

FdEd Specialist Teaching Assistant:  
Special Educational Needs and Disability  
FdEd Specialist Teaching Assistant:  
Social and Emotional Wellbeing  
FdEd Specialist Teaching Assistant:  
Curriculum Expert  
2025

## 1. Programme Summary

Title of Programme	(a) Specialist Teaching Assistant: Special Educational Needs and Disability (b) Specialist Teaching Assistant: Social and Emotional Wellbeing (c) Specialist Teaching Assistant: Curriculum Expert
Award Types	FdEd
Total number of credits	240
Contained Awards	Certificate of Higher Education – Teaching Assistant (where 120 credits, including level 4 placement, are completed). Certificate of Higher Education (for completion of any 120 credits).
Awarding Body	TEC Partnership
HECOS Codes	100511 34% 100512 33% 100508 33%
References used in the design of the programme	QAA Education Studies 2025 QAA (2023) UK Quality Code for Higher Education QAA (2020) Foundation Degree qualification benchmarks IfATE Specialist Teaching Assistant Apprenticeship Standard
Accrediting Professional or Statutory Body (if applicable)	n/a
Mode of study (full and part time)	Full Time and Part Time
Duration of study (in years)	2 Years or 4 Years Apprenticeship would be 2 years, not including EPA and based on 30 hours.
Number of weeks per academic year	31 weeks For those who are apprentices, this is extended throughout the academic year for work-based modules.
Location of Delivery and Faculty	Grimsby Institute of Further and Higher Education East Riding College Scarborough TEC Skegness TEC
Minimum numbers to start the programme	10

## 2. Entry Requirements

Applicants must complete or evidence an enhanced DBS check prior to admission. This is a mandatory requirement for all programmes involving placements or work with vulnerable groups, including children and adults. The DBS check ensures the safety and suitability of candidates for professional practice.

### Apprenticeship Route Entry Requirements

A successful candidate will be required to have a nomination by a levy-paying organisation, they will have all the requirements to onboard for the apprenticeship standard. If the employer is unable to provide a Levy transfer or does not pay into a levy, they will be required to pay the contribution stipulated by the government. Apprenticeship rules mean apprentices over the age of 19 are no longer required to hold English and Maths GCSE (or equivalent) at Grade C/4. However, employers must confirm that the apprentice requires functional skills in maths and English. Applicants will be expected to complete an initial assessment on enrolment and will be expected to demonstrate through this that they have the English and Maths to be able to achieve the desired outcome for the apprenticeship.

### Other Route Entry Requirements

#### Standard Offer:

The successful candidate will require 48 UCAS points or equivalent Level 3 or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English and Maths GCSE (or equivalent) at Grade C/4.

The successful candidate will work within a school that is willing to use the setting as a placement or evidence an equivalent of 20 hours of work experience.

#### Non-Standard Offer:

The non-standard entry pathway is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally Level 3 qualifications which attract UCAS points (for instance, A-Levels or BTEC Level 3 courses). An applicant must hold level 2 Maths and English qualifications. The successful candidate will work within a school who is willing to use the setting as a placement or an applicant must be able to evidence, with a supporting reference, two years' work/experience in the field of education or other profession which would give them skills and knowledge comparable to applicants with Level 3 qualifications.

The non-standard applicants will be interviewed, set an appropriate piece of work (1500-word essay), and a judgement will be made considering their academic potential and relevant work/experience.

### Recognition of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (RPcL) or work/life experience or other uncertificated learning (RPeL). Please refer to the HE21 Student Transfer and the Recognition of Prior Learning.

For those applying for an apprenticeship, Recognition of Prior Learning will need to be considered, including the work experience they already have. This will be completed as a skill scan during induction.

### 3. Degree Classification Weightings

The degree classification is awarded based on the average percentage mark achieved at level 5 of the degree.

### 4. Aims of the Programme

The Foundation Degree in Specialist Teaching Assistant aims to equip individuals with the skills and knowledge necessary to support teachers and enhance student learning experiences. This degree combines theoretical learning with practical experience, ensuring graduates are well-prepared for their roles in educational settings by developing the behaviours needed.

The programme has the following aims:

1. Ensure every graduate possesses a solid understanding of educational practices and child development and how they can support the development of these through their work.
2. Ensure that every graduate is equipped with practical skills to effectively support teaching and learning in diverse classroom settings.
3. Provide a route into working in schools in support roles or upskill those in support roles to get a better job.

