



University of the  
West of England

**BRISTOL**

## 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
<b>Delivery Location(s)</b>	Frenchay Campus
<b>Faculty responsible for programme</b>	Social Sciences and Humanities
<b>Modular Scheme title</b>	Education Modular Scheme
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	
<b>Highest award title</b>	BA (Hons) Education in Professional Practice
<b>Default award title</b>	None
<b>Interim award titles</b>	BA Education in Professional Practice
<b>UWE progression route</b>	
<b>Mode(s) of delivery</b>	Full time, Part time.
<b>Codes</b>	
<b>UCAS code</b>	<b>JACS code</b> X300
<b>ISIS code X003:X00043</b>	<b>HESA code</b> X900
<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 Updated March 2011
<b>Original Validation Date:</b>	
<b>Latest Committee Approval... Date:</b>	
<b>Version Code</b>	
3.1	

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**

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

<p><b>Section 3: Learning outcomes of the programme</b></p> <p><i>The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...</i></p>	
<p><b>A Knowledge and understanding</b></p>	
<p>Learning Outcomes</p>	<p>Teaching, Learning and Assessment Strategies</p>
<p><b>A Knowledge and understanding</b> As a result of this programme, students will have</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• an awareness of personal and professional responsibility within an appropriate ethical framework in relation to the wider social and environmental implications for education</li> <li>• a comprehensive knowledge of established approaches to research and enquiry in the area of study</li> <li>• understanding of the significance of relevant contextual factors influencing education policy and professional practice</li> <li>• knowledge of the basis of their own value position compared to that of others related to educational policy and professional practice</li> <li>• understanding the significance of how related work of other professions and disciplines impacts upon wider educational policy and practice</li> <li>• understanding of issues of equality, diversity, inclusion and social justice related to education policy and professional practice</li> </ul>	<p><b>Teaching/learning methods and strategies:</b> Acquisition of 1 is through lectures, seminars and tutorials enhancing professional reflection. Acquisition of 2,4and 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</p> <p>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</p> <p><b>Assessment:</b> <i>Testing of the knowledge base is through assessed coursework (1-5), written assignments based on professional work and oral or poster presentations</i></p>
<p><b>B Intellectual Skills</b></p>	
<p><b>B Intellectual skills</b> As a result of this Programme, students will be able to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use established methods of data collection, justifying plans and methods on technical grounds</li> <li>• critically evaluate evidence for its reliability, validity and significance and can investigate and give reasons for contradictory data.</li> <li>• synthesise abstract data, concepts and/or numerical data towards a given purpose integrating new principles and understanding</li> <li>• use critical reflection in the learning process to explore and develop personal and professional</li> </ul>	<p><b>Teaching/learning methods and strategies</b> 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</p> <p><b>Assessment</b> A variety of assessment methods is employed including written assignments, presentations and timed essays. The two compulsory modules for this programme – Researching Education (UTTGBH-20-3) and Extended Study (UTTGC4-40-3) will enable participants to meet the learning outcomes stated herein through a poster presentation, a research</p>

