

Programme Specification

Additional optional module added

Section 1: Basic Data

Awarding institution/body	UWE UWE
Teaching institution	
Faculty responsible for programme	Social Sciences and Humanities
Programme accredited by	UWE
Highest award title	B.A. (Hons) Leadership and Management in Primary Schools (St. Vincent and the Grenadines)
Default award title	Nil
Interim award title	BA Leadership and management in Primary Schools (St. Vincent and the Grenadines) Diploma of Higher Education Leadership and management in Primary Schools (St. Vincent and the Grenadines) Certificate of Higher Education Leadership and management in Primary Schools (St. Vincent and the Grenadines)
Modular Scheme title (if different)	As above
UCAS code (or other coding system if relevant)	N.A.
Relevant QAA subject benchmarking group(s)	Education Studies
On-going (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	January 2008
Authorised by...	Date:...

Version Code

1.2

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

Section 2: Educational aims of the programme

The underpinning values supporting the following aims are connected to improving the educational experience and achievement of primary school pupils in St Vincent and the Grenadines. The value of developing high levels of skills in literacy and numeracy are those that will enable pupils to proceed to secondary and tertiary education. It is the desire of the government to focus on educational change leading to improvement as both a human and economic value. The aims of the project and the details set out later in this document are the result of detailed discussions with the Minister of Education, the Permanent Secretary and Senior Education Officers.

- strengthen the leadership and management in primary schools in St. Vincent and the Grenadines
- prepare participants to become leaders and agents of change within the education system
- generate an understanding of the differences between the concepts of leadership and management
- generate school improvement and school effectivity

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

1. the nature of educational change in different national policy contexts;
2. concepts of leadership and management as they relate to primary schools in St. Vincent and the Grenadines;
3. school effectivity and school improvement;
4. curriculum development;
5. assessment and its functions including the raising of achievement;
6. professionalism, responsibility and the law as it pertains to these concepts in St. Vincent and the Grenadines;
7. changing role of the primary school principal.

Teaching/learning methods and strategies:

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; seminars; tutorials; directed study tasks including use of literature and reflective activities; research tasks; use of videos, case-studies, role-play, games and simulations. The distance learning parts of the programme make use of UWEonline and other appropriate IT systems such as an online tutorial system.

The Deputy Project Leader for the programme is an experienced principal and government education officer and supports student learning during online periods as well as during face to face teaching.

A portfolio documenting changes in leadership with respect to action in schools is used through out the programme. The portfolio thus offers a way in which participants can reflect on learning and plan new activities.

Assessment Strategies

The programme models good practice and

	<p>promotes metacognitive understanding of assessment processes. Strategies deployed include: tutor-assessed closed-book, open-book and/or pre-seen examinations; tutor-assessed group and individual written and oral assignments; self-assessment and peer-assessment. The portfolio is assessed throughout the programme providing not just summative but formative assessment data for tutors and participants.</p> <p>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 clearly with the intended learning outcomes of the programme.</p>
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B Intellectual Skills

