



University of the
West of England

School of Education

PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	City of Bristol College
Delivery Location(s)	City of Bristol College
Faculty responsible for programme	Social Science and Humanities
Modular Scheme title	Education Modular Scheme
Professional Statutory or Regulatory Body Links (type and dates)	Lifelong Learning UK/Standards Verification UK (LLUK/SVUK) QTLS 2009/10
Highest award titles (this Programme Specification describes three parallel awards)	Certificate in Education Learning and Skills (Literacy) – City of Bristol College Certificate in Education Learning and Skills (Numeracy) – City of Bristol College Certificate in Education Learning and Skills (English for Speakers of Other Languages) – City of Bristol College
Default award title	None
Interim award titles	None
UWE progression route	n/a
Mode(s) of delivery	Part time
Codes	
UCAS code	JACS code X14143
ISIS code X141D43: X141E43 – Literacy X141F43 - Numeracy X141G43 - ESOL	HESA code
Relevant QAA subject benchmark statements	Education Studies
On-going/valid until* (*delete as appropriate/insert end date)	Ongoing
Valid from (insert date if appropriate)	September 2009
Original Validation Date: 16 June 2009	
Latest Committee Approval... Validation Panel	Date:... 16/6/09

Version Code 1

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

Government has long regarded basic skills education as a priority and has recently 'refreshed' this commitment, e.g. in DIUS (2009) *Skills for Life: Changing Lives*. However, it has identified a shortage of Literacy, Numeracy and ESOL (i.e. English for Speakers of Other Languages) teachers of young people and adults. The School of Education aims to respond to that 'skills for life' shortage with three new parallel programmes for non graduates. The part time in-service Certificates in Education Learning & Skills (literacy), (numeracy) or (ESOL) provide trainees with opportunities to develop and eventually demonstrate professional competence in the *New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector: Application of the professional standards for teachers of Mathematics (Numeracy) and English (Literacy and ESOL)* as set out by the Secretary of State via the employer-led sector skills council Lifelong Learning UK (LLUK June 2007). The standards relate to six domains: *Professional Values and Practice, Planning for Learning, Specialist Learning and Teaching, Learning and Teaching, Assessment of Learning and Access and Progression*. The programmes entitle successful students to the LLUK Diploma in Teaching in the Lifelong Learning Sector (DTLLS). They are also subject specialist, drawing directly upon a series of prescribed units developed by LLUK, which represent a 'partly integrated pathway' designed to prepare teachers of literacy, numeracy or ESOL for Skills for Life. The programme is designed and delivered through a partnership between the University and approved providers.

- It is planned that trainees completing the programme successfully should be prepared not only to teach literacy, numeracy or ESOL at the required level, but also be able to work effectively and creatively with colleagues from the wider workforce in inter-professional teams. The UWE Learning & Skills teacher on the Cert Ed programme is educated as a reflective and extended practitioner, able to reflect critically on their own practice, able to articulate and appraise underlying value positions and to engage with educational literature and other evidence in order to improve their effectiveness in a range of contexts.
- The programme aims to develop practitioners who will understand, and be able to uphold, the professional code of the Institute for Learning (April 2008) and who are committed to their ongoing professional development. This particular programme is intended especially to widen participation in full professional teacher education for the learning and skills sector.

Section 3: Learning outcomes of the programme

The award routes provide 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:

Learning Outcomes

1. Display a detailed knowledge and understanding of their chosen area of study.
2. Have a detailed knowledge of their subject area and pedagogy related to teaching the range of curricula to be encountered in the Learning & Skills sector and/or other specifications,

Teaching/learning methods and strategies:

The programme is built around an induction to the chosen Skills for Life subject specialism and to professional practice in this subject. Acquisition of 1 - 6 is through a structured, cumulative process of teaching and learning in all modules including feedback and required reflection upon trainees' own assessed teaching. The learner is encouraged throughout 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.

