



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	UWE, Bristol		
Teaching Institution	UWE, Bristol		
Delivery Location	Frenchay Campus		
Faculty responsible for programme	ACE		
Department responsible for programme	Education		
Modular Scheme Title	Education Modular Scheme		
Professional Statutory or Regulatory Body Links	N/A		
Highest Award Title	BA (Hons) Education in Professional Practice		
Default Award Title	None		
Fall-back Award Title	None		
Interim Award Titles	BA Education in Professional Practice		
UWE Progression Route	PGCE MA Education MA Lifelong Learning		
Mode(s) of Delivery	Full time Part time		
Codes	UCAS:	JACS: X300	
	ISIS2: X003:X0043	HESA: X900	
Relevant QAA Subject Benchmark Statements	Education Studies		
First CAP Approval Date	20 th May 2014	Valid from	Sept 2013
Revision CAP Approval Date		Revised with effect from	
Version	3.3 (2013 intakes onwards)		
Review Date	Sept 2019		

Part 2: Educational Aims of the Programme

The aims of the programme are to:

1. Enable a range of different professionals from educational settings to build a degree upon earlier professional routes
2. 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 or DTTLs or to access Master's degrees in Education, Social Work, Health Therapy or Lifelong Learning.
3. Provide flexible opportunities to build upon professional, vocational experiences through reflection, investigation and research activities in their chosen area of study
4. Provide participants with a rigorous study of educational processes and perspectives embedded within their cultural, political and societal context
5. Locate study and professional practice within an understanding of the significance of educational values and ethics and a commitment to social justice
6. Provide opportunities for participants to learn from professional peers in other sectors
7. Encourage participants to work with and learn from potential international peer professionals joining the programme

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Students will be working or volunteering in an educational practice setting for 15 hrs (Full time study) – 12 Hours (part time study) or more per week and must have gained 240 credits from previous study in higher education.

The practice setting can be informal or formal and could include care homes/ centres, businesses, arts organisations, voluntary or community based organisations, museums, leisure centres, health centres, prisons, youth work, play work, as well as alternative, special or mainstream schools and colleges. Such contexts enable students to apply acquired knowledge and skills during their course of study to reflect upon their professional practice in the workplace and develop it further.

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 their professional roles.

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 of 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

Part 3: Learning Outcomes of the Programme

B Intellectual skills

As a result of this Programme, students will be able to:

- 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
- use established methods of data collection, justifying plans and methods on technical grounds
- 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/Practical Skills

As a result of this Programme, students will be able to:

- 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
- integrate relevant theoretical, professional and/or research based sources and use them in the development and discussion of ideas
- 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
- develop a coherent strategy for work-based or other relevant experiences, identifying own practice goals and formulating plans for achieving these
- articulate a coherent, reflective and effective orientation to their practice and their personal responsibilities in professional practice

D Transferable Skills and Other Attributes

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, 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 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

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	UTTQQL-15-3 Researching Education, Learning and Development	UTTQOM-45-3 Dissertation Education, Learning and Development	UTTGTB-30-3 Approaches for addressing emotional barriers to learning	UTTGTTC-30-3 Innovative Curricula	UTTGTD-30-3 Teaching and Learning for a Changing World	UTTGNR-30-3 Recognising Parental knowledge: building professional parent relationships	UTTGTTF-30-3 Learning from Community Partnerships	UTTGTM-30-3 Youth and Community Learning	UTLGAT-30-3 Independent Study
A) Knowledge and understanding 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	✓	✓	✓	✓	✓	✓	✓		
awareness of personal and professional responsibility within an appropriate ethical framework in relation to the wider social and environmental implications for education	✓	✓	✓	✓	✓	✓	✓		
established approaches to research and enquiry in the area of study	✓	✓	✓	✓	✓	✓	✓		
the significance of relevant contextual factors influencing education policy and professional practice		✓	✓	✓		✓			
the basis of their own value position compared to that of others related to educational policy and professional practice		✓	✓	✓	✓	✓	✓		
the significance of how related work of other professions and disciplines impacts upon wider educational policy and practice			✓	✓	✓	✓	✓		
issues of equality and diversity, inclusion and social justice related to education policy and professional practice			✓	✓	✓	✓	✓		
(B) Intellectual Skills									
Critically analyse and/or evaluate new and/or abstract ideas, perspectives and theories used to interpret	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part 3: Learning Outcomes of the Programme

professional practice									
(D) Transferable skills and other attributes									
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, 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 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	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part 4: Student Learning and Student Support

