



PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England and partner institutions (early years settings, schools and other relevant educational establishments). Cabot Learning Federation
Delivery Location	Frenchay Campus and other partner institutions (early years settings, schools and other relevant educational establishments). Cabot Learning Federation
Faculty responsible for programme	ACE
Department responsible for programme	Education and Childhood
Modular Scheme Title	Education Non-modular
Professional Statutory or Regulatory Body Links <i>Name of PSRB</i> <i>Type of approval</i> Dates	The Office for Standards in Education (Ofsted) The National College for Teaching and Leadership (NCTL)
Highest Award Title	Postgraduate Certificate in Education Primary Early Years Initial Teacher Education
Default Award Title	Professional Graduate Certificate Primary Early Years Initial Teacher Education
Interim Award Titles	None
UWE Progression Route	MA Education
Mode(s) of Delivery	Full time
Codes	UCAS: ISIS2:X110 JACS: X120 HESA: X120
Relevant QAA Subject Benchmark Statements	Education Studies Early Childhood Studies
CAP Approval Date	31/05/2017
Valid from Date	September 2012
Valid until Date	September 2018
Version	2

Part 2: Educational Aims of the Programme

This full-time Postgraduate Certificate of Education (PGCE) programme is designed to provide trainees with the opportunities to meet the relevant Teachers' Standards at a level consistent with what could be reasonably expected of a trainee teacher by the point of recommendation for the award of Qualified Teacher Status (QTS). The programme is designed to be delivered in such a way as to meet the relevant statutory requirements for Initial Teacher Training (ITT). The programme is delivered in partnership between the University and a range of educational institutions and professional settings; these include early years settings, schools and academies serving diverse groups of children.

The programme is underpinned by a commitment to training outstanding and transformational teachers, who will develop advanced knowledge, understanding and professional skills, and who will have the potential to make a significant difference to the life chances of children. Such extended professionals will be able to use reflection and critical analysis to develop their specialist practice, think critically about and theorise their own practice in the context of the professional Teachers' Standards, and engage with a wide range of educational literature, research and other evidence to inform their practice and have notable impact on the quality of learning. They will have high personal and professional aspirations and consistently strive for continuous improvement. They will set high expectations which inspire, motivate and challenge all learners, whilst reducing barriers to learning and promoting good progress and outcomes and a love of learning. Trainee teachers completing the programme will recognise that effective teaching is a complex craft that requires ongoing reflection, enquiry, evaluation and re-conceptualisation.

The programme aims to develop teachers who consistently demonstrate high levels of confidence and competence in relation to meeting the standards of personal and professional conduct expected of teachers throughout their teaching careers. It will develop teachers who demonstrate a clear understanding of and commitment to safeguarding children's well-being in accordance with statutory requirements, and to promoting the spiritual, moral, cultural, mental and physical development of pupils, including promoting fundamental British values. Trainee teachers completing the programme will proactively seek opportunities to develop understanding about equality and diversity and promote tolerance and respect for the rights of others.

STUDENT AND ACADEMIC SERVICES

Part 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:	
Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
<p>A Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Display a deep and systematic knowledge and thorough understanding of the role of an Early Years classroom teacher. 2. Demonstrate secure subject knowledge for teaching and of the national curriculum requirements and/or other specifications appropriate to the age/phase and ability of those they are trained to teach. 3. Have a comprehensive and critical understanding of the significance and implications of the complex contextual factors relating to their training and practice. 4. Understand and demonstrate the values consistent with high standards of personal and professional behaviour. 5. Demonstrate knowledge and understanding of a range of strategies for teaching; learning; assessing; monitoring children's progress; and managing and fostering desirable behaviours. 6. Understand and demonstrate secure knowledge of the physical, social and intellectual development of children and how that can impact on children's learning at different stages of their education. 7. Know how to adapt teaching to meet the strengths and needs of all children. 8. Know and understand the roles of colleagues with specific responsibilities 	<p>Teaching/learning methods and strategies:</p> <p>These include lectures, seminars, seminar/group discussions, directed and personal study, e-learning and innovative use of digital technologies and social media to connect trainees to peer and professional communities of practice and discussion, peer assisted learning, enquiry tasks, mentor and tutor feedback and guidance, directed reading, on-line materials and progress reviews. Opportunities are given to reflect on practice in teaching experiences, with the associated setting of targets to improve that practice.</p> <p>The relevant professional Teachers' Standards are used to structure the programme; which, along with statutory requirements for personal and professional conduct, provide the framework for the planning, delivery and assessment of the programme.</p> <p>The programme of taught sessions is founded on the expectation that trainees engage with an appropriate range of indicative literature in a range of modes from hard copy to e-books and that they develop active reading strategies. There is an expectation that directed study tasks supported by formative assessment and target setting support the development of knowledge, skills and understanding.</p> <p>The UWE programme is delivered in partnership with practitioners who introduce trainees to a wide range of pedagogical approaches and explore the relationship between theory and practice in classrooms and a range of other teaching and learning contexts.</p> <p>Assessment:</p> <p>Assessment of trainees' knowledge, skills and understanding is continuous throughout the programme.</p>

