



**PROGRAMME SPECIFICATION**

Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England, Bristol
<b>Teaching institution</b>	University of the West of England, Bristol and partner placements (schools, early years settings or other educational establishments)
<b>Delivery Location(s)</b>	Frenchay Campus and partner placements (schools, early years settings or other educational establishments)
<b>Faculty responsible for programme</b>	Social Sciences and Humanities
<b>Modular Scheme title</b>	Education non-modular
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	
<b>Highest award title</b>	<b>PGCE Primary Education (Early Years)</b> with the Professional Graduate Certificate in Education Primary Education (Early Years) as the alternative for students opting not to study at Masters Level (see Professional Graduate Certificate in Education Primary Education (Early Years) Programme Specification))
<b>Default award title</b>	None
<b>Interim award titles</b>	None
<b>UWE progression route</b>	
<b>Mode(s) of delivery</b>	Full Time
<b>Codes</b>	
<b>UCAS code</b>	<b>JACS code</b> X120
<b>ISIS code</b> X23402:X110	<b>HESA code</b> X120
<b>Relevant QAA subject benchmark statements</b>	Education Studies
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	
<b>Valid from (insert date if appropriate)</b>	September 2009
<b>Original Validation Date:</b> September 2007	
<b>Latest Committee Approval...QSC Chair's Action</b>	<b>Date:...</b> 14 July 2009
<b>Version Code</b>	
3	
<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>	

## Section 2: Educational aims of the programme

### The UWE Primary School Teacher

The UWE primary school teacher will be educated as a reflective, creative and playful practitioner equipped with a theorised understanding of practice, able to critically reflect on their own practice, and on research and other evidence. The UWE primary teacher's practice will be underpinned by values that s/he can articulate and for which s/he can provide a rationale.

#### Aims

- To ensure the education and training provided offers a coherent programme of study in the School of Education and in partner institutions.
- To undertake the education and training of the 'UWE primary early years teacher', able to teach the Foundation Stage and Core Curriculum independently, and to teach the Foundation subjects and RE, with advice from an experienced colleague where appropriate.
- To ensure trainees develop an enhanced knowledge at post-graduate level of a subject specialism appropriate to teaching the National Curriculum (including the Foundation Stage) in Maintained Schools, early years settings and other educational establishments to meet the standards necessary for the recommendation of QTS.
- To provide a post-graduate programme that addresses the School of Education's agreed response to the QAA benchmark statements in the subject area of Education Studies, and that has an emphasis on child development, and language development. The programme addresses the agendas set out in government policy, including the expectations in The Common Core of Skills and Knowledge for the Children's Workforce and for the delivery of children's services (Every Child Matters and the Outcomes for Children).
- To provide a fully revised programme which enables trainees to meet the Revised Professional Standards for Teachers in England 2007 and requirements for qualified teacher status, reviewed and in place from September 2007.
- Trainees will engage with the intellectual rigour of a post-graduate award in higher education with a substantial element examined at Masters level and the professional demands set out in the relevant circular from the Secretary of State.
- In order for a recommendation for Qualified Teacher Status to be made, students must achieve a pass in this programme and the QTS Skills Tests.

## Section 3: Learning outcomes of the programme

*The award route provides opportunities for trainees 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:

1. has depth and systematic understanding of knowledge in specialised or applied areas / across areas and can work with theoretical/research-based knowledge at the forefront of their academic discipline  
**(knowledge base)**
2. has an understanding of the current National Curriculum for the age for which they are being trained (including explicitly the Early Years Foundation Stage 0-5) and understands the relevance of the Every Child Matters Agenda and the Common Core of Skills.

#### Teaching/learning methods and strategies:

*Acquisition of 1 is through lectures, seminars and tutorials focussed on the nature of reflective practice in partner placements (schools, early years settings or other educational establishments)*  
*Acquisition of 2 is through School of Education based lectures, seminars and workshop activities, making use of Library resources (to include learned texts and refereed journal articles), the specialist resources of the School of Education, and through work in partnership placements.*  
*Acquisition of 3,5 and 6 is through lectures, seminars and workshops and in particular*

<ol style="list-style-type: none"> <li>3. has a comprehensive understanding of techniques/methodologies applicable to their own work (theory or research-based) <b>(disciplinary methodologies)</b></li> <li>4. has the awareness and ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions <b>(ethical issues)</b></li> <li>5. Understanding of the significance of contextual factors related to their area of study and age specialism</li> <li>6. Understanding the significance of values related to their area of study and age specialism</li> <li>7. Understanding the significance of issues of equity and social justice related to their area of study and age specialism</li> </ol>	<p><i>through the emphasis on values in professional work.</i></p> <p><i>Acquisition of 4 is through practical work in partner placements (schools, early years settings or other educational establishments) and through consideration of statistical, research and inspection evidence</i></p> <p><i>Additional support is provided through the University UWE Online provision, access to electronic journal via the Library website and the Technical support and instruction service</i></p> <p><i>Throughout, the learner is encouraged to undertake independent reading at post-graduate level, and group study, both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</i></p> <p><b>Assessment:</b></p> <p><i>Testing of the knowledge base is through assessed coursework and/or work undertaken under controlled conditions (1-6). In order to meet the University expectations with regard to controlled conditions, it is envisaged that use will be made of work produced by trainees under time constraints or supervised in such a manner as to guarantee that the work is the trainees' own.</i></p> <p><i>The testing of the range of knowledge in outcomes 2-6 is also conducted through assessed periods of work in partner placements (schools, early years settings or other educational establishments).</i></p>
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## B Intellectual Skills