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

Students participating in the BA(Hons) Education in Professional Practice are required to be in a workplace either in a paid capacity or as a volunteer, for a minimum time of 15 hours per week (for a full time student) and 12 hours per week for a part time student. Participants on the BA(Hons) Education in Professional Practice will be understood as 'work-based learners' as stated in the UWE Work Based Learning Policy (2010)

- *WBL is aimed at learners who are employed or in a recognised relationship with an external organisation/employer;*
- *Work-based learners may be undertaking paid or unpaid work in various forms including traditional employment, part-time or self employment, entrepreneurial activity or voluntary forms of engagement;*

Part 4: Student Learning and Student Support

- *WBL is primarily concerned with learning opportunities that are not contrived for study purposes but occur in the workplace or its contemporary equivalents, and arise from working. Thus work is the vehicle through which the curriculum is critically explored.*

The programme provides opportunities for learning in and from workplaces, developing a critical reflective process on this learning. It will take every opportunity to enhance learners' skills, knowledge and understanding alongside increased critical self-awareness and insight into their own personal potential. The assessment for modules throughout the programme will draw upon the professional experience gained from the workplace setting. This work based approach to student learning forms continuing professional development for a group of educationalists currently operating in a variety of educational environments. This programme seeks to develop practicing educationalists who understand what they are doing and are able to engage in enhancing the educational process in their settings.

On the BA(Hons) Education in Professional Practice programme learning and teaching is comprised of a mix of scheduled seminar or lecture sessions, independent study tasks and specific work based learning. The hours of contact time vary according to mode of study – full time or part time but will adhere to the policy at UWE Bristol for a minimum average requirement of 12 hours/week scheduled contact time over the course of the full undergraduate programme. This scheduled contact time encompasses a range of activities as described below with specific allocation identified within module specifications. On average per week it will be distributed as follows: 6 hours face to face in session contact time + 5 hours work-related learning time + 1 hour electronic contact for a full time student per week. The scheduled contact time may vary for part time students and those studying in different learning environments. This forms the minimum entitlement for a full time student.

Students following the Full Time version will have access to Academic Personal Tutor sessions which will provide study skills support, career guidance and support and access to ICT workshops. 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 Academic Personal Tutor 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 academic 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. In addition, a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated. Careers Advice will be scheduled into the programme in order to explore and plan progression and/or promotion. Close liaison with Student Services will enable generic as well as bespoke support for learners with disabilities and additional needs. 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.

An explicit and common bank of assessment criteria used for all assessments on the

Part 4: Student Learning and Student Support

programme aids transparency and consistency in the student experience of assessment (see Assessment Criteria outlined in the Assessment Strategy section of this document.)

The majority of the participants on the one year BA(Hons) Education in Professional Practice programme will progress from a related Foundation degree or from some other education related programme where participants have gained 240 credits. Therefore an induction programme will include opportunities for participants to establish relationships with peers to share differences and commonalities within their workplace setting and professional experience and to enhance their knowledge and understanding of other educational settings.

Scheduled learning Participants will be introduced to a range of teaching and learning approaches which aim to stimulate active engagement with learning and development and enhance professional reflection, research skills, independent learning and group work. Participants are encouraged to make full use of the ICT facilities available to them in learning and teaching sessions, including e-books, online resources, wikis and online assessment tools. Teaching methods will include lectures; seminars; directed study; tutorials, dissertation supervision; external visits and work based learning with particular emphasis on values in professional practice. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning 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 subjects they are investigating. Participants are expected to engage with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: A practice placement arranged by the student either paid or voluntary is a requirement for the programme. Participants are required to use the work-based professional experiences, networks, policies, systems and ICT strategies as a foundation for their academic and professional development during their study. Students may also have opportunities to visit other educational settings to broaden their experience and professional knowledge.

Description of any Distinctive Features

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. Students are work based learners and as such the distinctive approach to teaching and learning, throughout the programme, relates to the development of reflective practice. Students are encouraged to reflect upon their different work contexts and make links with the wider concepts of educational theory and policy; adhering to the Education Department statement of pedagogic principle see Appendix 1). In this respect the programme bridges the academic learning environment with the work environment drawing the best learning opportunities and experiences from each context where relevant and enabling the student to develop a wider understanding of the educational process.

