Programme Specification

Section 1: Basic data

Awarding institution/body   University of the West of England

Teaching institution   University of the West of England in collaboration with the City of Bristol

Faculty responsible for programme   Social Sciences and Humanities

Programme accredited by:

Highest award title   Diploma in Higher Education, Education (Learning Mentors)
Certificate in Higher Education, Education (Learning Mentors)

Default award title

Interim award titles   Certificate in Higher Education, Education (Learning Mentors) (see section 4)

Modular Scheme title (if different)

UCAS code (or other coding system if relevant)

Relevant QAA subject benchmark group(s)

On-going/valid until* (*delete as appropriate/insert date)

Valid from (insert date)   September 2009

Authorised by …   **Date: …**

Version Code:
1.3

Section 2: Educational aims of the programme

This programme aims to:
- develop knowledge, skills and understanding in their chosen specialist area
- develop their capability to adopt an ethical stance in relation to their practices
- engage with important contextual features relating to their field of study
- develop and refine skills of analysis, reflection, argumentation and research
- examine work-based or other relevant experiences and to develop a critical and reflective and effective orientation to their practices
- acquire the capacity to communicate the process and outcomes of their learning.
- Facilitate access to Higher Education for a group of professionals who would otherwise be excluded
- Prepare participants for working as a Learning Mentor in schools, colleges and in the community
- Support the professional development of Mentors in the region
- Support participants in reviewing work-based or other relevant experiences
- Enhance the ability of participants to communicate effectively and to communicate the processes and outcomes of their learning
- Prepare participants to work effectively in collaboration with others

Section 3: Learning outcomes of the programme
The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

The principal level at which learning outcomes are elaborated are at module level within the context of specific module aims and content and documented on validated module specifications. However, the MPCPD as a whole adheres to the promotion of generic learning outcomes through such module experience. These generic learning outcomes for students on all award routes in the MPCPD are specified as:

The MPCPD is guided by the Faculty Statement of Pedagogic Principle

A variety of approaches to teaching, learning and assessment are used to match the range of identified learning outcomes.

Subject Specific Knowledge and Understanding	Teaching and Learning Methods
As a consequence of this programme, students will have: - a detailed knowledge of major theories and established principles within education policy and practice and an awareness of a variety of ideas, contexts and frameworks - an awareness of ethical perspectives in relation to the wider social and environmental implications for learning mentoring in policy and practice - a detailed knowledge of the main methods and techniques for obtaining data in the area of study - understanding of the different contextual factors influencing learning mentoring	Lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; project work; group work and individual activity. Use of experiential learning cycle **Assessment Methods** Coursework, including components under controlled conditions (e.g. presentations, posters, vivas, portfolios); examination (e.g. timed essays); through project modules as appropriate.

• knowledge of their own value position compared to that of others related to learning mentoring • understanding of how related work impacts upon wider educational policy and practice • understanding of issues of equality, diversity, inclusion and social justice related to education policy and the practice of learning mentoring	
Cognitive/Intellectual Skills As a consequence of this programme, students will be able to: • use and organise coherently, relevant ideas and perspectives to interpret and/or explore the area of study • compare and contrast the main methods and techniques for obtaining data and solving problems • select appropriate techniques to evaluate the relevance and significance of data collected in identifying and resolving problems • apply underlying concepts and principles in a range of contexts • use reflection in the learning process to develop personal theories and refine professional practice • discuss how ethical issues can be applied in their area of study.	**Teaching and Learning Methods** Lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; project work; group work and individual activity. Use of simulations, games, role play or case studies, as appropriate. Use of experiential learning cycle **Assessment Methods** Coursework, including components under controlled conditions (e.g. presentations, posters, vivas, portfolios); examination (e.g. timed essays); through project modules as appropriate.
Subject specific Practical/Professional Skills As a consequence of this programme, students will be able to: • apply techniques and skills effectively in a range of contexts • perform professional tasks exercising personal responsibility and a capacity to make decisions • identify appropriate theoretical, professional and/or research based sources and use appropriately in the practice of learning mentoring • plan and execute a small scale enquiry in a systematic manner discussing the suitability of alternative approaches • identify overall important aspects of work-based or other relevant experiences and can compare, contrast and discriminate aspects of the experience • articulate a reflective and effective orientation to their practice in learning mentoring	**Teaching and Learning Methods** Provision of opportunities for learners to perform and practice specific professional/practical skills in context; seminar and tutorial support to enable effective study and research orientations and plans; use of reflective portfolios; use of observation and video as appropriate; use of role play and simulations; support by structured professional/practical skills based work materials and guidance; feedback on performance in context using experiential learning cycle. **Assessment Methods** Coursework, including components under controlled conditions (e.g. presentations, posters, vivas, portfolios); examination (e.g. timed essays); through project modules as appropriate. Assessment of professional competence through assessed observations supported by written documentation from the student and/or employer/assessor, as appropriate.
Transferable/Key Skills	**Teaching and Learning Methods**