<ol style="list-style-type: none"> 3. Demonstrate the capability to adopt an ethical stance in relation to their practice. 4. Understand the significance and implications of contextual factors relating to their practice. 5. Understand and demonstrate positive values relating to their practice. 6. Have a commitment to ensuring equity and social justice relating to their practice. 	<p>Additional support is provided through workshops and tutorials. The support of a mentor and University tutor at the teaching workplace and in supported enquiry for assignments.</p> <p>Assessment: Testing of the knowledge base is through assessed coursework (1 – 6) including a final dissertation, and, various assessed activities under controlled conditions including observed teaching (1, 3, 5 and 6) microteaching and individual and group presentations.</p>
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B Intellectual Skills

<p>B Intellectual Skills</p> <ol style="list-style-type: none"> 1. Able to think critically. 2. Able to utilise reflection in the learning and teaching process. 3. Able to analyse, evaluate and synthesise concepts using given classification/principles 4. Able to develop informed lines of argument drawing on identified perspectives and contexts. 5. Able to interrogate a range of relevant literature 6. Able to demonstrate a considered approach 	<p>Teaching/learning methods and strategies Intellectual skills 1 – 6 are developed through teaching and learning in all modules including discussion in class (e.g. 4 and 6) and feedback on written and oral assessed activities (e.g. 5). The learner is encouraged throughout to demonstrate critical awareness of literature and key theories and also problematise personal and shared experience, for example in a reflective journal deriving issues from critical incidents and dilemmas (1, 2, 3).</p> <p>Assessment: A variety of assessment methods are employed. Coursework and controlled assignments assess 1 -6 but especially a learner's ability to demonstrate skill 5.</p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills</p> <ol style="list-style-type: none"> 1. - Able to meet the standards for the recommendation for QTLS as set out by the Secretary of State and to show evidence of successful completion of work based placements and other relevant experiences. 2. Able to demonstrate a detailed knowledge and understanding of the relevant subject or curriculum area and the related pedagogy to be an effective teacher. 3. Able to identify, plan, justify, deliver and evaluate teaching and learning and other professional activities. 4. Able effectively to organise and manage the learning environment. 5. Able to assess and monitor the progress of the learners and use relevant data and other sources to evaluate the effectiveness of their teaching. 6. Able to demonstrate knowledge and understanding of how learners develop and the factors that influence their progress and well-being. 7. Able to identify with and work within current statutory frameworks (e.g. Every Child/Youth Matters) and specific agendas for the children's workforce (e.g. Common Core of Skills and Knowledge) 8. Able to identify a relevant range of professional and research based sources and use these appropriately in professional practice. 9. Able to plan and/or conduct professionally grounded research or enquiry within agreed guidelines using given principles in a systematic way using primary and/or secondary sources. 10. Able to demonstrate an appropriate level of critical professional reflexivity and able to set personal and professional development targets. 	<p>Teaching/learning methods and strategies</p> <p>Subject, professional and practical skills 1 to 10 are developed through support and tutoring of in-service practical teaching and a wide range of reflective teaching and learning methods and strategies utilised at the University. These include peer led development sessions and shared reflection on practice.</p> <p style="text-align: center;">Assessment</p> <p>Skills 1 – 8 are especially assessed through the placement-based assessment of trainees' progress towards meeting the QTLS Standards. The programme also utilises lecture, seminar and workshop methods as outlined above and Skill 10 is especially assessed via a structured record of professional development. Skill 9 is assessed via an empirical enquiry in the final year</p>
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D Transferable Skills and other attributes

<p>D Transferable skills and other attributes</p> <ol style="list-style-type: none"> 1. Able to analyse and convert information and concepts. 2. Able to organise and present ideas in a coherent manner. 3. Can engage confidently in professional communication. 4. Is reflective on the processes and outcomes of their own and others' learning in order to improve practice. 5. Makes effective use of a wide range of ICT applications in study and appropriate learning and teaching situations. 6. Can apply literacy and numeracy skills to support teaching and wider professional activities. 7. Is able to work effectively, with initiative, as an independent, self-motivated and self-critical learner. 8. Has a commitment to collaborative and co-operative working in a range of appropriate professional settings and can both support and be proactive in leadership. 	<p>Teaching/learning methods and strategies</p> <p>Transferable skills 1 to 8 are developed through the range of teaching and learning methods and work based strategies outlined above. 5 and 6 are directly addressed within a first year module and implicitly throughout.</p> <p>In particular transferable skills are developed by drawing on the prior work and life experiences of trainees within the groups. Trainees are encouraged to form a learning community from the start, for example, through shared induction activities. They are expected to work in subject and cross-subject teams undertaking seminar activities, group projects and presentations. Presentation skills (3) are developed in the university and on placement.</p> <p>Other transferable skills and other attributes are developed in variety of ways using the diversity of approaches as referenced. Directed study tasks require the use of systematic observation and the analysis of data. Trainees are required to use ICT whenever appropriate eg within formal and informal presentations and in their classroom teaching.</p> <p>The programme's strong emphasis on independent study, supported by the online learning environment and an active reading strategy, promotes independence and motivation.</p> <p style="text-align: center;">Assessment</p> <p>Transferable skills 5 and 6 are part of a LLUK prescribed and assessed 'National Minimum Core' and are addressed directly in assignments. Other skills are embedded in the unfolding programme of assessments. In particular, they are assessed through collected evidence of the trainees' developing professional competence and ability to work as a professional colleague in the placement.</p>
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<p>Section 4: Programme structure <i>Use next page to provide a structural chart of the programme showing:</i></p> <ul style="list-style-type: none"> • <i>Level and credit requirements</i> • <i>Interim award requirements</i> • <i>Module diet, including compulsory/core/optional modules</i>
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Certificate in Education Learning and Skills (Literacy)