### B Intellectual Skills

1. With critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively (**analysis**)
2. With critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge of processes form the forefront of the discipline/practice (**synthesis**)
3. Has a level of conceptual understanding that will allow him/her critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches (**evaluation**)
4. Can demonstrate initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations (**application**)
5. Able to utilise critical reflection in the learning process

### Teaching/learning methods and strategies

*Intellectual skills are developed through learning and teaching about professional, pedagogical theory and classroom knowledge and research. Practical work in partner placements (schools, early years settings or other educational establishments) provides an important basis for trainees' analysis of and reflection on professional, pedagogical theory and subject knowledge.*

### Assessment

*A variety of assessment methods is employed. Learners are tested through assessed course work including 40 credits at Level M), under controlled conditions, and in partnership through practical work in partner placements (schools, early years settings or other educational establishments).*

## C Subject, Professional and Practical Skills

<p><b>C Subject/Professional/Practical Skills</b></p> <ol style="list-style-type: none"><li>1. Ability to meet the standards for the recommendations for the QTS as set out by the Secretary of State and to show evidence of successful completion of work based placements and other relevant experience.</li><li>2. Has technical expertise, performs smoothly with precision and effectiveness in complex and unpredictable and/or specialised contexts; can adapt skills and design or develop new skills and/or procedures for new situations</li><li>3. To identify relevant theoretical, professional and/or research based sources and use these appropriately in study and/or professional practice</li><li>4. To plan and/or conduct research or enquiry in a systematic way using primary and/or secondary sources</li><li>5. To identify, justify and evaluate changed courses of action as a result of enquiry or study</li><li>6. Able to identify with and work within current statutory frameworks (eg Every Child Matters) and specific agendas for the Children's Workforce (eg Common Core of Skills and Knowledge)</li><li>7. To develop and demonstrate (as appropriate) a critical, reflective and effective orientation to their practices exercise initiative and personal responsibility in professional practice</li></ol>	<p><b>Teaching/learning methods and strategies</b> <i>Professional skills are developed through lectures, seminars and workshops in the School of Education and through sustained periods of practical work in partner placements (schools, early years settings or other educational establishments). Work in schools and the School of Education will be informed by the General Teaching Council (England) Code of Professional Conduct and Practice.</i></p> <p><b>Assessment</b> <i>Skill 1, the ability to meet the requirements of the Secretary of State is central to the programme. It is tested through assessed course work, work under controlled conditions and through practical work in partner placements (schools, early years settings or other educational establishments). The assessment conducted in and with partnership placement institutions is conducted throughout the programme of study. The pass in the final assessment is essential for the award of a PGCE. Only post-graduates who satisfactorily complete this programme of study for a PGCE and who meet other standards for which the University is not responsible for assessment may be recommended for qualified teacher status. Skills 2-6 are tested through assessed course work and work assessed under controlled conditions within School of Education.</i></p>
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## D Transferable Skills and other attributes

<p><b>D Transferable skills and other attributes</b></p> <ol style="list-style-type: none"><li>1. Can work effectively with a group as leader or member. Can clarify tasks and make appropriate use of the capacities of group members. Is able to negotiate and handle conflict with confidence (<b>group working</b>)</li><li>2. Is able to use a full range of learning resources, including ICT (<b>learning resources</b>)</li><li>3. Is reflective on own and others' functioning in order to improve practice (<b>self evaluation</b>)</li><li>4. Can competently undertake research tasks with minimum guidance (<b>management of information</b>)</li><li>5. Is an independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development (<b>autonomy</b>)</li><li>6. Can engage confidently in academic and professional communications with others, reporting on action clearly, autonomously and competently including the capacity to communicate the processes and outcomes of their learning (<b>communications</b>)</li><li>7. Has independent learning ability required for continuing professional study, making professional use of others where appropriate (<b>problem solving</b>)</li><li>8. able to organise and present ideas and information coherently</li></ol>	<p><b>Teaching/learning methods and strategies</b> <i>Skills are taught through lectures seminars and workshops focussing on professional, pedagogical theory and curriculum knowledge. These include the application of ICT in a range of curriculum areas and in practical settings, understanding the roles of colleagues in schools and through the expectation of effective communication with peers.</i></p> <p><b>Assessment</b> <i>Skills 1-8 are tested through assessed course work (including 40 credits at Level M), through work under controlled conditions which is workplace based and related directly to the work they are doing with children and, by virtue of their proximity to the requirements of the Secretary of State, through assessed work in partner institutions. Sustained periods of work in placements give a good indication of trainees' capacity to work effectively as an independent and self-motivated learner although this is formally tested through other assessments. Trainees will be expected to engage at all times in appropriate scholarly behaviour.</i></p>
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**Section 4: Programme structure**

