Programme Specification

Section 1: Basic Data

Awarding institution/body	**University of the West of England, Bristol**
Teaching institution	**Gloucestershire College**
Faculty responsible for programme	**Social Sciences and Humanities**
Programme accredited by	**UWE**
Highest award title	**BA HONS EDUCATION IN PROFESSIONAL PRACTICE**
Default award title	**NA**
Interim award titles	**BA Education in Professional Practice**
Modular Scheme title (if different)	**NA**
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	**1 September 2009**

Authorised by …   **Date: …**

numerical sequence (1,2,3 etc.) for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications.

sequential decimal numbering (1.1;1.2; 2.1; 2.2 etc) where there are different but concurrent programme specifications

Version
coding
2

Section 2: Educational aims of the programme

1. To enable a range of different professionals working in educational settings to build a degree upon earlier professional routes
2. To enable education professionals to gain a degree with the potential to access training leading to the award of Qualified Teacher Status for early years/primary phase of education or PGCE PCET in Adult Basic Skills
3. To provide opportunities to build upon professional experiences through reflection, investigation and research activities in their chosen area of study
4. To provide participants with a rigorous study of educational processes and perspectives embedded within their cultural, political and societal context
5. To locate study and professional practice within an understanding of the significance of educational values and ethics and a commitment to social justice

Section 3: Learning outcomes of the programme

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

A *Knowledge and understanding*

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and understanding As a result of this programme, students will have • a comprehensive knowledge of major theories, concepts and established principles within education policy and professional practice, with areas of specialism in depth and an awareness of the provisional nature of knowledge • an awareness of personal and professional responsibility within an appropriate ethical framework in relation to the wider social and environmental implications for education • a comprehensive knowledge of established approaches to research and enquiry in the area of study • understanding of the significance of relevant contextual factors influencing education policy and professional practice • knowledge of the basis of their own value position compared to that of others related to educational policy and professional practice • understanding the significance of how related work of other professions and disciplines impacts upon wider educational policy and practice • understanding of issues of equality, diversity, inclusion and social justice related to education policy and professional practice	**Teaching/learning methods and strategies:** Acquisition of 1 is through lectures, seminars and tutorials enhancing professional reflection. Acquisition of 2,4 and 5 are through lectures, seminars and workshops and in particular through the emphasis on values in professional work. Acquisition of 3 is through practical work in educational settings and through consideration of research and inspection evidence. Additional support is provided through the School of Education ICT Pathways provision with support of the MICE team Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject they are investigating **Assessment:** *Testing of the knowledge base is through assessed coursework (1-5), written assignments based on professional work and oral or poster presentations*

	B Intellectual Skills	

B Intellectual skills	**Teaching/learning methods and strategies**
As a result of this Programme, students will be able to:	Intellectual skills are developed through learning and teaching about professional and pedagogical knowledge. Students will be encouraged to reflect upon their own professional practice to identify areas for professional development
• critically analyse and/or evaluate new and/or abstract ideas, perspectives and theories used to interpret and/or explore the area of study in the process of developing an argument	**Assessment**
• use established methods of data collection, justifying plans and methods on technical grounds	A variety of assessment methods is employed including written assignments, presentations and timed essays..
• critically evaluate evidence for its reliability, validity and significance and can investigate and give reasons for contradictory data.	
• synthesise abstract data, concepts and/or numerical data towards a given purpose integrating new principles and understanding	
• use critical reflection in the learning process to explore and develop personal and professional theories in relation to professional practice	
• engage with an appropriate ethical framework for interpreting ideas and practice	

	C Subject, Professional and Practical Skills	

C Subject/Professional/Practical Skills	**Teaching/learning methods and strategies**
As a result of this Programme, students will be able to:	Professional skills are developed through reflection on professional practice during lectures, seminars tutorials and workshops. Reflection and research into professional practice is encouraged throughout the programme
• apply techniques and skills effectively and efficiently in a range of contexts, anticipating problems that may arise, making informed judgements	
• exercise initiative and personal responsibility and a capacity to make decisions in complex and unpredictable contexts	**Assessment**
• integrate relevant theoretical, professional and/or research based sources and use them in the development and discussion of ideas	Skills are assessed through assessed course work which encourages reflection and planned action within professional practice
• plan and execute a small scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes	
• can develop a coherent strategy for work-based or other relevant experiences, identifying own practice goals and formulating plans for achieving these	
• can articulate a coherent, reflective and effective orientation to their practice and their personal responsibilities in professional practice	

	D Transferable Skills and other attributes		
	C Subject/Professional/Practical Skills	**Teaching/learning methods and strategies**	
	As a result of this Programme, students will be able to: • interact effectively as a team member, supporting, leading, negotiating and managing conflict in a range of professional contexts • locate, use effectively and evaluate the full range of learning resources, including ICT across a range of contexts • apply confidently their own criteria of judgement and can challenge received opinion and reflect upon action • communicate effectively with a broad range of audiences including children, young people, parents/carers and other professionals • interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes • take responsibility for own learning, articulating their own preferred learning styles and strategies and managing their own development • engage effectively in debate in a professional manner and produce coherent written and oral reports on procedures • identify and analyse complex problems, confidently and flexibly, applying appropriate knowledge and skills to their solution	Skills are taught through lectures, seminars and workshops focussing on professional, pedagogical and subject knowledge. These will include understanding the role of others within educational settings and effective communication with peers . **Assessment** Skills are tested through assessed course work, some of which requires students to work independently and some requires collaborative skills	