As a consequence of this programme, students will be able to: • interact effectively within a group, giving and receiving information and ideas, modifying responses where appropriate and developing effective professional relationships • locate and use effectively the full range of learning resources, including ICT across a range of contexts • evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement • communicate effectively with children, young people and parents/carers • organise and present ideas, concepts and numerical information using a variety of presentational modes • take responsibility for own learning, accommodating new principles and understandings • communicate effectively in a manner appropriate to the area of study and report on procedures in a clear and concise manner in a variety of formats • identify key elements of problems, applying appropriate methods to their solution	Lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; project work; group work and individual activity; presentations. Use of simulations, games, role play or case studies, as appropriate. Opportunities to practice skills in specific settings, as appropriate. Structured support for the use of ICT **Assessment Methods** Coursework, including components under controlled conditions (e.g. presentations, posters, vivas, portfolios); examination (e.g. timed essays); through project modules as appropriate. Assessment of professional competence through assessed observations supported by written documentation from the student and/or employer/assessor, as appropriate.

Section 4: Programme structure
The Cert HE, Education (Learning Mentors) is available either as:
a) a programme on which students can register directly (the highest award), or
b) an interim award

Use next page to provide a structural chart of the programme showing:

		Compulsory/Core modules	Optional modules (when available)	Interim Awards / Requirements
E N T R Y → ▼	**Level 1**	**Compulsory modules** Nil **Core modules** Nil	**Optional modules** (when available) UTLGA7-20-1 Independent Study UTLGA7-40-1 Independent Study UTLGDD-20-1 Managing behaviour UTLGH3-20-1 The Voice of the Learner UTTGH7-20-1 Studying Inclusive Intervention: English as an Alternative Language, Inclusion and Diversity in the Classroom UTTGAF-20-1 Thinking and Learning	**Interim Awards**: Cert HE Education (Learning Mentors) **Credit requirements** 120 credits of which at least 100 are at level 1 or above. **Other requirements** Nil
	Level 2	**Compulsory modules** Nil	**Optional modules** (when available) UTLGA7-20-2 Independent Study UTLGA7-40-2 Independent Study UTLGDD-20-2 Managing behaviour UTTGDE-20-2 Effective partnership with parents UTCGDF-20-2 The role of the learning mentor in overcoming barriers to learning UTLGC6-40-2 Special Educational Needs in Ordinary Schools	**Interim Awards**: Cert HE Education (Learning Mentors) **Credit requirements** 120 credits of which at least 100 are at level 1 or above **Other requirements** Nil **Prerequisite requirements**: Minimum credit/ module requirements 120 @ level 1 or above 100 @ level 2 or above Other **Awards Target/highest:** Dip HE Education (Learning (Mentors) **Credit requirement**: 240 Credits of which 120 are at level 1 or above and 100 are at level 2 or above. **Default title** Nil **Credit requirements**

Section 5: Entry requirements

The **entry requirements** will normally be:
GCE/GCSE or equivalent passed in five subjects. Normally, 1 year experience of working with young people either as a Learning Mentor or in a similar supporting role. Students without these qualifications but who can demonstrate their capability to study successfully at this level and on these awards will be considered.

