value of enhancing practice by use of theory and laying the foundation for the programme's focus. <del>After 12/18 months students will move from Level 4 to level 5 and additional tutorial support will be available at this point for any students who struggle to meet the higher demands.</del></p> <p>The programme will be delivered by blended methods and gradually over the <del>programme, three years</del> the balance of face-to-face teaching and online learning will move from predominantly face-to-face to predominantly online. Thus in Year One Trimester One, <del>full-time and part-time</del> students will have face-to-face sessions every week whilst in the final semester of <del>their</del> final year they will have only two or three face-to-face sessions per module. Throughout the programme students will have access to the Programme <del>Director/Leader</del> for tutorial support, with availability timed to coincide with classes to maximise working students' opportunities to accessing the support. Where a module is predominantly delivered online these access opportunities will be increased.</p> <p>Every module draws upon the students' experience in practice and all the assignments reflect this. Thus even in essentially academic modules – such as Research Methods – they have, for their assessment, to identify a real-life issue from their work setting to complete the work. This is a fundamental aspect of the programme and cannot be over-emphasised. The links between theory and practice are critical to student success on the programme.</p>
35	<p><b>Compensation/Condonement rules</b> <i>Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are core for each programme and variant (i.e. modules defined as core in the curriculum map).</i></p>
	None
36	<p><b>Internationalisation</b> <i>'Internationalisation is a key feature of the UK HE agenda [and...] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.</i></p>
	<p>Internationalisation is embedded throughout the programme but most especially in the modules which relate to policy, professional practice, pedagogy and inter-professional working. This programme is designed principally for local and regional practitioners and this limits the appeal or necessity for a strong international element. The staff team, however, feel that it is necessary to embed reference to international issues relating to learning support wherever possible. In recent years this has become both easier and more cogent due to an increased influx of children from other nationalities into local schools. Thus the students have begun to work more with children of different nationalities and we have been able to incorporate more emphasis into international issues within our teaching. We anticipate that this will continue with our new programme.</p>
37	<p><b>Inclusivity</b></p>

	<p><i>Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.</i></p>
	<p>Inclusivity is fundamental to this programme; the Equality Act 2010 is upheld by ensuring that all students – irrespective of their age, gender, race, cultural background, additional needs or non-traditional qualifications – are given equal opportunities to study on this programme. The application process is designed as ‘open access’ and the student group on the current programme are almost exclusively widening participation learners from non-traditional backgrounds. It is anticipated that this new programme will also attract the same sorts of learners – mostly mature women with no previous experience of higher education. The existing programme has been very successful in attracting EAL students, mostly from Eastern Europe, and it is anticipated that this will continue.</p> <p>Students are able to access tutorial support from module tutors and wider support from the Success Centre within the college. Across the programme, delivery incorporates a range of teaching and learning strategies and assessment methods to accommodate different learning styles, ensuring inclusion. If necessary, alternative arrangements can be made to prevent a student being disadvantaged.</p> <p>The curriculum concentrates fundamentally on inclusion as a key concept; students are all involved in their workplaces with supporting those who are most vulnerable to exclusion – educationally, socially and emotionally – and this is a main thread running through every module. On the programme students will study both the policy dimensions of inclusion and will address issues of inclusivity in relation to practice, especially in relation to managing children with additional educational needs, special behavioural management needs and needs relating to language and communication.</p>
38	<p><b>Employability</b> <i>Please outline the approach taken by the programmes to engage students in gaining employability skills.</i></p>
	<p>Students will already <u>be</u> in employment (paid or voluntary) in order to enrol onto the programme. They will enter the programme because their work (or their aspirations for work) are already rooted in learning support. The existing programme has long experience of students who enter as volunteers and gain paid employment during their studies, of students who are promoted during their studies, and who go on to top-up provision to gain QTS. It is anticipated that the new programme will continue to offer exactly the same opportunities. Students gain personal confidence and develop their practice through the underpinning theoretical links they learn across the programme.</p> <p>In modules such as Study Skills for Higher Education students receive teaching and support to enhance their written skills, I.C.T. skills and opportunities for successful team working. In modules such as Study Skills for Higher Education, Working with Professionals and Families and the Project, they deliver presentations which allow them to practise their oral communication skills and receive constructive feedback on these. Almost all the modules demand some element of reflection on practice and all of them demand that students master their personal planning and time management skills. This ensures that all successful students on the course are continuously developing their academic skills and working towards attaining University of Hull graduate attributes and enhancing their employability skills; enabling them to progress within their current settings or being able to apply for higher level work in other settings.</p> <p>Students are very often mentored in their workplace by alumni of the programme; word of mouth has been one of the main forms of recruitment for the programme.</p>