The broad purpose of a specialist teaching assistant is to support the education of learners by providing support. Specialist teaching assistants plan, implement, and adapt activities in order to advance learning. They draw on research to develop a critical understanding of their specialist area. They establish relationships with learners, families, other professionals and external agencies to support the education of the learners they work with. They contribute to developing a sense of inclusion and belonging for the benefit of the learners within the communities that they serve.

They draw on their specialism to contribute to the evaluation of learning and assessment activities and sustainability in their educational context. Specialist teaching assistants both reflect on their own practices and support the training and development of others within their chosen specialist area.

- (a) SEND specialist teaching assistants support the implementation of SEND policy, processes, and procedures. They will advance learning for those learners with SEND.
- (b) Social and emotional well-being specialist teaching assistants support the implementation of policy, processes, and procedures in this area. They will focus on learners' social and emotional well-being to advance learning.
- (c) Curriculum provision specialist teaching assistants provide support for learners and advance learning in a specialist curriculum or subject area of expertise. This may include, but is not limited to, supporting with advancing learning through early reading or early maths interventions, supporting a specific subject area or forest school provision, or supporting provision for learners with English as an additional language (EAL).

This programme can be delivered as an apprenticeship standard where, following completion of the Foundation Degree, an End Point Assessment is completed. For those already working in the field with a school prepared to fund via this route, the academic study and qualification sitting alongside the apprenticeship will provide an excellent opportunity for career development. For those

embarking on the programme funded privately or by student finance, placements will be sought by the organisation to allow you to develop the required skills. The method of delivery to all students on the course is distinctive, with learning conducted using a variety of methods. Students will be expected to complete the work set while modules are running. This work can be done at any time during the week. There will be weekly online sessions where the module leader will deliver to all the participants on the module. Finally, there will be an allocated programme lead who will provide support in your local college or remotely should you have any concerns.

After study is completed, aside from work within the sector, there are opportunities to top up in a range of related degrees or, for some, to consider applying to other institutions to enter their teaching degree programmes.

## 5. Programme Learning Outcomes

No.	Programme Learning Outcomes By the end of this programme, students will be able to:	Subject Benchmark Reference	Apprenticeship KSB
1. (a,b,c)	Manage their own learning, professional development and work using reflection and theory to improve their own and others' practice, communicating with a range of people to inform them and/or to coach and mentor them to improve outcomes.	3.6.2, 3.6.3, 3.6.5, 3.6.6, 3.8.12, 3.10.3, 3.10.5, 3.10.8, 3.10.15, 3.10.16, 3.10.20, 4.5.1, 4.5.11, 4.5.19	K25, K27 S13, S16, S18, S19, S20, S21, S22, S26, B2, B4, B5
2. (a,b,c)	Recall and apply to practice local or national policies and statutory and non-statutory legislation, and critically evaluate their impact and alignment to practice.	3.6.4, 3.6.12, 3.6.18, 3.8.1, 3.8.2, 3.8.6, 3.10.3, 3.10.5, 3.10.8, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.12, 4.5.13	K1, K2, K3, K4, K5 S1, S4, S27, S5, S13
3. (a,b,c)	Critically evaluate theories of how learners develop physically, intellectually, emotionally and socially and apply this in practice to ensure learners are supported to overcome barriers.	3.6.3, 3.6.4, 3.6.5, 3.6.6, 3.6.18, 3.8.12, 3.10.5, 4.5.1, 4.5.3, 4.5.4, 4.5.8, 4.5.9, 4.5.13, 4.5.18	K6, K7, K8, K12, K16, K13, S10, S11, S12, S16, S17
4. (a,b,c)	Evaluate critically theoretical and practical models of teaching, learning and assessment, including digital approaches, and assess the needs of individual learners to develop a plan to meet those needs through support, teaching approach and safe environments.	3.6.3, 3.6.4, 3.6.5, 3.6.6, 3.6.18, 3.8.12, 3.10.13, 3.12, 4.5.4, 4.5.10, 4.5.18, 4.5.20	K9, K10, K11, K14, K15, K18, K19, K27, K29, S5, S6, S7, S8, S9, S10, S11, S16, S17, S24, S25
5. (a,b,c)	Advocate for learners and the sector, demonstrating a values and		K17, K28 S2, S4, S15