ENTRY
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level 1	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UTLGNE-15-1, Preparing and enabling learning and assessment (literacy, ESOL and numeracy)' (jointly delivered to literacy, ESOL and numeracy trainees) 15 credits • UTLGNF-15-1, Learners, Literacy and English for Speakers of Other Languages (ESOL) (jointly delivered to literacy and ESOL trainees) 15 credits 	<p>Optional modules (full list available at www...)</p> <ul style="list-style-type: none"> • None 	<p>Interim Awards:</p> <ul style="list-style-type: none"> • Credit requirements • Other requirements Nil
	<p>Core modules</p> <ul style="list-style-type: none"> • None 		
Level 2	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UTLGNJ-15-2, Theory and Framework (literacy) • UTLGNM-15-2 Practical Teaching and Learning in literacy • UTLGMY-20-2 Practical Teaching 2 (Professional Practice) 	<p>Optional modules (full list available at www...)</p> <ul style="list-style-type: none"> • None 	<p>Interim Awards:</p> <ul style="list-style-type: none"> • Credit requirements <p>Other requirements</p>

	<p>Core modules Trainees may elect to take the core modules below at Level 3 instead. If they elect for Level 2 they must take:</p> <p>Either:</p> <ul style="list-style-type: none"> • UTLGN3-40-2: Context and Curriculum in Lifelong Learning <p>or</p> <ul style="list-style-type: none"> • UTLGN3-30-2: Context and Curriculum in Lifelong Learning <p>plus one of:</p> <ul style="list-style-type: none"> • UTLGN4-10-2: 14 -16 Learners and the Learning & Skills Sector • UTLGN5-10-2: Work Based Learning and the Learning & Skills Sector • 		
Level 3	Compulsory modules	Optional modules (full list available at www...)	Awards: Target/highest: Certificate in Education Learning and Skills (Literacy)

<p>Core modules Trainees may elect to take the core modules above at Level 2 instead of the modules below. If they elect for Level 3 they must take: Either:</p> <ul style="list-style-type: none"> • UTLGN3-40-3: Context and Curriculum in Lifelong Learning <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • UTLGN3-30-3: Context and Curriculum in Lifelong Learning <p>plus one of:</p> <ul style="list-style-type: none"> • UTLGN4-10-3: -16 Learners and the Learning & Skills Sector <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • UTLGN5-10-3: Work Based Learning and the Learning & Skills Sector 		<p>Credit requirements 120 credits including 30 at Level 1 or above and 90 at Level 2 or above</p> <p>Other requirements</p>
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Certificate in Education Learning and Skills – (Numeracy)

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level 1	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UTLGNE-15-1, Preparing and enabling learning and assessment (literacy, ESOL and numeracy)' (jointly delivered to literacy, ESOL and numeracy trainees) 15 credits • UTLGNG-15-1, Learners and numeracy, 15 credits (delivered to numeracy trainees) 	<p>Optional modules (full list available at www...)</p> <ul style="list-style-type: none"> • None 	<p>Interim Awards:</p> <ul style="list-style-type: none"> • Credit requirements • Other requirements Nil
	<p>Core modules</p> <ul style="list-style-type: none"> • None 		
Level 2	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UTLGNH-15-2, Theory and Framework (numeracy) • UTLGNL-15-2 Practical Teaching and Learning in numeracy • UTLGMY-20-2 Practical Teaching 2 (Professional Practice) 	<p>Optional modules (full list available at www...)</p> <ul style="list-style-type: none"> • • • 	<p>Interim Awards:</p> <ul style="list-style-type: none"> • Credit requirements <p>Other requirements</p>

