

Programme Specification

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	Social Sciences and Humanities
Programme accredited by	University of the West of England PG Diploma with additional skill assessments equates to a QCG awarded by the Institute of Careers Guidance
Highest award title	MA Guidance (Vocational/Educational) Postgraduate Diploma Guidance (Vocational/Educational) Postgraduate Certificate Guidance (Vocational/Educational)
Default award title	NA
Interim award title	Postgraduate Diploma Guidance (Vocational/Educational) Postgraduate Certificate Guidance (Vocational/Educational)
Modular Scheme title (if different)	N/A
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	1 st September 2008
Authorised by...	Date:...
Version Code	
2	
<p><i>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</i></p>	

Section 2: Educational aims of the programme

This programme has been developed in order to:

- Provide a professional programme of study for individuals seeking to become Career Guidance practitioners or to develop career guidance skills to compliment other roles.
- To develop thoughtful and critical practitioners who:
 - understand professional contexts
 - can work effectively and ethically with clients
 - can work collaboratively with other relevant agencies, agents and the community.
- Provide opportunity for practitioners across the field to gain a postgraduate qualification and address personal, professional and institutional needs.
- Work collaboratively with employers to help satisfy staff development needs.

Overarching Masters level aims:

- to enable participants to achieve a level of performance appropriate to the award of a Masters degree
- to allow participants to select from a range of components to meet their particular requirements in terms of content, sequence and time
- to enhance the quality of participants' practice through the encouragement of critical enquiry, innovative thinking and imaginative reformulation
- to ground participants' study in personal, professional and academic practice
- to create an environment appropriate to postgraduate study
- to widen participation to include all those who can benefit from the programme of study.

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 :

As a result of this programme, students will have:

- an indepth and systematic knowledge of the major careers guidance theories, concepts and established principles based upon relevant research from appropriate academic disciplines
- awareness of issues in relation to ethical dilemmas in professional contexts
- an awareness of established methodologies of enquiry used to create and interpret knowledge in careers guidance policy and practice
- understanding of the significance of relevant contextual factors influencing careers guidance policy and practice
- critical understanding the significance of issues of equality, diversity, inclusion and social justice related to careers guidance policy and practice.

Teaching/learning methods and strategies:

- Module lectures and seminars are founded upon the requirement that students read a large volume of recommended literature and they are supported in developing research skills that enable them to access more knowledge, independently.
- Module handbooks, work sheets, guided activities, case studies, question and answer sheets stimulate new thinking about the theory and practice that they engage with.
- Tutor input is balanced with considerable practitioner input introducing alternative constructions and exploring the influence of practice on theory.

Assessment:

Assessment strategies will include: tutor assessed individual written work, skills work and oral presentations. Assessment will take place that is formative and summative.

QCG Portfolio

Work based reports reflect student understanding and application of knowledge across the modules and provide validation of tutor assessments.

B Intellectual Skills

<p>B Intellectual Skills As a result of this programme, students will be able to:</p> <ul style="list-style-type: none"> • analyse critically and/or evaluate complex, incomplete or contradictory areas of knowledge used to interpret and/or explore the area of study, showing the ability to synthesise and/or transform ideas in the process of developing an argument • identify and explain methodological and epistemological issues around the research process, using a range of methods of data collection • evaluate critically research evidence, advanced scholarship and methodologies arguing for alternative interpretations or approaches where appropriate • synthesise both conceptual and numerical information in an innovative manner using knowledge of processes of careers guidance research • use critical reflection in the learning process to explore the relationship between theory and practice in complex situations • evaluate critically the implications of using ethical framework for addressing ethical dilemmas in personal and professional practice 	<p>Teaching/learning methods and strategies</p> <ul style="list-style-type: none"> • Many of the guided activities in the module content require students to prepare for sessions where they will lead discussion, present arguments or practice skills to a critical audience, sometimes formally, often informally. • Reflective diaries – (key elements of skills learning) require students to record and evaluate and observe the implementation of theoretical ideas on their own practice. They also enable reflection on the mental processes underpinning their strategies and judgements. <p>Assessment Assessment strategies will include: tutor assessed individual written work, skills work and oral presentations. Assessment will take place that is diagnostic and summative.</p> <p>QCG Portfolio Several QCG assessments require students to reflect on practice with real clients and case studies on the processes and decisions involved in client support, by both individuals and organisations.</p>
--	---

