

## Programme Specification

### Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England
<b>Faculty responsible for programme</b>	Social Sciences and Humanities
<b>Programme accredited by</b>	University of the West of England  <b>Post Graduate Diploma in Careers Guidance</b> plus additional skills assessments equates to the QCG accredited by the ICG (Institute of Careers Guidance)
<b>Highest award title</b>	Post Graduate Diploma in Careers Guidance
<b>Default award title</b>	
<b>Interim award title</b>	Post graduate Certificate in Careers Guidance
<b>Modular Scheme title (if different)</b>	
<b>UCAS code (or other coding system if relevant)</b>	
<b>Relevant QAA subject benchmarking group(s)</b>	
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	
<b>Valid from (insert date if appropriate)</b>	1 September 2007
<b>Authorised by...</b>	<b>Date:</b>
<b>Version Code</b>	
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<i>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</i>	

## Section 2: Educational aims of the programme

### Background

Students attend this programme to acquire the Qualification in Career Guidance a professional award which enables entry into a range of guidance agencies primarily the Connexions/Careers services in England and Career Wales and Career Scotland, the statutory providers of career guidance to under 19 year olds.

Currently, UWE's full-time, Post-graduate Diploma in Career Guidance is recognised by the Institute of Career Guidance (ICG). Students who successfully complete the PG Diploma, register with the ICG, and also complete a portfolio of evidence against the ICG's Qualification in Careers Guidance Learning Outcomes, are also awarded the QCG. This enables professional entry to the Connexions/Careers and other Guidance services

Most students are mature with one or two careers behind them. A significant minority has no HE experience and for most it was undertaken some time ago.

Consequently, the requirements of master level written work alongside the demonstration of professional capacity and skill represent a significant challenge for the scope and scale of assessment.

Whilst most assessments contribute toward UWE modules, some only contribute towards the QCG portfolio. The Learning Outcomes of the programme on the following pages distinguish between both types of assessment.

### Educational Aims

- To provide a professionally qualifying programme of study for individuals seeking to become Career Guidance practitioners.
- To develop thoughtful and critical practitioners who
  - Understand professional contexts.
  - Can work effectively and ethically with clients.
  - Can work collaboratively with other relevant agencies, agents and the community.
- To enable students to progress onto further postgraduate study e.g. MA in Guidance, Dip Phil, PHD and so advance learning in a professional area where research is underdeveloped.

**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:

- an in depth and systematic knowledge of the major careers guidance theories, concepts and established principles based upon relevant research from appropriate academic disciplines
- awareness of problematics in relation to ethical dilemmas in professional contexts
- an awareness of established methodologies of enquiry used to create and interpret knowledge in careers guidance policy and practice
- understanding of the significance of relevant contextual factors influencing careers guidance policy and practice
- critical understanding the significance of issues of equality, diversity, inclusion and social justice related to careers guidance policy and practice

**Teaching/learning methods and strategies:**

- Module lecturers and seminars are founded upon the requirement that students read a large volume of recommended literature and they are supported in developing research skills that enable them to access more knowledge, independently.
- Module handbooks, work sheets, guided activities, case studies, question and answer sheets stimulate new thinking about the theory and practice that they engage with.
- Tutor input is balanced with considerable practitioner input introducing alternative constructions and exploring the influence of practice on theory.
- Objectives for all placements, professional practice with young people and other agencies are derived from key professional knowledge areas. Follow up debriefings and discussions help students to compare and locate their experiences within current professional, theoretical and social justice debates.
- Post assessment discussion of skills work (groupwork, interviewing and team work) enable linkage of theory to individual professional development.
- Equity and ethical issues are specifically considered in every module.
- The context module(UTLG8P-20-3) enables students to specialise and build real expertise in areas of interest to them which is shared through assessments with tutors and peers.

**Assessment:**

**PG Diploma in Careers Guidance in Guidance**

All module assignments require students to demonstrate knowledge and understanding against a set of core professional learning outcomes related to the module, and to meet CPD academic criteria at Level 3 or M.