	<p>Core modules Trainees may elect to take the core modules below at Level 3 instead. If they elect for Level 2 they must take:</p> <p>Either:</p> <ul style="list-style-type: none"> • UTLGN3-40-2: Context and Curriculum in Lifelong Learning <p>or</p> <ul style="list-style-type: none"> • UTLGN3-30-2: Context and Curriculum in Lifelong Learning <p>plus one of:</p> <ul style="list-style-type: none"> • UTLGN4-10-2: 14 -16 Learners and the Learning & Skills Sector • UTLGN5-10-2: Work Based Learning and the Learning & Skills Sector • 		
Level 3	Compulsory modules	Optional modules (full list available at www...)	Awards: Target/highest: Certificate in Education Learning and Skills (Numeracy)

<p>Core modules Trainees may elect to take the core modules above at Level 2 instead of the modules below. If they elect for Level 3 they must take: Either:</p> <ul style="list-style-type: none"> • UTLGN3-40-3: Context and Curriculum in Lifelong Learning <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • UTLGN3-30-3: Context and Curriculum in Lifelong Learning <p>plus one of:</p> <ul style="list-style-type: none"> • UTLGN4-10-3: -16 Learners and the Learning & Skills Sector <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • UTLGN5-10-3: Work Based Learning and the Learning & Skills Sector 	<p>Credit requirements 120 credits including 30 at Level 1 or above and 90 at Level 2 or above</p> <p>Other requirements</p>
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→ GRADUATION

Certificate of Education Learning and Skills (English for Speakers of Other Languages)

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level 1	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UTLGNE-15-1, Preparing and enabling learning and assessment (literacy, ESOL and numeracy)' (jointly delivered to literacy, ESOL and numeracy trainees) 15 credits • UTLGNF-15-1, Learners, Literacy and ESOL (jointly delivered to literacy and ESOL trainees) 15 credits 	<p>Optional modules (full list available at www...)</p> <ul style="list-style-type: none"> • None 	<p>Interim Awards:</p> <ul style="list-style-type: none"> • Credit requirements • Other requirements Nil
	<p>Core modules</p> <ul style="list-style-type: none"> • None 		
Level 2	<p>Compulsory modules</p> <p>'UTLGNK-15-2, Theory and Framework (ESOL)</p> <ul style="list-style-type: none"> • UTLGNN-15-2 Practical Teaching and Learning in ESOL • UTLGMY-20-2 Practical Teaching 2 (Professional Practice) 	<p>Optional modules (full list available at www...)</p> <ul style="list-style-type: none"> • • • 	<p>Interim Awards:</p> <ul style="list-style-type: none"> • Credit requirements <p>Other requirements</p>

	<p>Core modules Trainees may elect to take the core modules below at Level 3 instead. If they elect for Level 2 they must take:</p> <p>Either:</p> <ul style="list-style-type: none"> • UTLGN3-40-2: Context and Curriculum in Lifelong Learning <p>or</p> <ul style="list-style-type: none"> • UTLGN3-30-2: Context and Curriculum in Lifelong Learning <p>plus one of:</p> <ul style="list-style-type: none"> • UTLGN4-10-2: 14 -16 Learners and the Learning & Skills Sector • UTLGN5-10-2: Work Based Learning and the Learning & Skills Sector • 		
Level 3	<p>Compulsory modules</p> <ul style="list-style-type: none"> • • 	<p>Optional modules (full list available at www...)</p> <ul style="list-style-type: none"> • 	<p>Awards: Target/highest: Certificate in Education Learning and Skills (English for</p>

<p>Core modules Trainees may elect to take the core modules above at Level 2 instead of the modules below. If they elect for Level 3 they must take: Either:</p> <ul style="list-style-type: none"> • UTLGN3-40-3: Context and Curriculum in Lifelong Learning <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • UTLGN3-30-3: Context and Curriculum in Lifelong Learning <p>plus one of:</p> <ul style="list-style-type: none"> • UTLGN4-10-3: -16 Learners and the Learning & Skills Sector <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • UTLGN5-10-3: Work Based Learning and the Learning & Skills Sector 	<p>•</p> <p>•</p>	<p>Speakers of Other Languages) Credit requirements 120 credits including 30 at Level 1 or above and 90 at Level 2 or above</p> <p>Other requirements</p>
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Section 5: Entry requirements

1. Pathway specific requirements:

Literacy descriptor: Meet LLUK entry criteria of personal and process skills in English and provide evidence of an NQF Level 3 qualification or demonstrated equivalence in a language or literacy related subject area. Demonstrate ICT and numeracy competence appropriate to meet NQF Level 2.