	<p>theories in relation to professional practice</p> <ul style="list-style-type: none"> <li>engage with an appropriate ethical framework for interpreting ideas and practice</li> </ul>	proposal and a small scale enquiry.	
<b>C Subject, Professional and Practical Skills</b>			
	<p><b>C Subject/Professional/Practical Skills</b> As a result of this Programme, students will be able to:</p> <ul style="list-style-type: none"> <li>apply techniques and skills effectively and efficiently in a range of contexts, anticipating problems that may arise, making informed judgements</li> <li>exercise initiative and personal responsibility and a capacity to make decisions in complex and unpredictable contexts</li> <li>integrate relevant theoretical, professional and/or research based sources and use them in the development and discussion of ideas</li> <li>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</li> <li>can develop a coherent strategy for work-based or other relevant experiences, identifying own practice goals and formulating plans for achieving these</li> <li>can articulate a coherent, reflective and effective orientation to their practice and their personal responsibilities in professional practice</li> </ul>	<p><b>Teaching/learning methods and strategies</b> 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</p> <p><b>Assessment</b> Skills are assessed through assessed course work which encourages reflection and planned action within professional practice</p>	
<b>D Transferable Skills and other attributes</b>			
	<p><b>D Transferable Skills and other attributes</b></p>	<p><b>Teaching/learning methods and strategies</b></p>	
	<p>As a result of this Programme, students will be able to:</p> <ul style="list-style-type: none"> <li>interact effectively as a team member, supporting, leading, negotiating and managing conflict in a range of professional contexts</li> <li>locate, use effectively and evaluate the full range of learning resources, including ICT across a range of contexts</li> <li>apply confidently their own criteria of judgement and can challenge received opinion and reflect upon action</li> <li>communicate effectively with a broad range of audiences including children, young people, parents/carers and other professionals</li> <li>interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes</li> <li>take responsibility for own learning, articulating their own preferred learning styles and strategies and managing their own development</li> <li>engage effectively in debate in a professional manner and produce coherent written and oral reports on procedures</li> </ul>	<p>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 .</p> <p><b>Assessment</b> Skills are tested through assessed course work, some of which requires students to work independently and some requires collaborative skills</p>	

	<ul style="list-style-type: none"><li>• identify and analyse complex problems, confidently and flexibly, applying appropriate knowledge and skills to their solution</li></ul>		
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#### **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.

<b>level 3</b>	<p><b>Compulsory modules</b>            UTTGC4-40-3            Extended Study            UTTGBH-20-3            Researching            Education</p>	<p><b>Optional modules</b>            full list available at appendix 1</p>	<p><b>Prerequisite requirements</b></p> <ul style="list-style-type: none"> <li>• Minimum credit/module requirements</li> <li>• other              120 credits of AL at Level 1 plus 120 credits of AL at Level 2</li> </ul>
	<p><b>Core modules</b></p>		<p><b>Awards:</b>            Target/highest            BA (Hons)            Education in            Professional            Practice</p> <p><b>Credit requirements</b>            360 credits, of which not less than 340 are at level 1 or above, 200 are at level 2 or above, and 100 are at level 3 or above.</p> <p>Interim award:            BA Education in            Professional            Practice</p> <p><b>Credit requirements</b>            300 credits, of which not less than 280 are at level 1 or above, 60 are at level 2 or above, and 60 are at level 3 or above.</p>

→ 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 amounting 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.

The process of Accreditation of Learning (AL) takes place through submission of applications to the AL Panel for the Faculty which take place three times each academic year. At this panel the issue of currency of credit gained is examined and where qualifications are deemed to be over 5 years old potential candidates will be asked to submit relevant CVs / reflective accounts in order to demonstrate the currency of their qualification.

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, inclusion 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) University Academic Regulations and Procedures 2008/2009

## **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. It is also available for those who have completed a Foundation Degree either within UWE or within UWE Federation. Such programmes include FD HLTA, FD Inclusive Practice; FD Early Years and FD Supporting Teaching and Learning in FE.

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 Faculty Statement of Pedagogic Principles as they gain further knowledge and understanding. (Appendix 3)

This programme is available through a part time and a full time mode of delivery.

Students following the Full Time version will have access to GDP sessions which will provide study skills support, career guidance and support, access to ICT workshops alongside the UWE programme for final year students following GDP. This provision will take place for one hour per week before they embark on study within modules.

Full time students also have access to fees loans and maintenance grants to support them in their study.

Students following the Part Time version will not have access to GDP sessions but will be able to access study skills support through the internet and other facilities at times most suitable for them through the UWE provision. The provision of student support takes place at module level and thus the GDP support is embedded in the programme for such part time students.