<p>B Intellectual Skills</p> <ol style="list-style-type: none"> 1. think critically; 2. utilise reflection in the learning process; 3. utilise their experience and reflect on it in a critical way; 4. analyse, evaluate and synthesise information and ideas; 5. utilise ideas in the development of a line of argument; 6. make informed judgements; 7. adapt thinking to new situations; 8. integrate new principles and understandings; 9. identify, articulate and analyse their own value positions and where relevant the value position of others in relation to their area of study. 	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills are developed in a variety of ways using the diversity of approaches as referenced. Active learning opportunities to apply knowledge in the development of intellectual skills are provided in all modules include evaluating evidence, analysing case studies, creating reports and presentations that require synthesis, engaging in discussions that require argumentation and exploration of values. Role-play, games and simulations are used alongside more linear and traditional modes to develop the range of skills.</p> <p>The Deputy Project Leader for the programme is an experienced principal and government education officer and supports student learning during online periods as well as during face to face teaching.</p> <p>A portfolio documenting changes in leadership with respect to action in schools is used through out the programme. The portfolio thus offers a way in which participants can reflect on learning and plan new activities.</p> <p>Assessment Strategies</p> <p>The programme models good practice and promotes metacognitive understanding of assessment processes. Strategies deployed include: tutor-assessed closed-book, open-book and/or pre-seen examinations; tutor-assessed group and individual written and oral assignments; self-assessment and peer-assessment.</p> <p>The portfolio is assessed throughout the programme providing not just summative but formative assessment data for tutors and participants.</p> <p>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 clearly with the intended learning outcomes of the programme.</p>
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C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<ol style="list-style-type: none"> 1. identify relevant theoretical, professional and/or research based sources and use these appropriately in study; 2. plan and conduct research or enquiry in a systematic way using primary and/or secondary sources; 3. critically examine relevant experiences in relationship to the professional development of intending and practising principals; 4. develop and demonstrate a critical, ethical, reflective and effective orientation to their educational practices or the practices of others; 5. critically examine education policy both nationally and comparatively. 	<p>Subject/professional/practical skills are developed in variety of ways using the diversity of approaches as referenced. In particular research and enquiry tasks are frequently used in modules to develop research skills, and an active reading strategy is deployed to ensure students learn how to access and utilise sources effectively. This includes the use of a VLE and on-line materials. Peer reviewing of changes in education in participants schools will be supported by the Deputy Project Leader during online periods and by tutorials with UWE staff during face to face periods.</p> <p>Participants are expected to draw on data and action research material conducted in their workplace to contribute to assessment. The portfolio of evidence noted above is an important source of these data and is also assessed.</p> <p>Assessment Strategies</p> <p>The programme models good practice and promotes metacognitive understanding of assessment processes. Strategies deployed include: tutor-assessed closed-book, open-book and/or pre-seen examinations; tutor-assessed group and individual written and oral assignments; self-assessment and peer-assessment.</p> <p>The portfolio is assessed throughout the programme providing not just summative but formative assessment data for tutors and participants.</p> <p>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 clearly with the intended learning outcomes of the programme.</p>

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
<p>As a consequence of this programme, students will be able to:</p> <ol style="list-style-type: none"> 1. organise and present ideas and information coherently, using a variety of presentational modes; 2. communicate effectively, including the capacity to communicate the processes and outcomes of their learning; 3. collect, present and interpret quantitative data where appropriate; 4. use ICT in study and other appropriate situations; 5. work effectively in collaboration with others; 6. work effectively as an independent and self-motivated learner. 	<p>Transferable skills and other attributes are developed in variety of ways using the diversity of approaches as referenced. Role-play, games and simulations encourage group work as do group work projects and presentations. Individual and group presentations are used to encourage the use of a variety of presentational modes. Research activities as well as policy analysis require the use of quantitative data and use of ICT is expected and promoted across all modules. The experiential learning cycle is used where appropriate. Elements of self-directed learning promote independence and motivation.</p> <p>Assessment Strategies</p> <p>The programme models good practice and promotes metacognitive understanding of assessment processes. Strategies deployed include: tutor-assessed closed-book, open-book and/or pre-seen examinations; tutor-assessed group and individual written and oral assignments; self-assessment and peer-assessment.</p> <p>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 clearly with the intended learning outcomes of the programme.</p> <p>The professional portfolio provides an ongoing record of the development of transferable skills.</p>

Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- *Level and credit requirements*
- *Interim award requirements*
- *Module diet, including compulsory/core/optional modules*

