

## Programme Specification

### Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England Gloucester College of Art & Technology City of Bath College
<b>Faculty responsible for programme</b>	Social sciences and Humanities
<b>Programme accredited by</b>	FENTO endorsed
<b>Highest award title</b>	Postgraduate Certificate in Education (Further Education)
<b>Default award title</b>	NA
<b>Interim award title</b>	NA
<b>Modular Scheme title (if different)</b>	
<b>UCAS code (or other coding system if relevant)</b>	
<b>Relevant QAA subject benchmarking group(s)</b>	
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	
<b>Valid from (insert date if appropriate)</b>	September 2008
<b>Authorised by...</b>	<b>Date:...</b>
<b>Version Code</b> 2.1	

## Section 2: Educational aims of the programme

The aims of the programme are to provide:

1. a relevant and coherent postgraduate curriculum underpinned by staff scholarship and professional expertise which integrates theory with practice and meets the initial generic training, academic and professional development needs of a wide variety of in-service practitioners from a broad range of professional contexts in the Further Education Sector
2. to offer recognised teaching qualifications for those working in the Further Education Sector which are continually enhanced through the process of monitoring, evaluation and review
3. to create a stimulating learning environment that enables students to extend and develop their professional role and practice consonant with their subject expertise within a framework of reflective, ethical, professional practice and debate
4. to promote a positive learning experience in which students from a wide range of professional contexts can build on an develop to postgraduate level the intellectual skills of enquiry, analysis and evaluation and provide opportunities for developing transferable skills, enabling them to pursue career opportunities and/or progress to further study and research

## Section 3: Learning outcomes of the programme

The principal level at which learning outcomes are elaborated is at module level. However the learning outcomes identified in this section summarise what students are intended to have achieved by the end of the whole programme.

### A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<p><b>A Knowledge and understanding of:</b> As a consequence of this programme, students will have:</p> <ul style="list-style-type: none"> <li>• An in depth and systematic knowledge of the major educational theories, concepts and established principles based upon educational research at the forefront of their academic discipline</li> <li>• awareness of problematics in relation to ethical dilemmas in professional contexts</li> <li>• a comprehensive understanding of established methodologies of research and enquiry are used to create and interpret knowledge in further education policy and practice</li> <li>• understanding of the significance of relevant contextual factors influencing further education policy and practice</li> <li>• knowledge of the basis of their own value position related to the area of study and associated claims to knowledge</li> <li>• critical understanding of the significance of issues of equality, diversity, inclusion</li> </ul>	<p><b>Teaching/learning methods and strategies</b> The programme models good practice and promotes metacognitive understanding of teaching and learning processes. Strategies deployed cater for a variety of preferred learning styles and include: lectures, seminar discussions, peer discussions, tutor guidance, case study exercises, simulations, directed study and enquiry tasks, directed reading, use of on-line materials, reflection on practice.</p> <p><b>Assessment</b> Audit tools, written assignments, oral presentations, poster, small scale research enquiry, self assessment.</p> <p><i>Assessment is diagnostic, formative and summative as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process.</i></p>

and social justice related to further education policy and practice.	<i>consistency in the assessment process, matching assessment with the intended learning outcomes of the modules.</i>
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### B Intellectual Skills

Learning outcomes	Teaching, Learning and Assessment Strategies
<p>As a consequence of this programme, students will have be able to:</p> <ul style="list-style-type: none"> <li>• can critically analyse 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</li> <li>• can identify and explain methodological and epistemological issues around the research process, using a range of methods of data collection</li> <li>• can critically evaluate research evidence, advanced scholarship and methodologies arguing for alternative interpretations or approaches where appropriate</li> <li>• can synthesise both conceptual and numerical information in an innovative manner using knowledge of processes from the forefront of educational research</li> <li>• can use critical reflection in the learning process to explore the relationship between theory and practice in complex situations</li> <li>• can critically evaluate the implications of using an ethical framework for addressing ethical dilemmas in personal and professional practice.</li> </ul>	<p><b>Teaching/learning methods and strategies:</b></p> <p>The programme models good practice and promotes metacognitive understanding of teaching and learning processes. Strategies deployed cater for a variety of preferred learning styles and include: lectures, seminar discussions, peer discussions, tutor guidance, case study exercises, simulations, directed study and enquiry tasks, directed reading, use of on-line materials, reflection on practice, research tasks, group work.</p> <p><b>Assessment:</b></p> <p>Audit tools, written assignments, oral presentations, poster, small scale research enquiry, self assessment.</p> <p><b>Assessment is diagnostic, formative and summative as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment with the intended learning outcomes of the modules.</b></p>

### C Subject, Professional and Practical Skills

Learning outcomes	Teaching, Learning and Assessment Strategies
<p>As a consequence of this programme, students will be able to:</p> <ul style="list-style-type: none"> <li>• perform effectively and efficiently in complex and/or specialised contexts</li> <li>• adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements</li> <li>• 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</li> <li>• 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</li> <li>• develop an integrated strategy for professional practice with decision-making based on sound analysis of situations, prioritising between competing variables</li> <li>• articulate an integrated, critical, reflective and effective orientation to their practices and their personal responsibilities in professional practice</li> </ul>	<p><b>Teaching/learning methods and strategies</b></p> <p>In University sessions students are introduced to relevant theories and research. In the workplace they work on directed study and enquiry tasks. These sources are then used in module assessments and to inform their reflection on practice and to identify, justify and evaluate changed courses of action</p> <p>Course members are asked to demonstrate coverage of the FENTO Standards and reflect on their work-based experience and the future progress to be made as a developing professional in their subject.</p> <p><b>Assessment</b></p> <p>The programme models good practice and promotes metacognitive understanding of teaching and learning processes. Strategies deployed include: observation of practice, evaluation of their own performance, documentary records.</p>