Numeracy descriptor: Meet LLUK entry criteria of personal and process skills in mathematics and provide evidence of an NQF Level 3 qualification or demonstrated equivalence in a numeracy or mathematics related subject area. Demonstrated ICT and literacy competence appropriate to meet NQF Level 2.

ESOL descriptor: Meet LLUK entry criteria of personal and process skills in English and provide evidence of an NQF Level 3 qualification or demonstrated equivalence in an ESOL related subject area. Demonstrated ICT and numeracy competence appropriate to meet NQF Level 2.

2. General requirements:

Availability of a minimum of 150 teaching hours consistent with completing the two practical teaching modules at the appropriate times.

Availability of appropriate Mentor support as required by the modules.

Appropriate personal and intellectual qualities to be teachers and meet the Secretary of State's requirements for physical and mental fitness to teach.

Section 6: Assessment Regulations

Approved to University Academic Regulations and Procedures 2008

Section 7: Student learning: distinctive features and support

In 2007/8, following an Ofsted inspection, the UWE School of Education was designated outstanding in the post-compulsory phase of teacher education, complementing similar inspection results in the primary and secondary phases. Both UWE and City of Bristol College are experienced providers of generic teacher education and City of Bristol College has also long experience of delivering Skills for Life teacher education. Trainees will benefit from this combined experience as well as the fact that the programmes have been designed and are to be delivered through a full partnership committed to consistent, excellent and quality assured teaching across centres.

The programmes of study are intended to be responsive to individual training needs and this is achieved through a range of strategies. Within the programme all trainees complete an audit of their individual training needs and begin a Professional Development Record, noting any progress that they may already have made towards meeting any of the QTLS Standards. The College and School of Education supports each trainee in auditing and monitoring their Skills for Life subject knowledge and ICT skills and in identifying their support needs for developing necessary skills in ICT, literacy and numeracy. The College and School of Education also, in collaboration with employing institutions, assist trainees in developing a reflective review file of their progress towards QTLS (Teaching File) with at least three University Tutor review points throughout the year. This process provides a key mechanism for identifying and responding to individual training needs.

Trainees are allocated a personal Tutor at the start of the programme. This tutor has responsibility for discussing the trainee's individual training needs and, where possible, together with relevant colleagues at the workplace helping the trainee meet those needs. This tutor also helps the trainee monitor her/his progress on the programme, writes the trainee's reference and ensures completion of their Professional Development Record and Teaching File.

The programme design reflects careful consideration of the current and future needs of a widening sector. The basis is that trainees in all subjects are assessed against the national Standards. However, trainees are encouraged by the programme structure also to seek a range of experience, within for example, 14 – 16 provision, or in work based learning (WBL). They may be encouraged to gain relevant teaching experience if opportunities exist at the place of employment and if otherwise appropriate. They may then, if it is viable, take an appropriate elective in one of these areas, or, alternatively, undertake an enhanced research assignment in another specialist area. Their choice can be reflected in their observations and assessments and this focus will be clearly recorded in references.

As this is a modular programme, provided individual modules, once started, are completed, there is some flexibility in the timescale and in certain respects, the order of study. The programme acknowledges the advantages of shared multi-disciplinary study and in the second year, Skills for Life trainees will normally be taught in mixed subject groups with trainees from the generic programmes. However, equal importance is placed upon individual subject development. Assignments and assessment of teaching at the placement and University are designed to promote this.

The Tutor is a Skills for Life subject specialist in the trainee's subject, as is normally the Mentor. Very exceptionally, subject specialist support can be offered by another member of staff in cooperation with an experienced generic Mentor. Such exceptional arrangements are subject to monitoring, as is the entire Mentor relationship. Mentors are asked to follow a schedule which ensures they return regularly in tutorials to subject specialist issues and professional development. The Mentor is also asked to help the trainee receive a varied challenge in terms of subject, level and age range. Trainees are expected to work independently, individually or with others, on directed study and enquiry tasks, making use of on-line materials, in both environments.

