

UNIVERSITY OF WARWICK
HIGHER EDUCATION FOUNDATION PROGRAMME
BOARD OF STUDIES

There will be a meeting of the HEFP Board of Studies on 3 February 2012 at 1pm in the Council Chamber, University of Warwick.

Questions on agenda item or apologies for this meeting should be directed to the Secretary of the Committee, Danni Ning (email: D.Ning@warwick.ac.uk)

AGENDA

9. Minutes

TO CONSIDER:

The Minutes of the Higher Education Foundation Programme Board of Studies held on 26 October 2011 (attached, HEFP 15/2011-12)

10. Matters Arising on the Minutes

TO REPORT:

Minute 3/2011-12 (a) refers: It was agreed that a new HEFP stream in Applied Mathematics offered by Warwickshire College should be introduced for the 2012 entry. It was agreed at the HEFP Science Working Party that in order to attract the right students, the name of the new programme should be Mathematics and Economics instead of Applied Mathematics. Ms C Wilson to report.

Minute 3/2011-12 (b) refers: The Turnitin Licences have been purchased and the IT Services at Warwick is setting up sub accounts for all the nominated tutors at both colleges.

Minute 8/2011-12 refers: An HEFP English and Study Skills Working Group has met twice to discuss the changes needed to be made to the current year's HEFP English programme syllabi and student assessments methods and plans for next academic year. Ms S Dammann to report.

11. Staffing

TO RECEIVE:

- (a) CV for Cathryn Yates at Stratford upon Avon College (attached, HEFP 16/2011-12)

- (b) CV for Peter Lavender at Stratford upon Avon College (attached, HEFP 17/2011-12)

TO REPORT:

- (b) Dr Jim Robinson has resigned from the HEFP Board of Studies, and a replacement will be required.

12. Annual Report

TO RECEIVE:

The HEFP Annual Report 2010/11 (attached, HEFP 18/2011-12)

13. Planning

TO RECEIVE:

The January 2011 statistics (attached , HEFP 19/2011-12)

TO REPORT:

- (a) HEFP recruitment trip will take place to China and Indonesia in March 2012 and HK in February 2012 and July 2012,
- (b) The HEFP brochure is available for 2012 in Chinese and English.

14. College Reports:

TO RECEIVE:

- (a) Warwickshire College update report (to be tabled, HEFP 20/2011-12)
- (b) Stratford-upon-Avon College update report (to be tabled, HEFP 21/2011-12)

15. Any Other Business:

16. Date of the Next Meeting

6 July 2012 at 1pm.

UNIVERSITY OF WARWICK
HIGHER EDUCATION FOUNDATION PROGRAMME
BOARD OF STUDIES

Minutes of the Meeting of the Higher Education Foundation Programme Board of Studies held
on 26 October 2011.

Present: Prof. M Finn (Chair), Dr D Britnell, Ms W Chan, Dr M Joy, Mr G Palmer, Dr J Robinson,
Dr G Sharpling, Dr K Moffat, Mr D Fower, Ms S Starley, Ms C Wilson, Ms R Young

In attendance: Ms S Dammann, Mr J Kennedy, Ms L Nuttall, Mr M Colley

Apologies: Prof. S Jacka, Ms J Preshous, Dr T McCrisken, Dr M Skinner, Dr I Procter

1/2011-12. Membership and Dates of Meetings

RECEIVED:

Details of Membership, Constitution and Terms of Reference including dates of
the meetings for the Higher Education Foundation Programme for 2011/12

2/2011-12. Minutes

RESOLVED:

That the Minutes of the Meeting held on 8 July 2011 be approved with the
following amendments:

- (a) Minute 33/2010-11(k) 'Cambridge Advanced English examination' should be
recorded instead of 'Cambridge Proficiency examination'.

3/2011-12. Matters Arising on the Minutes

REPORTED:

- (a) Minute 25/2010-11 refers: Ms C Wilson from Warwickshire College outlined a
revised proposal for a new HEFP Programme in Applied Mathematics. The
course will target students who are interested in pursuing Mathematics and
related degrees such as MORSE.