39	<p><b>Student engagement in curriculum and pedagogic design</b> <i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i></p>
	<p>Learner voice is key to the development of our programme. Feedback at module level has been taken into consideration when reviewing assessments and delivery on the programme. Feedback on the programme is also obtained through student representatives at termly meetings and also through regular student surveys which feed through into the AMR.</p>
40	<p><b>Ethical issues and risk</b> <i>Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).</i></p>
	<p>The students will be drawn from schools, some of the college's L3 provision such as Access to Higher Education and Early Years programmes and directly from learning support settings. In those settings the students are staff members and subject to checks and to their setting's ethical procedures. We will continue our current practice of asking employers to sign a declaration that they are satisfied with the student's DBS check. For any assessment tasks which require students to use practice with their learners to complete the tasks set (almost all of them) we will insist that students follow their setting's procedures for anonymity and data protection. All students will be regularly reminded about the necessity for confidentiality and anonymity both in assessments and in their online discussions. Before students embark on their research project, they will be required to apply for ethical approval for their research plan. This will be submitted to an ethics approval panel and will be considered in accordance with the college's ethics guidelines, which is informed by the University's ethics guidelines.</p>
41	<p><b>Sensitive issues and safeguarding</b> <i>Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.</i></p>
	<p>The L4 Social Contexts of Learning module explores how the social environment influences learning. There is potential for sensitive issues to arise here. The module is assessed by case study. In the past, this case study would have been of the student's personal learning journey with the opportunity to use a biography/autobiography if an individual felt that it would be distressing to use their own experiences. Now, learners will be told to use a biography/autobiography and not to consider their own learning journey. Sensitive issues relating to child abuse, sexual abuse, radicalisation and terrorism are explored in the L5 Safeguarding module, students will be informed of this at the beginning of the module and will be told they can withdraw from a session if they find this subject matter distressing. Because the programme is directly linked to learning support, there is the potential for sensitive issues to arise in any module. The teaching staff are aware of this. The College has a Safeguarding policy that identifies the Safeguarding lead and outlines, in detail, procedures that are to be followed if safeguarding issues arise. All staff are required to follow these procedures if issues arise.</p>

	All students have access to support and guidance within the college and receive signposting to appropriate support organisations when necessary.
<b>42</b>	<p><b>Other information/programme special features</b>  <i>Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.</i></p>
	<p>This new Foundation Degree in Learning Support is a revised and updated version of the Foundation Degree in Learning Support, which ran successfully from 2001. Previously, the programme was delivered by a consortium of providers including the University of Hull, Grimsby Institute for Further and Higher and Education, Selby College, Barnsley College and Rotherham College of Arts and Technology.</p> <p>In moving the programme to validated provision, we continue tailoring the programme to meet the needs of the learning support workforce through student feedback and engaging with employers. Feedback from employers who have our students in their workforce have commented on the positive impact their study has had on their confidence and practice. We intend to continue to raise awareness of the programme to enable them to maximise the knowledge and practice of their learning support workforce. The programme gives opportunity for learning support practitioners to progress in their careers and achieve QTS; the part-time pathway provides an excellent opportunity to achieve this and study for GCSEs, if needed, alongside.</p> <p>At the same time, we are committed to maintaining an informal partnership with other institutions in the region for the purpose of sharing ideas, good practice and innovation using our institutional VLEs.</p> <p>The overall aim of this programme is to ensure that learning support workers operating across a wide range of institutions including (but not restricted to) primary and secondary schools, early years environments and out-of-school clubs, have the knowledge, understanding and skills which will improve their employability and effectiveness at work. It also aims to enable participants to progress within the broad area of learning support, towards either a teaching qualification or an Honours degree in Education and Learning or in Education and Care for Early Years.</p> <p>In realising these ambitions the programme has been successfully recruiting circa 100 students per year for the last fifteen years and continues to meet demands in the region for suitably qualified learning support workers. It is envisaged that the new programme will continue to meet these needs in a similarly successful manner. The original Programme Director was actively engaged in research in the field of widening participation and has presented internationally on the theme as well as having several publications.</p>
<b>C</b>	<b>RECRUITMENT AND ADMISSIONS INFORMATION</b>
<b>43</b>	<p><b>Proposed marketing strategies</b>  <i>Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.</i></p>
	<p>Experience based on the current programme suggests that the most effective marketing for this programme is by postal leaflet to schools and other learning support settings and promotional visits. Alongside this, it will be included in the College's marketing events such as Open Evenings and Coffee Mornings.</p>