ENTRY  
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Level 1	<b>Compulsory units</b> <ul style="list-style-type: none"> <li>• Nil</li> </ul>	<b>Optional units</b> <ul style="list-style-type: none"> <li>• Nil</li> </ul>	<b>Interim Awards:</b> <ul style="list-style-type: none"> <li>• Credit requirements Not applicable</li> <li>• Other requirements Nil</li> </ul>
	<b>Core units</b> <ul style="list-style-type: none"> <li>• Nil</li> </ul>		
Level 2	<b>Compulsory units</b> <ul style="list-style-type: none"> <li>• Nil</li> </ul>	<b>Optional units</b> <ul style="list-style-type: none"> <li>• Nil</li> </ul>	<b>Interim Awards:</b> <ul style="list-style-type: none"> <li>• Credit requirements Not applicable</li> <li>• Other requirements Nil</li> </ul>
	<b>Core units</b> <ul style="list-style-type: none"> <li>• Nil</li> </ul>		
Level 3	<b>Compulsory units</b> <ul style="list-style-type: none"> <li>• UTXG76-20-3, The Wider Curriculum, including RE (3 – 7)</li> <li>• UTXG74-20-3, Language and Literacy (3 – 7)</li> <li>• UTXG6W-20-3. Enquiry in Science and Mathematics (3 – 7)</li> <li>• UTXG6U-20-3, Professional Practice (3 – 7)</li> </ul>	<b>Optional units</b> <ul style="list-style-type: none"> <li>• Nil</li> </ul>	<b>Prerequisite requirements</b> <ul style="list-style-type: none"> <li>• Minimum credit/unit requirements Nil</li> <li>• other Nil</li> </ul>
	<b>Core units</b> <ul style="list-style-type: none"> <li>• Nil</li> </ul>		
Level M	<b>Compulsory units</b> <ul style="list-style-type: none"> <li>• UTXG6R-20-M, Specialist Studies</li> <li>• UTXG78-20-M, General Professional Studies (3 – 7)</li> </ul>	<b>Optional units</b> <ul style="list-style-type: none"> <li>• Nil</li> </ul>	<b>Prerequisite requirements</b> <ul style="list-style-type: none"> <li>• Minimum credit/unit requirements Nil</li> <li>• other Nil</li> </ul>
	<b>Core units</b> <ul style="list-style-type: none"> <li>• Nil</li> </ul>		<b>Awards:</b> <ul style="list-style-type: none"> <li>• PGCE</li> <li>• Default title Nil</li> </ul> <b>Credit requirements</b> 120 credits of which not less than 80 are at Level 3 or above and not less than 40 are at Level M.

→ CONFERMENT OF AWARD

**An example of a Professional Practice Schedule  
Postgraduate Primary Early Years (3 – 7)**

Award	Professional Practice Code	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July					
	PGP1			5 - 30 [Redacted] 20 days													
	PGP2					14 - [Redacted] 20 days	8										
	PGP3						27 	5 	12 	21- [Redacted]	2 	6-9 [Redacted]	12- [Redacted]	2 - 20 [Redacted]	23-26 [Redacted]	-3 [Redacted]	50 days



## **Section 5: Entry requirements**

Applicants should normally:

- have Grade C or above in GCSE English and maths, or equivalent qualifications;
- have Grade C or above in a GCSE science subject (single or combined), or equivalent;
- have, for postgraduate training, at least a bachelor's degree from a UK higher education (HE) institution or an equivalent qualification relevant to the primary and early years curriculum. If applicants have a foundation degree, they will need to supplement this with at least 60 credits at HE Level 3;
- possess good communication skills - using spoken and written standard English;
- meet the Secretary of State's requirements for physical and mental fitness to teach;
- have a criminal record check done to see if they have a criminal background that might prevent them from working with children or young people;
- undertake a group or individual interview before being admitted for training.

It is expected that applicants will have a minimum of two weeks' recent experience of working in a school, early years setting or other educational establishment prior to interview.

Applicants will identify a subject relevant to the primary and early years curriculum in which they have secure subject knowledge (evidenced by at least advanced level study and preferably a significant part of their degree) as their subject specialism.

There is an important role for colleagues in our partner placement settings in the selection of trainees for this Programme. Candidates are interviewed by a University tutor and a senior colleague from a partner placement setting, and a joint decision is taken as to the suitability of each candidate for teaching and for this Programme.

Applicants will also complete tests of standard written English and basic numeracy.

## **Section 6: Assessment Regulations**

### **Non MAR 3.1**

The assessment regulations for this programme are appended.

## **Section 7: Trainee learning: distinctive features and support**

The programme of study will be taught in partnership with partner placements (schools, early years settings or other educational establishments) in the region. The School of Education has taken the opportunity of revision to enhance the role of all schools in the professional development of trainees. The programme of study has been designed and validated with the participation of partner institutions and the assessment of the training elements of the programme will be conducted in collaboration with them. Thus the revision is accompanied by a substantial transfer of resources to those partner institutions, the further development, with them, of clear and specific guidance to trainees and placement institutions, and the revision of link tutor arrangements made by the School of Education. It is intended that these arrangements will dovetail with the individual training needs arrangements outlined below to provide a coherent programme of study and of professional development for all those associated with the programme.

The trainees' work during placement is central to their addressing the Revised Professional Standards for Teachers in England 2007, expectations in The Common Core of Skills and Knowledge for the Children's Workforce and for the delivery of children's services (Every Child Matters and the Outcomes for Children). The trainees' work in placement also contributes to the development of their understanding of the professional code of the General Teaching Council, relevant subject knowledge and understanding, and with a special emphasis on children's well-being. Thus the focus in the assessments made in placement establishments is on the demonstration of these qualities, values and the Revised Standards in professional practice. The School of Education is committed to providing a range of placements furnishing a diverse experience of teaching and learning contexts.

The programme of study is intended to be responsive to individual training needs and this is offered through a range of strategies. On entry to the programme details are sought of individual creditable experience. Where appropriate this experience will be credited for assessment purposes. The School of Education supports each trainee in the monitoring and auditing, sufficient to teach, their subject

knowledge and develop understanding of the primary curriculum, aims and values, and professional practice. The School of Education will ensure relevant details of trainee profiles are shared with partner placements and that trainees are given guidance with regard to their development of professional standards set out in the Secretary of State's Revised Professional Standards for Teachers in England (2007). It is a characteristic of teaching and learning in the School of Education that the teaching of the unit learning outcomes is responsive to trainee prior learning, understanding and concerns.

Trainees' subject knowledge in mathematics, science, English and ICT is audited prior to, during and towards the end the course of study. Action plans based on the results of these audits are agreed with subject tutors and school professional tutors in partnership placement settings. Audits and action plans are maintained by each trainee in a personal progress and achievement file. At the beginning of the third professional placement, colleagues in partnership settings are informed of the subject knowledge level (mathematics, English and science) of each trainee through the use of a grade awarded: C = satisfactory subject knowledge; B = good subject knowledge; A = very good subject knowledge.