In line with the University's Reading Strategy trainees are encouraged to make full use of print and electronic resources that are available to them through membership of the University. Trainees and teaching staff all have access to the University's virtual learning environment, and this is used extensively for unit information, resources and communication.

In all cases it is a characteristic of teaching and tutorial sessions that trainees' prior learning, understanding and concerns are drawn upon and addressed. Assessment requires trainees to draw upon a range of sources of evidence, including their individual prior and current experience. Structured guidance is given about writing at an appropriate level for assessment purposes.

All elements of the Programme Handbook are clearly cross-referenced with the LLUK Core Units and thus the QTLS Standards.

In addition to the support described above all trainees will have access to the ICT and resource facilities within the School of Education and all facilities described in the University Student Handbook including the relevant Student Adviser. Trainees have access to all library facilities for students at a distance and a distance telephone counselling service. Through email and the virtual learning environment they have regular electronic contact with their tutors and peers.

Section 8 Reference points/benchmarks

Subject/professional benchmarks

- ◆ The programme is informed by the QAA benchmarks for Education Studies as demonstrated in Section 3 of this specification.
- ◆ The whole programme is compliant with the LLUK requirements for Initial Teacher Training in the Learning and Skills Sector and makes explicit reference to the Secretary of State's *New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector* (LLUK 2007).
- ◆ The pathways are compliant with the learning outcomes of core units specified for this purpose in *Teachers, tutors and trainers in the Further Education (FE) Sector; Guidance for awarding institutions on teacher roles and initial teaching qualifications; Units of Assessment for the partly integrated route* (LLUK August 2007).
- ◆ The programmes are underpinned by the six domains of the Standards as well as the five key outcomes for children and young people identified in Every Child Matters and amplified in Youth Matters and Common Core for Children's Workforce.
- ◆ The programmes take note of relevant legislation including the Children Act 2004, the Disability Discrimination Acts 1995 and 2005, special educational needs provisions in the Education Act 1996 and associated SEN code of practice (DfES 2001), the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000, associated Race Equality Duty and the guidance of safeguarding children in education (DfES 2004).

University teaching and learning policies

- ◆ The programmes have been developed in the context of the University policies on teaching, learning and assessment and explicitly meets the requirements set out therein.
- ◆ The focus on reflective pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the School of Education Statement of Pedagogic Principle.

Staff research projects

School of Education staff are involved in research related to both substantive and methodological issues of relevance to the programme. Some recent examples include:

Student voice and student participation
Recruitment, initial assessment, induction and ongoing support on L&S ITE courses
Every Child Matters
Teaching sensitive and controversial issues
Textbook research – in particular representation of minority groups
Community engagement of specialist schools
Work related learning in schools and colleges
Widening participation and raising achievement in disadvantaged contexts
Emerging professional identities of trainee college lecturers
Developing models of ITT partnership
Cognitive acceleration through science education
FE/HE dual sector institutions
The impact on raising achievement
Equality and diversity in post-compulsory education
Mature students in FE and HE
Education and identify amongst the white urban middle class
EU policy and lifelong learning
Male working class Access students
Mentoring in the L&S sector
The use of individual learning plans in FE teacher training
The Basic Skills agenda
Teaching and Learning Cultures in FE
Young peoples' engagement in post-compulsory education in South Bristol

Employer interaction/feedback

Regular employer interaction/feedback is central to the programmes and indeed inevitable, as, in the case of the S4L programmes, City of Bristol College will be both a delivering institution and an

employer of very many of the trainees. Interaction also occurs at programme management level, for example, through mentor induction and tutor staff development sessions. The programmes are also answerable to a Programme Committee upon which sit representatives of colleges which employ trainees as well as those that offer the programmes. At a more senior level, Principals or their representatives from a number of partner colleges, participate in a regular PCET Strategy Group and in a developing 'UWE Federation'. In 2007 the University learned that, together with other parties with an interest in the LSC sector, it had been successful in its bid to form a Centre for Excellence in Teacher Training (CETT). The CETT connection has benefited the quality of the programme in many ways including the support of relevant research.

Previous feedback from the workplace as well as trainees indicates that trainees are well prepared for the experience and show good standards in professional practice. The School of Education makes arrangements for the internal and external moderation of such employer assessments.

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 Academic Registrar.