Ethical issues and values are specifically assessed in the assessment of Guidance

	<p>Theory and Practice (UTLGES-50-M). Skills assessment undertaken with young people at UWE, and provided by tutors and practitioners allow discussion of relevant knowledge, ethics, values and equality issues within an immediate, 'live', practice context. The inclusion of practitioners in this process affords students a richer understanding of practice concerns in this area.</p> <p><b>QCG Portfolio</b> Placement reports reflect student understanding and application of knowledge across the modules and provide validation of tutor assessments.</p>
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**B Intellectual Skills**

<p><b>B Intellectual Skills</b></p> <p>As a result of this programme, students will be able to:</p> <ul style="list-style-type: none"> <li>• analyse critically and/or evaluate complex, incomplete or contradictory areas of knowledge used to interpret and/or explore the area of study, showing the ability to synthesise and/or transform ideas in the process of developing an argument</li> <li>• identify and explain methodological and epistemological issues around the research process, using a range of methods of data collection</li> <li>• evaluate critically research evidence, advanced scholarship and methodologies arguing for alternative interpretations or approaches where appropriate</li> <li>• synthesise both conceptual and numerical information in an innovative manner using knowledge of processes of careers guidance research</li> <li>• use critical reflection in the learning process to explore the relationship between theory and practice in complex situations</li> <li>• evaluate critically the implications of using ethical framework for addressing ethical dilemmas in personal and professional practice</li> </ul>	<p><b>Teaching/learning methods and strategies</b></p> <ul style="list-style-type: none"> <li>• Many of the guided activities in the module content require students to prepare for sessions where they will lead discussion, present arguments or practise skills to a critical audience, sometimes formally, often informally.</li> <li>• Reflective diaries – (key elements of skills learning) and summaries of placement experiences, require students to record and evaluate and observe the implementation of theoretical ideas on their own practice. They also enable reflection on the mental processes underpinning their strategies and judgements.</li> <li>• Each assignment requires students to meet a range of CPD M/3 level criteria (including 1-6) and students are offered support in developing these skills in taught study skills sessions, Faculty and University Web materials as well as, 'one to one' tutor support.</li> <li>• In termly sessions with a personal tutor students review how these academic (and professional) skills are developing.</li> <li>• Post skills assessment discussions (individual and in groups) provide an opportunity to help students reflect critically on theory, practice and its outcome.</li> </ul> <p><b>Assessment</b></p> <p><b>PG Diploma in Careers Guidance.</b>        Students demonstrate skills (1-6 opposite) across the written assignments and 5-6 are also demonstrated in their skills work and reflective diaries .</p> <p><b>QCG Portfolio.</b>        Several QCG assessments require students to reflect on practice with real clients and case studies on the processes and decisions involved in client support, by both individuals and organisations.</p>
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### C Subject, Professional and Practical Skills

<p><b>C Subject/Professional/Practical Skills</b>          As a consequence of this programme, students will be able to:</p> <ul style="list-style-type: none"> <li>• perform effectively and efficiently in complex and/or specialised contexts</li> <li>• adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements</li> <li>• interrogate an extensive range of relevant theoretical, professional and/or research based sources and critically engage with the sources in the development and discussion of ideas, perspectives and theories</li> <li>• plan for and/or execute a small-scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process</li> <li>• develop an integrated strategy for professional practice with decision-making based on sound analysis of situations, prioritising between competing variables</li> <li>• articulate an integrated, critical, reflective and effective orientation to their practices and their personal responsibilities in professional practice</li> </ul>	<p><b>Teaching/learning methods and strategies</b>          Given the nature of this award, professional issues are a central focus of each module and reading case studies, articles and role-play are used to anchor and refine the development of ideas.</p> <ul style="list-style-type: none"> <li>• In Guidance Theory and Practice (UTLGES-50-M) the role-play of guidance intervention skills and reflection and discussion are central techniques.</li> <li>• Students also watch videos of their own practice, other professional's practice or commercially available material in order to critique skill.</li> <li>• 'Buddying' is used where pairs of students commit to watching and giving feedback on other's interview development.</li> <li>• 'Practice Days' require students to: liaise with schools, host and deliver a day of Careers Activities to groups of secondary pupils on a bi-weekly basis. Their groupwork and interviews are assessed (formatively and summatively) by tutors and practitioners.</li> <li>• Placement – Students experience two, three week placements in Careers/Connexions Services; a secondary school placement and a community agency placement with an optional placement in another guidance agency. During these they observe policy and practice and question managers and practitioners, whilst receiving feedback about their own skills and contribution. During the major Connexions/Careers placements they are involved in day to day delivery of the service alongside professionals, helping in interviewing and groupwork, monitoring and record keeping in a variety of contexts. They engage in workplace training and visit employers, education and training providers.</li> <li>• School days – Students assist local schools in the running of special career related days for years 11 and 12.</li> <li>• Maintaining the Careers Library. Students are required to develop library skills and resource awareness by vetting and restocking our Career Library.</li> <li>• Research – All students undertake an original research study identifying an aim, planning, undertaking secondary and primary research in the field and</li> </ul>
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	<p>completing a report.</p> <p>Due to the variety of their background specialisations, space in the programme is utilised to enable students to teach each other skills e.g. How to process Benefit Claims, ICT skills.</p> <p><b>Assessment</b></p> <p><b>PG Diploma in Careers Guidance.</b> All assignments require students to adopt a critical and reflective orientation to an aspect of work based practice. This can have a policy, organisational or personal focus but always requires the use of theoretical, professional and research based sources to support arguments and conclusions. Most module assignments and all skills assignments require students to identify and evaluate policy, organisational or individual change.</p> <p><b>QCG Portfolio.</b> The portfolio requires students to reflect on all aspect of their programme experience and produce evidence of professional capacity plus critical reflection on actions for personal and professional change.</p>
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**D Transferable Skills and other attributes**