The School of Education decision to educate and train teachers of the Foundation Stage and Key Stage One (Early Years) who are able to teach the Foundation and Primary core curriculum independently and all of the curriculum with advice from an experienced colleague where appropriate, is reflected in the focus of the units. Learning outcomes for units associated with the Foundation Curriculum and EYFS will focus on early years. The units which focus on the core curriculum will raise issues of contemporary pedagogic practice for the age range (e.g. citizenship and PSHE). The units are associated with knowledge and understanding required to teach the following through the Wider Curriculum unit:

- knowledge and understanding of the world, history and geography through units on teaching the humanities;
- physical development and physical education;
- knowledge and understanding of the world, and ICT as a separate subject and a distinct part of a unit;
- creative development, art and design;
- creative development, design and technology;
- creative development, performing arts – music, drama, and dance (as part of the PE area of study);
- knowledge and understanding of the world, RE; and
- citizenship and PSHE.

The General Professional Studies unit for this programme will prioritise issues of social justice, educational achievement, and the classroom management of teaching and learning, making reference as appropriate to the General Teaching Council (England) Code of Professional Conduct and Practice.

The approach to assessment is premised on providing trainees with appropriate opportunities to demonstrate their knowledge, understanding and pedagogical knowledge in action. In the Subject Specialism unit, assessment is intended to allow trainees to demonstrate their developed pedagogical knowledge in relation to understandings derived from their subject study. In Professional Studies the assessments are intended to provide experience of a range of forms of assessment including those that draw on their professional work in placement settings as a controlled condition. Other assessments ensure the work is the trainee's own and allow them to demonstrate their emergent understandings rather than provide a test of memory.

The School of Education enjoys the privilege of a purpose built accommodation on the Frenchay campus that is purpose built to meet the School of Education's teaching and learning requirements. All teaching rooms are well equipped and furnished and allow a diversity of resources for learning to be employed. Specialist accommodation is provided for a range of subject and curriculum specialisms and there are two phase related teaching 'bases' located in the School of Education resource area which also supports the resource needs of trainees on placement. The purpose built accommodation also enjoys a range of ICT suites supported by and located next to the School of Education centre for ICT. UWE Online is open to trainees and provides them with course information and materials, access to library based resources, subject knowledge audits, e-mail communication and other aspects of a virtual learning environment.

The Frenchay campus provides trainees access to the learning support provided centrally by the University. Trainees now have direct access to a broad range of texts of relevance to education and to an extensive journal collection. Trainees are able to make full use of the print and electronic resources

available to them through membership of the University. Trainees will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively, in accordance with the University's Reading Strategy.

The services offered by the Centre for Student Affairs are always responsive to needs of trainee's on placement. Trainees now have direct access to the University Disability Resource Centre and a School of Education Disability Officer. The University Student Handbook provides details of available financial support and of Student Welfare Services. The School of Education provides specific support through its group tutor arrangements, ensuring that one tutor has a regular teaching responsibility with a fixed group of trainees during each academic year. Through these personal tutoring arrangements, it is ensured that each trainee has a personal academic tutor allocated to them for the duration of their course and whom they may use as a first contact for any matter of individual concern. The School of Education Student Adviser, working to the administrative officer for examinations and assessment supports trainees with regard to regulatory matters, welfare matters, and matters related to late work and extenuating circumstances. The University central Careers Service works closely with the School of Education in advising trainees on seeking employment. It also gathers employment statistics on an annual basis. The School of Education works with the service to publicise education specific events to trainees in their training.

## Section 8 Reference points/benchmarks

- Subject benchmarks (QAA Unit):

The programme is explicitly designed to meet the QAA benchmarks for Education Studies as demonstrated in Section 3 of this specification. The programme is compliant with the requirements for Initial Teacher Training and makes explicit reference to the Secretary of State's Revised Professional Standards for Teachers in England (2007)

- SEEC Credit Level Descriptors for Further and Higher Education

- University and School of Education teaching and learning policies:

The programme has been developed in the context of the University policies on teaching and learning and explicitly meets the requirements set out therein. The focus on an approach to pedagogy, underpinned by values and based on evidences is commensurate with the approach to learning and teaching set out in the School of Education Statement of Pedagogic Principle.

- Staff research projects:

The expectations for the award of a qualification in the QAA Education Studies area, the Secretary of State's Revised Professional Standards for Teachers in England (2007), expectations in The Common Core of Skills and Knowledge for the Children's Workforce and for the delivery of children's services (Every Child Matters and the Outcomes for Children) have all been central to the development of this programme specification. Staff research interests do, however, inform learning and teaching and syllabus content. The School of Education is an Economic and Social Research Council (ESRC) approved centre and programme tutors are involved in research related to both substantive and methodological fields. Some examples of which include:

- gender studies and in particular male primary teachers and the education of boys;
- citizenship and education for democracy;
- teaching and learning using connectionist theories and principles;
- the educational use of ICT;
- classroom discourse and pedagogy including moral and spiritual education;
- international dimensions to teaching and teacher education;
- school inspection;
- inclusion and Special Educational Needs
- Mentoring and Coaching
- Intercultural communication
- Primary Policy Initiatives

- Employer interaction/feedback:

Learning and teaching in Initial Teacher Education is carried out in UWE partnership with Primary School, Early Years Settings and other Educational Establishments in the region. Thus regular interaction with employers occurs at Programme management level, through regular training visits to schools in which trainees are placed and through their involvement in the design and validation of programmes. Their feedback on trainees in schools indicates that trainees are well prepared for the experience and show good standards in professional practice in placements. The School of Education makes arrangements for the moderation of these grades. Colleagues from institutions in the UWE partnership are involved in the design, validation and tutoring of programmes and in the assessment of trainees. Feedback from establishments in the UWE partnership informed the School of Education decision to maintain the education and training of teachers able to teach the Foundation Stage and Core Curriculum independently and the remainder of the curriculum with advice of more experienced colleagues where appropriate. The statistical data regarding Newly Qualified Teachers in schools is heartening and the high levels of trainee feedback on their employment indicates over 90% of those qualifying for the award of a PGCE are subsequently employed as teachers.