	ethics model which respects individual learner needs, socio and cultural contexts, an ethical approach and the principles of equality, diversity, inclusion and sustainability.	3.6.4, 3.6.5, 3.6.18, 4.5.1, 4.5.4, 4.5.5, 4.5.12, 4.5.16	B1
6. (a,b,c)	Maintain positive relationships demonstrating interpersonal skills including teamwork, coaching and mentoring others in a learning environment, showing resilience but recognising in themselves, and in others, any support needs and seeking advice when required.	3.8.11, 3.8.12, 3.10.9, 3.10.13, 3.10.23, 4.5.15, 4.5.16, 4.5.19	K21, K22, K23, K24, K26 S3, S13, S14, S23 B3, B6
7. (a,b,c)	Gather and evaluate evidence and information from a wide range of primary and secondary sources to interpret and present in different formats, effectively communicating ideas and arguments to others, including a variety of media and technology, using appropriate academic conventions.	3.8.12, 3.10.3, 4.5.6, 4.5.7, 4.5.12, 4.5.14, 4.5.17	K8, K14, K27, S20, S25
	<u>SEND (a)</u>		
8(a)	Demonstrate knowledge and critical understanding of SEND theory, practice and policy and apply these in educational settings and to identify and assess SEND needs and improve support and collaborate with teachers.	3.6.3, 3.6.4, 3.6.18, 3.12, 4.5.1, 4.5.4, 4.5.18	K30 K31 K32 K33 K34 K20 S27 S28,
9(a)	Support learners with SEND, offering advocacy, identifying and producing strategies for support in educational settings to ensure the learners' needs are best met.	3.6.6, 3.8.8, 3.10.1, 3.10.13, 4.5.2, 4.5.6, 4.5.9, 4.5.12, 4.5.13, 4.5.15, 4.5.18, 4.5.20	K35, S27 S29
	<u>Social and emotional well-being (b)</u>		
8(b).	Demonstrate knowledge and critical understanding of social and emotional well-being practice and policy, and apply these in	3.6.3, 3.6.4, 3.6.18, 3.12, 4.5.1, 4.5.4	K36, K37, K38, K39, K40, K41 S30, S31, S32

	educational settings to plan, prepare, deliver and evaluate learning and assessment activities for individuals and groups.		
9(b).	Support learners with Social and emotional well-being issues, offering advocacy, identifying and producing strategies for support in educational settings to support learning and progression.	3.6.6, 3.8.8, 3.10.1, 3.10.13, 4.5.2, 4.5.6, 4.5.9 4.5.12, 4.5.13, 4.5.15, 4.5.18, 4.5.20	K36, K37, K38, K39, K40, K41 S30, S31, S32
	<u>Curriculum Expert (c)</u>		
8(c)	Demonstrate knowledge and critical understanding of specialist curriculum practice and policy, and apply these in educational settings to plan, prepare, deliver and evaluate learning and assessment activities for individuals, groups or classes.	3.6.3, 3.6.4, 3.6.18, 3.12, 4.5.1, 4.5.4, 4.5.18, 4.5.20	K42 K43 K44 K45 K46 K47 S33, S34, S35
9(c).	Support learners within specialist curriculum, offering advocacy, identifying and producing strategies for support in educational settings to support learning and progression.	3.6.6, 3.8.8, 3.10.1, 3.10.13, 4.5.2, 4.5.6, 4.5.9, 4.5.12, 4.5.13, 4.5.15, 4.5.18, 4.5.20	K42 K43 K44 K45 K46 K47 S33, S34, S35

## 6. Additional Outcomes Aligned to PSRB or Apprenticeship Standards

No.	Learning Outcomes	Reference
1.	n/a	

## 7. Graduate Attributes and Threshold Characteristics

### Level 4

A student achieving level 4 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- The ability to evaluate the key theoretical concepts and ideas of the discipline that impact teaching, learning and assessment.
- Behaviours which demonstrate professional standards aligned with education, such as respect, care and empathy for children, colleagues and stakeholders.
- Knowledge of all the fundamental keystones of working in education, including professionalism, safeguarding, health and safety and keeping children safe
- Knowledge of the key theory underpinning SEND, Social and Emotional well-being education and curriculum in their relevant setting(s).

## Level 5

A student achieving level 5 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- The ability to critically analyse the key theoretical ideas of the discipline that impact teaching, learning and assessment and apply these to improve proactivity for themselves and others.
- The ability to work with a range of stakeholders in a variety of ways in order to improve outcomes for learners; this will include mentoring, coaching and having challenging conversations.
- Behaviours which role model ethical, fair, consistent, and impartiality by valuing inclusion, equity, equality and diversity within professional contexts.
- The ability to apply skills in their chosen discipline to deliver excellent support, curriculum or intervention to improve outcomes for learners.