All students will be able to access 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 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 (Blackboard), 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 (see Assessment Criteria attached)

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:

- enhancing partnerships between schools and the communities they serve
- community cohesion
- developing professional parent relationships
- Intercultural dialogue
- Education for sustainable development
- Interprofessional collaboration
- inclusive communities for learning
- education of excluded and disaffected young people;
- evaluation of student-led learning;
- widening participation for learners from disadvantaged communities;
- gender studies and in particular the education of boys;
- literacy and learning;
- 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

<b>Module Code</b>	<b>Module Name</b>
UTLGA7-40-3	Independent Study
UTLGA9-40-3	Evidencing Learning from Experience
UTLGC6-40-3	Meeting Learners' Additional Support Requirements in Mainstream Educational Contexts
UTLGN3-40-3	Context and Curriculum in Lifelong Learning
UTLGJ3-20-3	Enhancing Subject Knowledge
UTLGH3-20-3	The Voice of the Learner
UTLGN3-30-3	Context and Curriculum in Lifelong Learning
UTLGA7-20-3	Independent Study
UTTGE7-20-3	Learning Beyond Walls: e-learning and the Learning Society
UTLGA7-30-3	Independent Study
UTLGA9-20-3	Evidencing Learning from Experience
UTLGA9-30-3	Evidencing Learning from Experience
UTLGN4-10-3	14 to 16 learners and the Learning and Skills Sector
UTTGH5-10-3	Interprofessional Collaboration
UTLGKR-20-3	Multiagency Working
UTLGA7-10-3	Independent Study
UTLGA9-10-3	Evidencing Learning from Experience
UTLGAC-10-3	Independent Study (B)
UTT5D-10-3	Becoming a Person
UTT5J-10-3	Developing Mathematical Thought
UTT5K-10-3	Cognitive Processes: Language Acquisition
UTT5L-10-3	Interprofessional Collaboration in Early Years
UTLGMX-10-3	Preparing for Advanced Study: Reflective Professional Practice
UTLGAC-20-3	Independent Study (B)
UTLGJD-20-3	Disability Equality Awareness Raising
UTT9F-20-3	Children, Science and the Environment
UTT9H-20-3	Every Child Matters: Approaches to Safeguarding Children and Young People in Educational Settings
UTT9L-20-3	Developing Language and Literacy in the Primary School
UTT9V-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
UTTGMF-20-3	Learning from Intercultural Dialogue
UTLGDB-20-3	Counselling and related skills
UTTGNP-20-3	Innovative Curricula
UTTGMG-20-3	Educational Contributions to Sustainable Development at local/global levels
UTTGNR-20-3	Recognising Parental Knowledge: building professional parent relationships
UTTGNQ-20-3	Learning Partnerships in the wider Community
UTLG8U-20-3	Practical Teaching in Continuing Education (B)
UTLG8V-20-3	Researching Learning in Post-Compulsory Education
UTLG8W-20-3	Management and Social Context in Post-Compulsory Education
UTLGDM-20-3	Understanding the Structure of Post 16 opportunities in Education, Training and employment
UTLGMY-20-3	Practical Teaching and Professional Development (2)
UTLGAC-30-3	Independent Study (B)
UTLGH3-30-3	Studies in Education
UTT3NA-30-3	Building Bridges between Supplementary and Mainstream Schools
UTT6P-20-3	Integrated Leadership and Management in Playwork

## Appendix 2

### Generic Assessment Criteria

#### 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.

#### 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.

#### C: Contextual Domain

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

#### 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.

#### 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.

#### 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.

#### 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.

#### H: Negotiated Domain

In addition to criteria specified under domains A-F, 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. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Award Leader.

### **Appendix 3**

#### **Statement of Pedagogic Principle**

##### **Relationship of pedagogic principle to School of Education mission**

Our statement of pedagogic principle has been developed to maintain and enhance the quality of all of the School programmes. It is based on a commitment to partnership with teachers and learners in a variety of workplaces and especially with schools, colleges, the rest of the university, and the wider academic and international community.

Basic to our pedagogic principle is enquiry into, and improvement of, the educational experience and achievement of all learners, informed by a commitment to inclusivity, expanding opportunity, equality, internationalism and social justice.