	<p>The programme is included in the HE section of the college’s website, the college’s HE prospectus and available to students through UCAS.</p> <p>Word of mouth in the workplace from alumni, many of whom have gone on to become primary teachers, has consistently been a source of new students.</p>												
<b>44</b>	<p><b>Academic entry requirements</b> <i>Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.</i></p>												
	<p>This will continue to be an open access programme. All successful applicants must be currently employed, paid or voluntary for at least one day a week, in a learning support setting and must have a letter of support from their employer. Decisions will be made according to the experience of the candidate in learning support and the quality of the completed application form. Where applicants clearly lack the necessary skills to undertake academic study at level 4 they will be directed to a suitable preparation programme and encouraged to re-apply the following year.</p>												
<b>45</b>	<p><b>Other entry requirements</b> <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i></p>												
	<p>Letter of employer support – see above. IELTS scores are not applicable as students are already in employment and the course is open access. We will continue our current practice of asking employers to sign a declaration that they are satisfied with the student’s DBS check.</p>												
<b>D</b>	<p><b>IMPLEMENTATION STRATEGY</b></p>												
<b>46</b>	<p><b>Implications for other areas of the Partner Institution</b> <i>Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.</i></p>												
	<table border="1"> <tr> <td>Estates:</td> <td>a</td> </tr> <tr> <td>Library:</td> <td>a</td> </tr> <tr> <td>Admissions:</td> <td>a</td> </tr> <tr> <td>Careers:</td> <td></td> </tr> <tr> <td>Visa Compliance:</td> <td></td> </tr> <tr> <td>Other (Please specify):</td> <td></td> </tr> </table>	Estates:	a	Library:	a	Admissions:	a	Careers:		Visa Compliance:		Other (Please specify):	
Estates:	a												
Library:	a												
Admissions:	a												
Careers:													
Visa Compliance:													
Other (Please specify):													
<b>47</b>	<p><b>Existing programmes/students affected by this proposal</b> <i>Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.</i></p>												

E	POST PROGRAMME OPPORTUNITIES
48	<p><b>Progression opportunities to further academic or professional programmes</b>  <i>Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?</i></p>
	<p>On completion of the FD, students can progress onto the college's BA Early Childhood Studies, BA Education and Training. The University of Hull offers BA Early Childhood Education and Care (Top Up), BA Learning and Teaching (Primary QTS) (Top up) and Education, Society and Culture (Top Up) and a BEd Education and Early Years (Top Up).</p> <p>Students are made aware of these whilst on the programme. Students are encouraged to attend open events at the university and speakers from the university and the college are invited to visit students to discuss their programmes.</p>
49	<p><b>Employment opportunities</b>  <i>Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.</i></p>
	<p>These students will already be in employment. See section 39 above. However, after completing the programme, students are very often in a better position within their current employment or continuing their studies in order to qualify into a primary teaching career.</p>