## 8. Full Time Programme Structure

Module Title	Core / Option	Credits	Level	Delivery
Year 1 - All Students (a,b,c)				
Personal and Professional Development	C	30	4	T1/2/3
Introduction to Study, Child Development and Education Policy	C	30	4	T1
Supporting and Enhancing Learning	C	30	4	T2
Working with Professionals and Family	C	30	4	T3
Year 2 - SEND specialist teaching assistant (a)				
Being a Specialist Teaching Assistant (Work-Based Learning)	C	30	5	T1/2/3
Special Education Needs and Disability	C	30	5	T1
Advocacy, Communication, and Support	C	20	5	T2
SEND Project	C	40	5	T2/3
Year 2 - Social and emotional well-being specialist teaching assistant (b)				
Being a Specialist Teaching Assistant (Work-Based Learning)	C	30	5	T1/2/3
Social and Emotional Wellbeing	C	30	5	T1
Advocacy, Communication, and Support	C	20	5	T2
Social and Emotional Wellbeing Project	C	40	5	T2/3
Year 2 - Curriculum provision specialist teaching assistant (c)				
Being a Specialist Teaching Assistant (Work-Based Learning)	C	30	5	T1/2/3
Curriculum Specialist	C	30	5	T1
Advocacy, Communication, and Support	C	20	5	T2
Curriculum Specialist Project	C	40	5	T2/3

## Part Time Programme Structure

Module Title	Core / Option	Credits	Level	Delivery
Year 1 - All Students (a,b,c)				
Introduction to Study, Child Development and Education Policy	C	30	4	T1
Supporting and Enhancing Learning	C	30	4	T2
Working with Professionals and Family	C	30	4	T3
Year 2 - SEND specialist teaching assistant (a)				
Personal and Professional Development	C	30	4	T1/2/3
Special Education Needs and Disability	C	30	5	T1
Advocacy, Communication, and Support	C	20	5	T2
Year 2 - Social and emotional well-being specialist teaching assistant (b)				
Personal and Professional Development	C	30	4	T1/2/3
Social and Emotional Wellbeing	C	30	5	T1
Advocacy, Communication, and Support	C	20	5	T2
Year 2 - Curriculum provision specialist teaching assistant (c)				
Personal and Professional Development	C	30	4	T1/2/3
Curriculum Specialist	C	30	5	T1
Advocacy, Communication, and Support	C	20	5	T2
Year 3 - SEND specialist teaching assistant (a)				
Being a Specialist Teaching Assistant (Work-Based Learning)	C	30	5	T1/2/3
SEND Project	C	40	5	T2/3
Year 3 - Social and emotional well-being specialist teaching assistant (b)				
Being a Specialist Teaching Assistant (Work-Based Learning)	C	30	5	T1/2/3
Social and Emotional Wellbeing Project	C	40	5	T2/3
Year 3 - Curriculum provision specialist teaching assistant (c)				
Being a Specialist Teaching Assistant (Work-Based Learning)	C	30	5	T1/2/3
Curriculum Specialist Project	C	40	5	T2/3

## 9. Teaching and Learning Strategy

Teaching and learning are conducted via hybrid learning, the programme combines online and in-person education/remote, with one evening session per module per week. The course is structured into 8-week trimesters. Featuring online components such as pre-recorded lectures, readings, and interactive activities available at the start of each week. Evening sessions focus on interactive discussions, collaborative projects, and hands-on activities. Formative assessment, including assignment plans, sections of work, and presentations, provides ongoing feedback, while summative assessments like essays, reflections, presentations and major projects evaluate overall understanding. Support is provided through a named tutor at one of our locations, available at set times, and well-being resources. This approach ensures a flexible, engaging, and supportive learning environment, blending structured online content with dynamic in-person interactions. Where learning happens outside of the normal working day for apprentices, they will need to log this as off the job and either be paid for this provision or time off in lieu.

For Apprentices, placement will be in your place of employment, and you will log activity towards your work-based learning modules from December of your first year, but will log off the job continuously throughout your apprenticeship.

For those who are funding via student finance (or other means) who are working within a school setting already, placement will be in your place of employment, and you will log activity towards your work-based learning modules at an appropriate time. For those not already working in a school environment, a placement will be sought in collaboration with the college to meet the minimum hours threshold (70 Hours Level 4 and 130 Hours at Level 5); however, responsibility for finding and maintaining a placement remains with the student.