STUDENT AND ACADEMIC SERVICES

Part 3: Learning Outcomes of the Programme	
<p>and how and when to draw on specialist support.</p> <p>9. Know how to promote high standards of literacy, oracy and numeracy; understand strategies for the teaching of early reading, including the use of systematic synthetic phonics, and the teaching of early mathematics.</p>	<p>Informal and formative assessment feedback is provided using tools such as audits, file reviews, tutorials, placement reports and professional portfolio; formal assessment opportunities include written assignments, presentations, and moderated monitoring of achievement against the Teachers' Standards.</p>
B Intellectual Skills	
<p>B Intellectual Skills</p> <ol style="list-style-type: none"> 1. Demonstrate and promote the value of scholarship. 2. Analyse and think critically about existing knowledge frameworks and concepts, generating new concepts and approaches. 3. Engage in self-critical reflection on own learning leading to purposeful target setting. 4. Critically reflect on, analyse and evaluate practice in classrooms/early years settings. 5. Adopt an ethical stance in relation to justifying and evaluating practice. 6. Develop informed lines of argument drawing on different perspectives and contexts, synthesising ideas or information in innovative ways. 7. Interrogate a wide range of relevant research and literature in a range of modes. 8. Demonstrate an innovative and creative approach to learning; evaluate and justify approaches to curriculum design and teaching strategies. 	<p>Teaching/learning methods and strategies:</p> <p>Intellectual skills are developed through the full range of teaching and learning methods and strategies outlined above.</p> <p>Opportunities to apply intellectual skills are provided through taught sessions, workshops, directed study, personal study, observation of teaching and learning in classrooms/early years settings, practical teaching experiences and through small-scale enquiry.</p> <p>Seminars are used to develop paired and group work and include presentations and discussions requiring the exploration and synthesis of ideas and research on given topics through coherent argument and exploration of values.</p> <p>Assessment:</p> <p>Intellectual skills are assessed throughout the programme through the approaches outlined above. In particular, evidence is sought through written assignments, oral presentations and contributions to seminars and personal tutorials.</p>

STUDENT AND ACADEMIC SERVICES

Part 3: Learning Outcomes of the Programme	
C Subject, Professional and Practical Skills	
<p>C Subject, Professional and Practical Skills</p> <ol style="list-style-type: none"> 1. Demonstrate through a range of professional evidence that the relevant Teachers' Standards have been met at a level appropriate for a teacher at the point of recommendation for the award of Qualified Teacher Status, through successful completion of teaching practice in educational settings. 2. Apply secure knowledge of relevant subject and curriculum areas and relevant pedagogy in order to be an effective Early Years classroom teacher in practice. 3. Plan, teach and resource well-structured sessions and reflect systematically on the effectiveness of sessions and pedagogical approaches with a view to improving teaching and learning. 4. Demonstrate an awareness of the physical, social and intellectual development and needs or disabilities of children and how that can impact on children's learning at different stages of their education. 5. Take practical account of diversity and promote equality and inclusion in teaching. 6. Adapt teaching or provision to meet the strengths and needs of all children. 7. Manage and foster desirable behaviour effectively and facilitate purposeful and safe learning environments. 8. Use formative and summative assessment including the use of data to secure pupils' progress and to plan further teaching and provision. 9. Demonstrate secure understanding of how to teach and assess early reading, 	<p>Teaching/learning methods and strategies:</p> <p>Subject, professional and practical knowledge, skills and understanding are developed through the range of teaching and learning methods and strategies outlined above.</p> <p>Opportunities to develop knowledge, skills and understanding are provided within the university through lectures, seminars, subject workshops, cross curriculum activities, peer led sessions; and in practice during professional placement experiences through planning, teaching, assessing learners, personal subject knowledge action planning, mentoring, self-evaluation and structured reflection on practice in classrooms and a range of other teaching and learning contexts.</p> <p>Assessment:</p> <p>Subject, professional and practical knowledge, skills and understanding are assessed throughout the programme using the various methods outlined above.</p> <p>In particular the placement-based assessment uses evidence of trainees' progress towards meeting the relevant professional Teachers' Standards.</p>