It was agreed that the new HEFP stream would be a good addition to the
existing programme if it can be marketed appropriately to target and attract
additional groups of students. It was recommended that further discussion
between Stratford College, Warwickshire College, WBS and Statistics at

Warwick take place before the next Board meeting and further development will be reported at the February Board meeting.

- (b) Minute 32/2010-11 (b) refers: IO at Warwick is liaising with Warwick IT Services concerning the Turnitin Licences for use on the HEFP at the two colleges. Warwick ITS is in the process of applying for the licence.
- (c) Minute 32/2010-11 (d) refers: Mr D Fower and Ms R Young from Stratford College gave a brief review of last year's streaming of the HEFP Business Studies students. It was noted that the number of students achieving Distinction remained the same as previous years, however the number of Credits has increased and Failed numbers have dropped. It appeared that banding the students was working and it had no negative effect on the students' grades. It was recommended that Stratford College submits students' examination results comparison statistics as a proof that streaming of students worked well.
- (d) Minute 35/2010-11 refers: Both colleges have submitted students' attendance report for September 2011. It was agreed that all forthcoming monthly reports indicating the attendance of all students, and highlighting any areas of problem plus any reasons for absences (illness etc) should be submitted on the last Friday of each month to h.j.johnson@warwick.ac.uk.

4/2011-12. Syllabi for each of the HEFP Programmes

RECEIVED:

A copy (electronic copies) of the syllabus for each stream of the HEFP to serve as a permanent record of the syllabi on an annual basis and for use with admissions tutors, both at Warwick and external universities

5/2011-12 New Staff on the HEFP

APPROVED:

- a) David Hall to teach Mathematics at Stratford upon Avon College
- b) Phillip Brack to teach Economics and Politics at Stratford upon Avon College
- c) Jonathan White to teach English and Study Skills at Stratford upon Avon College

6/2011-12. Key Points from 2010-11 Recruitment

CONSIDERED:

A paper from Ms Ning outlining the recruitment for 2011-12 and the University placement activities for the 2010-11 cohort, noting:

- (a) That 304 students registered for 2011-12 intake. The number has dropped by around 10% compared to last year, despite earlier indications of increases in application numbers. The key issue occurred during last year's key recruitment stage, in early August 2011, when all new HEFP applications had to be put on hold due to complications with a new UKBA policy.
- (b) University placement was very challenging. Nearly 80 students entered Clearing which is a very high number. It was noticeable that the change in the UKBA's policy has resulted in most of the UK universities requiring students to have a valid Secure English Language Test (SELT) in addition to their HEFP English result in order to confirm their places. Although several students did meet their Firm and Insurance Universities' academic entry requirements, they were unable to have their places confirmed and eventually fell into clearing due to the lack of or low SELT test scores.

7/2011-12 Key Points from Warwickshire College and Stratford upon Avon College

RECEIVED:

- (a) A report from Warwickshire College indicating that:

28 students are on the Science/Engineering stream, taught in 2 groups. 13 students followed the IT option and 15 followed the Economics option.

6 students on the Biomedical stream.

31 students on the Law programme.

The students have settled in well and seem to be enjoying the courses.

- (b) A report from Stratford upon Avon College indicating that:

198 students are on the Business Studies stream, taught in 10 groups, with 38 students on the Social Science stream, taught in 2 groups. The term started with a Welcome evening and a series of diagnostic tests.

8/2011-12. Any Other Business

CONSIDERED:

Ms S Dammann outlined the issues caused by the UKBA's changes in English Language requirements and its significant impact on HEFP. The proposal to have all HEFP students sit for a Secured English Language Test (SELT) as the HEFP English exit test was discussed.

It was agreed that IELTS will be adopted as the standard HEFP English exit test for all HEFP students from this academic year. It was recommended that a working party which will include Ms S Dammann, Mr G Sharpling,

and two members of teaching staff from both colleges needs to be formed to discuss the best way to reconceptualise the delivery of the HEFP English and Study Skills programme and report back to the February HEFP Board of Study meeting.

