

PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	University of the West of England, Bristol
Teaching institution	University of the West of England, Bristol
Delivery Location(s)	Frenchay Campus
Faculty responsible for programme	Social Sciences and Humanities
Modular Scheme title	Education Modular Scheme
Professional Statutory or Regulatory Body Links (type and dates)	None
Highest award title	Foundation Degree Educational Support
Default award title	Dip HE Education
Interim award titles	Certificate Certificate HE Education
UWE progression route	BA (Hons) Education in Professional Practice
Mode(s) of delivery	Full time
Codes	
UCAS code	JACS code
ISIS code X990	HESA code X130
Relevant QAA subject benchmark statements	Education Studies
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	Updated September 2010
Original Validation Date:	August 2005
Latest Committee Approval...QSC	Date:...9th December 2009
Version Code 5	

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

This programme has been developed in partnership with two local education authorities to support those working in primary, secondary and special schools who seek access to higher education and professional recognition as higher level teaching assistants. It is also designed to support other professionals working as additional adults within educational settings to enable them to gain a higher education and understanding of children and young people in educational environments. Whilst the programme is built around the TTA Standards for Higher Level Teaching Assistants (TTA 2003) it also seeks to enhance participants understanding of a broad social and educational concerns within the professional context. The overall aims for the programme are to:

- provide a coherent and relevant programme of study that enhances the ability of a range of educational supporters work effectively within a range of educational settings;
- building upon participants previous and current experience and qualifications to ensure recognition and formal accreditation of professional work where possible;
- provide participants with rigorous study of educational processes and perspectives, embedded within their cultural, political and societal context;
- locate study and professional practice within an understanding of the significance of educational values and ethics, alongside a commitment to social justice;
- provide access to opportunities and awards for a group of learners who may hitherto have not been able to access higher education;
- make full use of the opportunities and experiences in the workplace.

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
<p>A Knowledge and understanding of: <i>As a result of this programme, students will have knowledge and understanding of:</i></p> <ol style="list-style-type: none">1. relevant theories and established principles within education policy and practice and an awareness of the way in which policy is developed;2. ethical perspectives in relation to policy and practice relating to the role of additional adults in educational settings ;3. a range of contextual factors surrounding policy, including sociological and environmental, that have influence upon the role of the teaching assistant within educational settings;4. their own value positions compared to those of other professionals and organisations working to support teaching and learning in schools;5. how their work impacts upon wider educational policy and practice, recognising the limits of their own knowledge;6. issues of equality, diversity, inclusion and social justice related to education policy and the practice of assisting teaching and supporting learning.	<p>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. Support and teaching is provided through the UWE Online with further support from the Media & Information Technologies Centre for Education (MICE) team. It is also intended that ICT will be addressed within the content of most modules for example UTTGAF-20-1. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden his or her individual knowledge and understanding of the subject they are investigating</p> <p>Assessment: The programme models good practice and promotes a personal and intellectual understanding of assessment processes. Assessment is diagnostic, formative and summative, as appropriate. Strategies deployed include tutor-assessed group and individual written and oral assignments together with self-assessment and peer-assessment. Achievement of credit is gained through written assignments based on professional work - reports, essays, portfolios of directed tasks, evaluations or reflective accounts and through oral or poster</p>

	presentations.
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B Intellectual Skills

<p>B Intellectual Skills</p> <p><i>As a result of this programme, students will be able to:</i></p> <ol style="list-style-type: none"> 1. use and organise coherently, relevant ideas and perspectives to interpret and/or explore the area of study; 2. compare and contrast some methods and techniques for obtaining data and solving problems; 3. select appropriate techniques to critically evaluate the relevance and significance of data collected in identifying and resolving problems; 4. apply underlying concepts and principles in a range of contexts; 5. use reflection in the learning process to develop personal theories and refine professional practice; 6. discuss how ethical issues can be addressed in their area of study. 	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills 1, 2 and 4 are developed through engagement in learning and teaching about professional and pedagogical knowledge. Strategies deployed cater for a variety of preferred learning styles and include: lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; research tasks; use of videos, case-studies, role-play, games and simulations; use of VLE and on-line materials; project work; group work and individual activity. Students will be encouraged to reflect upon their own professional practice to meet 5, 3 and 6 through a work based learning approach.</p> <p>Assessment</p> <p>A variety of assessment methods are employed. All test the student's ability to demonstrate reflective skills and refine practice professional practice (5). These cover compilation of portfolios of directed tasks conducted within the workplace, evaluative reports on interventions initiated in the workplace together with library based research study to combine insights that relate theory and practice. (1, 2, 3 and 6) Assessment is diagnostic, formative and summative, as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process. The matching of specific domains for assessment is defined within module specifications where appropriate. Assessment criteria are decided upon in relation to the approach taken by the participant in reaching the intended learning outcomes of the module which are mapped against the intended learning outcomes for the programme.</p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills <i>As a result of this programme, students will be able to:</i></p> <ol style="list-style-type: none"> 1. meet the requirements for the recommendation of HLTA status as set out by the TTA in the relevant circular (2003); or meet the learning outcomes of the UTTGP540-2 Reflective Practice In Educational Support module 2. perform professional tasks exercising personal responsibility and a capacity to make decisions appropriate to the role of educational support 3. identify appropriate theoretical, professional and/or research based sources and use appropriately in the practice of assisting teaching and supporting learning; 4. plan and execute a small scale enquiry in a systematic manner discussing the suitability of alternative approaches; 5. identify overall important aspects of work-based experience and compare, contrast and discriminate between aspects of the experience; 6. articulate a reflective and effective orientation to their professional practice as educational supporters 	<p>Teaching/learning methods and strategies Professional and practical skills will be developed and enhanced within the work place and throughout the programme participants will be encouraged to reflect on professional practice during lectures, seminars, tutorials and workshops. Reflection and research into professional practice is encouraged throughout the programme.</p> <p>Assessment Where appropriate, the assessment will be conducted in compliance with TTA requirements for the award of HLTA status. There is one professional practice modules within the programme at level 2 (40 credits). This module is designed to ensure that professional practice in the workplace is assessed in partnership between UWE Bristol School of Education and local schools where participants are employed. The additional of the second project module is designed to enable educational supporters without HLTA status to complete the FD and gain recognition for their professional practice in relation to the Common Core (2005)</p>
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D Transferable Skills and other attributes