STUDENT AND ACADEMIC SERVICES

Part 3: Learning Outcomes of the Programme	
<p>including the use of systematic synthetic phonics, and early mathematics.</p> <p>10. Identify and work within relevant current statutory frameworks and specific agendas.</p> <p>11. Take responsibility for improving teaching through appropriate professional development including the use of research and professional sources in multiple contexts.</p> <p>12. Independently design and undertake professionally grounded research or enquiry in a systematic, rigorous and ethical manner, using primary and secondary sources, advanced skills and appropriate methodological approaches.</p> <p>13. Demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour.</p>	
D Transferable Skills and other attributes	
<p>D Transferable Skills and other attributes</p> <p>1. Critically analyse, synthesise and transform information, concepts and practice, through critical reflection, enquiry, evaluation and re-conceptualisation.</p> <p>2. Organise and present ideas in a coherent, creative and innovative way.</p> <p>3. Engage confidently in academic and professional communication, including with colleagues, children, parents and carers, and other professionals working with children, making appropriate use of the capacities of colleagues.</p> <p>4. Take autonomous responsibility for continuously evaluating and improving practice through appropriate professional development and by responding to advice and feedback.</p>	<p>Teaching/learning methods and strategies:</p> <p>Transferable skills are developed through the range of teaching and learning methods and strategies outlined above.</p> <p>In particular these skills are developed by drawing on the prior work and life experiences of trainees, including school based observation and vocational work. Trainees are expected to work in subject/phase specific and cross subject/phase groups undertaking seminar, cross curriculum activities, group projects and presentations. Presentation skills are developed both in the university and in placement settings.</p> <p>Other transferable skills and attributes are developed through experience in multiple and complex, specialised contexts. For example, observational skills are developed and enhanced through experiences in schools/professional settings; and the use of assessment data to inform planning and teaching is a key skill developed in context.</p>


STUDENT AND ACADEMIC SERVICES

Part 3: Learning Outcomes of the Programme	
<p>5. Make effective use of ICT in personal study, planning for teaching and in practice in classrooms/settings.</p> <p>6. Demonstrate an understanding of and take responsibility for promoting high standards of literacy and numeracy in personal and professional contexts.</p> <p>7. Work effectively as an independent, self-motivated and self-critical learner.</p> <p>8. Demonstrate a commitment to collaborative and cooperative working and joint practice development in a range of educational and other settings.</p> <p>9. Create effective professional working relationships with colleagues; support and be proactive in leadership.</p> <p>10. Incorporate a critical and ethical dimension to practice.</p>	<p>Trainees are expected to build upon high levels of ICT skills, including the use of digital technologies and social media for linking University and other learning contexts. Trainees are required to use ICT in directed and personal study, in informal and formal presentations, for professional development and as part of their teaching.</p> <p>The programme has a strong emphasis on trainees engaging in reflection and evaluation followed by target setting and tracking. This is supported by the use of the Virtual Learning Environment and an active reading and research strategy to promote independence and motivation.</p> <hr/> <p>Assessment:</p> <p>Transferable skills are assessed throughout the programme using the various methods outlined above. In particular they are assessed through trainees' developing professional competence and the ability to work as a professional colleague in professional settings; and through assessment against the relevant professional Teachers' Standards.</p>

STUDENT AND ACADEMIC SERVICES

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including: level and credit requirements; compulsory and optional modules.

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
 Postgraduate Level 1 Year	<p>All students must complete four concurrent compulsory 30 credit modules:</p> <p>UTLGS7-30-3 Professional Development in Early Years Initial Teacher Education</p> <p>UTXGRB-30-3 Professional Practice in Early Years Initial Teacher Education</p> <p>UTLN7M-30-M Core Knowledge Teaching in Initial Early Years Education</p> <p>UTXGRD-30-M Classroom-based Enquiry: Early Years Education</p>	None	None

GRADUATION

Part 5: Entry Requirements

Entrance to the PGCE programme is determined by a rigorous selection process that ensures successful candidates have excellent subject knowledge and aptitude for teaching.

