

Programme Specification

Approved:15/05/03
Minute: 02.2.92-97

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Education
Programme accredited by	
Highest award title	Diploma in Higher Education: Education Welfare Studies Certificate in Higher Education: Education Welfare Studies
Default award title	-
Interim award title	Certificate in Higher Education: Education Welfare Studies
Modular Scheme title (if different)	MPCPD
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	
On-going/valid until	Ongoing
Valid from	Sept 2003
Authorised by...	Date:...

Version Code

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

- To provide access to Higher Education for practising Education Welfare Officers who may not previously have had the opportunity to study at this level.
- To provide a coherent programme of study for Education Welfare Officers with clear progression routes.
- To enable Education Welfare Officers to develop and refine research skills
- To provide Education Welfare Officers with opportunities to become effective independent and collaborative workers and learners.
- To develop in Education Welfare Officers a reflective and critical orientation to their practice

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 of:

As a consequence of this programme, students will have:

- a detailed knowledge of major theories and established principles within education welfare 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 of education welfare 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 welfare and the school environment
- knowledge of their own value position compared to that of others related to education welfare policy and practice
- understanding of how related work impacts upon education welfare policy and practice for example Connexions; Crime and Disorder Act
- understanding of issues of equality, diversity, inclusion and social justice related to education welfare policy and practice

Teaching/learning methods and strategies:

Students study part-time and in the workplace. They are provided with a module handbook for each module which contains factual material, guided activities and reading tasks. For the compulsory modules students attend tutorials facilitated by a tutor, an EWO practitioner, in which they discuss and work through the tasks together giving an opportunity to share good practice and compare ways of working. The handbooks for modules UTCGD3-20-1, Education Law and UTCGCY-20-1, Child Protection are rich in factual information, particularly on legislation, the basis for a good knowledge and understanding of education welfare policy and practice and a foundation for the other modules.

LOs 2,4,5 are particularly covered in the content of modules UTCGCS-20-1 Assessment and Intervention and UTCGCU-20-1 Principles in Practice.

Throughout the modules the student is encouraged to undertake independent reading both to supplement and consolidate what is being learned and to broaden individual knowledge and understanding of the subject.

Assessment:

	<p>Testing of the knowledge base in five of the tutored modules is through a portfolio of evidence. Students demonstrate knowledge and understanding against a set of core professional and academic criteria which apply to all modules and a set of module specific criteria.</p> <p>In all other modules assessment is through a more conventional form of assignment using the standard level 1 and 2 criteria of the MPCPD.</p>
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B Intellectual Skills

<p>B Intellectual Skills As a consequence of this programme, students will be able to:</p> <ul style="list-style-type: none"> • 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 	<p>Teaching/learning methods and strategies Many of the guided activities in the tutored modules require students to prepare beforehand their views on current issues and their judgements on case-studies drawn from practice. They then discuss, debate and present their ideas, developing skills 1-5. At the end of each tutored module students are encouraged to self-evaluate by completing a tutorial review sheet in which they reflect on their learning in the module, identify areas for development and strategies for achieving this, skills 1,2.</p> <p>Assessment Students demonstrate skills 1-5 in the portfolio of evidence and written assignments. They are required to present different types of evidence in order to give the work interest, creativity and depth. They must also make clear and explicit the connection between the evidence and the assessment criteria.</p> <p>Specific criteria in modules UTCGCS-20-1 Assessment and Intervention and UTCGCU-20-1 Principles in Practice in particular test skills 4 and 5.</p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills As a consequence of this programme, students will be able to:</p> <ul style="list-style-type: none"> • 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 education welfare practice • 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 education welfare 	<p>Teaching/learning methods and strategies Professional skills are developed through tutorials and the module handbook materials. All module material incorporates reflection on work-based experience and encourages students to relate practice to theoretical and research-based literature sources. The self-directed research-based modules at level 1 and 2 cover skills 1-5, in particular UTCGCW-20-1 Workplace Investigation and UTCGD4-30-2 Workplace Action Research. In addition UTCGCS-20-1 Assessment and intervention and UTCGCX-10-2 Introduction to Action Research cover skill 3.</p> <p>Assessment Skills 1-5 are tested through portfolios and written assignments. In the portfolios students compile evidence from prepared tutorial tasks, previous or current practice or work that is planned.</p>
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D Transferable Skills and other attributes

<p>D Transferable skills and other attributes As a consequence of this programme, students will be able to:</p> <ul style="list-style-type: none"> • 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 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 identify key elements of problems, applying appropriate methods to their solution 	<p>Teaching/learning methods and strategies</p> <p>Activities in tutorials ensure coverage of these skills. In most cases students are given guided readings and prepare material beforehand, skill 5. Presentation of information/their views can take the form of a seminar or discussion, a short formal lecture using visual aids, roleplay or in a written paper, skills 1-4. Skills 2 and 4 are particularly covered in UTCGCS-20-1 and UTCGCT-20-2 Assessment and Intervention 1 and 2.</p> <p>Assessment</p> <p>The portfolio core assessment criteria incorporate and test these skills, similarly, the MPCPD's assessment criteria for the more conventional written assignment. Specific criteria in modules such as UTCGCS-20-1 Assessment and Intervention and UTCGCU-20-1 ensure that the student provides evidence of skill 4. Witness statements may also confirm observed practice of working with others.</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