Other UWE Bristol policies for example the Racial Equality Action Plan (REAP) and the implications of the Disability Discrimination Act (1995) and the Special Education Needs and Disability Act (2001) are taken into account through the design of this programme and may serve to encourage a wide range of trainees to apply for inclusion on the programme.



University of the  
West of England

**Assessment regulations (non MAR)**

**Postgraduate Certificate in Education**

**Approved by Academic Board 26 September 2007**  
(variant approved by Vice-Chancellor 15<sup>th</sup> July 2008)

**Version 2**  
**15 July 2008**

**List of changes made:**

<b>Version</b>	<b>Change</b>	<b>Date Approved/Approving Authority</b>
2	Addition of paragraph 4.3.12	15 <sup>th</sup> July 2008/Vice Chancellor



University of the  
West of England

## Assessment regulations (non MAR)

### Postgraduate Certificate in Education

#### RATIONALE

The Postgraduate Certificate in Education is an award reserved for those who have followed a programme of study that is associated with a recommendation for the award of Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills Status (QTLS). With effect from September 2007 it will require the achievement of at least 40 credits at level M. The award of Professional Graduate Certificate in Education is an alternative award for those candidates who are unable to achieve sufficient credit at level M but are able to meet the standards required for the recommendation for QTS or QTLS.

#### 1. DEFINITIONS

- 1.1. Within these regulations a **unit** is a non-MAR, discrete unit of study leading to 10, 15, 20, 30, 40, 50 or 60 credits at a specified level as defined within the Academic Regulations of the University.
- 1.2. The **unit specification** is the definitive record of the unit.
- 1.3. Within these regulations an **attempt** at a unit includes two assessment opportunities, one of which is a referral opportunity. Only one attempt is allowed at a unit.
- 1.4. A **referral** is an opportunity to be reassessed within an attempt.

#### 2. ETHICS AND CONFIDENTIALITY

- 2.1. In all work on this award, it is important that students are guided by the professional code of the appropriate professional body for the programme. In relation to submitting written work for assessment, it is important that the text does not break the ethic of trust or compromise any colleague, learner or participant in research or enquiry. Institutions referred to will usually be anonymised (except in the case of record keeping documents), as individuals should be.

#### 3. ASSESSMENT REGULATIONS

##### 3.1. General

- 3.1.1. Each unit shall be assessed as a separate entity and successful completion shall qualify the student for credit towards the award.
- 3.1.2. The form of reassessment in each unit is included in the unit specification.
- 3.1.3. Within each unit students are allowed two assessment opportunities, as defined in paragraph 1.3. There is one exception to this where the unit includes the assessment of teaching, where referral is not an automatic right and is subject to the decision of the Award Board.
- 3.1.4. A unit is made up of components of assessment. A unit may have one or two components of assessment.
- 3.1.5. Decisions as to whether a student has successfully completed a unit or units and on eligibility for the award will be made by an Examining Board which has oversight of the whole programme and of each student's profile of performance

- 3.1.6 A student who does not submit a component of assessment by the designated deadline shall normally be deemed to have failed that component and receive a fail grade in that component. Extensions to deadlines for individual students may not be granted under any circumstances. Where a student is of the opinion that his or her failure to meet the deadline for that component of assessment has been caused by illness, disability or personal problems, the student may request that the work be marked and counted for assessment purposes in accordance with University Academic Procedure E4c.
- 3.1.7 The Programme Advisory Committee shall ensure that the general pattern of submission of assessments is established. The Programme Leader shall publish detailed arrangements and submission dates at the start of each year.
- 3.1.8 The normal minimum period of registration for a Postgraduate Certificate in Education award is 38 weeks for an award in primary education and 36 weeks for an award based in secondary education and post compulsory education and training.
- 3.1.9 Subject to the requirements of these regulations a student may choose, by application in writing, to transfer to the Professional Certificate in Education no later than 40 days following enrolment, or as stipulated in paragraph 3.4.3 or 3.4.5 in these regulations. Such a decision shall be irrevocable.

## **3.2. Marking Scheme**

- 3.2.1. All components of assessment are marked on a pass/fail grading against set criteria which are included on the unit specifications.
- 3.2.2. The course team will moderate all assessed work in accordance with the faculty assessment policy.
- 3.2.3. University tutors and curriculum mentors from partnership institutions will assess the professional practice components of assessment and may be involved in such other elements of assessment as the Faculty specifies for the award.

## **3.3 Award requirements**

- 3.3.1 In order to be eligible for the award of Postgraduate Certificate in Education the student must achieve 120 credits through completion of the units identified in the programme specification.
- 3.3.2 There are no intermediate awards for which a student could be eligible.
- 3.3.3 A pass in all assessments for all units of this programme and a confirmation of a pass in such tests as required by the Secretary of State's Standards for Qualified Teacher Status (2007) which are essential for a recommendation for the Award of QTS. For QTLS the equivalent national requirements must be met.