The programme will enable access for 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 FdA Educational

Part 4: Student Learning and Student Support

Support, FdA HLTA, FdA Inclusive Practice; FdA Early Years and FdA Supporting Teaching and Learning in FE.

Students who have obtained their 240 credits from another HEI will be able to join this programme but will not be able to gain the BA Education in Professional Practice they will need to complete the full BA Hons Education in Professional Practice. Opportunities for accredited courses completed previously in Higher Education institutions are available for students to transfer this credit.

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

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

All approaches to diagnostic, formative and summative assessment rely upon the students' capacity to draw upon their experience of the workplace. This practical professional experience whether paid or unpaid work is essential for success on this Degree programme. Formal assessment currently includes the following:

- a range of small scale enquiries based in the workplace, one of which is the final dissertation
- reflective and evaluative accounts or audits of initiatives, interventions, specific practices that might take place in the workplace
- a range of module specific directed tasks to be undertaken within the workplace – some of which will form part of the summative assessment task
- creation of portfolios that evidence the experiences occurring in the workplace through completion of witness statements, observational reports, case studies, reports on practice, logs and journals, planning documents etc
- written assignments, essays and prepared papers that involve reflection together with further reading to enhance insight to a specific topic area
- oral presentations and posters on module related topics which have the potential to be reproduced for use in the workplace

Each of the assessment points include stated assessment criteria which are drawn from the domains listed below. These form assessment criteria for several programmes within the Education Department but are particularly useful for the BA(Hons) Education in Professional Practice programme in that they encourage levels of reflection and enquiry around work place settings. The Assessment Criteria can be found in Appendix 1

Assessment Map

The programme encompasses a range of **assessment methods** including; Written essays, reports, Wikis and a final enquiry-based dissertation, along with controlled conditions such as a timed presentation. These are detailed in the following assessment map:


Assessment Map for BA(Hons) Education in Professional Practice

		Written Assignment	Report / Project	Portfolio	Dissertation	Oral assessment and/or presentation	Practical Skills Assessment	Practical Exam
Compulsory Modules Level 3	UTTQQL-15-3 Researching Education, Learning and Development					A (100)		
	UTTQGM-45-3 Dissertation: Education, Learning and Development				A (100)			
Optional Modules Level 3	UTTGTC-30-3 Innovative Curricula		B (75)			A (25)		
	UTTGTB-30-3 Approaches for addressing emotional barriers to learning			B (75)		A (25)		
	UTTGTD-30-3 Teaching and Learning for a Changing World		B (75)				A (25)	
	UTTGTE-30-3 Recognising Parental Knowledge			B (75)			A (25)	
	UTTGTF-30-3 Learning from Community Partnerships		B (75)			A (25)		
	UTTGTM-30-3 Youth And Community Learning			A (100)				
	UTLGA7-30-3 Independent Study		A (100)					

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
 level and credit requirements
 interim award requirements
 module diet, including compulsory and 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 – see prerequisite requirements:

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
	UTTGQL-15-3 Researching Education Learning and Development	Two from the following (not all modules will be offered) ÷ UTTGTB-30-3 Approaches for addressing emotional barriers to learning	Prerequisite requirements: Minimum credit/module requirements. Other: 120 credits of AL at Level 1 plus 120 credits of AL at Level 2
	UTTGQM-45-3 Dissertation Education Learning and Development	UTTGTC-30-3 Innovative Curricula UTTGTM-30-3 Youth and Community Learning UTLGA7-30-3 Independent Study UTTGRY-30-3 Guided Studies UTTGTD-30-3 Teaching and Learning for a Changing World UTTGTE-30-3 Recognising Parental knowledge: building professional parent relationships UTTGTF-30-3 Learning from Community Partnerships	Awards: Target/highest BA (Hons) Education in Professional Practice Credit requirements : 360 credits, of which not less than 340 are at level 1 or above, 200 are at level 2 or above, and 90 are at level 3 or above. Interim Award: BA Education in Professional Practice Credit requirements 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. <i>(only available to students of UWE not external students)</i>