<b>F</b>	<p><b>CURRICULUM MAPS</b></p> <p><i>Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.</i></p> <p><i>Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.</i></p> <p><i>In <b>Columns 1-3</b>, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.</i></p> <p><i>In <b>Column 4</b>, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.</i></p> <p><i>In <b>Column 5</b>, please indicate against each of the programmes and pathways listed on this form which modules are Core (Co), Compulsory (Cm) or Optional (Op)</i> *</p> <p><i>In <b>Column 6</b>, please identify which modules contribute to the achievement of programme learning outcomes</i></p> <p><b>*Definitions:</b></p> <p><i>CORE module - this is a module that is fundamental to the degree programme and must be studied. It cannot be compensated or condoned.</i></p> <p><i>COMPULSORY module - this is a module which must be studied to successfully complete a particular degree programme. It can be compensated or condoned, subject to regulations.</i></p> <p><i>OPTIONAL module - this is a module that a student may choose to study as part of their degree programme.</i></p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• <i>There should be no optional modules at Level 4 (unless an exemption request has been approved by PMC).</i></li> <li>• <i>Optionality should be minimised throughout the programme.</i></li> <li>• <i>Faculty Education and Student Experience Committee (FESEC) is the final arbitrator of any disagreements regarding the level of optionality in a programme.</i></li> <li>• <i>Levels of optionality should be clearly linked to the number of students taking the module.</i></li> <li>•</li> </ul>
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<b>KEY:</b>	
P/V= Programme or Variant	PO = Programme Outcome
PW = Pathway	T1,2,3 = Trimester 1,2,3
Co = Core Module	Cm = Compulsory Module
Op = Optional Module	

F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS															
Programme/Variant Titles and Identifiers: Foundation Degree in Learning Support – Part-time pathway															
1	2	3	4	5:			6								
Module Name	Level	Credit	Assessment Method	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Certificate Stage															
Year 1 T1															
Supporting and Enhancing Learning	4	20	Observation and related case study: <a href="#">4,000 words</a>	Cm				P	P	P		P			
Study Skills for <a href="#">Higher Education</a>	4	20	Portfolio: <a href="#">Annotated Bibliography: 1,000 words</a>	Cm				<u>P</u>	<u>P</u>		<u>P</u>	P	<u>P</u>		
			<a href="#">Essay: 2,000 words</a>	<u>Cm</u>				<u>P</u>	<u>P</u>		<u>P</u>				
			<a href="#">Personal Reflection: 1,000 words</a>	<u>Cm</u>								<u>P</u>			

Year 1 T2																
Social Contexts of Learning	4	20	Reflective-essay Case Study: 4,000 words	Cm					P	P			P			
Digital Technologies for Learning	4	20	Group presentation: 1,000 words equivalence & Individual evaluation: 1,000 words	Cm							P			P		
			Essay: 2,000 words	Cm								P	P			
Year 2 T1									PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Working with Professionals and Families	4	20	Presentation: 1,200 words	Cm							P	P		P		
			Essay: 2,800 words	Cm						P			P			
Managing Behaviour	4	20	Online Discussion: 1,000 word equivalence	Cm								P		P		
			Essay: 3,000 words	Cm					P	P			P			
Diploma Stage																
Year 2 T2																
Research Methods	5	20	Research Plan: 5,000 words	Cm					P				P	P		
Understanding Learning and Teaching	5	20	Learning Plan Design: approx. 750 words	Cm						P	P	P	P	P		

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			Implementation of the plan: 750 word equivalence (not submitted) and Evaluation: 3,500 words														
<b>Year 3 T1</b>																	
Safeguarding	5	20	Essay and reflective journal Case study and essay: 5,000 words	Cm					P	P		P	P				
Policy and Practice	5	20	Critical Analysis presentation: 1,250 words equivalence	Cm					P	P		P					
			Essay: 3,750 words	Cm						P			P	P			
<b>Year 3 T2</b>																	
Project	5	40	Poster presentation: 1,500 – 2,000 word equivalence	Cm					P						P		
			Academic project report: 6,000 words	Cm						P		P		P			
<b>Honours Stage</b>																	
NOT APPLICABLE																	

## F2 UNDERGRADUATE CURRICULUM MAP FOR PRELIMINARY STAGE VARIANTS

Programme/Variant Titles and Identifiers: Foundation Degree in Learning Support – Full-time pathway

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Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Preliminary Stage															
T1															
Supporting and Enhancing Learning	4	20	Observation and related case study: <u>4,000 words</u>	Cm				P	P	P		P			
Study Skills for Higher Education HE	4	20	Portfolio: <u>Annotated Bibliography: 1,000 words</u>	Cm				P	P		P	P			
			<u>Essay: 2,000 words</u>	Cm				P	P		P				
			<u>Personal Reflection: 1,000 words</u>	Cm								P			
Working with Professionals and Families	4	20	Presentation: <u>1,200 words</u>	Cm						P	P		P		
			Essay: <u>2,800 words</u>	Cm						P			P		
T2															
Social Contexts of Learning	4	20	<del>Reflective essay</del> Case study: <u>4,000 words</u>	Cm				P	P			P			
Digital Technologies for Learning	4	20	Group Presentation: <u>&amp;1,000 word equivalence</u> Individual evaluation: <u>1,000 words</u>	Cm						P			P		