### Level 4

The modules at level 4 are sequenced so that all students have understood the basic requirements of study and have been taught the skills needed to move forward with the programme. Alongside this, students are taught the requirements for placement and essential statutory legislation such as safeguarding, health and safety and others. Students will learn key psychological and pedagogical theories to ensure they have a grounding in how learning develops. In the second trimester, students explore legislation and policy and how national policy impacts local policies in all areas of education. Alongside this, they study the education system and its place in society. The final trimester is the culmination of the work-based learning that has occurred throughout the year and mapping the learning so far against the KSB tracker. There is also delivery on partnership working, covering all aspects of working with professionals and coaching and mentoring others.

For those on a part-time study route, two modules from level 5 are studied before the placement module on level 4 is completed. If the placement module is not passed, then progression in the degree cannot be confirmed. Should this be the case, the named contained award in box 1 above will not be offered.

### Level 5

Trimester 1 begins with a taught specialist module which explores the threshold concepts, knowledge and skills of the specialism. Alongside this module is a module which explores the skills needed to

lead a change project in a setting, how to select a project and how to evaluate its impact. The second Trimester sees the launch of the specialist projects, which last two trimesters. Each project will have an allocated academic supervisor, as well as receive support from the school mentor. Alongside this, there is a module which explores the part a specialist teaching assistant plays in the setting and how students can best impact practice through teamwork, coaching, mentoring and advocacy. The final module in Trimester 3 is the culmination of the specialist work-based learning that has occurred throughout the year, and mapping the learning so far against the KSB tracker.

#### 10. Support for Student Learning

The needs of disabled learners are taken into account in the design of all learning programmes.

Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.

Each student is entitled to one tutorial per trimester with the programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement Service. The Academic Achievement Service will work with students to support them in the development of their study skill abilities and includes interventions such as support towards the use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, and analytical and critical writing skills.

#### 11. Quality and Standards Indicators

The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.

TEC Partnership undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.

External Examiners reports are received by the HE Quality Office and a copy is forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.

Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager (or equivalent) and then submitted to the

HE Quality Office to ensure key sources, such as External Examiner reports, are fully reflected upon before being published and to reduce variability in the quality of information presented.

## 12. Methods for evaluating and improving the quality of learning.

All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modifications to improve the delivery of any module, and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses; on smaller courses, student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate meets on a monthly basis and its remit is to:

- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions for the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events on campus.
- Increase student engagement in all aspects of Higher Education quality processes.

## 13. Management of Ethical issues within the programme.

Every placement sourced by the student or college must have a risk assessment and other processes completed and stored to be compliant with HE17, The Management of Placement Learning and any requirements associated with Apprenticeship funding.

Students must comply with GDPR and any subsequent confidentiality regulations whilst on placement following the providers policies at all times. This is notwithstanding any time that practice is placing learners, students or any other stakeholders at a Safeguarding risk.

Modules on this programme may require negotiation with the programme leader around ethical approval. The requirements for each module will be clearly marked in the validation document and module handbook.

#### 14. Management of Work-Based Learning Opportunities

This Foundation Degree is Work-Based Learning, with a minimum of 40 credits of Work-Based Learning and 40 credits of Work-Related Learning.

For Apprentices, placement will be in your place of employment, and you will log activity towards your work-based learning modules from December of your first year but will log off the job throughout the apprenticeship program. For those who are funding via student finance (or other means) who are working within a school setting already, placement will be in your place of employment, and you will log activity towards your work-based learning modules from December of your first year.

For those not already working in a school environment, a placement will be sought in collaboration with the college to meet the minimum hours threshold (70 Hours Level 4 and 130 Hours at Level 5). Health and Safety and suitability checks will be conducted by the college to ensure the proposed placements meet the thresholds required.

The designated programme leader or assessor will provide support for the learners whilst on placement, and at least 2 visits to placement settings will be conducted during the programme.

#### 15. Resources needed to pass the programme.

Access to computer equipment capable of running Microsoft infrastructure, including the latest versions of Teams, is essential. Access to the internet capable of video conferencing is essential where the student wishes to remotely join sessions.

#### 16. Resources supplied to the student.

The reading lists for this course will all be available remotely.

## 17. Curriculum Map

Key: WBL – Work-Based Learning, WRL – Work-Related Learning, Comp – Compensation Y or N.