<p>D Transferable skills and other attributes <i>As a result of this programme, students will be able to</i></p> <ol style="list-style-type: none"> 1. interact effectively within a group, giving and receiving information and ideas, modifying responses where appropriate and developing effective professional relationships; 2. locate and use effectively the full range of learning resources, including ICT across a range of contexts; 3. evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement; 4. communicate effectively with children, young people and parents/carers and colleagues; 5. organise and present ideas, concepts and numerical information using a variety of presentational modes; 6. take responsibility for own learning, accommodating new principles and understandings; 7. 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; 8. identify key elements of problems, applying appropriate methods to their solution. 	<p>Teaching/learning methods and strategies These skills will be gained through the experiential nature of learning and teaching modelled in the School of Education. Groupwork and debate is encouraged in seminars, workshops and tutorials to refine professional pedagogical knowledge (1, 3 and 8). Participants are encouraged to make full use of the ICT facilities available to them in learning and teaching sessions alongside work-based use of ICT strategies and presentations.</p> <p>Assessment These skills and attributes will be assessed through written assignments, professional practice, oral and poster presentations, group discussion and debate supported by prepared papers.</p>
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Section 4: Programme structure

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

- Level and credit requirements
- Interim award requirements
- Module diet, including compulsory/core/optional modules

ENTRY



level 1	Compulsory modules Nil	Interim Awards: • 60 credits at level 1 for a Certificate
	Core modules <ul style="list-style-type: none"> • UTLGHR-20-1 Introduction to Education Policy • UTTGAF-20-1 Thinking and Learning • UTLG9H-20-1 Every Child Matters : safeguarding children • UTLGDD-20-1 Behaviour for Learning • UTLGH3-20-1 The Voice of the Learner Optional modules <ul style="list-style-type: none"> • UTLGCK-20-1 Helping Children to Manage Themselves Socially and Emotionally • UTLGDB-20-1 Counselling and Related Skills for Reducing Barriers to Learning • UTLGMB-30-1 Introduction to English Education Frameworks • UTLGL5-30-1 Meeting Learners' Needs in Supplementary Schools • UPLQ3D-10-1 Academic Writing Skills 	
	level 2	
	Compulsory modules <ul style="list-style-type: none"> • UTLGHU-40-2 Teaching Assistants: Professional Practice • Or • UTTGP540-2 Reflective Practice in Educational Support 	Interim Awards: <ul style="list-style-type: none"> • Credit requirements 120 credits level 1 or

	<p>Core modules</p> <ul style="list-style-type: none"> • UTLGHV-20-2 Understanding Equalities and Diversities • UTLGHT-20-2 Contributions to social cohesion and well being in educational settings • UTLGKR-20-2 Multi Agency Working <p>Optional modules</p> <ul style="list-style-type: none"> • UTLGH3-20-2 The Voice of the Learner • UTLGC6-40-2 Meeting Learners' Additional Support Requirements in Mainstream Educational Contexts • 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 Behaviour for Learning • UTLGMG-20-2 Educational Contributions to Sustainable Development • UTLGHX-20-2 Assisting Teaching in Mathematics • UTLGHY-20-2 Assisting Teaching in Science • UTLGHW-20-2 Assisting Teaching in Language and Literacy • UTLGJ3-20-2 Enhancing Subject Knowledge • UTLGA7-20-2 Independent Study • UTL GA7-10-2 Independent Study • UTLGA7-40-2 Independent Study • UTLGAC-20-2 Independent Study • UTL GAC-10-2 Independent Study • UTLGMC-20-2 Developing the role of the cover supervisor • UPLQ7H-10-2 Further Academic Writing Skills 	<p>above for a Cert of HE</p> <ul style="list-style-type: none"> • Other requirements
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Progression from the Foundation Degree into the BA Hons Education in Professional Practice can take place once the participants has achieved 240 credits (at least 120 of which are level 2). A further 120 credits at level 3 is required to attain the BA Hons Education in Professional Practice.

