



Certificate Additional Diploma in Teaching English (Literacy and ESOL)
Certificate Additional Diploma in Teaching Mathematics (Numeracy)
Certificate Additional Diploma in Teaching Disabled Learners

Programme Specification 2014/15 Cohort

UNIVERSITY OF
LEADING
THE WAY
WESTMINSTER 

PROGRAMME SPECIFICATION – Certificate Additional Diplomas in Teaching

Course Record Information

Name and level of Final and Intermediate Awards	<p>Certificate Additional Diploma in Teaching English: Literacy & ESOL</p> <p>Certificate Additional in Teaching Mathematics: Numeracy</p> <p>Certificate Additional Diploma in Teaching Disabled Learners</p>
Awarding Body/Institution	University of Westminster
Status of awarding body/institution	Listed body
Location of Delivery and teaching institutions	<p>University of Westminster Education Consortium Colleges:</p> <ul style="list-style-type: none"> • Amersham & Wycombe College • City Literary Institute • Ealing, Hammersmith and West London College • Harrow College • Newham College • Richmond Adult Community College. • Uxbridge College • West Thames College
Mode of Study	Part-time, in-service
UW Course Code	<p>BWBSADT</p> <p>Amersham & Wycombe College</p> <p>City Literary Institute</p> <p>Ealing, Hammersmith and West London College</p> <p>Harrow College</p> <p>Newham College</p> <p>Uxbridge College</p> <p>West Thames College</p>
JACS Code	X141 Teacher Training
UCAS Code	Not applicable
QAA Subject Benchmarking Group	Education Studies
Professional Body Accreditation	Education and Training Foundation Institute for Learning
Date of course validation/review	1 July 2014
Date of Programme Specification	February 2014

Admissions Requirements

Normally those applying to join the Course will:

- 1) be regularly employed in the education or training of participants in the Lifelong Learning Sector for normally at least an average of 3 hours per week or 100 hours a year in an approved placement, with relevant Literacy and ESOL or Numeracy or Disability teaching practice;
- 2) have responsibility for the group that they are teaching for planning and assessing the learning. A group would normally consist of a minimum of 6 learners. However, if applicants are teaching learners with specific learning difficulties or differences, in prison or in other appropriate environments when numbers are lower, the course leader may exceptionally agree admission to the course;
- 3) hold a generic teacher training qualification such as Certificate in Education/PGCE or equivalent
- 4) hold a minimum of a level three vocational qualification or a professional or academic qualification (such as a degree or higher diploma) in the subject they teach;
- 5) be able to use Information Technology for word processing assignments and preparing teaching materials;
- 6) have qualifications in their specialist subjects that reflect level 3 requirements in accordance with industry standards. For numeracy, the candidate must be able to demonstrate mathematical skills at Level 3; for Literacy and ESOL, the candidate should demonstrate English skills beyond all existing Level 2 qualifications.
- 7) pass in the specialist initial diagnostic assessment and interview tasks.
- 8) All applicants must have a current Criminal Records Bureau check and they need to provide that certificate to the course leader at the beginning of the course.
- 9) Participants are required to log 100 hours of teaching practice in Literacy and ESOL contexts at different levels (e.g. minimum 2 of the 3 levels of the ESOL curriculum: Entry level, Level 1 and Level 2). LSIS guidance states that approximately 25% of the teaching practice hours should be with classes where the intention is to provide literacy teaching and another 25% should be with classes where the intention is to provide ESOL teaching. The remaining 50% can be in either context. However, LSIS has also indicated that it is possible that participants would teach in one discipline (say, ESOL) and observe classes in the other discipline (Literacy – or vice versa). Teaching practice would therefore be linked to the *intention to practise the discipline*, rather than the teaching placement itself. In the catchment area for the consortium colleges, it is highly likely that Literacy classes will include students with ESOL needs and vice versa.
- 10) Participants are required to log 100 hours of teaching practice in Numeracy contexts at different levels – Entry level and one other level.
- 11) Participants are required to log 100 hours of teaching practice for Teaching Disabled Learners which must be undertaken with some groups of learners and not just one to one teaching. 50 hours of this teaching practice (which can be voluntary) can be in mainstream classrooms which include students with SpID, disabilities, ADHD, emotional/behavioural and/or mental health difficulties. In order to broaden their teaching experience we also expect the participants to:
 - Observe and evaluate at least two SLDD classes during the course OR

- Shadow and/or team teach in an SLDD classroom at least twice, evaluating their experiences.