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 3.1	UTTGQL-15-3 Researching Education Learning and Development	<p>Two from the following (not all modules will be offered). One module to be taken in Y1 (3.1) and one module to be taken in Y2 (3.2).</p> <p>÷</p> UTTGTB-30-3 Approaches for addressing emotional barriers to learning <p>UTTGTG-30-3 Innovative Curricula</p>	<p>Prerequisite requirements: Minimum credit/module requirements.</p> <p>Other: 120 credits of AL at Level 1 plus 120 credits of AL at Level 2</p> <p>Awards: Target/highest BA (Hons) Education in Professional Practice</p> <p>Credit requirements : 360 credits, of which not less than 340 are at level 1 or above, 200 are at level 2 or above, and 90 are at level 3 or above.</p>
	Year 3.2	UTTGQM-45-3 Dissertation Education Learning and Development	UTTGTM-30-3 Youth and Community Learning <p>UTTGTTR-30-2 Independent Study</p> <p>UTLGA7-30-3 Independent Study</p> <p>UTTGTD-30-3 Teaching and Learning for a Changing World</p> <p>UTTGTGTE-30-3 Recognising Parental knowledge: building professional parent relationships</p> <p>UTTGTGF-30-3 Learning from Community Partnerships</p>	<p>Interim Award: BA Education in Professional Practice</p> <p>Credit requirements 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>

Part 7: Entry Requirements

The BA(Hons) Education in Professional Practice 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 240 credits with 120 credits at level 1 and 120 credits at level 2 attained through prior study on, for example, a relevant foundation degree,

Part 7: Entry Requirements

(such as FdA: Educational Support; FdA: Inclusive Practice; FdA: Children and Young Families; or FdA: Early Years) a non-honours degree, or a Diploma in Higher Education (Learning Support).

The process of Accreditation of Learning (AL) takes place through submission of applications to the Admissions Office at UWE Bristol. Sometimes the application will be considered by 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 may be asked to submit relevant CVs / reflective accounts in order to demonstrate the currency of their qualification.

Applicants must provide evidence, usually through understanding of the programme followed, 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 practice and of issues in relation to more general ethical perspectives.
- some understanding of the significance of contextual factors related to education practice.
- some understanding of the significance of values related to education 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 and 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.

Part 7: Entry Requirements

- 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.

Part 7: Entry Requirements

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 applicants 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.

Part 8: Reference Points and Benchmarks

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

External organizations publications considered:

QAA Benchmark statements for UG Education Studies have been drawn upon in the writing of the programme specifications.

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 Department's Statement of Pedagogic Principle. (See Appendix 2)

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 programme or external DTTLs programmes.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning?

Students past and present, employers, UWE services have been consulted as demonstrated in the Design Consultation Document.

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](#).

Appendices

Appendix 1: Department of Education: Assessment Criteria

Appendix 2: Department of Education: Statement of Pedagogic Principle

Department of Education

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 (eg 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 Manager.

Appendix 2

Statement of Pedagogic Principle

Relationship of pedagogic principle to Department of Education mission

Our statement of pedagogic principle has been developed to maintain and enhance the quality of all of the Department 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:

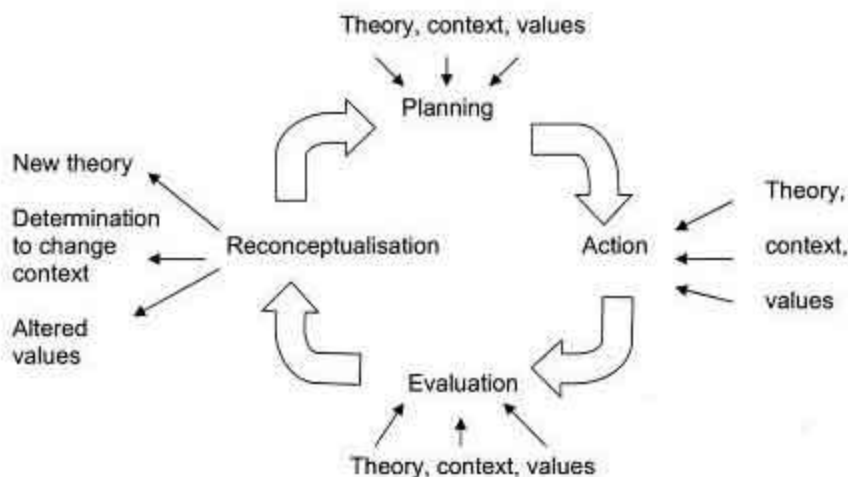
- open-mindedness about one's actions and their effects, taking account of evidence about, and from learners, colleagues and managers;
- responsibility, taking account of long-term effects as well as immediate outcomes;
- whole-heartedness, which involves a honest examination of one's values and actions;
- 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.