<p><b>D Transferable skills and other attributes</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, clarifying tasks, making appropriate use of the capacities of group members, negotiating and handling conflict with confidence</li> <li>• locate, use effectively and evaluate the full range of learning resources, including ICT, applying a critical and confident approach</li> <li>• interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes</li> <li>• communicate effectively with a broad range of audiences including learners and other professionals</li> <li>• reflect critically on own and others' functioning in order to improve practice</li> <li>• take independent and self critical responsibility for own work, guiding the learning of others and managing their own requirements for continuing professional development</li> <li>• engage confidently in academic and professional communications with others, reporting on action clearly, autonomously &amp; competently including the capacity to communicate processes &amp; outcomes of their learning</li> <li>• demonstrate initiative and originality in problem solving and can act autonomously in planning and implementing tasks</li> </ul>	<p><b>Teaching/learning methods and strategies</b></p> <ul style="list-style-type: none"> <li>• Communication – Interviewing skills probably represent very complex communication skills learning and so students receive regular feedback on their own capacities and are immersed in observing and reflecting upon these throughout this award.</li> <li>• Team work-The variety of mature student backgrounds provides a rich environment for exchange of skill and learning. There is a heavy expectation and emphasis on team work both informally, in joint delivery of 'practice days', peer feedback, 'buddying' and seminar preparation, but also formal in the collaborative research study and evaluation and QCG portfolio reflection.</li> <li>• Presentation skills are formally taught through Guidance Theory and Practice Module (UTLGES-50-M). Regular experience of groupwork with young people, directed reflection, feedback and assessment from tutors, guidance practitioners, teachers and peers gradually builds capacity to organise and present ideas effectively.</li> <li>• Written work-Formal support sessions, are available. The range of assessments includes traditional academic assignments, professional reports and client documentation</li> <li>• The Media and Information Centre team provide support sessions in basic IT and camera/ video skills plus Power point. Practitioner led sessions are provided on Career Guidance relevant ICT. Placement objectives and assessments include the learning of professionally based ICT data and information systems. The library provides advanced data search sessions.</li> <li>• Independent learning-All assignments are independently researched. The portfolio requires students to monitor their professional and academic progress, evaluate their learning need alongside individual personal action planning and goal setting. Personal tutors support this process with 3 formal meetings and the period where progress is reviewed.</li> </ul> <p><b>Assessment</b>  <b>PG Dip in Careers Guidance.</b>          (Independent working, ICT, Collaborative</p>
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	<p>work, effective communication and presentation)          All module assignments test these capacities along with the use of a Presentation as sole assessment for one module (UTLG8P-20-3). The Research Study and evaluation assesses collaborative work (UTCG8Q-20-M).          Skills assessment (UTLGES-50-M Group work) and reflective diaries assess presentational skill and both Group work and Interviewing skills assessments assess communication skills.</p> <p><b>QCG Portfolio</b>          (Collaborative work/Effective Communication) Team reviews, placement reports and client feedback assess these skills and are included in the portfolio.          (Independent work/Effective Communication) Portfolio design, client review exercises and placement reports assess these skills.</p>
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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

<b>level 3</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UTLG8P-20-3, The Context of Guidance</li> <li>• UTLGDM-20-3, Understanding the Structure of Post-16 Opportunities in Education, Training and Employment</li> </ul>	<p><b>Optional modules</b></p> <ul style="list-style-type: none"> <li>• See below</li> </ul>	<p><b>Prerequisite requirements</b></p>
	<p><b>Core modules</b></p>		<p><b>Awards</b> See below</p>

<b>level M</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UTLG8L-30-M, Education Provision in the UK</li> <li>• UTLGES-50-M, Guidance Theory and Practice 1 and 2</li> </ul>	<b>Optional modules</b>	<p><b>Prerequisite requirements</b></p> <p><b>Interim Awards:</b>        PG Certificate in Careers Guidance: 60 credits,        40 of which to be at level M</p> <p><b>Final Award:</b>        PG Diploma in Careers Guidance: 120 credits,        80 of which to be at level M</p>
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### **Section 5: Entry requirements**

Students will possess a degree or equivalent from a recognised university. Students who do not meet the minimum academic entry requirements but have significant life and/or work experience will be considered on an individual basis providing they can satisfy UWE that they will cope with the academic standard. They may be asked to send in a short essay following their Selection Day.