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			Essay: <u>2,000 words</u>	Cm							P	P			
Managing Behaviour	4	20	Online Discussion: <u>1,000 word equivalence</u>	Cm							P		P		
			Essay: <u>3,000 words</u>	Cm				P	P			P			
<b>Diploma Stage</b>															
<b>T1</b>															
Safeguarding	5	20	Essay and reflective journal case study and essay: <u>5,000 words</u>	Cm				P	P		P	P			
Policy and Practice	5	20	Critical analysis presentation: <u>1,250 words equivalence</u>	Cm				P	P		P				
			Essay: <u>3,750 words</u>	Cm				P			P	P			
Research Methods	5	20	Research Plan: <u>5,000 words</u>	Cm				P			P	P			
<b>T2</b>															
Project	5	40	Poster presentation: <u>1,500 – 2,000 word equivalence</u>	Cm				P						P	
			Action project report: <u>6,000 words</u>	Cm				P		P		P			
Understanding Learning and Teaching	5	20	Learning Plan Design: <u>approx. 750 words</u> ; Implementation of the plan: <u>750 word equivalence (not submitted)</u> and Evaluation: <u>3,500 words</u>	Cm					P	P	P	P	P		



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<b>F3 UNDERGRADUATE CURRICULUM MAP FOR YEAR IN INDUSTRY VARIANTS</b>																
Programme/Variant Titles and Identifiers:																
1	2	3	4	5				6								
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	
Post-Diploma Stage																
T1																
T2																
T3																

<b>F4 UNDERGRADUATE CURRICULUM MAP FOR YEAR ABROAD VARIANTS</b>																
Programme/Variant Titles and Identifiers:																
1	2	3	4	5				6								
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	
Post-Diploma Stage																

T1																
T2																
T3																

F5 UNDERGRADUATE CURRICULUM MAP FOR INTEGRATED MASTERS VARIANTS															
Programme/Variant Titles and Identifiers:															
1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>Honours</b>															
T1															
T2															
T3															



<b>Masters</b>																
<b>T3</b>																

## Apprenticeship Approval Annexe 1

<b>A</b>	<b>GENERAL INFORMATION</b>
	<p>Please submit with this paperwork:</p> <ul style="list-style-type: none"> <li>• a copy of the applicable Apprenticeship Standard and Assessment Plan,</li> <li>• a detailed mapping document that compares this programme with the nationally published Apprenticeship Standard,</li> <li>• where any significant changes to the approved Development Consent (DC) have been noted, a tracked changes version of the DC document.</li> </ul>
<b>A1</b>	<p><b>Apprenticeship Standard title.</b>  <i>State the name of the Apprenticeship Standard that this programme(s) relates to.  Please note that in this document, the term 'programme' will refer to the overall Apprenticeship Programme, the term 'award' will refer to the underpinning award.  Please confirm whether the Standard, Assessment Plan and Funding Cap have been signed off by the Institute for Apprenticeships.</i></p>
<b>A2</b>	<p><b>Apprenticeship Funding Cap</b>  <i>Please detail the funding cap associated with this programme and confirm any changes to this since development consent approval.</i></p>
<b>A3</b>	<p><b>Apprenticeship Programme title</b>  <i>Please state the name of the Apprenticeship programme that you are seeking approval for – this is the name under which the programme will be marketed (e.g. the Standard title is fixed nationally as 'Supply Chain Professional', but we may wish to title our programme as 'Supply Chain Leader').  This is the name of the programme that will be considered by Programme Management Committee.</i></p>
<b>A4</b>	<p><b>Title of underpinning award(s)</b>  <i>For clarity, please provide the title of the underpinning award(s) that relate to this programme.</i></p>
<b>A5</b>	<p><b>Evidence of demand</b>  <i>Please state the apprenticeship start numbers used in the development consent each year (from section 18).  Since development consent approval, please detail any further evidence of demand that you have identified. If demand has declined, describe the implications for this development.</i></p>