## **3.4 Assessment of units that do not include assessment of practice teaching**

- 3.4.1 In order to pass a unit, a student must achieve a pass in all components of assessment.
- 3.4.2 A student who fails the first assessment opportunity in a unit has a right to a referral in such components of assessment as he or she has failed. A failure to undertake a referral normally constitutes failure in that referral.
- 3.4.3 A student whose work is not recommended for a pass in the first assessment opportunity for a Level M Unit of Study will receive counselling from their tutor and no later than 6 university working weeks after submission of the original work, and will normally decide either to
- a. resubmit the assessed work against a second assessment opportunity, or



- b. cease her/his registration on the Postgraduate Certificate in Education and her/his enrolment on the Level M Units of Study and transfer her/his registration to the Professional Graduate Certificate in Education. In this case, the decision will be irrevocable
- 3.4.4 A student whose work is recommended to fail a unit of assessment other than a professional placement unit, may, with the consent of the Chair of the Examining Board and a relevant External Examiner, be given the opportunity to revise and resubmit the assessment by a date determined by the Chair of the Examining Board. Any student taking advantage of this procedure shall forfeit the right to referral denoted above, and waive their right of appeal for this assessment.
- 3.4.5 A student whose work is not recommended for a pass in the second assessment opportunity of Level M Unit of study will be counselled by their tutor and based on the outcomes of this discussion will normally be required to cease her/his registration on the Postgraduate Certificate in Education and her/his enrolment on the Level M Units of Study and transfer her/his registration to the Professional Graduate Certificate in Education.
- 3.4.6 If a student fails a unit after the second opportunity, other than noted in paragraph 3.4.5 above, then the student will be deemed to have failed to meet the requirements of the award and will be required to withdraw.
- 3.4.7 Where a referral is permitted, the Programme Leader must ensure that it is undertaken by a date consistent with the Programme requirements. The Examining Board may specify when the reassessment is to take place.
- 3.4.8 Units that do not involve a professional placement in schools or colleges will be treated as the equivalent of modules under MAR 3.1 paragraph 2.2.5 for the purposes of latest enrolment date and MAR 3.1 paragraph 2.2.6 for the purposes of latest withdrawal date.
- 3.5 Assessment of a unit that includes the assessment of practice teaching**
- 3.5.1 In order to pass a unit, a student must achieve a pass in all components of assessment.
- 3.5.2 At the discretion of the Examining Board, a student who fails a unit which includes the assessment of the practice of teaching on the first assessment opportunity may be:
- 3.5.2.1 permitted to retake the failed component(s) once only, subject to the availability of a suitable placement; or
  - 3.5.2.2 required to withdraw from the programme on professional or safety grounds.
- 3.5.3 A student who fails a unit that includes the assessment of practice teaching on the second assessment opportunity within an attempt will be deemed to have failed to meet the requirements of the award and will be required to withdraw from the award.
- 3.5.4 A student who is required by either the partner institution or the university to withdraw from a placement on the grounds of unprofessional conduct will be deemed to have failed to complete the relevant unit. Subject to the University's procedures under Academic Regulations such a student may be required to withdraw from the programme. Where a student is required to withdraw under this regulation the University may require them to suspend their studies for the remainder of the academic year.
- 3.5.5 A student who, without the agreement of the University, withdraws from a placement will be deemed to have failed the relevant unit and, at the discretion of

the Chair of the Examining Board may be required to withdraw from the programme. Where a student is required to withdraw under this regulation the University may require them to suspend their studies for the remainder of the academic year.

#### 4. EXAMINING BOARD

4.1. There shall be an Examining Board responsible for determining success in units and recommending the award of the qualification available within the programme.

4.2 Composition

- 1 Head of the School of Education or nominee (Chair)
- 2 Scheme Director (or nominee)
- 3 Head of Relevant Department
- 4 External Examiners for the programme
- 5 Programme Leader
- 6 Representatives of Partner Training Providers
- 7 University Unit Tutors/Group Tutors for each subject area
- 8 One representative of the partner institutions

4.3 Terms of Reference

The examining board shall be responsible for determining:

- 4.3.1 that assignments contributing to assessment are properly scrutinised and marked;
- 4.3.2 that all assessments are properly conducted;
- 4.3.3 the effects, if any, of circumstances related to the delivery or assessment of a unit or subject adversely affecting the performance of a whole cohort or a particular sub-group of students in an assessment or the unit/subject as a whole;
- 4.3.4 the mark of other outcome achieved by a student in respect of an assessment or re-assessment of his or her performance in each unit or subject and on the award as a whole;
- 4.3.5 whether a student has complied with the requirements to progress to further study on an award or to receive an award;
- 4.3.6 the recommendation for a particular award and, if appropriate, the differential level of award to be made to the student, having regard to the student's overall profile of assessment under the regulations for the programme, and subject to such limitations as are set out in the University's Ordinances, Academic Regulations and Academic Procedures;
- 4.3.7 the award of credit to a student in respect of his or her performance in a unit or subject in accordance with the Academic Regulations;
- 4.3.8 the satisfaction of any requirements of a professional body for recognition of the award in so far as may be delegated by the professional body;
- 4.3.9 the effect of any extenuating circumstances affecting the performance of a student in relation to an award or progression within an award;
- 4.3.10 the action to be taken in relation to the determination of the outcome of the assessment of units or subjects and of the award, in accordance with the Academic Regulations and Academic Procedures, in respect of a student who has committed an assessment offence;
- 4.3.11 any relevant matters arising from the work of the board which the board wishes to draw to the attention of the appropriate award management committee.
- 4.3.12 The Examining Board shall have the authority to delegate responsibility to the Chair of the Examining Board for approving credit and awards, in consultation with the Chief External Examiner, to allow recommendations to be

made for Qualified Teacher Status (QTS) to the General Training Council (GTC) when necessary and in the case of named referred students only

**5. RESPONSIBILITIES OF THE EXTERNAL EXAMINER(S)**

5.1. As required under UWE Regulations.

**6. EXTENUATING CIRCUMSTANCES**

6.1. A student who is of the opinion that his or her performance in the assessment of a unit, or his or her inability to undertake an assessment has been adversely affected by illness, personal problems, disability or other circumstances may refer those circumstances to the examining board in accordance with the University's Academic Procedures E9a.