CURRICULUM VITAE FOR CATHRYN YATES

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Leamington Spa
CV32 6JD

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PROFILE

I am a highly experienced Spanish (which I have taught for 25 years), French and English as a Foreign Language teacher. I have taught EFL at Elementary, Pre-Intermediate, Intermediate and Higher Intermediate levels, and in the summer of 2011 Advanced level. I am punctual, reliable and enjoy working in a team or on my own. I am extremely fair and have a genuine interest in people. My past employment with Warwickshire College has entailed not only teaching but also the supervision of part-time language teaching staff, administrators and students. I am passionate about teaching and learning and have regularly paid for myself to go to conferences about teaching and learning. I am seeking a teaching job on either a full-time or part-time basis.

EMPLOYMENT

UYT Ltd 29 November 2011 to the present.
English Teacher to two Japanese children.

University of Warwick 2011

28 November – 2 December 2011 **English Lecturer** teaching a company client on a one-to-one basis.

28 and 29 September 2011 **English Lecturer** teaching 2 mornings on the university's Orientation Days for International students. This entailed delivering sessions on British Academic Expectations and Academic English.

15 August – 16 September 2011 **English Lecturer** on Warwick University's 5 week Pre-Sessional Course teaching Text Based Studies. The course was for International students due to start their master's courses at the university. I was required to assess students within the Common European Framework.

Stratford College 25 July – 11 August 2011 **Lecturer on the ELT Summer School** teaching a group of Chinese students (14 – 17 year olds) and a General English group.

Warwickshire College 4 July – 23 July 2011 – **Lecturer on the ELT Summer School** teaching Pre-Intermediate and Intermediate students.

Warwickshire College 1 May 2009 – June 2011 – **Full-time Lecturer in ELT and Spanish**. Due to a college re-organisation, I became a lecturer with effect from 1 May 2009. Due to a further re-organisation, my post ceased to exist in June 2011.

Warwickshire College Jan 2005 – 1 May 2009 - **Senior Curriculum Leader for Modern Languages**. For this, I managed the Languages' Programme. I also co-

ordinated the move from one building to the main site in Leamington and managed the ELT Section for 2 terms in between one Curriculum Leader leaving and another being appointed. For languages, I was involved with appraisal, observations and managing change as the funding for languages' qualifications changed. I co-ordinated and trained staff in the following:- BTEC, RSA, Open College Network, National Open College Network and GNVQ.

Warwickshire College 1991 – 2004 – **Curriculum Leader for the “Languages For Adults” Programme.** This entailed marketing the programme, recruiting students and tutors and providing on-going training for tutors, lesson observations and meetings for a team of 20 part-time staff and an administrator. I taught European Studies to BTEC National Diploma students, Spanish (at all levels) and French (from absolute beginners to level 5 on the Languages for Adults' Programme). I started to teach English as a Foreign Language in 2000 and I completed my Certificate in English Language Teaching to Adults (CELTA) in 2001 and my Diploma in English Language Teaching in 2004.

Warwickshire College September 1986 – 1991 **Lecturer in Spanish** teaching O' Level and then GCSE French and Spanish and BTEC Language options on BTEC National courses. BTEC Language units (French and Spanish) on the day-release HNC Course, People in Organisations and French and Spanish to the Languages for Adults' Programme at different levels.

EDUCATION AND QUALIFICATIONS

1975 – 1979	Blurton High School, Stoke-on-Trent. 10 O' Levels including Maths and English.
1979 – 1981	City of Stoke-on-Trent Sixth Form College A Levels in Spanish, French and History.
1981 – 1985	University of Hull (included 1 year in Spain) B.A. Hons Degree in Hispanic Studies.
1985 – 1986	Cauldon College of Further Education. Various typewriting, Pitman shorthand, word Processing, audio typewriting qualifications. Institute of Administrative Management - Certificate.
1987 – 1989	Wolverhampton Polytechnic Certificate in Education (Further Education) DES No – RP88/11808.
1986 – 2011	Warwickshire College (various courses) Assessor Training Awards D32 and D33. Certificate in English Language Teaching to Adults (CELTA) awarded in 2001. Diploma in English Language Teaching to Adults (DELTA) awarded in 2004.

