



**UNIVERSITY OF
PORTSMOUTH**

COURSE SPECIFICATION

Foundation Degree Arts (FdA) Learning Support

COURSE SPECIFICATION

Course Title	FdA Learning Support
Final Award	FdA Learning Support
Exit Awards	CertHE Learning Support
Course Code / UCAS code (if applicable)	C1694FTC C1694PTC
Mode of study	Part time, Full time
Mode of delivery	College Campus
Normal length of course	Full time: 2 years Part time: 3 years
Cohort(s) to which this course specification applies	September 2025 intake onwards
Awarding Body	University of Portsmouth
Teaching Institution	Full time: Eastleigh College, IOW College
Faculty	Faculty of Humanities and Social Sciences
School/Department/Subject Group	School of Education, Languages and Linguistics
School/Department/Subject Group webpage	https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-humanities-and-social-sciences/school-of-education-languages-and-linguistics
Course webpage including entry criteria	https://www.port.ac.uk/study/courses/fda-learning-support
Professional and/or Statutory Regulatory Body accreditations	None
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	<i>Level 4 & 5</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Course and Module Catalogue](#) for further information on the course structure and modules.

Educational aims of the course

- To provide a challenging and stimulating study environment.
- To provide a framework which draws on a wide range of intellectual resources, theoretical perspectives and academic disciplines allowing students to follow a flexible coherent programme of study.
- To provide a high level of work-based learning.
- To develop technical and work specific skills underpinned by academic learning.
- To equip graduates with the necessary transferable skills for lifelong learning, employability and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise career opportunities.

The specific aims of the Foundation Degree:

- To provide knowledge and critical understanding of the well-established principles required for supporting learning across the curriculum and across education phases.
- To deliver the professional and practical skills and competencies which are required to work in classrooms and other educational settings and which take into account the Teaching Assistant Standards, 2016.
- To enable students to undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations.
- To ensure that students can demonstrate within their practice that they have adopted appropriate value and belief systems for learning environments. These values must include those relating to anti-discriminatory practice, equality of opportunity and ensuring inclusive practice.
- To develop students' self-awareness and reflection, including the ability to evaluate their interaction with other people in the work environment.
- To develop students' ability to understand and apply the principles of evidence-based practice.
- To provide an understanding of the regulatory and legislative framework for education across the phases and prepare students to work within this framework.

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	Value and belief systems relevant to the provision of learning support within an educational context, including those related to anti-discriminatory practice, equality of opportunity, roles, norms and cultural aspects relating to diversity and multiculturalism within the context of the wider communities.	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions, reflective journal</i>
A2	The regulatory and legislative framework for education across the phases relating to: <ul style="list-style-type: none"> ● children; ● parents and family members; ● the rights of children, parents and other relevant individuals; ● the protection and safety of children ● data protection and confidentiality and security of information 	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>
A3	Significant current and emerging theories and principles relating to learning, including theories of motivation, sociological perspectives, psychological perspectives, philosophical dimensions and thinking skills, with particular reference to the following: <ul style="list-style-type: none"> ● assessment and methods of assessing performance in learning; ● development of literacy and numeracy skills; ● learners with diverse and complex needs; ● behaviour management in the learning context. 	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>
A4	Managing self, self-evaluation and reflection, including the potential effect of personal attitudes, values and behaviour on interaction with children, parents, colleagues within the organisation and on relevant others external to their own organisation.	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>

A5	Planning, development, implementation and evaluation of the curricula and pedagogy for learners, including those with special educational needs.	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>
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B. Cognitive (Intellectual or Thinking) skills, able to:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Analyse the developing function and purpose of Learning Support in education.	<i>Lectures, group discussions, seminars, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>
B2	Interrogate assumptions underpinning theory and research.	<i>Lectures, group discussions, seminars, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>
B3	Deploy information and argue effectively in a self-reflective manner, particularly with respect to the evaluation of alternative perspectives or points of view.	<i>Lectures, group discussions, group discussions, seminars, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>
B4	Interrogate and apply different theoretical positions, demonstrating an awareness of their applicability in different contexts.	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>
B5	Plan and conduct practitioner-based enquiry through the use of self-formulated questions and relevant social research methodologies.	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>

C. Practical (Professional or Subject) skills, able to:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Demonstrate the experience, knowledge and skills that underpin effective learning support both evidence-based and reflective.	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>
C2	Carry out effectively and efficiently the work roles expected of: <ul style="list-style-type: none"> ● a learning support practitioner at the higher level and ● supporting a teacher within an educational setting. 	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>
C3	Design, implement, monitor and assess specific activities which support individual development and learning and which meet the statutory and regulatory requirements, in consultation with other professionals where necessary.	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>
C4	Demonstrate a thorough understanding of difference and diversity, recognising individual needs as well as developing tolerance and understanding of others.	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>
C5	Manage and organise time and learning needs, evaluate self, and critically reflect on own practice in relation to work with learners and colleagues within the organisation and those with whom they need to work from outside their own setting.	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>

D. Transferrable (Graduate and Employability) skills, able to:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Communicate information, ideas, arguments, principles and theories by a variety of means taking into account the context and audience.	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>
D2	Identify, gather and discuss primary data and source material whether through textual studies or fieldwork making use of technology and a range of sources as appropriate.	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>
D3	Work collaboratively as a member of a team or group in addition to effectively managing independent study.	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>
D4	Demonstrate the ability to reflect critically on one's own professional role and use the insights gained to make changes as appropriate.	<i>Lectures, seminars, group discussions, presentations, reflective activities.</i>	<i>Essay, reports, presentations, online discussions reflective journal</i>

Academic Regulations

The current University of Portsmouth [Academic Regulations: Examination & Assessment Regulations \(Collaborative Courses\)](#) will apply to this course. Approved course exemptions can be found [here](#).

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

In addition to these University support services this course also provides

- A personal tutor for each student throughout their studies
- A Wellbeing and Diversity Coordinator
- Learning Development Tutors

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Vision](#)
- [Office for Students Conditions of Registration](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Subject Benchmark Statement for Education Studies 2019](#)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- Teaching Assistant Standards 2016 <http://maximisingtas.co.uk/assets/content/ta-standards-final-june2016-1.pdf>

Changes to your course/modules

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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