The University has a standard requirement that candidates should hold GCSE minimum grade C (or equivalent) in Maths, English and three other subjects.

Candidates should be prepared to undertake literacy, numeracy and other specified assessments that the Institute for Learning require for QTLS.

In exceptional circumstances, applicants whose qualifications do not accord with point 6) of this specification may be admitted, provided such applicants can show evidence at their interview and in the written test of the ability to benefit from this course of study and relevant industrial, commercial or professional experience. In these cases admission to the course will be at the discretion of the Course Leader.

Participants must sign the *Learning Agreement* and ask their line manager to sign the *Employer Permission Guarantee* before starting the course.

All applicants will undertake rigorous diagnostic assessments and tasks as well as one to one and group interviews by the Course Leader before admission on to the course. The purpose of the interviews is to review the applicant's current and previous teaching experience and qualifications, clarify his/her expectations of the course and discuss its content and workload. This will also ascertain whether applicants have sufficient skills to successfully undertake the course, and will also diagnose specific support needs. If applicants cannot demonstrate that they have these skills as a result of recent completion of a CertEd/PGCE or equivalent they will be asked to take a specialist initial diagnostic assessment. Unsuccessful applicants will be given guidance on the steps they should take to acquire the necessary skills/experience/qualifications.

Applicants are strongly encouraged to declare any disabilities they may have when they apply for the course. This will enable the teaching team to support the participant's learning more effectively. The team will also provide other opportunities following registration for participants to declare disabilities.

In order to get QTLS, participants will need to have Literacy and Numeracy qualifications at level 2 as specified by the Institute for Learning. Entrants without certificated evidence of holding both may be offered a place conditional upon obtaining such awards. Tracking participants' progress with these skills will form part of the Individual Learning Plan (ILP) process within the course.

In circumstances where applicants do not hold level 3 subject specialist qualifications, the Course Leader will have discretion to consult with specialist colleagues concerning the applicant's equivalent professional/industry experience. Similarly, development needs associated with updating a participant's specialist skills will be managed in partnership with specialist colleagues as appropriate.

All offers are conditional on receiving proof of a successful Enhanced Criminal Record

Bureau (CRB) check, and a reference from the participant's primary employer verifying teaching, guaranteeing to provide a workplace Subject-Specialist Mentor, and supporting requirements for assessment and the ILP. In exceptional circumstances, the programme will offer to provide a Subject-Specialist Mentor if a participant's employer is - despite interventions - unable to resource appropriate mentoring. This mentor may be drawn from the college's own staff or from a 'pool' of peripatetic mentors created as part of the Westminster Partnership, a Centre for Excellence in Teacher Training (CETT), which is a collaboration between Westminster University, Oxford Brookes University and both their partner colleges.

Accreditation of Prior Learning

The accreditation of prior learning (however gained), can provide routes for recognition of skills, knowledge and awards relevant to the learning outcomes of the programme. Such recognition is for established members of staff seeking recognition for learning from prior experiential learning (APEL) or to extend and/or update their previous qualifications, such as staff transferring from similar programmes of study at other institutions (accreditation of prior certificated learning; APCL). If you seek recognition through APEL and/or APCL you are required to submit a portfolio evidencing that the module learning outcomes have been met. In this instance the award of credit would operate through the University's modular framework. You may be awarded credit up to a maximum of half of the total credit required for a given award; that is:

- 30 credits towards the Certificate Additional Diploma in Teaching English: Literacy & ESOL;
- 20 credits towards the Certificate Additional in Teaching Mathematics: Numeracy
- 20 credits towards the Certificate Additional Diploma in Teaching Disabled Learners

Accreditation of Prior Certificated Learning (APCL)

The Accreditation of Prior Certified Learning (APCL) is defined as the process by which appropriate certificated learning from another institution is accredited towards a University of Westminster award. The prior certification should be provided by a recognised academic institution as a result of a rigorously assessed learning experience. Credit for learning which has been gained from an uncertified course (or where the certificate is in respect of attendance only) should be claimed through the APEL route.