We are concerned to research our pedagogic principle and practice in order to develop ourselves to be able to make a difference to students' experience of becoming, and developing as, professionals; through these students, we are concerned to make a difference to the clients (pupils, students, patients etc) with whom they work.

#### **The goals of our pedagogic principle**

The goals of our pedagogic principle are to:

- place the lived experience of the workplace at the core of professional learning;
- enable students to relate this lived experience to other vital learning experiences provided by the university;
- facilitate skilled, justifiable and ethical actions;
- develop critical analysis of orthodoxies, and generate new ways of conceptualising issues and questions;
- provide a conceptual basis for the particular roles of the university tutors and the other practitioners who work with our students, identifying and respecting the unique yet interdependent contribution of each;
- help us to comply with external requirements on our courses in ways that are congruent with our underlying values and beliefs;
- give coherence to our work in ITE, CPD and research;
- give meaning to the notion of professional wisdom.

#### **The reflective process**

Our pedagogic principle achieves these goals by making an intellectually demanding statement of what it means to be a reflective practitioner within a moral framework. We argue that this reflective practice calls for, and develops:

- open-mindedness about one's actions and their effects, taking account of evidence about, and from learners, colleagues and managers;
- responsibility, taking account of long-term effects as well as immediate outcomes;
- whole-heartedness, which involves a honest examination of one's values and actions;
- a realistic approach, which is informed by the characteristics of the particular context in which the student is working.

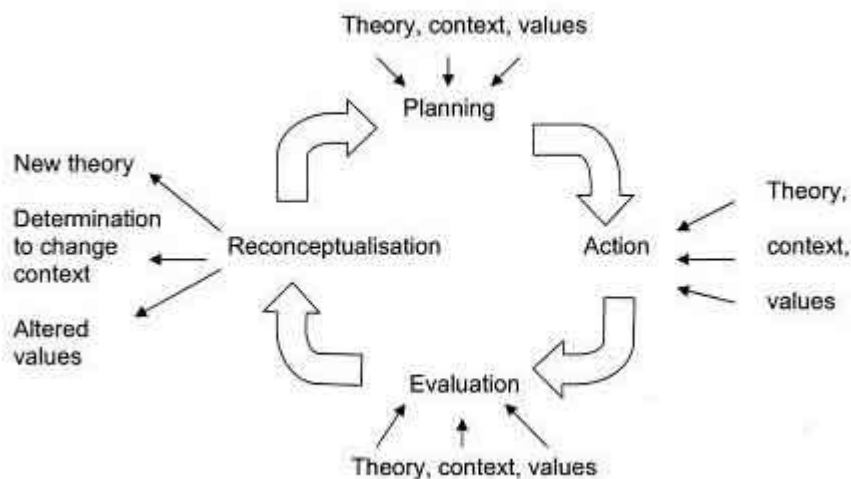
#### **Reflection is therefore a demanding intellectual process in which plans, actions, and evaluations are informed by a wide range of criteria including:**

- the general context (including the values of the societies within which the professional is operating, the current legal context, and historical insights);
- the specific context (including the attitudes of learners, colleagues and managers, institutional policies, values and ethos, the characteristics of the learners, recent institutional history);

- personal values;
- theories (including espoused theories providing philosophical, sociological, psychological insights, insights from specific pieces of research, insights from professional literature such as specific teaching schemes etc) and personal implicit theories (including pedagogical knowledge and craft knowledge premised on the lived experience of the learning environment).

**When new actions are planned, taken and evaluated against this framework, new thinking, as well as new actions, emerge.**

These basic ideas can be summarised in the following diagram:



This model recognises that professional decisions are contextually based, but it also recognises the professional's responsibility to question, and seek to influence, aspects of any given context.

The complexity of the decision-making and the contradictory nature of messages from different theories can often only be resolved by reference to values. In this sense the model never reduces the teacher to technician nor teaching to the automated operation of a decision-making matrix.

The model can be used over different timescales and with different emphasis at different stages of professional development, from novice to expert.