INTERESTS

I enjoy listening to music, going to the theatre, cooking for and entertaining friends, photography and visiting historic properties. I am a member of The National Trust, English Heritage, the RSPB and IATEFL (International Association of Teachers of English as a Foreign Language). I am an Associate of the Institute of Administrative Management and I am a company secretary for Orchard Court Management, Leamington Spa.

REFERENCES

Barbara Buxton (former manager and now free-lance trainer and examiner)
Romiley House
Cross Lane
Helmdon
NN13 5QL

E-mail = barbara@barbarabuxton.orangehome.co.uk

Telephone:- 01295 768145

Cathy Xuereb (Curriculum Leader for ELT)
Warwickshire College
Warwick New Road
Leamington Spa
CV32 5JE

E-mail = cxuereb@warkscol.ac.uk

Telephone:- 01926 884211

Curriculum Vitae

Peter Lavender

Tel: 07516362233

Email: Peterlavender84@yahoo.co.uk

Personal Details

Date of Birth: 06/09/1984

Address: 30 Drayton Road, Smethwick, Birmingham, West Midlands, B66 4AJ

Current Status: Recently qualified PGCE student

Teaching Experience:

Supply Teacher and Cover Supervisor with Connex Education, Now Recruitment, and Aspire People, Neville House, 42- 46 Hagley Road, Birmingham, B168PE (Connex)

Dates: 10/2011 to present.

Duties & Responsibilities: I have taught at a range of schools across Wolverhampton, Walsall and Birmingham to Key stages 3, 4 and 5 as well as worked as a supply teaching assistant for early years. Subjects taught include English, Health and Social Care, Business Studies, RE and Music as well as covering lessons in Maths, Science and PE.

Ridgewood High School, Park Road West, Stourbridge, West Midlands, DY8 3NQ

Dates: 10/2010- 12/2010 & 04/2011- 06/2011 (1st& 3rd PGCE year placement.)

Duties & Responsibilities: I taught a 50 % timetable in the first term consisting of Citizenship, PSHE and Religious Education. During the third term I taught a 75% timetable of Citizenship, PSHE and Sociology. I was also attached to a tutor group within the vertical tutoring system.

Queen Elizabeth Humanities College, Panniers Lane, Bromyard, Herefordshire, HR74QS

Dates: 01/2011- 04/2011

Duties & Responsibilities: I taught a 60% timetable of Citizenship, PSHE and Drama. I was also attached to a tutor group.

Reference:

Harry Walker,

Aspire People,

Plantsbrook House, 94 The Parade, Sutton Coldfield, B721PH

(Please contact me for more information and references.)

Other Work Experience:

- 2008 **TOYS "R" US**
 Position Held: Cashier/ Sales Assistant December 2006- August 2008
- 2006 **GFK NOP**
 Position Held: Telephone Researcher November 2006- November 2006
- 2004 **Admiral Group of Businesses**
 Position Held: Office Clerk April 2004- September 2004
- 2004 **S&K Superstore**
 Position Held: Store Assistant Nov 2003- March 2004
- 2003 **Leapman and Sons**
 Position Held: Temp. Workhouse operative June 2003- November 2003

Education History:

- 2010-11 **Robert Owen Group**
 PGCE Secondary Citizenship, Level 7
- 2007-10 **University of Birmingham**
 BSc European Politics, Society and Economics: 2:1
- 2001-03 **Luton Sixth Form College**
 A Levels: English Literature: A, Government and Politics: A, History: B
- 1997-01 **Putteridge High School**
 GCSEs: English: B, Science: C, Maths: C, History: A, Geography: A,
 Food Technology: C, Art: C

Other Experience:

From 2004- 2006 I carried out a two year volunteer mission in the Midlands and South Wales for my church where I taught religion participated in service projects.