6.2. An award board shall only permit students a further assessment opportunity at unit in exceptional circumstances where it has accepted their extenuating circumstances already submitted in relation to a previous opportunity where that unit was not passed

**7. ASSESSMENT OFFENCES**

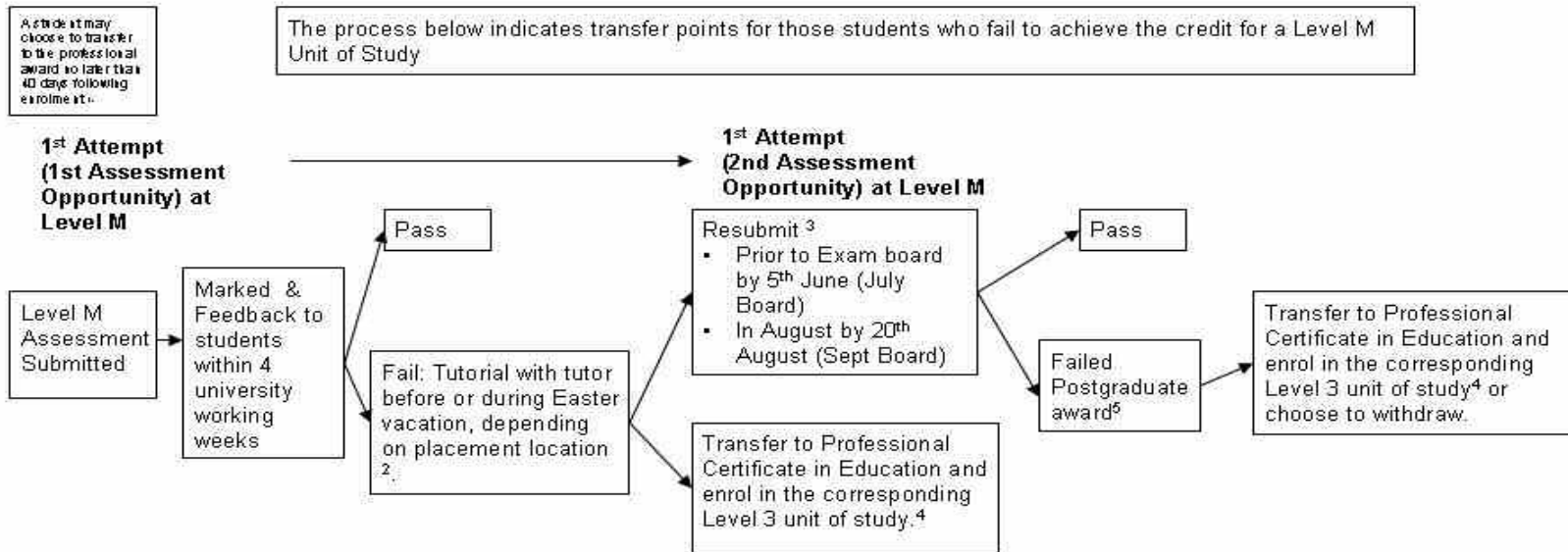
7.1. The University procedures for dealing with allegations of assessment offences are laid out in the University Regulations.

**8. APPEALS**

An application for review of an Examining Board decision may only be made in accordance with the University of the West of England Academic Regulation E13. Further information on procedures for appeals are in the University Regulations.

**Route through for a student attempting Level M units on PGCE Primary Education and PGCE Primary Early Years Education Programmes – an indicative flowchart 2007-2008 Academic Year**

**Applies to either of the two Level M Non-modular Units of Assessment**



<sup>1</sup> PGCE Regulation 3.1.9

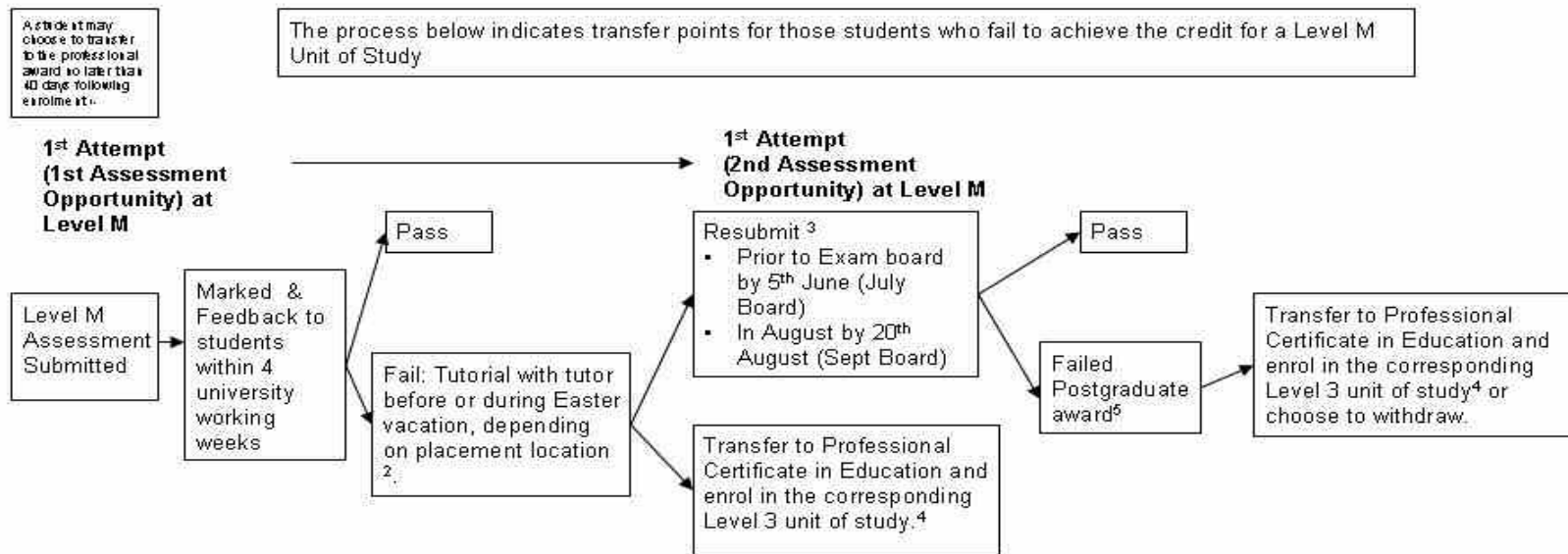
<sup>2</sup> Following consultation with a tutor, student has 7 days to decide course of action. Students who choose to move to 2<sup>nd</sup> assessment opportunity at unit will be advised of the academic implications, financial and delays to career starts of choosing this course of action. PGCE Regulation 3.4.3