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"> • perform effectively and efficiently in complex and/or specialised contexts • adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements • interrogate an extensive range of relevant theoretical, professional and/or research based sources and critically engage with the sources in the development and discussion of ideas, perspectives and theories • plan for and/or execute a small-scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process • develop an integrated strategy for professional practice with decision-making based on sound analysis of situations, prioritising between competing variables • articulate an integrated, critical, reflective and effective orientation to their practices and their personal responsibilities in professional practice 	<p>Teaching/learning methods and strategies</p> <p>Given the nature of this award, professional issues are a central focus of each module and reading case studies, articles and role-play are used to anchor and refine the development of ideas.</p> <ul style="list-style-type: none"> • In Guidance Theory and Practice the role-play of guidance intervention skills and reflection and discussion are central techniques. • Students also watch videos of their own practice, other professional's practice or commercially available material in order to critique skill. <p>Assessment Assessment strategies will include: tutor assessed individual written work, skills work and oral presentations. Assessment will take place that is formative and summative.</p> <p>QCG Portfolio. The portfolio requires students to reflect on all aspect of their programme experience and produce evidence of professional capacity plus critical reflection on actions for personal and professional change. Assessment of practical skill in the workplace will also be required. It is recommended that students have assigned workplace mentors to support them with this assessment. Training is offered to mentors & work-based assessors. A guidance pack is available for employers describing the required assessments & the likely needs of students following these awards.</p>
---	---

D Transferable Skills and other attributes

<p>D Transferable skills and other attributes</p> <p>As a result of this programme, students will be able to:</p> <ul style="list-style-type: none"> • interact effectively as a team member, supporting, leading, clarifying tasks, making appropriate use of the capacities of group members, negotiating and handling conflict with confidence • locate, use effectively and evaluate the full range of learning resources, including ICT, applying a critical and confident approach • interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes • communicate effectively with a broad range of audiences including learners and other professionals • reflect critically on own and others' functioning in order to improve practice • take independent and self critical responsibility for own work, guiding the learning of others and managing their own requirements for continuing professional development • engage confidently in academic and professional communications with others, reporting on action clearly, autonomously & competently including the capacity to communicate processes & outcomes of their learning • demonstrate initiative and originality in problem solving and can act autonomously in planning and implementing tasks 	<p>Teaching/learning methods and strategies</p> <ul style="list-style-type: none"> • Communication – Interviewing skills represent very complex communication skills learning and so students receive regular feedback on their own capacities and are immersed in observing and reflecting upon these whilst attending the Guidance Theory & Practice module. • Team work – The variety of mature student backgrounds provides a rich environment for exchange of skill and learning. There is a heavy expectation and emphasis on team work in peer feedback and seminar preparation. • Presentation skills are formally taught through Guidance Theory and Practice module. Regular experience of groupwork with young people, directed reflection, feedback and assessment from tutors, guidance practitioners, teachers and peers gradually builds capacity to organise and present ideas effectively. <p>Assessment Assessment strategies will include: Tutor assessed individual written work, skills work and oral presentations. Assessment will take place that is formative and summative.</p> <p>Those aiming for the QCG qualification will also have practical assessment of skills in the workplace. These assessments are included in the portfolio evidence submitted for the QCG</p> <p>QCG Portfolio (Collaborative work/Effective Communication_ opportunity provider visit reports and client feedback assess these skills and are included in the portfolio. (Independent work/Effective Communication) Portfolio design, client review exercises and opportunity provider visit reports assess these skills.</p>
---	---

Section 4: Programme Structure

The PG Dip and the PG Cert are available either as:

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

Entry to Graduation

Postgraduate Certificate Guidance (Vocational/Educational)

A Postgraduate Certificate requires the attainment of 60 credits at level 3 or above of which not less than 40 are at level M (maximum of 20 credits can be at level 3).

Compulsory Modules:	None
Core Modules:	<p>Choose a minimum of 40 credits from the following core modules (maximum of 20 credits at level 3 can contribute to the PG Cert).</p> <p>Level 3 UTLGDN-20-3: Context of Guidance UTLGET-10-3: Groupwork UTLGDM-20-3: Understanding the Structure of Post 16 Opportunities in Education, Training and Employment</p> <p>Level M UTLGDM-20-M: Understanding the Structure of Post 16 Opportunities in Education, Training and Employment UTLGDK-50-M: Guidance Theory & Practice 1 - Interviewing UTLGDP-30-M: Careers Education</p>
Optional Modules:	Select 20 credits either from the core modules or from the optional modules available in Appendix 1
Interim Awards:	Not applicable
• Credit requirements:	Not applicable
• Other requirements:	Not applicable

Postgraduate Diploma Guidance (Vocational/Educational)

A Postgraduate Diploma requires the attainment of 120 credits at level 3 or above of which not less than 90 are at level M (maximum of 30 credits can be at level 3).