In cases where a relevant course at a level lower than level 4 has been successfully completed, the portfolio could demonstrate how the learning outcomes of the previous course relate to those of the current modules. However, you will also need additional evidence to demonstrate upgrading of the learning outcomes to level 5, and this should include a sufficient theoretical and reflective commentary. Again if this approach is to be adopted, the period since the completion of the previously completed course should not be more than five years.

The Course Leader will provide appropriate advice in relation to APCL claims. This advice will be in accordance with the tariff, agreed annually by the University's Consortium of Colleges, of current relevant qualifications and their compatibility with the CertEd/PGCE.

The Course Leader will propose the award of credit, in consultation with the Consortium Programme Leader. The proposal of the award of credit will then be submitted to the University's Senior Admissions Manager.

Accreditation of Prior Experiential Learning (APEL)

The Accreditation of Prior Experiential Learning (APEL) is defined as the process by which appropriate experiential learning is assessed and accredited. Experiential learning can be described as the knowledge and skills acquired through life experience, work experience and study which are not formally attested through any educational or professional certification. It may also include instruction-based learning, provided by an institution, which has not been examined in any of the public examination systems. It is important to note that it is the learning derived from the experience that is accredited, rather than the experience itself.

In cases where relevant learning has been gained wholly from experience, you should present a portfolio of evidence based on your learning from your prior teaching experience, accompanied by a reflective commentary that demonstrates how the learning outcomes of the module(s) have been met. You will work under the guidance of the Course Leader (or their nominee) who will act as your APEL Mentor.

The Course or Module Leader will assess the APEL claim, which will be internally moderated, sent for approval to the Consortium Programme Leader and then the award of credit will be considered for approval by the Assessment Board, with scrutiny by an External Examiner.

Applying your Prior Experience to Specific Modules

It is possible that more experienced lecturers will have attained some, but not all of the module learning outcomes, through experiential learning. In this case, you may determine, in conjunction with the Course Leader which parts of your assessment will be fulfilled by utilising existing evidence (which must be reasonably current) rather than creating new material. At the completion of the work for any given module, you must have fully demonstrated the achievement of all the module learning outcomes.

Aims of the Course

The course aims to foster a critical understanding of teaching subject specialisms in the Lifelong Learning Sector. The Certificate: The Additional Diploma in Teaching English (Literacy and ESOL) or Mathematics (Numeracy) in the Lifelong Learning Sector aims to provide teachers who hold a generic qualification in teaching with the ability to build on their educational knowledge and professional expertise in learning and teaching by applying this to the teaching of subject specialisms. This will meet the Government requirement from September 2008 that all teachers of ESOL, Literacy and Numeracy must meet the new SVUK standards for *Skills for Life* lecturers in order to remain in employment and achieve QTLS Qualified Teacher, Learning and Skills sector.

At all stages of the course participants will be facilitated in:

- developing reflective and analytical approaches to theory and practice in the Lifelong Learning Sector;

- engaging effectively with the climate of rapid change impacting on the Lifelong Learning Sector at subject, institutional and sector levels;
 - evaluating a range of theoretical perspectives and linking these to subject specialist practice in the Lifelong Learning Sector;
 - using practical and appropriate teaching strategies to engage and assess learners;
 - using inquiry learning to experiment with and improve own practice;
 - evaluating the impact of own teaching practice on own students' learning, in the light of a range of educational theory of lifelong learning; and
- developing higher education, career and professional development planning skills.

Employment and Further Study Opportunities

Participants are already a full-time, part-time or fractional member of staff in the Lifelong Learning Sector, with a generic teaching qualification. The Certificate: Additional Diploma in Teaching English (Literacy and ESOL) or Mathematics (Numeracy) in the Lifelong Learning Sector, a course which is rooted in participants' work-place practice, will help them develop their Literacy and ESOL or Numeracy teaching skills, with continuous professional development, possibly leading to Advanced Practitioner status or helping participants to become managers. Learners can continue their professional development by subsequently joining the MA in Education/Teacher Education in the Lifelong Learning Sector.