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

This programme is designed for students to gain direct entry at level 3 on the basis of their prior learning and/or achievement of appropriate credit at level 1 and level 2. This would amount to a minimum of 120 credits at level 1 and 120 credits at level 2.

level 3	**Compulsory modules** UTTGC4-40-3 Extended Study UTTGBH-20-3 Researching Education	**Optional modules** full list available at appendix 1	**Prerequisite requirements** • Minimum credit/module requirements • other
	Core modules		**Awards:** Target/highest BA (Hons) Education in Professional Practice **Credit requirements** 360 credits, of which not less than 100 are at level 3 or above, 100 are at level 2 or above, and 140 are at level 1 or above.

$\rightarrow$ **GRADUATION**

Section 5: Entry requirements

This programme is designed for students to gain direct entry at level 3 on the basis of prior learning and/or achievement of appropriate credit at level 1 and level 2.

Applicants must demonstrate achievement of credit mounting to 120 credits at level 1 and 120 credits at level 2 attained through prior study on, for example, a relevant foundation degree, a non-honours degree, a Diploma in Higher Education (Learning Support), or a Diploma in Higher Education (Special Education Needs).

Applicants must provide evidence which demonstrates to the University's satisfaction that they have met the equivalent of the learning requirements for levels 1 and 2 shown below and can benefit from study at level 3 and are likely to achieve the required standard.

LEVEL 1 LEARNING OUTCOMES

A   Knowledge and understanding:
- has a knowledge of major theories within education policy and practice and an awareness of a variety of ideas, contexts and frameworks.
- has awareness of the wider social and environmental implications of education policy and practice and of issues in relation to more general ethical perspectives.
- some understanding of the significance of contextual factors related to education policy and practice.
- some understanding of the significance of values related to education policy and practice.
- some understanding of issues of equality, diversity, induction and social justice related to education policy and practice.

B   Intellectual Skills
- can use and organise a range of information with guidance and can compare alternative methods and techniques for obtaining data.
- can utilise a range of ideas and information in addressing problems.
- Can apply concepts and principles in a range of contexts to develop personal theory – refine professional practice.
- able to utilise reflection in the learning process.

C   Subject/Professional/Practical Skills
- can apply some techniques and skills effectively in a given context.
- can perform professional tasks exercising personal responsibility and provide a contribution to decision making.
- can identify appropriate theoretical, professional and/or research based sources appropriately to educational settings.
- can plan and execute a small scale enquiry in a systematic manner making effective use of guidance given.
- can identify aspects of work-based or other relevant experiences and can compare, contrast and discriminate between aspects of that experience.
- can articulate a thoughtful and effective orientation to their practice.

D   Transferable Skills and other attributes
- can collaborate within a group, giving and receiving information and ideas, and develop appropriate professional relationships.
- can locate and use effectively a good range of learning resources, including ICT, across a given context,
- can begin to evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement.
- can communicate effectively with children and young people, and liaise with parents/carers.
- can organise and present ideas, concepts and numerical information.

- can take responsibility for own learning beginning to accommodate new principles and understandings.
- can communicate effectively in a manner appropriate to the area of study and report on procedures in a clear manner.
- can identify key elements of problems, suggesting appropriate methods for their solution.

LEVEL 2 LEARNING OUTCOMES
A   Knowledge and understanding
- has a detailed knowledge of major theories of the discipline and an awareness of a variety of ideas, contexts and frameworks **(knowledge base)**.
- has awareness of the wider social and environmental implications of area of study and is able to debate issues in relation to more general ethical perspectives **(ethical issues)**.
- understanding of the significance of contextual factors related to their area of study.
- understanding the significance of values related to their area of study.
- understanding the significance of issues of equity and social justice related to their area of study.

B   Intellectual Skills
- can analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data **(analysis)**.
- can reformat a range of ideas and information towards a given purpose **(synthesis)**.
- can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected **(evaluation)**.
- can identify key elements of problems and choose appropriate methods for their resolution in a considered manner **(application)**.
- able to utilise critical reflection in the learning process.

C   Subject/Professional/Practical Skills
- 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.
- to identify relevant theoretical, professional and/or research based sources and use these appropriately in study and/or professional practice.
- to plan and/or conduct research or enquiry in a systematic way using primary and/or secondary sources.
- to identify, justify and evaluate changed courses of action as a result of enquiry or study.
- to examine work-based or other relevant experiences.
- to develop and demonstrate (as appropriate) a critical, reflective and effective orientation to their practices exercise initiative and personal responsibility in professional practice.