Requirements:

- A good Honours degree (usually minimum 2:1) from a recognised UK Higher Education Institution or equivalent from a recognised overseas institution.
- A standard equivalent to at least a Grade C at GCSE level in English, Mathematics and a Science subject, and can communicate clearly and accurately in standard English.
- A high standard of skills in literacy and numeracy demonstrated through passing the nationally required ITT entry tests in literacy and numeracy.
- Suitable personal attributes, attitudes and values for teaching; and appropriate intellectual and academic capabilities to meet the requirements of the professional Teachers' Standards. This is assessed through interview as part of the selection procedure.
- Meet requirements for health and physical and mental fitness to teach.
- Successfully demonstrate suitability to work with children having been subject to a Disclosure and Barring Service (DBS) check and/or other appropriate background check, confirmed by the University.

The Department of Education and the University deploy multiple strategies to support widening participation and to enable access to programmes for all applicants who meet the entry requirements.

STUDENT AND ACADEMIC SERVICES

Part 6: Assessment

Approved variant to University Academic Regulations and Procedures.

The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University and relevant professional bodies.

A variety of assessment types and methods will be utilised throughout the programme and a variety of forms of feedback, incorporating formative and summative perspectives on academic and professional development.

Further details of the University requirements for Assessment and Assessment Feedback can be found in the Academic Regulations. Assessment criteria for each module will be drawn from the Department of Education Assessment Policy's Generic Assessment Criteria (Levels 3/M), (Appendix 1).

Assessment Map

The programme encompasses a range of assessment methods including presentations, written assignments and the collection of professional evidence through portfolios. These are detailed in the following assessment map:

Assessment Map for PGCE Early Years ITE		Type of Assessment				
		Evidencing practical teaching skills	Written assignment	In-class presentation	Evaluative report on small-scale classroom-based enquiry	Written reflection
Core Knowledge Teaching in Early Years Education	Module No UTLN7M-30-M		B P/F	A P/F		
Professional Practice in Primary Early Years Initial Teacher Education	Module No UTXGRB-30-3	A P/F				
Professional Development in Primary Early Years Initial Teacher Education	Module No UTLGS7-30-3		B P/F	A P/F		
Classroom-based Enquiry: Early Years Education	Module No UTXGRD-30-M			A P/F	B P/F	

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

The programme is designed, delivered and quality assured through a partnership between the University and a wide partnership of schools and educational settings, conceptualised as joint practice development.

Part 7: Student Learning

The Early Years ITE programme provides opportunities for trainees to develop a specialism

The programme is designed to induct trainees into a robust culture of deep professional learning and a journey of continuous improvement from initial teacher training into early career development and ongoing career-long professional development.

The programme of study is responsive to individual training needs achieved through a range of strategies, commencing pre-entry. These involve comprehensive auditing of subject knowledge and experience of observation, teaching and working with young people in educational settings, contributing evidence that demonstrates progress and achievement in relation to the professional Teachers' Standards. During the programme, trainees are supported by a University tutors with responsibility for reviewing and monitoring progress via individual tutorials at formal review points. During placement experience, trainees are also supported by a school-based mentor and class teachers, responsible for practice-based learning, teaching and complementary training opportunities to ensure that professional development is targeted towards trainees meeting the Teachers' Standards.

The UWE Health and Safety Standards were considered in designing the content of this programme and all relevant standards will be considered, specifically in relation to risk assessment for placements and work-related learning experiences.

Description of Distinctive Features and Support

The Early Years PGCE programme offers distinctive initial teacher training through its commitment to supporting trainees' professional development as teachers, through their initial teacher education and into their newly qualified teaching year, during their early and continuing career development as career-long learners. This is achieved through a high level of individual support from personal academic tutors and through the deep and extended partnership relationships that underpin the provision. UWE Early Years tutors are actively involved in local and regional educational communities of practice. The new programme places further emphasis on the induction of trainees into a culture of research and professional development.

The programme encourages critical thinking and dialogue about national initiatives and priorities, curriculum and pedagogy, research and practice, achieved through:

- ◆ Discrete teaching of subject and pedagogy;
- ◆ Teaching explicitly relating to the development of professional knowledge and skills;
- ◆ Integrated curriculum and project-based activities;
- ◆ Rigorous tutoring, reviewing and target setting.

The programme learning opportunities include substantial collaborative opportunities for peer-led teaching and peer-to-peer learning, through which trainees share subject knowledge and gain teaching practice. Another distinctive feature of the programme commended by Ofsted (2011) is the approach to embedding innovative cross-curricular activities involving young people from partnership settings.

Part 8: Reference Points and Benchmarks

Description of how the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements

The programme is informed by the QAA (2007) benchmarks for Education Studies as demonstrated in the Learning Outcomes in Section 3 of this specification.

SEEC credit level descriptors

The SEEC level descriptors (2010) for HE Level M and Level 3 have been used to inform the programme and module level learning outcomes.