### **Section 6: Assessment Regulations**

a) **MAR**

b) **MAR Variant**

To ensure professional body requirements and standards are met, a compulsory submission is required for all levels of assessment in the following module:

UTLGES-50-M, Guidance Theory and Practice 1 and 2

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

This is an intensive programme, a student can move from no experience of guidance to being a working Careers Adviser/Personal Adviser in 9 months.

There has been a big growth recently in work based, sub and under graduate routes into this sector it is argued to broaden access to the profession. The QCG in contrast, offers a Post Graduate level of study appealing to both graduates and the mature, widening participation group who want a professional qualification with similarly academic study and a fairly rapid progression route to an MA.

Whilst the academic standards and volume of work are high, the programme devotes the greater proportion of time to direct experience and practise of professional skill and awareness raising through extensive placement, practice, feedback, assessment and reflection. Five out of 8 days are devoted to, placement, work with young people, visits to employment, education and training providers, and research in the field. Unsurprisingly this emphasis on practice is very well received by students.

The emphasis upon teamwork, both informally and in formal assessment is one of the most distinctive features of this programme.

The programme receives consistently positive feedback about the quality of tutor support. Very few students withdraw and/or are unsuccessful in completing. Partly this is because of a system of supportive, incremental, formative feedback, assessment and reflection. Personal tutors (required by the QCG Awarding Body) enable students to acquire evidence of their growing capability whilst actively considering manageable goals for their personal development.

### **Section 8 Reference points/benchmarks**

#### **Programme design has been informed by:**

- the ICG's Learning Outcomes for the QCG
- the QAA benchmarks for Education Studies;
- SEEC Credit Level Descriptors 2001;
- the University's mission statement;
- the University's policies on Key Skills; Learning and Teaching; Assessment and on emerging practice in relation to Personal Development Planning and Progress Files;
- the Race Relations (Amendment) Act (2000) and the University's Race Equality Action Plan;
- the SEN and Disability Act (2001)
- The Faculty's Statement of Pedagogic Principle.

#### **Employer interaction/feedback**

The learning and teaching on the QCG is carried out in informal partnership with a large

number of agencies primarily the Connexions/Careers Services.

These organisations provide placement, assessment and practitioner speakers and are involved in our selection programme, design and validation.

Regular interaction with employers and professional bodies occurs at programme level through visits to students on placement and regional and national forums.

They offer regular advice on contextual developments and training issues including the transition from the QCG into the probationary year qualifications.

Employers provide assessment for placement and their feedback indicates that trainees show good standards in both professional practice and understanding.

Practitioners are offered training by UWE in assessment of skills work in order to moderate standards of assessment.

Our External Examiners both come from the Careers/Connexions professional background.

Over 90% of our students enter this sector and to date appear to gain entry relatively easily and to enjoy a long career providing us with useful role models, contacts and speakers for our students.

We also have long established partnerships with local secondary schools who provide pupils for our 'practice days' and, placements. This contact helps us to retain awareness of school perspectives and in return we provide support for their event days, through student volunteers.

Other partners supporting our award are a host of community (statutory and voluntary) agencies working with young people who see our relationship as mutually beneficial.

The Careers Development Unit at UWE provides our students with technical input and models of good professional practice and placement and we in turn support them with practical support for their activities, Conferences, surveys etc.

Lastly, but significantly the ICG our professional body and the DfES (with the CSNU) play a critical role in the development, content and evaluation of our programme. They collect statistical and other information and monitor many aspects of the programme annually. They undertake regular evaluations and comparisons of QCG provision through annual reports and interviews. We meet with them regularly to inform developments across initial training and CPD.

#### **Staff research projects**

Faculty of Education staff are involved in research related to both substantive and methodological issues of relevance to the programme. Examples of staff research include:

- citizenship and education for democracy;
- education and training policy in relation to social regeneration, globalization, regionalisation and the nation state;
- education of excluded and disaffected young people;
- educational uses of ICT;
- interprofessional and interagency working practice
- evaluation of student-led learning;
- European Social Fund and the European Union;
- Excellence Challenge and the experience of widening participation co-ordinators;
- gender studies and in particular the education of boys;
- literacy and learning;
- policy and practice in inclusion and special educational needs;
- recruitment of minority ethnic groups into teaching;
- self-assessment practice in HE;
- transforming learning cultures in FE;
- urban education policy.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.