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.

Applicants will normally need to have completed two years work with children or young people in an educational setting and have achieved a qualification in English/literacy and mathematics /numeracy, equivalent to at least Level 2 of the National Qualifications Framework.

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

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 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

The programme of study will be taught and assessed in partnership with schools, early years settings and other educational establishments in the region. All participants will on entry to the programme be based in educational settings throughout their programme. Thus the programme provides opportunities for learning *for* work, learning *at* work and learning *from* work. Such work based learning takes every opportunity to draw out the experience of the workplace by enhancing participants skills in evaluation and enquiry, underpinned by the professional knowledge required to support and assist in the education of children and young people.

Effective partnership between such educational settings and the School of Education will be required. Current partnership arrangements and agreements as are in place for the training of teachers in the School of Education and schools will be drawn upon. This work based approach to student learning is mindful of the UWE Bristol Policy on Work-Based Learning (2003) and as such forms a development within the area of continuing professional development for a group of educationalists currently operating in schools. It is intended that the programme of contact time will be delivered one day per week, or equivalent, thus minimising time spent away from the workplace.

The programme offers all students access to the student support framework of the wider university in terms of UWE online, library facilities, student union facilities and a specific collection of education resources to support workplace learning.

Participants may wish to gain credit for previous achievements through the process of AEL (Accreditation of Experiential Learning) and Accredited Learning (AL) in line with the university procedures. The programme of study is intended to be responsive to individual training needs and this is offered through a range of strategies. On entry to the programme details are sought of individual creditable experience. 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.

The School of Education is located in a new building on the Frenchay campus that is purpose built to meet the School's teaching and learning requirements. All teaching rooms are well equipped and furnished and allow a diversity of resources for learning to be employed. Specialist accommodation is provided for a range of subject and curriculum specialisms and there are two phase related teaching 'bases' located in a School of Education resource area. The new building also enjoys a range of ICT suites supported by and located next to the School of Education centre for ICT (MICE). The Pathways network is open to students and provides them with an educational websites directory portal, an ICT skills audit, ICT skills guidance and an electronic discussion fora.

Students have access to the School of Education Student Adviser, who supports students with regard to regulatory matters, welfare matters, and matters related to late work and extenuating circumstances. The University central Career Development Unit works closely with the School in advising students on enhancing their professional pathways and career progression. The University Student Handbook provides details of available financial support and of Student Welfare Services.

Students on the programme are supported by a dedicated Programme Leader, a Scheme Director and a team of skilled tutors. The Programme Leader will provide advice about module choice and study pathways.

Section 8 Reference points/benchmarks

- *Subject benchmarks (QAA Unit ...)*
- *University teaching and learning policies:*
- *staff research projects:*
- *employer interaction/feedback:*

The programme is explicitly designed to meet the QAA benchmarks for Education Studies and the QAA descriptors for a qualification at Intermediate level. Both are demonstrated in Section 3 of this specification.

Other UWE Bristol policies for example the Racial Equality Action Plan (REAP) and the implications of the Disability Discrimination Act (1995) and the Special Education Needs and Disability Act (2001) are taken into account through the design of this programme and may serve to encourage a wide range of students to apply for inclusion on the programme.

The programme has been developed in the context of the University Learning and Teaching 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 School Statement of Pedagogic Principle.

The programme in its design and development has been shared with colleagues attending the SW Regional Learning Supporters Group all of whom support the training and professional development of support staff in educational settings. This group includes colleagues from Further Education Colleges. It may be possible in the future to involve such colleagues in recruitment and delivery of the Foundation Degree for HLTAs.

The programme aims to provide professionals already working in educational settings opportunities to gain a degree and have the potential to progress to a degree BA Hons Education in Professional Practice with an additional 120 credits at level 3, and onto Primary Qualified Teacher Status if so desired. If participants wish to progress to Primary 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.

School 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;
- interprofessional and interagency working practice;
- teaching and learning in Educational Action Zones;
- classroom discourse and pedagogy including moral and spiritual education;
- international dimensions to teaching and teacher education;
- school inspection.
- Excellence Challenge and the experience of widening participation co-ordinators;
- gender studies and in particular the education of boys;
- the representation of mature students' experiences;
- changing classroom talk during the reception year
- the development of young children's understanding of film and television
- literacy and learning;
- middle class educational choices and identity;
- developing partnerships with parents
- policy and practice in inclusion and special educational needs;
- recruitment of minority ethnic groups into teaching;
- urban education policy.

Employer interaction/feedback

Partnership with our two local education authorities is integral to the design and implementation of this programme. It is intended that our colleagues from these LEAs will stand on relevant PACs and provide evaluative feedback to inform the monitoring and review process for future programme development.