Compulsory Modules:	None
Core Modules:	<p>Choose a minimum of 80 credits from the following core modules (maximum of 30 credits at level 3 can contribute to the PG Dip).</p> <p>Level 3 UTLGDN-20-3: Context of Guidance UTLGET-10-3: Groupwork UTLGDM-20-3: Understanding the Structure of Post 16 Opportunities in Education, Training and Employment</p> <p>Level M UTLGDK-50-M: Guidance Theory & Practice 1 - Interviewing UTLGDP-30-M: Careers Education UTLGDM-20-M: Understanding the Structure of Post 16 Opportunities in Education, Training and Employment</p>
Optional Modules:	Select 40 credits either from the core modules or from the optional modules available in Appendix 1
Interim Awards:	Postgraduate Certificate Guidance (Vocational/Educational)
<ul style="list-style-type: none"> • Credit requirements: • Other requirements: 	<p>60 credits at level 3 or above of which not less than 40 are at level M</p> <p>None</p>

Postgraduate Diploma Guidance (Vocational/Educational) with QCG

A Postgraduate Diploma requires the attainment of 120 credits at level 3 or above of which not less than 90 are at level M (maximum of 30 credits can be at level 3).

Compulsory Modules:	Level 3 UTLGDN-20-3: Context of Guidance UTLGET-10-3: Groupwork UTLGDM-20-3: Understanding the Structure of Post 16 Opportunities in Education, Training and Employment Level M UTLGDK-50-M: Interviewing UTLGDP-30-M: Careers Education
Core Modules:	None
Optional Modules:	None
Interim Awards: <ul style="list-style-type: none"> • Credit requirements: • Other requirements: 	Postgraduate Certificate Guidance (Vocational/Educational) 60 credits at level 3 or above of which not less than 40 are at level M None

MA Guidance (Vocational/Educational)

A Masters Degree requires the attainment of 180 credits at level 3 or above of which not less than 150, including the masters dissertation, are at level M (maximum of 30 credits can be at level 3).

Compulsory Modules:	UTLGBH-30-M: Researching Education UTLGBX-60-M: Dissertation
Core Modules:	Choose a minimum of 80 credits from the following core modules (maximum of 30 credits at level 3 can contribute to the MA). Level 3 UTLGDN-20-3: Context of Guidance UTLGET-10-3: Groupwork UTLGDM-20-3: Understanding the Structure of Post 16 Opportunities in Education, Training and Employment Level M UTLGDM-20-M: Understanding the Structure of Post 16 Opportunities in Education, Training and Employment UTLGDK-50-M: Interviewing UTLGDP-30-M: Careers Education
Optional Modules:	Select 10 credits either from the core modules or from the optional modules list available in Appendix 1
Interim Awards:	Postgraduate Diploma Guidance (Vocational/Educational) Postgraduate Certificate Education (Vocational/Educational)
• Credit requirements:	<ul style="list-style-type: none"> • 60 credits at level 3 or above of which not less than 40 are at level M for the Postgraduate Certificate Education • 120 credits at level 3 or above of which not less than 90 are at level M
• Other requirements:	None

Section 5: Entry requirements

Students will possess a degree or equivalent from a recognised university. Students who do not meet the minimum academic entry requirements but have relevant life and/or work experience will be considered on an individual basis providing they can satisfy UWE that they will cope with the academic standard. They will be asked to send in a short essay following their Selection Day.

Section 6: Assessment Regulations

a) **Modular Assessment Regulations (MAR)**

b) **MAR Variant**

To ensure professional body requirements and standards are met, a compulsory submission is required for all levels of assessment in the following module:
UTC GDK-50-M: Guidance Theory & Practice 1 - Interviewing

Section 7: Student learning: distinctive features and support

The modular programme provides the opportunity to accrue credits towards the nationally recognised awards of Postgraduate Certificate, Postgraduate Diploma and Masters degree.

These part-time awards offer students the opportunity to develop their professional guidance skills & knowledge in a timeframe to suit their individual circumstances. These awards attract a wide range of participants working in different sectors of the guidance field. One of the strengths of this programme is that the students join our full-time group for many of the teaching sessions & bring their up-to-date insights of working practices. This cross-fertilisation is highly beneficial for both groups.