<b>B</b>	<b>PROGRAMME DESIGN</b>
	<p><i>Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.).</i></p>

<b>B1</b>	<p><b>Programme Overview</b></p> <p><i>Provide a brief introduction to the apprenticeship programme proposed, identifying the distinctive/salient features of the 'programme' (not just the award). Please refer to 'Getting Started Guide' and 'Employers Expectation Guide' (tbc by AG) Describe the key constituent parts to the apprenticeship and how they relate to produce a coherent programme (e.g. include reference to the portfolio and End Point Assessment (EPA))</i></p>
<b>B2</b>	<p><b>Programme Mapping</b></p> <p><i>Using the submitted mapping document, please identify how the proposed underpinning award meets the knowledge, skills, behaviours, competencies and specified qualifications within the apprenticeship standard. Where there are gaps, please describe below what these are and how they will be addressed as part of a coherent programme.</i></p>
<b>B3</b>	<p><b>Employer involvement in curriculum and pedagogic design</b></p> <p><i>Please outline how employers have articulated their requirements to inform the design of the apprenticeship programme and how they have directly supported the development.</i></p>
<b>B4</b>	<p><b>Employer involvement in the delivery of the apprenticeship programme</b></p> <p><i>Please outline how employers will be actively involved in the delivery of the programme and how you plan to monitor, review and evaluate delivery on an ongoing basis with employer involvement.</i></p>
<b>B5</b>	<p><b>Delivery Model</b></p> <p><i>Please describe how an individual's apprenticeship programme will be planned with the employer and how it will be delivered including how the 20% off the job training requirement will be achieved; the mix of online, day release, block or other methods; and, if appropriate, how the experience of apprentices that are co-taught with other students will be managed.</i></p>
<b>B6</b>	<p><b>Learning and Teaching Approach</b></p> <p><i>Please outline your proposed approach to learning and teaching and specifically how your pedagogic approach is appropriate for apprenticeship delivery. Outline how you have drawn on existing practice in delivering to work-based learners and how you will ensure that the prior learning that apprentices have will be recognised and incorporated into the programme.</i></p>
<b>B7</b>	<p><b>Assessment Approach</b></p> <p><i>Please outline your proposed approach to the assessment of apprentices in line with the nationally published 'Assessment Plan' for the Standard. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i></p> <p><i>Please be clear how the assessment approach is structured to deliver the requirements set out in the Assessment Plan, including details of the End Point Assessment (EPA).</i></p>
<b>B8</b>	<p><b>Impact on Productivity</b></p>

	<p><i>Please outline how you will know that apprentices are more productive as a result of involvement with this programme. Please detail the measures that you will have in place that evaluate the effectiveness of the programme.</i></p>
<p><b>B9</b></p>	<p><b>Other information and apprenticeship programme special features</b>  <i>Please provide any other information about the programme not included above. This may include information about value added elements of the programme or any special arrangements for the programme.</i></p>

## **MAPPING DOCUMENT FOR APPRENTICESHIP PROGRAMMES**

This document is intended to identify how an underpinning award delivered by the University of Hull maps to the requirements of a nationally published Apprenticeship Standard and Assessment Plan.

Published standards are available from the [Institute for Apprenticeships](#) and it is expected that a thorough mapping exercise, ideally with external input, takes place before programmes progress to a University Validation Panel meeting.

**Name of Apprenticeship Standard:**

**Please give an overview of the assessment process from the 'Assessment Plan' (e.g. on programme, gateway, EPA stages)**

**Describe the Assessment Tasks specified in the 'Assessment Plan'**

**Confirm how you will ensure that the apprentice's prior knowledge is considered on entry to the programme (to ensure that funds are not used for training for skills, knowledge and behaviours already attained by the apprentice)**



Requirements of Standard	“What is required” (taken from Standard)	Module Learning Outcomes (from Underpinning award that address the requirement)	Red – no coverage Amber – partial coverage Green – full coverage	Gaps identified	How will gaps be mitigated?
Knowledge					
Skills					
Behaviours					

<b>Standard Specific Requirements</b>					
<b>Other</b>					