Professional benchmarks

The programme is compliant with the requirements for Initial Teacher Training and makes explicit reference to the professional Teachers' Standards (current version new and valid from September 2012).

The programme is informed with reference to the personal and professional conduct requirements of the professional Teachers' Standards.

University strategies and policies

A wide range of University policies have informed the programme specification and design, including:

- a) UWE ITE Strategy (2012)
- b) UWE Charter (commitment to outstanding student experience)
- c) UWE Learning, teaching and assessment strategy
- d) UWE E-learning policy (under development: new Technology Enhanced Learning policy)
- e) UWE Professional suitability policy and procedure (2012) (and Equality Act 2010)
- f) UWE Safe-guarding policy
- g) UWE Employability strategy
- h) UWE Health and Safety Standards policy

Staff research interests/projects

Staff teaching on the PGCE Programmes are engaged in research and knowledge exchange which informs the programme content and delivery, including:

- Young Children Learning Rights: observing the implementation of UNICEF's Rights Respecting Schools Award in 2 Bristol early years settings
- Human Learning in a Social Context
- The development of subjects within the primary curriculum; social construction of knowledge
- Primary education: learning, teaching and curriculum development
- History of education; growth of national education system; international comparisons in history of pedagogy
- Enhanced and strategic partnership relationships between Universities and schools
- Developing models of ITT partnership, including Teaching Schools
- The impact of ITT on raising achievement in schools
- School improvement in schools in challenge and academies
- Community engagement of specialist schools and academies
- Widening participation and raising achievement in disadvantaged contexts
- Student voice and student participation
- Personalisation
- Approaches to citizenship and young people's active participation
- Teaching sensitive and controversial issues
- Textbook research, in particular representation of minority groups
- Children's multilingualism and learning
- Emerging professional identities of trainee teachers
- Narratives and life history research
- The education of children in care
- Interventions following tracking of looked-after children and recently adopted children
- Research in multilingual settings; young people's multilingualism and learning

Part 8: Reference Points and Benchmarks

- Teaching reading - training of ITT students as Better Reading Partners: developing a reading culture
- Research across four European countries investigating how children's literature is used and the different approaches to the teaching and learning of children's literature
- Dialogic pedagogies
- Content language integrated learning
- Multi-literacies and the use of new technologies in learning and teaching
- Multi-lingual learners
- International dimensions to teaching and teacher education
- Inclusion and Special Educational Needs

A significant number of staff across the partnership are engaged in the MA Education programme, largely undertaking action enquiry projects focused on developing and transforming practice and school improvement priorities.

Partnership/Employer interaction and feedback

An extensive stakeholder consultation was undertaken during the revisions to the design and delivery of all UWE ITE programmes. UWE's ITE provision is founded on a moral purpose to make a difference through deep partnership, by contributing to school improvement whilst enhancing approaches to ITE and securing excellent outcomes for trainees.

UWE's strong partnership culture is recognised by Ofsted (2011) as a key strength underpinning all ITE programmes. Regular and continuous partnership interaction and feedback is central to ongoing programme delivery, development and quality assurance. The programme is designed and delivered in partnership between the university and professional placement institutions (early years settings, schools, academies and other relevant educational establishments). Regular interaction with partnership colleagues and employers of qualifying trainees occurs: through regular mentor and professional tutor training sessions and annual meetings; through regular visits to placements in which trainees are placed; and through partnership colleagues' involvement in the selection of trainees.

STUDENT AND ACADEMIC SERVICES

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, available on the University's website.

STUDENT AND ACADEMIC SERVICES

Appendix 1: Department of Education Generic Assessment Criteria (Level 3/M)

A: Conceptual Domain (Core)

L3 The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.

LM The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument.

B: Literature Domain

L3 The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

LM The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.

C: Contextual Domain

L3 The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study.

LM The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study and is able to critically engage with the contextual significance.

D: Research Domain

L3 The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes.

LM The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes.

E: Ethical Domain

L3 The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice.

LM The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice. In addition, there is exploration of some of the problematics arising in relation to ethical dilemmas or decisions.

F: Values Domain

L3 The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study.

LM The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study, and critically evaluate associated claims to knowledge.

STUDENT AND ACADEMIC SERVICES

G: Action Domain

L3 The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, appraising professional development needs and/or outcomes.

LM The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.

H: Negotiated Domain

In addition to criteria specified under domains A-G, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria, for example to assess particular generic learning outcomes or presentational skills. Negotiated criteria are approved by the relevant Award Leader.