As most of the participants on these awards are in employment it means the university has close links with employers in this field. In addition assessments are undertaken in the work-place by employers & university staff.

Students have a tutor assigned to them for the length of their course & regular contact is maintained. Induction sessions are offered to students at the outset of their award & they are offered study skills sessions & support from the library. This is in addition to all the normal facilities available to all students at the university.

Section 8 Reference points/benchmarks

Programme design has been informed by:

- the Institute of Careers Guidance's (ICG) Learning Outcomes for the QCG
- the QAA benchmarks for Education Studies;
- SEEC Credit Level Descriptors 2001;
- the University's mission statement;
- the University's policies on Key Skills; Learning and Teaching; Assessment and on emerging practice in relation to Personal Development Planning and Progress Files;
- The Faculty Statement of Pedagogic Principle.
- the Race Relations (Amendment) Act (2000) and the University's Race Equality Action Plan;
- the SEN and Disability Act (2001)

Employer interaction/feedback

The learning and teaching on the PG Dip/QCG, PG Dip & PG Cert is carried out in informal partnership with a large number of agencies primarily the Connexions/Careers Services but also schools, Colleges of Further Education, HE institutions & private guidance agencies. Many of these organisations provide assessment and practitioner speakers and are involved in our selection programme, design and validation.

Regular interaction with employers and professional bodies occurs at programme level through visits to students to assess presentations and regional and national forums. They offer regular advice on contextual developments and training issues including the transition from the QCG into the probationary year qualifications.

Our External Examiner comes from a Careers/Connexions professional background.

Other partners supporting our award are a host of community (statutory and voluntary) agencies working with young people who see our relationship as mutually beneficial.

The Careers Development Unit at UWE provides our students with technical input and models of good professional practice and placement and we in turn support them with practical support for their activities, Conferences, surveys etc.

Lastly, but significantly the ICG our professional body and the DCSF (with the CSNU) play a critical role in the development, content and evaluation of our programme. They provide bursaries via employers, collect statistical and other information and monitor many aspects of the programme annually. They undertake regular evaluations and comparisons of QCG provision through annual reports and interviews. We meet with them regularly to inform developments across initial training and CPD.

Staff research projects

Faculty of Education staff are involved in research related to both substantive and methodological issues of relevance to the programme. Examples of staff research include:

- citizenship and education for democracy;
- education and training policy in relation to social regeneration, globalization, regionalisation and the nation state;
- education of excluded and disaffected young people;
- educational uses of ICT;
- interprofessional and interagency working practice
- evaluation of student-led learning;
- European Social Fund and the European Union;
- Excellence Challenge and the experience of widening participation co-ordinators;
- gender studies and in particular the education of boys;
- literacy and learning;
- policy and practice in inclusion and special educational needs;
- recruitment of minority ethnic groups into teaching;
- self-assessment practice in HE;
- transforming learning cultures in FE;
- urban education policy.

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.

Appendix 1

Optional Modules available at Level 3

Key: C = Available for Postgraduate Certificate
 D = Available for Postgraduate Diploma
 M = Available for Masters

Module Code	Module Name	C	D	M
UTLGA7-10-3	Independent Study	✓	✓	✓
UTLGA7-20-3	Independent Study	✓	✓	✓
UTLGA7-30-3	Independent Study		✓	✓
UTLGA9-10-3	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-20-3	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-30-3	Evidencing Learning from Experience		✓	✓
UTLGAC-10-3	Independent Study (B)	✓	✓	✓
UTLGAC-20-3	Independent Study (B)	✓	✓	✓
UTLGAC-30-3	Independent Study (B)		✓	✓

Optional Modules available at Level M

Key: C = Available for Postgraduate Certificate
 D = Available for Postgraduate Diploma
 M = Available for Masters

Module Code	Module Name	C	D	M
UTLGA7-10-M	Independent Study	✓	✓	✓
UTLGA7-20-M	Independent Study	✓	✓	✓
UTLGA7-30-M	Independent Study		✓	✓
UTLGA7-40-M	Independent Study		✓	✓
UTLGAC-10-M	Independent Study (B)	✓	✓	✓
UTLGAC-20-M	Independent Study (B)	✓	✓	✓
UTLGAC-30-M	Independent Study (B)		✓	✓
UTLGA9-20-M	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-40-M	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-10-M	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-30-M	Evidencing Learning from Experience		✓	✓
UTLGC5-20-M	Research Study	✓	✓	✓