Personal Statement:

Skills: *I am a very hard working and self- driven individual and place maximum effort in any task or responsibility that I am given. I have the ability to complete all tasks, assignments and roles that have been required of me in a competent and cheerful manner. An example of such ability came during my first placement school where my workload increased considerably when my Mentor and head of department, and second in department were absent for an extended period of time. Throughout this period, as well as continuing to do my very best in teaching and improving the learning of the students within my timetabled classes, I took an active role in ensuring that cover supervisors were familiar with current schemes of work and provided extra lessons and materials where they were not available and covered extra lessons myself. My motivation for doing this comes from my concern that all students are receiving appropriate opportunities to progress their own learning. Much of the extra work that I carried out during this period was done so without being required to do so but was very much appreciated by staff. This experience shows that I have experience with working with cover teachers and understand the level of cooperation that is needed with other colleagues.*

The above example also demonstrates my personal organisational skills. As an active member within my local church and having a young family I have had to quickly learn the ability to manage my time wisely ensuring that I am being as much a positive and innovative resource to my training schools as possible. In accomplishing this I have found that I have been prepared within my own professional development to prioritise extra assignments or responsibilities that have been given to me by colleagues at my placement schools including extra curricula activities such as running rehearsals for the school production of 'Annie.' My organisation skills have allowed me to concentrate my efforts on producing learning environments that have allowed for all students to achieve their full potential. An example of this comes through the creation of a year 9 citizenship lesson for which I created resources for a lesson in which the processes and procedures within a crown court were role-played. I produced role play cards for this lesson which allowed for, not only the development of the specific related subject knowledge, but opportunities for literacy skills to be developed through comprehension of evidence and presenting orally to their own peer group. Through my preparation I was able to carefully differentiate the roles of the actors within the court to allow opportunities for each student to develop and to meet their own individual target levels including those who are stated as being Gifted and Talented. This example shows that I am able to differentiate lessons and resources as well as showing my organisational skills.

I have the ability to effectively communicate activities, tasks and appropriate feedback. This has arisen from my ability and commitment to improve and develop professionally. I always ensure that I explain each task twice in two different ways and provide prompt sheets and power point based instructions to enable students to more fully understand. I also have a commitment to the use of both formative and summative assessment methods and regularly provide written feedback with reference to their attainment levels, suggestions of ways to improve and encourage responses to my own comments to allow open dialogue concerning their learning development. I believe that this form of communication is essential for development and allows for effective communication between student and teacher for the purpose of student progress.

Experience/ ability: *Citizenship is my specialist subject and as such I have taught it at key stages 3 and 4. As well as this, through my placement experience I also possess the ability to teach PSHE as I have taught this throughout year groups 7-11 as well as having taught Religious Education alongside Citizenship to year 9s and Sociology at GCSE level. I have also taught Drama at Key Stage 3. Due to having taught a variety of subjects during my PGCE year I feel I have the ability to quickly learn the skills and knowledge needed to teach other subjects at short notice, I also have the commitment and enthusiasm to do so. I also have the experience of working in different types of school as during my PGCE year I taught at a small rural school of 300 students as well as a city school of nearly 900.*

I have experience of producing my own schemes of work as shown particularly during my second placement where I created schemes of work on local communities and government and central government at Key stage 3. I also created a scheme of work for year 8 on human rights. As well as creating schemes I have created a variety of resources for these schemes including opportunities for development of numeracy, literacy and ICT skills. I have worked alongside other Citizenship teachers, sharing my knowledge and resources with them. During my second term I assisted a non- specialist citizenship teacher as we both delivered schemes of work we had revised to year 10 groups. I would be willing and am able to work collaboratively as has been demonstrated during this experience. I am committed to my own professional development which has included the taking and passing of my Safeguarding level 1 certificate. In terms of general pedagogy knowledge I have demonstrated through assignments and classroom practice the understanding of different learning theories. For example, I have created series of lessons based on Bloom's taxonomy where previous knowledge is built upon allowing for pupils to then use that knowledge to demonstrate high levels of analysis and comprehension with their acquired knowledge. I am committed to continually increasing my knowledge and gain enjoyment of doing so, particularly in the presenting of knowledge in an approachable way for all learners through a variety teaching styles that include role play lessons, learning that requires ICT and the development of other citizenship skills as outlined within the national curriculum.