Section 1: Basic Data

Awarding institution/body	**University of the West of England, Bristol**
Teaching institution	**University of the West of England, Bristol and Gloucestershire College**
Faculty responsible for programme	**Creative Arts Humanities and Education**
Programme accredited by	**UWE**
Highest award title	**DipHE (Learning Support) CertHE (Learning Support)**
Default award title	**Diploma in Higher Education**
Interim award titles	**CertHE (Learning Support)**
Modular Scheme title (if different)	**NA**

UCAS code (or other coding system if relevant)
ISIS Code X02A44

Relevant QAA subject benchmarking group(s)

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

Valid from (insert date if appropriate)	**September 2003**
	Updated September 2010 Updated October 2010 Updated January 2011 Updated March 2011

Authorised by …   **Date: …**

Version coding:
5

Section 2: Educational aims of the programme

- To provide a coherent and relevant programme of study that enhances the ability of Learning Support Assistants/Teaching Assistants to work effectively within a range of settings
- To locate the professional activity of Learning Support Assistants/Teaching Assistants within the broader educational context
- To provide participants with a rigorous study of educational processes and perspectives embedded within their cultural, political and societal context
- To locate study and professional practice within an understanding of the significance of educational values and ethics and a commitment to social justice
- To provide access to opportunities and awards for a group of learning supporters who may hitherto have been excluded from higher education
- To emphasise the role of Learning Support Assistants/Teaching Assistants in whole school approaches and responses to pupils with special educational needs
- To build upon previous experience, qualifications and courses to ensure recognition and accreditation of professional work where possible

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: …

A Knowledge and understanding

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and understanding As a result 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 education and learning support 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 student support in learning and the school environment • knowledge of their own value position compared to that of others related to education and learning support • 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 support	**Teaching/learning methods and strategies:** Acquisition of 1 is through lectures, seminars and tutorials enhancing professional reflection. Acquisition of 2,4 and 5 are through lectures, seminars and workshops and in particular through the emphasis on values in professional work. Acquisition of 3 is through practical work in educational settings and through consideration of research and inspection evidence. Additional support is provided through the Faculty ICT Pathways provision with support of the Media & Information Technologies Centre for Education (MICE) team. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject they are investigating **Assessment:** Testing of the knowledge base is through assessed coursework (1-5), written

		assignments based on professional work and through oral or poster presentations	
	B Intellectual Skills		
	B Intellectual skills As a result 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 • 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/learning methods and strategies** Intellectual skills are developed through learning and teaching about professional and pedagogical knowledge. Students will be encouraged to reflect upon their own professional practice to identify areas for professional development **Assessment** A variety of assessment methods is employed including written assignments, presentations and poster presentations.	
	C Subject, Professional and Practical Skills		
	C Subject/Professional/Practical Skills As a result 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 support • 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 support •	**Teaching/learning methods and strategies** Professional skills are developed through reflection on professional practice during lectures, seminars tutorials and workshops. Reflection and research into professional practice is encouraged throughout the programme **Assessment** Skills are assessed through assessed course work which encourages reflection and planned action within professional practice	
	D Transferable Skills and other attributes		
	D Transferable Skills and other attributes As a result of this Programme, students will be able to: • interact effectively within a group, giving and	**Teaching/learning methods and strategies** Skills are taught through lectures, seminars and workshops focussing on	

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	professional, pedagogical and subject knowledge. These will include understanding the role of others within educational settings and effective communication with peers . **Assessment** *Skills are tested through assessed course work, some of which requires students to work independently and some requires collaborative skills*

Section 4: Programme structure
The next page provides a structural chart of the programme showing:
• *Level and credit requirements*
• *Interim award requirements*
Module diet, including compulsory/core/optional modules

The Cert HE (Learning Support) is available either as:
   (a) a programme on which students can register directly (the highest award), or
   (b) an interim award

Section 4: Programme Structure

The Cert HE (Learning Support) is available either as:
(a) a programme on which students can register directly (the highest award), or
(b) interim awards

Entry to Graduation

Certificate in Higher Education (Learning Support)

A Certificate of Higher Education requires the attainment of 120 credits at level 0 or above of which not less than 100 are at level 1 or above.

Compulsory Modules:	None
Core Modules:	None
Optional Modules:	Select remaining credits from the optional modules list available in Appendix 1
Interim Awards:	Not applicable
• **Credit requirements:**	Not applicable
• **Other requirements:**	None

Diploma in Higher Education (Learning Support)

A Diploma of Higher Education requires the attainment of 240 credits at level 0 or above of which not less than 220 are at level 1 or above and not less than 100 are at level 2 or above.