<sup>3</sup> PGCE Regulation 3.4.3a and 3.4.4

<sup>4</sup> PGCE Regulation 3.4.3b

<sup>5</sup> PGCE Regulation 3.4.5 and 3.4.6

**Route through for a student attempting Level M units on PGCE Secondary Education Programmes – an indicative flowchart 2007-2008 Academic Year**



<sup>1</sup> PGCE Regulation 3.1.9

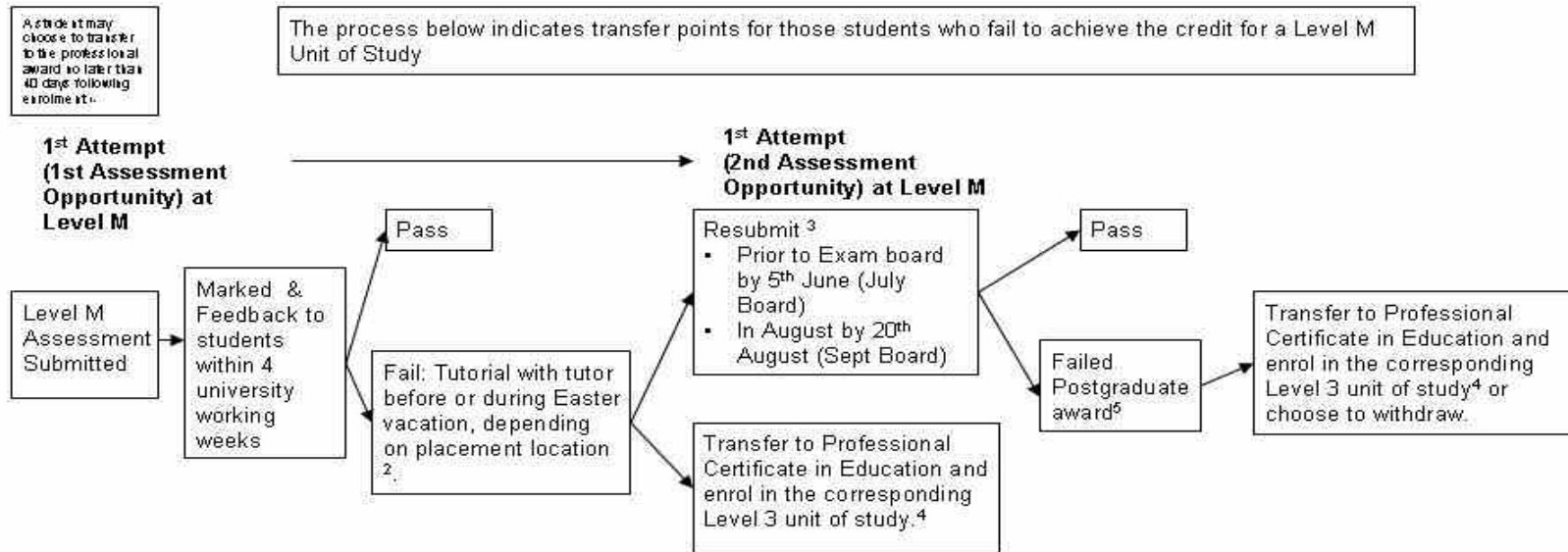
<sup>2</sup> Following consultation with a tutor, student has 7 days to decide course of action. Students who choose to move to 2<sup>nd</sup> assessment opportunity at unit will be advised of the academic implications, financial and delays to career starts of choosing this course of action. PGCE Regulation 3.4.3.

<sup>3</sup> PGCE Regulation 3.4.3a and 3.4.4

<sup>4</sup> PGCE Regulation 3.4.3b

<sup>5</sup> PGCE Regulation 3.4.5 and 3.4.6

**Route through for a student attempting Level M units on PGCE Post-Compulsory Education and Training Programmes – an indicative flowchart 2007-2008 Academic Year**



<sup>1</sup> PGCE Regulation 3.1.9

<sup>2</sup> Following consultation with a tutor, student has 7 days to decide course of action. Students who choose to move to 2<sup>nd</sup> assessment opportunity at unit will be advised of the academic implications, financial and delays to career starts of choosing this course of action. PGCE Regulation 3.4.3.

<sup>3</sup> PGCE Regulation 3.4.3a and 3.4.4

<sup>4</sup> PGCE Regulation 3.4.3b

<sup>5</sup> PGCE Regulation 3.4.5 and 3.4.6