P – Partially achieved learning outcome, F – Fully achieved learning outcome

Module Name	Level	WBL/WRL	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8a	9a	8b	9b	8c	9c
Personal and Professional Development	4	WBL	Work Based Trainers / Programme Leader	Professional Portfolio (n/a) Observation and Discussion x3 (n/a)	N	P	P	P	P		P		P	P	P	P	P	P
Introduction to Study, Child Development, and Education Policy	4		Ros Windley	Study skills Portfolio and Short Essay (20%) Legislation and Policy Review (30%) Child Development Presentation (50%)	N		P	P				P						
Supporting and Enhancing Learning	4	WRL	Helen Bourne	Pen Portrait and Assessment Review (40%) Case Study (60%)	N	P	P		P			P	P					
Working with Professionals and Families	4	WRL	Ros Windley	Resource Pack and Presentation (50%) Personal Introspection (50%)	N	P			P	P	P	P		P				
Being a Specialist Teaching Assistant	5	WBL	Work Based Trainers / Programme Leader	Professional Portfolio (n/a) Observation and Discussion x3 (n/a)	N	F	F		F	F	F			F				
Special Education Needs and Disability	5	WRL	Helen Bourne	Essay (50%) Case Study (50%)	N	F		F	F				F					
Social and Emotional Wellbeing	5	WRL	Ros Windley	Essay (50%) Case Study (50%)	N	F		F	F						F			
Curriculum Specialist	5	WRL	Helen Bourne	Essay (50%) Case Study (50%)	N	F		F	F								F	
Advocacy, Communication, and Support	5	WRL	Ros Windley	Portfolio of Advocacy and Individual Presentation (100%)	Y	F	F			F	F							
SEND Project	5		Helen Bourne	Action Research Project Report	N	F		F				F	F	F				
Social and Emotional Wellbeing Project	5		Helen Bourne	Action Research Project Report	N	F		F				F			F	F		
Curriculum Specialist Project	5		Helen Bourne	Action Research Project Report	N	F		F				F					F	F

## 18. TEC Partnership Graduate Attribute Mapping

Fortitude and Criticality	Assessment References	Module References	To be covered in tutorial
Adaptability to changing situations	Action Research Project Doing any form of research, particularly where your own ideas are tested means you have to adapt your approach and opinion based on the feedback.		
Being productively disruptive	Advocacy Portfolio In this assessment the students must set out to advocate for a group and potentially speak truth to power.		
Resilience	Professional Portfolio Working in education develops resilience. When supporting learners there will always be setbacks from which the students will need to overcome.		
Preparing for unknown futures	Action Research Project The action research project will allow the trying out of a novel approach to solving a problem.		
Finding alternative solutions to problems	Action Research Project The action research project will allow the trying out of a novel approach to solving a problem		

Teamwork	Assessment References	Module References	To be covered in tutorial
Human interaction skills	Presentations and Discussions These skills will be developed in practice, and improved in the		

	presentations and discussions built throughout the programme.		
Leadership and followership skills		Working with Professionals, Work based Practice and Families and Advocacy Skills in leading will be developed in the work based practice module and in the academic modules which support it.	
Project development and/or management	Action Research Project Managing the project will be taught and practiced in this module.		



Presentation	Assessment References	Module References	To be covered in tutorial
Confidence in communication	Presentations Discussions These skills will be developed in practice, and improved in the presentations and discussions built throughout the programme.		
Digital skills and adaptability		Introduction to Study, Child Development, and Education Policy These are inherent in this module.	
Timekeeping	Professional Portfolio Completing assignments and the portfolio will develop these attributes.		
Self-presentation	Professional Portfolio Completing assignments and the portfolio will develop these attributes.		

Personal Values	Assessment References	Module References	To be covered in tutorial
Professional attitudes and values	Professional Portfolio Completing assignments and the portfolio will develop these attributes.		

Ethics and morals	Action Research Project Completing assignments and the portfolio will develop these attributes.		
Self-Care and Care of others	Professional Portfolio Completing assignments and the portfolio will develop these attributes.		

The completed validation document must be submitted electronically to [HEQA@tecpartnership.ac.uk](mailto:HEQA@tecpartnership.ac.uk) for final approval.

19. FAP Use only.

Signature of the Chair of the Full Approval Panel	
Date	01/05/2025
Signature of the Chair of HE Curriculum, Quality and Standards	
Date	01/05/2025
Date approved by HE Curriculum, Quality and Standards	21/05/25

20. Revision history

Version	Details of Major Modification	Date of Approval
1		
2		
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4		
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