Compulsory Modules:	None
Core Modules:	None
Optional Modules:	Select remaining credits from the optional modules list available in Appendix 1
Interim Awards:	Certificate in Higher Education (Learning Support)
• **Credit requirements:**	120 credits at level 0 or above of which not less than 100 are at level 1 or above.
• **Other requirements:**	None

Section 5: Entry requirements

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at levels 1 and 2 and are likely to achieve the required standard. This evidence will normally take the form of:

- five subjects at GCSE / O level standard
- two subjects at GCE Advanced level supported by three subjects at GCSE at Grade C or above
- BTEC National Diploma
- GNVQ Level III
- Validated Access Course
- European or International Baccalaureate
- Evidence of experiential learning not previously assessed by or contributing to the awards of other institutions or bodies which is open to scrutiny and where necessary assessment. Such evidence may take the form of reports which the candidate has prepared as part of their professional duties
- A year working with children or young people

students who do not meet the minimum academic entry requirements but have significant life and/or work experience will be considered on an individual basis. The University will consider applications on the basis of evidence of personal, professional and educational experience which indicate 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)   University Academic Regulations and Procedures

Section 7: Student learning: distinctive features and support

This programme is designed to be flexible enough to incorporate a range of professionals working within educational settings who wish to gain a DipHE (Learning Support). Opportunities for accredited courses completed appropriate previously in Higher Education institutions are available for students to transfer this credit across at no extra financial cost, through Accredited Learning (AL).

Opportunities are provided for students working part time in educational settings to follow modules delivered during the day alongside undergraduate students thus providing flexible taught programmes, with evening sessions for those in employment unable to gain day release. Opportunities for students to work alongside others in the Faculty on modules of undergraduate study. Process of assessment by outcome of assignment completed at relevant level enables students to choose from a broad range of modules each academic year.

Students also have the opportunity to reflect back on their professional experience and through reflective writing gain credit for this process through AEL(Accreditation of Experiential Learning). Students will be encouraged to reflect upon their professional practice in line with the Faculty Statement of Pedagogic Principle as they gain further knowledge and understanding.

Students will be encouraged to enhance their study skills and develop ICT skills throughout the course through provision of workshops and sessions provided by the Faculty of Education

Section 8: Reference points/benchmarks

The 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.

The programme aims to provide professionals working already in educational settings opportunities to gain a degree and have the potential to progress to a degree BAHons Education in Professional Practice with an additional 120credits at level 3, and onto Qualified Teacher Status if so desired. If participants wish to progress to QTS they should be reminded that they also require GCSE/O levels in English and Mathematics and Science if they are born after Sept 1979.

The advice of local education authority personal responsible for the training and education of learning support assistants and teaching assistants has been gathered throughout the design of this programme. Their input has been invaluable.

Staff research projects have also supported and will continue to support the development of the programme.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes fulladvantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Note: Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/ modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.

Appendix 1

Optional Modules available to this programme at Level 1

Key: CHE =   Available for Certificate in Higher Education (Learning Support)
DHE =   Available for Diploma in Higher Education (Learning Support)

Module Code	Module Name	CHE	DHE
UTLG9H-20-1	Every Child Matters: Approaches to Safeguarding Children and Young People in Eucational settings	✓	✓
UTLGA7-10-1	Independent Study	✓	✓
UTLGA7-20-1	Independent Study	✓	✓
UTLGA7-30-1	Independent Study	✓	✓
UTLGA7-40-1	Independent Study	✓	✓
UTLGA9-10-1	Evidencing Learning from Experience	✓	✓
UTLGA9-20-1	Evidencing Learning from Experience	✓	✓
UTLGA9-30-1	Evidencing Learning from Experience	✓	✓
UTLGA9-40-1	Evidencing Learning from Experience	✓	✓
UTLGAC-10-1	Independent Study	✓	✓
UTLGAC-20-1	Independent Study	✓	✓
UTLGAC-30-1	Independent Study	✓	✓
UTLGC6-40-1	Meeting Learners' Additional Support Requirements in Mainstream Educational Contexts	✓	✓
UTLGCK-20-1	Helping Children to Manage Themselves Socially and Emotionally	✓	✓
UTLGDB-20-1	Counselling and related Skills for reducing barriers	✓	✓
UTLGDD-20-1	Behaviour for Learning	✓	✓
UTLGDT-20-1	Contemporary Issues in Post-compulsory Education and Training (PCET 1)	✓	✓
UTLGH3-20-1	The Voice of the Learner	✓	✓
UTLGH7-20-1	Studying Inclusive Intervention: English as an Alternative Language, Inclusion and Diversity	✓	✓
UTLGHR-20-1	Introduction to Education Policy	✓	✓
UTLGHS-20-1	Supporting Learning: assessing, planning and recording	✓	✓
UTLGL5-30-1	Meeting Learners' Needs in Supplementary Schools	✓	✓
UTLGMU-20-1	Preparing for Teaching in the Learning and Skills Sector	✓	✓
UTLGMV-10-1	Practical Teaching and Professional Development 1	✓	✓
UTLGMW-20-1	Planning and Enabling Learning and Assessment	✓	✓
UTTG59-20-1	Perspectives on Play	✓	
UTTG5E-20-1	Cognitive Processes: Teaching Children to Think	✓	✓
UTTG5F-20-1	Child Development in a social context	✓	✓
UTTGAF-20-1	Thinking and Learning	✓	✓
UTTGCE-20-1	Severe Learning Difficulties	✓	✓
UTTGHM-20-1	Inventing Childhood: definitions, needs and rights	✓	✓
UTTGHP-20-1	Understanding Images of Childhood	✓	✓
UPLQ3D-10-1	Academic writing skills	✓	✓
UPUQMG-10-1	ULP Intercultural Communication		
UTLGJD-20-1	Disability Equality Awareness Raising	✓	✓
UTLGKT 20-1	Constructions of Childhood & Youth		
UZVS 96-20-1	The Developing Child and Young Person (HLS)	✓	✓
UZVS95-20-1	Participatory Communication with Children, Young People (HLS)	✓	✓