D   Transferable Skills and other attributes
- is able to use full range of learning resources, including ICT **(learning resources).**
- can evaluate own strengths and weaknesses, challenge received opinions and develop own criteria and judgement **(self evaluation)**.
- can manage information; can select appropriate data from a range of sources and develop appropriate research strategies **(management of information).**

- can take responsibility for own learning with minimum direction **(autonomy)**.
- can communicate effectively in a manner appropriate to the discipline and report practical procedures in a clear and concise manner in a variety of formats **(communications)**.
- can identify key areas of problems and choose appropriate tools/methods for their resolution in a considered manner **(problem solving)**.
- able to organise and present ideas and information coherently.

We welcome applications from mature applications (21 years +) and those who do not have the standard entry requirements. The University will consider applications on the basis of evidence of personal, professional and educational experience that indicates an applicant's ability to meet the demands of a Degree. We like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study.

Section 6: Assessment Regulations
a)   MAR

Section 7: Student learning: distinctive features and support
This programme is designed to be flexible enough to incorporate a range of professionals working within educational settings who wish to gain a BA Hons. This will include students who have followed a DipHE in Learning Support/Learning Mentors or Educational Welfare Studies. These students will be enabled to transfer their credit into the BA Hons and complete the further 120 credits at level 3 which will grant them a BA Hons. It will also be possible for those having previously completed a BA (QTS) degree with the School of Education, to undertake an additional 60 credits at level 3 for an honours degree.

Opportunities for accredited courses completed previously in Higher Education institutions are available for students to transfer this credit across at no extra financial cost.

Opportunities are provided for students working part time in educational settings to follow modules delivered during the day alongside undergraduate students thus providing flexible taught programmes.

Students will be encouraged to reflect upon their professional practice in line with the Faulty Statement of Pedagogic Principles as they gain further knowledge and understanding.

Students will be able to access the student support sessions on offer within the CPD Scheme including sessions on study support and the writing of assignments together with a range of relevant study skill resources. The library also offers specific workshops on information retrieval and using a variety of databases for references. Students have access to a wide range of ICT workshops covering – word processing, use and design of spreadsheets, using images, webpage design, Powerpoint, email access and other areas. The use of a virtual learning environment, and the use of on-line materials, support students studying in a variety of settings and modes, which is particularly helpful for part-time students.

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/

Students are encouraged to discuss their individual learning needs with their module leader and/or programme leader to ensure they are able to access appropriate support for their study needs.

Section 8: Reference points/benchmarks

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

The programme aims to provide professionals working already in educational settings opportunities to gain a degree and have the potential to access training leading to Qualified Teacher Status in early years or primary schools if so desired or to the PGCE PCET.

Staff research projects have also supported and will continue to support the development of the programme. Examples of staff research include:

- Citizenship and education for democracy;
- education of excluded and disaffected young people;
- educational issues of ICT;
- evaluation of student-led learning;
- 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

Appendix 1

Optional Modules available to this programme at Level 3

Module Code	Module Name
UTLG8V-20-3	Researching Learning in Post-Compulsory Education
UTLGA7-10-3	Independent Study
UTLGA7-20-3	Independent Study
UTLGA7-30-3	Independent Study
UTLGA7-40-3	Independent Study
UTLGA9-10-3	Evidencing Learning from Experience
UTLGA9-20-3	Evidencing Learning from Experience
UTLGA9-30-3	Evidencing Learning from Experience
UTLGA9-40-3	Evidencing Learning from Experience
UTLGAC-10-3	Independent Study (B)
UTLGAC-20-3	Independent Study (B)
UTLGAC-30-3	Independent Study (B)
UTLGC6-40-3	Meeting Learners' Additional Support Requirements in Mainstream Educational Contexts
UTLGDB-20-3	Counselling and related skills for reducing barriers to learning
UTLGHA-30-3	Studies in Education
UTLGJ3-20-3	Enhancing Subject Knowledge
UTLGJD-20-3	Disability Equality Awareness Raising
UTTG5D-10-3	Becoming a Person
UTTG5J-10-3	Developing Mathematical Thought
UTTG5K-10-3	Cognitive Processes: Language Acquisition
UTTG5L-10-3	Interprofessional Collaboration in Early Years
UTTG9F-20-3	Children, Science and the Environment
UTTG9H-20-3	Every Child Matters: Approaches to Safeguarding Children and Young People in Educational Settings
UTTG9L-20-3	Developing Language and Literacy in the Primary School
UTTG9V-20-3	Developing Mathematics in the Primary School
UTTGAN-20-3	Language Literacy and Learning
UTTGAQ-20-3	Mainstream Schools and Inclusive Education: Controversial Issues
UTTGDV-20-3	Arts, Community and Education
UTTGE7-20-3	Learning Beyond Walls: e-learning and the Learning Society
UTTGH5-10-3	Interprofessional Collaboration
UTTGMF-20-3	Learning from Intercultural Dialogue
UTTGNA-30-3	Building Bridges between Supplementary and Mainstream Schools