Learning Outcomes

Learning outcomes state what successful learners have achieved as the result of learning. They are threshold statements of achievement and are linked to the knowledge, understanding and skills that participants will have gained on successfully completing a course. Each module on the course has specific learning outcomes, the achievement of which will prepare participants to fulfil the role of a teacher in the Lifelong Learning Sector. This role includes participants' ability to:

- plan, deliver and evaluate teaching sessions that meet the individual needs of their learners;
- select appropriate teaching materials for own subject specialism from the range available;
- develop learning and teaching materials for their subject specialism;
- apply appropriate learning and teaching strategies that take account of individual learner's needs;
- contextualise own practice within the demands of the subject specialism;
- use a range of assessment activities that produce valid, reliable and sufficient evidence to assess learner performance and monitor learner progress;
- evaluate effectiveness of different methods of feedback as a tool for learning;
- facilitate opportunities for learner feedback;
- reflect on, evaluate and develop own practice;
- collaborate with others to improve own performance;
- use inquiry learning to improve aspects of practice;
- identify own continuing professional development needs taking into account the changes at all levels in the Lifelong Learning Sector;
- identify theories of learning and teaching, which are relevant to own specialist area;
- develop teaching practice using technology-enhanced learning activities;
- develop teaching practice through reference to relevant theories of learning;

- plan learning activities as a member of a team;
- evaluate and develop the curriculum; and
- give constructive feedback to learners.

Knowledge and Understanding

On successful completion of the course, within the context of teaching your subject specialism, participants will be able to:

- design, implement and evaluate specific teaching programmes showing an understanding of the principles and methods of learning, teaching, assessment and evaluation;
- describe, and address, a range of issues relating to equality, inclusion and managing student diversity in learning, teaching and assessment within the context of the Lifelong Learning Sector;
- apply a range of the literature on theory and practice within the Lifelong Learning Sector to own practice;
- describe recent developments in the Lifelong Learning Sector and the context in which participants teach; and
- Identify services available to support learner and enhance their access and progression.

Specific Skills

On successful completion of the course, participants will be able to:

- analyse the needs and abilities of their learners and explore a variety of ways of responding to these including the personalisation of the curriculum;
- have improved their own communication and inter-personal skills in order to increase own effectiveness as a teacher;
- manage classroom activities and learning with confidence;
- further develop their own Language, Literacy and Numeracy skills and be able to develop those of their learners in classroom practice; and
- develop and use e-learning skills to enhance their learners' learning.

For the Literacy and ESOL pathways, participants will be able to:

- develop own knowledge of grammar, lexis and phonology in relation to classroom delivery
- deliver, support and advise on the embedding of Skills for Life specialisms in other programmes

For the Numeracy pathways, participants will be able to:

- develop own knowledge of mathematical problem-solving, diagrammatic strategies, place value systems and numeracy skills in relation to classroom delivery
- deliver, support and advise on the embedding of Skills for Life specialisms in other programmes

For the Teaching Disabled Learners pathways, participants will be able to:

- develop own knowledge of types of disabilities and their educational implications for learners;
- plan, deliver and assess personalised programmes of learning to meet the individual learning and support needs of disabled learners;
- use research skills to review and experiment with different approaches which address an important aspect of a specific impairment.

Key Transferable Skills

On successful completion of the course, participants will be able to:

- evaluate their professional role and its values and responsibilities; and identify the professional and transferable skills necessary to progress within their career and to further their continuous professional development.

Learning, Teaching and Assessment Methods

Teaching

The course team has selected educational methods that are designed to meet the aims and objectives of the course and to support the development of participants' intellectual, professional and personal abilities as they progress through the course. A variety of teaching and active learning methods are used, including inquiry learning, audio-recorded professional discussions and assignments linked to each observation of teaching. Although teaching is often in a tutor-led framework, there are opportunities for participants to lead presentations and seminars and to focus on areas of particular interest through microteaching. Oral and poster presentations based on participants' own research, enable them to share their findings with other course participants and improve their communication skills.

Learning

Participants are expected to read appropriate texts and to prepare in advance for discussions. There are workshops and other group activities such as role plays and case studies that help clarify concepts and issues. All these methods also foster co-operation and collaboration leading to good teamwork which the course team hopes will be incorporated into participants' teaching and workplace as appropriate. All modules are intended to develop and extend study skills so that in turn participants will be able to establish effective study skills in their own learners.

Assessment

The assessment consists of a number of assignments for each module which aim to explore key issues and concepts for practitioners who are teaching in the Lifelong Learning Sector. Participants are expected to write in a reflective style using the first person. Discussions and guidance on writing style will be embedded within the course.