Students who do not meet the minimum academic entry requirements but have significant life and/or work experience will be considered on the basis of evidence of personal, professional and educational experience that indicates an applicant's ability to meet the demands of a Diploma of HE. We like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study.

Section 6: Assessment Regulations

a)   Modular Assessment Regulations

Section 7: Student learning: distinctive features and support
The programme in its entirety therefore, has been structured in a way that best meets the learning and professional needs of this group of professionals.

The modular programme offers the opportunity for accredited learning, wherever it occurs and providing it is assessable against UWE academic criteria, to be credited towards the DipHE. The learning must be matched to the learning outcomes for the modules validated for this award. The Accreditation of Experiential Learning (AEL) is highly valued in the programme, underpinned by considerable experience in the Faculty of AEL processes. AEL workshops offer opportunities for participants to reflect on their learning from experience and to explore methods of presenting that experience in a way that can count as credit towards the degree.

Students will be able to access the student support sessions on offer within the CPD Scheme including sessions on study support and the writing of assignments together with a range of relevant study skill resources. The library also offers specific workshops on information retrieval and using a variety of databases for references.

Students have access to a wide range of ICT workshops covering – word processing, use and design of spread sheets, using images, webpage design, Powerpoint, email access and other areas. The use of a virtual learning environment, and the use of on-line materials, support students studying in a variety of settings and modes, which is particularly helpful for part-time students.

An explicit and common bank of assessment criteria used for all assessments on the programme aids transparency and consistency in the student experience of assessment.

Students are encouraged to discuss their individual learning needs with their module leader and/or programme leader to ensure they are able to access appropriate support for their study needs.

Section 8: Reference points/benchmarks

This programme has been developed in the context of the University teaching and learning policies and explicitly meets the requirements set out therein. The focus on an approach to pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the Faculty Statement of Pedagogic Principle.

This programme has been developed in collaboration with the City of Bristol and has drawn upon the requirements it perceives as essential for the development of Learning Mentors working in City schools. It also draws on the knowledge and skills required of Learning Mentors working within the Bristol EAZ initiative and directly addresses the development of this new role. Arrangements are in place for participants on this programme to gain additional support from the management structure and network arrangements already developed by the City.

The awards are being developed in response to heightened interest in accessing accredited training opportunities amongst professionals and specifically, Learning Mentors in light of government initiatives for raising achievement in schools.
The module content - and in due course, its delivery – has been designed in close collaboration with managers in the City of Bristol who are responsible for the professional development of Learning Mentors.

Demand

The Faculty of Education successfully secured funding for this programme through the ASN bid for 2001-2002. EAZs in the region have already employed a significant number of Learning Mentors who are presently working and attending Local Authority staff development programmes that carry no accreditation. In addition, the Extending Excellence and Excellence Challenge initiatives in the City of Bristol have budgets for Learning Mentors to supplement those already employed through the EAZ and other local initiatives. Similar initiatives are being employed by other local authorities in the region that will be interested in supporting their Learning Mentors to access the programme.

Staff research projects

Faculty of Education staff are involved in research related to both substantive and methodological issues of relevance to the programme. Examples of staff research include:
- citizenship and education for democracy;
- education of excluded and disaffected young people;
- educational uses of ICT;
- evaluation of student-led learning;
- Excellence Challenge and the experience of widening participation co-ordinators;
- gender studies and in particular the education of boys;
- literacy and learning;
- policy and practice in inclusion and special educational needs;
- recruitment of minority ethnic groups into teaching;
- self-assessment practice in HE;
- transforming learning cultures in FE;
- urban education policy