Optional Modules available to this programme at Level 2

Module Code	Module Name	CHE	DHE
UTLG8B-20-2	Supporting Learning – working with pupils with behaviour difficulties		✓

UTLG9H-20-2	Every Child Matters: Approaches to Safeguarding Children and Young People in Educational settings	✓
UTLGA7-10-2	Independent Study	✓
UTLGA7-20-2	Independent Study	✓
UTLGA7-30-2	Independent Study	✓
UTLGA7-40-2	Independent Study	✓
UTLGA9-10-2	Evidencing Learning from Experience	✓
UTLGA9-20-2	Evidencing Learning from Experience	✓
UTLGA9-30-2	Evidencing Learning from Experience	✓
UTLGA9-40-2	Evidencing Learning from Experience	✓
UTLGAC-10-2	Independent Study	✓
UTLGAC-20-2	Independent Study	✓
UTLGAC-30-2	Independent Study	✓
UTLGC6-40-2	Meeting Learners' Additional Support Requirements in Mainstream Educational Contexts	✓
UTLGCF-20-2	Foundation for meeting learners additional support requirements	✓
UTLGCK-20-2	Helping Children to Manage Themselves Socially and Emotionally	✓
UTLGDB-20-2	Counselling and related Skills for reducing barriers to learning	✓
UTLGDD-20-2	Managing behaviour for Learning	✓
UTLGDG-20-2	Supporting Children with Dyslexia	✓
UTLGDT-20-2	Contemporary Issues in Post-Compulsory Education and Training	✓
UTLGH3-20-2	The Voice of the Learner	✓
UTLGHT-20-2	Contributions to social cohesion and well being in educational settings	✓
UTLGHU-40-2	Teaching Assistants: Professional Practice	✓
UTLGHV-20-2	Understanding Equalities and Diversity	✓
UTLGHW-20-2	Assisting Teaching in Language and Literacy	✓
UTLGHX-20-2	Assisting Teaching in Mathematics	✓
UTLGHY-20-2	Assisting Teaching in Science	✓
UTLGJ3-20-2	Enhancing Subject Knowledge	✓
UTLGJB-60-2	Reflective Practice for Specialist Leaders of Behaviour and Attendance	✓
UTLGK7-20-2	Understanding Learners with Literacy Difficulties	✓
UTLGKL-20-2	Helping Young People with Challenging Behaviour in Further Education	✓
UTLGKP-20-2	Supporting Teaching and Learning with ICT	✓
UTLGKR-20-2	Multi-Agency Working	✓
UTLGL9-20-2	Working in Partnership: Parents and Professionals	✓
UTLGMC-20-2	Developing the Role of the Cover Supervisor	✓
UTLGMX-10-2	Preparing for Advanced Study: Reflective Professional Practice	✓
UTLGMY-20-2	Practical Teaching and Professional Development (2)	✓
UTLGN3-30-2	Context and Curriculum in Lifelong Learning	✓
UTLGN3-40-2	Context and Curriculum in Lifelong Learning	✓
UTLGN4-10-2	14 to 16 Learners in the Learning and Skills Sector	✓
UTLGN5-10-2	Work-based Learning in the Learning and Skills Sector	✓
UTTG5G-20-2	Children and Social Policy	✓
UTTGAF-20-2	Thinking and Learning	✓
UTTGAG-20-2	Introduction to Learning Difficulty	✓
UTTGAM-20-2	Social Justice and Education: a sociological perspective	✓
UTTGCE-20-2	Severe Learning Difficulties	✓
UTTGDE-20-2	Developing partnerships with Parents	✓
UTTGMG-20-2	Educational Contributions to Sustainable Development at local and global levels	✓
	Further Academic Writing Skills	

UPLQ7H-10-2	Disability Equality Awareness Raising	✓
UTLGJD-20-2	Disability Equality Awareness Raising	✓
UZVS99-20-2	Supporting Transitions (HLS)	✓