Participants are also expected to cite appropriate sources in the assignments and to attach to each draft assignment a list of all the references used. We strongly suggest that participants cite from two books/journal articles for every web reference. The Harvard system of referencing must be used. Participants will be given formative feedback consisting of written comments on one draft of each assignment and they will be assessed on whether they have demonstrated the learning outcomes associated with each assignment.

Participants will present a portfolio of evidence (made up of the assignments) on completion of each module to demonstrate that they have achieved the relevant learning outcomes. Evidence may include written work, annotated documents, teaching materials, case studies, hand-outs, posters, audio/video recordings, notes and commentary on presentations, self-assessment, peer assessment and the results of research and supported experiments. Participants must also engage with technology-enhanced learning in their own practice.

Participants will be supported by Subject-Specialist Mentors and Personal Tutors. There will be at least four teaching observations over the duration of the course, where these experienced staff will observe participants undertaking their teaching, and will provide them with constructive feedback on their approaches. Teaching observations can be linked to a specific assignment and the observations must be spaced out in order to demonstrate participants' development over time. Individual Learning Plans will be used to encourage participants to become reflective practitioners and for their continuous professional development.

Course Structure

Each course is a one year, part-time, in-service course consisting of three nationally required core modules and normally the *Observation for Specialists* module, all of which you must pass. The *Observation for Specialists* module ensures that participants are observed, and receive feedback on teaching in their specialist subject. However, if participants can demonstrate that they have undertaken this as part of their recently completed CertEd/PGCE or equivalent, they will be granted exemption from this module. There are no student options. The modules follow with a diagram of the course structure.

English (Literacy & ESOL) pathway: Credit Levels 5 and 6					
Module code	Module title	Status	UK credit	ECTS	Level
BLLS517	English (Literacy & ESOL) and the Learners	Core	20	10	5
BLLS518	English (Literacy & ESOL) Theories and Frameworks	Core	20	10	5
BLLS519	English (Literacy & ESOL) Learning and Teaching	Core	20	10	5/6
BLLS499	Observation for Specialists	Core	0	0	4
Mathematics (Numeracy) pathway: Credit Levels 5 and 6					
Module code	Module title	Status	UK credit	ECTS	Level
BLLS523	Numeracy and the Learners	Core	15	7.5	5
BLLS525	Developing Numeracy Knowledge and Understanding	Core	15	7.5	5
BLLS524	Numeracy Learning & Teaching	Core	15	7.5	5/6
BLLS499	Observation for Specialists	Core	0	0	4
Teaching Disabled Learners pathway: Credit Levels 5 and 6					
Module code	Module title	Status	UK credit	ECTS	Level
BLLS520	Planning Inclusive Learning & Teaching	Core	15	7.5	5
BLLS521	Theories and Frameworks for Teaching Disabled Learners	Core	15	7.5	5
BLLS522	Researching a Specialist Area of Disability	Core	15	7.5	5/6

BLLS499	Observation for Specialists	Core	0	0	4
---------	-----------------------------	------	---	---	---

Cert Add Diplomas (CET)

Additional Diplomas

Semester One

Semester Two

Concomitant

ALL

(E)	BLLS499 Observation for Specialists – OBS –	0 credits
Depending on entry qualifications		

Year 1

Literacy & ESOL

(E)	BLLS517 English (Literacy & ESOL) & the Learners – ELL – 20 credits	
-----	---	--

TDL

(D)	BLLS520 Planning Inclusive Learning & Teaching – PILT – 15 credits	
-----	--	--

(D)	BLLS521 Theories & Frameworks for Teaching Disabled Learners – TFTDL – 15 credits	
-----	--	--

Numeracy

(N)	BLLS523 Numeracy & the Learners – N&L – 15 credits	
-----	--	--

(N)	BLLS525 Developing Numeracy Knowledge & Understanding – NKU – 15 credits	
-----	---	--

Year 2 or concomitant

Literacy & ESOL

(LE)	BLLS518 English (Literacy & ESOL) Theories & Frameworks – ELTF –	20 credits
------	---	------------

(LE)	BLLS519 or BLLS619 English (Literacy & ESOL) Learning & Teaching – ELLT –	20 credits
------	--	------------

Numeracy

(N)	BLLS524 or BLLS624 Numeracy Learning & Teaching – NLT –	15 credits
-----	--	------------

TDL

	BLLS522 or BLLS622 Researching a Specialist Area of Disability – RSAD –	15 credits
--	--	------------

Support for Students

On arrival, an induction programme will introduce you to the staff responsible for the course, the college in which you will be studying, the Library and IT facilities and to the Course Administration. You will be provided with the Course Handbook, which provides detailed information about the course. You are allocated a Personal Tutor who can provide advice and guidance on academic matters. You will also have a Subject-Specialist Mentor who will provide advice and guidance on your subject specialism.