ENTRY	
Level 1	Compulsory Modules
	UTLGA9-60-1, Evidencing Learning from Experience UTTGKH-30-1, Introduction to Education Studies for Primary Schools UTTGKG-20-1, Induction Module UTTGKF-10-1, Learning Through ICT
	Core Modules: Nil
	Optional Modules: Nil
	Interim Awards: Cert HE 120 credits of which at least 100 are at Level 1 or above.
Level 2	Compulsory Modules
	UTLGA9-40-2, Evidencing Learning from Experience UTTGER-20-2, Supporting School Improvement through Action Enquiry UTTGKN-20-2, Issues in Education and Psychology UTTGKK-40-2, Leadership in Curriculum Development for Primary School Improvement
	Core Modules: Nil
	Optional Modules: Nil
	Interim Awards: Dip HE 240 credits of which at least 100 are at Level 2 or above and 120 are at Level 1 or above
Level 3	Compulsory Modules
	UTTAM-20-3, Social Justice and Education: A Sociological Perspective UTTGKM-20-3, Leading and Managing the Team in St Vincent and the Grenadines UTTGB8-20-3, Leadership and Management Development UTTGKE-20-3, Professional and Statutory Responsibilities and the Law UTTGE3-20-3, Education and Training Policies for social regeneration in Europe and the Wider World
	Core Modules: Nil
	Optional Modules
	UTTGFU-20-3, Mathematics for All UTTGFW-20-3, Science for All UTTGFV-20-3, English: Meeting the Needs of All Pupils (Primary) UTTGN7-20-3, Social Studies for the Primary School Curriculum
Awards	
<ul style="list-style-type: none"> • Target/highest: BA (Hons) Leadership and management in Primary Schools with special reference to St. Vincent and the Grenadines - 360 Credits of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 are at level 3 or above. • Default title: Nil • Interim Award: BA Leadership and management in Primary Schools with special reference to St. Vincent and the Grenadines – 300 credits of which at least 280 credits are at level 1 or above, not less than 160 are at level 2 or above, and not less than 60 are at level 3 or above. Diploma of Higher Education Leadership and management in Primary Schools with special reference to St. Vincent and the Grenadines – 240 credits of which at least 220 are at level 1 or above, and not less than 100 are at level 2 or above. Certificate of Higher Education Leadership and management in Primary Schools with special reference to St. Vincent and the Grenadines – 120 credits of which not less than 100 are at level 1 or above. 	
Conferment of award	

Section 5: Entry requirements

Teacher's Certificate Government of St. Vincent and the Grenadines

Entrance to the certificate programme requires candidates to have attained the minimum of a grade 'C' in English and mathematics in the Caribbean Examinations Council (XCC) Ordinary Level Exam and this is the equivalent of the English GCSE.

This complies with university's entry requirements for undergraduate degrees.

Section 6: Assessment Regulations

- a) **MAR**
- b) **Variation**

Participants will complete the programme in 2 calendar years. It is recognised that they are experienced and qualified teachers and the programme focuses on their professional development

Note:

Off-site conditions for formal assessment will operate under UWE regulations

Section 7: Student learning: distinctive features and support

A distinctive feature of the programme is the use of UWEonline as a key element in distance learning. This not merely provides teaching and support for the substantive elements of the course but will also develop the IT skills of participants which they will use in future management and leadership roles.

The professional portfolio developed over the whole life of the programme provides a personal record of educational and professional development. It will also be able to be used in school and curriculum development planning.

Section 8 Reference points/benchmarks

- Education Studies
- the University's mission statement and policy on knowledge exchange
- the University's policies on Key Skills; Learning and Teaching; Assessment

Staff Research Projects

Staff have been involved in a wide variety of research projects relevant to the programme

- leadership and management in schools
- leadership for curriculum development
- school attendance
- evaluations of projects aimed to re integrate students back into formal education
- analysis of classroom discourse particularly for core curriculum subjects and R.E. in primary schools
- improvement of student behaviour in primary schools
- evaluation of UNICEF programmes Caribbean and South America

Employer interaction/feedback:

The university has been contracted by the participants' employer, the government of St. Vincent and the Grenadines to provide this Continuous Professional Development programme.

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.