### D Transferable Skills and other attributes

Learning outcomes	Teaching, Learning and Assessment Strategies
<p>As a consequence of this programme, students be able to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• locate, use effectively and evaluate the full range of learning resources, including</li> </ul>	<p><b>Teaching/learning methods and strategies</b></p> <p>The programme models good practice and promotes metacognitive understanding of teaching and learning processes. Strategies deployed cater for a variety of preferred learning styles and include: lectures, seminar</p>

<p>ICT, applying a critical and confident approach</p> <ul style="list-style-type: none"> <li>• interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes</li> <li>• communicate effectively with a broad range of audiences including learners and other professionals</li> <li>• reflect critically on own and others' functioning in order to improve practice</li> <li>• take independent and self critical responsibility for own work, guiding the learning of others and managing their own requirements for continuing professional development</li> <li>• engage confidently in academic and professional communications with others, reporting on action clearly, autonomously &amp; competently including the capacity to communicate processes &amp; outcomes of their learning</li> <li>• demonstrate initiative and originality in problem solving and act autonomously in planning and implementing tasks.</li> </ul>	<p>discussions, peer discussions, tutor guidance, case study exercises, simulations, directed study and enquiry tasks, directed reading, use of on-line materials, reflection on practice.</p> <p><b>Assessment</b> Audit tools, written assignments, oral presentations, poster, small scale research enquiry, self assessment.</p> <p><b>Assessment is diagnostic, formative and summative as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment with the intended learning outcomes of the modules.</b></p>
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#### **Section 4: Programme structure**

The PG Cert (FE) consists of the following compulsory modules:

UTCG8R-20-1 Learning and Teaching in Post Compulsory Education  
(20 credits level 1)

UTCG8S-10-1 Practical Teaching A  
(10 credits level 1)

UTCG8U-20-3 Practical Teaching B  
(20 credits level 3)

UTCG8V-20-M Researching Learning in Post Compulsory Education  
(20 credits level M)

UTCG8W-20-M Management & Social Context in Post Compulsory Education  
(20 credits level M)

UTCG98-20-M Practice and Professional Standards in Post 16 Education  
(20 credits level M)

AL is available for UTCG8R-20-1 and UTCG8S-10-1 on the basis of achievement of comparable qualifications.

## **Section 5: Entry Requirements**

- A first degree
1. Applicants must have access to a minimum amount of teaching experience: at least 45 hours of teaching for the 'Practical Teaching A' module, and a further 150 hours of successful teaching for module Practical Teaching B. These hours must be in one of the following settings for FENTO endorsement:

## **Section 6: Assessment Regulations**

The individual modules and the programme award are within MAR.

## **Section 7: Student Learning: distinctive features and support**

The programme is part of a larger modular scheme and allows flexible starting points depending on whether applicants can be given credit for previous awards. They achieve their qualification by building up sufficient credit at an appropriate level through successful study in a range of relevant modules, each with particular intended learning outcomes. They are able to attend the Modular Scheme Study Skills and Support Sessions.

Peer support processes and associated assessment processes are encouraged and facilitated. Workshops on developing study skills and associated assessment processes, together with a range of relevant study skill resources, are provided. An explicit and common bank of assessment criteria used for all assessments on the programme aids transparency and consistency in the student experience of assessment. The use of a virtual learning environment, and the use of on-line materials, support students studying in a variety of settings and modes – both full-time and part-time.

The Accreditation of Experiential Learning (AEL) is highly valued in the programme, underpinned by considerable experience in the Faculty of AEL processes. AEL workshops offer opportunities for participants to reflect on their learning from experience and to explore ways to present that experience in a way that can count as credit towards the degree. All students have easy access to the excellent facilities in the Faculty of Education building, including the Education Resource Centre, the Faculty of Education Student Adviser as well as all the facilities described in the University Student Handbook.

Students will be encouraged to reflect upon their professional practice in line with the Faculty Statement of Pedagogic Principle as they gain further knowledge and understanding. Students will be encouraged to enhance their study skills and develop ICT skills throughout the course through provision of workshops and sessions provided by the Faculty of Education

A dedicated Programme Leader, a Scheme Director and a team of skilled tutors support students on the programme.

## **Section 8: Reference Points/benchmarks**

The programme is designed to meet the requirements for FENTO endorsement. It has been developed within the context of the University teaching and learning policies and meets their requirements. The focus is on an approach to teaching & learning underpinned by values as set out in the Faculty Statement of Pedagogic Principle.

### **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;
  - 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.

### **Employer interaction/feedback**

FENTO endorsement of the programme guarantees that it meets the Standards that have been designed by the employer-led NTO. The programme has been designed in collaboration with a Further Education College (Gloscat) drawing on the expertise of colleagues in the field. *The programme is also delivered at this college, as well as at another local Further Education College (City of Bath College).*

*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.*