You will also access course books through the Library at the college in which you study. You will also have access to the College IT services. Additionally, learning support includes specified access to the University Library and IT services.

Reference Points for the Course

Internally:

- University of Westminster Learning, Teaching and Assessment Strategy.
- Handbook of Academic Regulations.
- Quality Assurance and Enhancement Handbook.

Externally:

- Ofsted *Common Inspection Framework*
- Lifelong Learning UK: *Developing Qualifications for Teachers, Tutors and Trainers in the Lifelong Learning Sector in England.*
- Lifelong learning UK and Skills for Business *Addressing language, literacy, numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills.*
- Qualifications and Curriculum Authority (QCA).
- Higher Education Quality Assurance Agency (QAA): Academic Infrastructure.
- SEEC Level Descriptors.

Quality Management and Enhancement

Course Management

The Certificates: Additional Diploma in Teaching English: Literacy and ESOL or Mathematics: Numeracy or Teaching Disabled Learners are part-time modular courses planned within the University of Westminster Undergraduate Modular Framework, and run over two semesters. The courses can be delivered alongside the Certificate in Education (Diploma in Education and Training) and Professional Graduate Certificate in Education (Diploma in Education and Training) provision from which the core modules are drawn.

The University's Westminster Business School is the host department in the University for the courses, but these are delivered through its Consortium of partner colleges. Each partner college course has its own Course Leader, Pathway Leader and teaching team drawn from the college. Additionally, a Consortium Programme Leader is based in the University of Westminster.

The University and the partner colleges are, with Oxford Brookes University and its partner colleges, part of a Centre for Excellence in Teacher Training (CETT), *The*

Westminster Partnership CETT. This CETT provides a range of initiatives, materials and resources to support the course provision and enhance participants' learning opportunities and experiences, and to help guide their future practice.

Course Approval, Monitoring and Review

The Certificates: Additional Diploma in Teaching English (Literacy and ESOL) or Mathematics (Numeracy) in the Lifelong Learning Sector are validated, monitored and reviewed by the University as part of its standard quality assurance procedures. Course annual monitoring ensures that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course was submitted for approval by a University Validation Panel in 2014. The Panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other Universities and the relevance to employers. The course is also endorsed by the Institute for Learning (IfL), to ensure that it meets the requirements for the IfL's professional status.

The course is subject to annual monitoring by the University, through Westminster Business School, and to the quality control mechanisms operating at the relevant college. The Course Leaders from each college will submit a Course Leader's report to the University, including reports from the Module Leaders, together with Course Committee minutes (a student-staff Course Committee will be held at each college at least twice each year), evidence of student progression and achievement and the reports from the External Examiners, to evaluate the effectiveness of the course. The University audits this process and the outcomes are reported to the Academic Council of the University, which has overall responsibility for the maintenance of quality and standards in the University.

Student Involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student comment is taken seriously. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the committee to represent the views of their peer group in the discussions held at the committee. The Course Leader provides an induction to the role of the Course Committee.

Students are asked to complete an end-of module questionnaire at the end of each module. The feedback from this will inform the Module Leader on the effectiveness of the module and highlight areas that could be enhanced. They are also asked to complete a survey about Mentoring on the course and an exit survey reviewing the course.

Students meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course.

For More Information about this Course:

Amersham & Wycombe: Colm McConway, cmcconway@amersham.ac.uk

Harrow: Suzanne Levy, slevy@harrow.ac.uk

EHWL: Ben Beaumont, ben.beaumont@wlc.ac.uk

Newham College: Andrea McMahon, Andrea.McMahon@newham.ac.uk

Uxbridge: Marta Knill, MKnill@uxbridgecollege.ac.uk

West Thames: Tracy Jackson, Tracy.Jackson@west-thames.ac.uk

Please note: This Programme Specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook (Part 2) provided to learners and the Module Handbooks that provide more detailed information on the specific learning outcomes, content, learning, teaching and assessment methods for each module.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

Copyright of University of Westminster 2014 ©