The Cert HE IS available either as:

- (a) a programme on which students can register directly (the highest award), or
- (b) an interim award

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level 1	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UTCGD3-20-1 Education Law and Statutory Responsibilities(20 credits) • UTCGCY-20-1Child Protection(20 credits) • UTCGCS-20-1 Assessment and Intervention 1 (20 credits) • UTCGCU-20-1 Principles in Practice (20credits) 	<p>Optional modules (full list available at www...)</p> <ul style="list-style-type: none"> • UTCGCW-20-1 Workplace Investigation(20 credits) • UTCGA7-20-1 Independent Study (20 credits) 	<p>Interim Awards:</p> <ul style="list-style-type: none"> • Credit requirements 120 credits <p>Certificate in Higher Education: Education Welfare Studies</p>
level 2	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UTCGCT-20-2 Assessment and Intervention 2 (20 credits) • UTCGCX-10-2 Introduction to Action Research (10 credits) • UTCGCV-20-2 Literature Based Study (20 credits) • UTCGD4-30-2 Workplace Action Research (30 credits) 	<p>Optional modules (full list available at www...)</p> <ul style="list-style-type: none"> • UTCGA7-40-2 Independent Study (40 credits) 	<p>Prerequisite Requirements</p> <ul style="list-style-type: none"> • 120 credits at level 1 <p>Awards:</p> <p>Diploma in Higher Education:Education Welfare Studies</p> <p>Credit requirements:</p> <p>240 credits</p>

Section 5: Entry requirements

Admission to the Education Welfare Studies programme will be based on the following:

- a) Applicants must be employed within the Education Welfare Service.
- b) 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 may take the form of:
 - two subjects at GCE Advanced level supported by three subjects at GCSE at Grade C or above
 - three subjects at GCE Advanced level supported by one subject 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 his/her professional duties.

We welcome applications from mature applicants (21years +) and those who do not have the entry requirements outlined. 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

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Section 7: Student learning: distinctive features and support

The Education Welfare Studies Programme is interactive, requiring students to engage actively in continuously developing their professional practice through demonstrating the skills and knowledge described in the modules. The learning process is flexible, individualised and largely self-directed though supported in a number of ways.

Work-place support: Students are supported by the local, or Faculty of Education tutor. Training courses for tutors are available within the programme to facilitate this support role. Support will also be expected from the student's line manager. It may also involve agreeing to temporarily alter the student's working role in order to provide learning experiences which are relevant, or indeed, vital to the fulfilment of particular assessment criteria.

Tutorials/Peer support Group: All students are attached to a peer support (tutorial) group, Its purpose is to provide academic, emotional, and professional support. The peer support group is the main form of support for participants undertaking compulsory modules. The group meet for tutorials on a regular basis and the meetings are facilitated by the tutor in accordance with a carefully defined general scheme. Most compulsory modules will involve attendance at five tutorials, each one lasting 3 hours.

Group members are encouraged to meet and/or communicate between sessions in order to support each others; preparations for the tutorials, or indeed the development of their portfolios. Tutors encourage the formation of smaller (two or three people) reading groups within each larger tutorial group.

Tutorial Review Sheet: After each tutorial participants are expected to complete their tutorial review sheet. This is an important part of the learning process. It helps to identify

the areas in which the participant feels confident and those in which they feel less confident. It asks them to identify what actions they plan to take to deal with their concerns. It also provides the opportunity to identify the evidence they need to provide for their portfolio. These sheets and planned actions indicate to the assessor how participants are responding to the tutorials and the directed activities.

Training Support: The tutorial review sheet suggests a number of training experiences to support participants in acquiring or demonstrating assessment criteria. These may include in-house training events, attendance at courses, and structured professional experience such as visits, consultations with specialist colleagues, and brief placements in relevant work contexts.

Academic Guidance: Guidance concerning the general operation of the programme is provided by the University and up-to-date specialist information is provided by the tutor.

Library facilities can be accessed from a distance with texts mailed out on request. The ICT Pathways network is open to students.

These and other facilities for part-time students are described in the University Student Handbook.

Section 8 Reference points/benchmarks

- University teaching and learning policies:

The programme has been developed in the context of the University policies on teaching and learning and meets their requirements. The focus on the approach to learning, underpinned by values and based on evidence, reflects the approach set out in the Faculty Statement of Pedagogic Principle.

- Employer interaction/feedback:

The programme was initiated by local employers, particularly the South and West Region Standing Committee for Education Welfare, who identified a need to develop a specific, national, professional qualification for practising Education Welfare Officers. Members of this Committee have been involved in programme and module material design from the start and many have become workplace tutors.

Links are maintained by the programme Leader's attendance at and reports to the termly Committee meetings.

Employers are particularly supportive of the programme's role in widening participation in HE.

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 full advantage 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.

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.