



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

Part 1: Basic Data		
<b>Awarding Institution</b>	University of the West of England, Bristol	
<b>Teaching Institution</b>	University of the West of England and partner institutions (early years settings, schools and other educational establishments)	
<b>Delivery Location</b>	Frenchay Campus and partner institutions (early years setting, schools and other educational establishments)	
<b>Faculty responsible for programme</b>	Faculty of Art, Creative Industries and Education	
<b>Department responsible for programme</b>	Education	
<b>Modular Scheme Title</b>	Education Modular	
<b>Professional Statutory or Regulatory Body Links</b> <i>Name of PSRB</i> <i>Type of approval</i> <b>Dates</b>	The Office for Standards in Education (Ofsted) The Teaching Agency (TA)	
<b>Highest Award Title</b>	BA(Hons) Primary Early Years Education (ITE)	
<b>Default Award Title</b>	BA(Hons) Studies in Education	
<b>Interim Award Titles</b>	None	
<b>UWE Progression Route</b>	MA Education	
<b>Mode(s) of Delivery</b>	Full time	
<b>Codes</b>	<b>UCAS: X120</b>	<b>JACS: X120</b>
	<b>ISIS2: X120</b>	<b>HESA: X120</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Early Childhood Studies Education Studies	
<b>CAP Approval Date</b>	04/05/12	
<b>Valid from Date</b>	September 2012	
<b>Valid until Date</b>	September 2018	
<b>Version</b>	1	

## Part 2: Educational Aims of the Programme

This full-time Undergraduate BA (Hons) programme is designed to provide trainees with the opportunities to meet the relevant Teachers' Standards at a level consistent with what could be reasonably expected of a trainee teacher by the point of recommendation for the award of Qualified Teacher Status (QTS). The programme is designed to be delivered in such a way as to meet the relevant statutory requirements for Initial Teacher Training (ITT). The programme is delivered in partnership between the University and a range of educational institutions and professional settings; these include early years' settings, schools and academies serving diverse groups of children.

The programme is underpinned by a commitment to training outstanding and transformational teachers, who will develop advanced knowledge, understanding and professional skills, and who will have the potential to make a significant difference to the life chances of children. Such extended professionals will be able to use reflection and critical analysis to develop their specialist practice, think critically about and theorise their own practice in the context of the professional Teachers' Standards, and engage with a wide range of educational literature, research and other evidence to inform their practice and have notable impact on the quality of learning. They will have high personal and professional aspirations and consistently strive for continuous improvement. They will set high expectations which inspire, motivate and challenge all learners, whilst reducing barriers to learning and promoting good progress and outcomes and a love of learning. Students completing the programme will recognise that effective teaching is a complex craft that requires ongoing reflection, enquiry, evaluation and re-conceptualisation.

The programme aims to develop teachers who consistently demonstrate high levels of confidence and competence in relation to meeting the standards of personal and professional conduct expected of teachers throughout their teaching careers. It will develop teachers who demonstrate a clear commitment to safeguarding children's well-being in accordance with statutory requirements. Students completing the programme will proactively seek opportunities to develop understanding about equality and diversity and promote tolerance and respect for the rights of others.

The programme aims to develop graduate capabilities in the context of professional learning.

### Part 3: Learning Outcomes of the Programme

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

#### A Knowledge and Understanding

##### Learning Outcomes

1. Display a systematic knowledge and thorough understanding of the role of an Early Years teacher.
2. Demonstrate secure subject knowledge for teaching and of the national curriculum requirements and/or other specifications appropriate to the age/phase and ability of those they are trained to teach.
3. Have a comprehensive understanding of the significance and implications of contextual factors relating to their training and practice.
4. Understand and demonstrate the values consistent with high standards of personal and professional behaviour.
5. Demonstrate knowledge and understanding of a range of strategies for teaching; learning; assessing; monitoring children's progress; managing and fostering desirable behaviour.
6. Understand and demonstrate secure knowledge of the physical, social and intellectual development of children and how that can impact on children's learning at different stages of their education.
7. Know how to adapt teaching to meet the strengths and needs of all children.
8. Know and understand the roles of

##### Teaching/learning methods and strategies:

These include lectures, seminars, seminar/group discussions, directed and personal study, e-learning and innovative use of digital technologies and social media to connect students to peer and professional communities of practice and discussion, peer assisted learning, enquiry tasks, mentor and tutor feedback and guidance, directed reading, on-line materials and progress reviews. Opportunities are given to reflect on practice in teaching experiences, with the associated setting of targets to improve that practice.

The relevant Teachers' Standards are used to structure the programme which, along with statutory requirements for personal and professional conduct and the development of graduate skills and attributes, provides the framework for the planning, delivery and assessment of the programme.

The programme of taught sessions is founded on the expectation that students engage with an appropriate range of indicative literature in a range of modes from hard copy to e-books and that they develop active reading strategies. There is an expectation that directed study tasks supported by formative assessment and target setting support the development of knowledge, skills and understanding.

The UWE taught programme is delivered in partnership with practitioners who introduce students to a wide range of pedagogical approaches and explore the relationship between theory and practice in classrooms and a range of other teaching and learning contexts.

<p>colleagues with specific responsibilities and how and when to draw on specialist support.</p> <p>9. Know how to promote high standards of literacy, oracy and numeracy; understand strategies for teaching of early reading, including the use of systematic synthetic phonics, and high quality teaching of early mathematics.</p>	<p><b><u>Assessment</u></b>  Assessment of students' knowledge, skills and understanding is continuous throughout the programme.  Informal and formative assessment feedback is provided using tools such as audits, file reviews, tutorials, placement reports and professional portfolio; formal assessment opportunities include written assignments, presentations, and moderated monitoring of achievement against the Teachers' Standards.</p>
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<b>B Intellectual Skills</b>	
<p><b><u>Learning outcomes</u></b></p> <ol style="list-style-type: none"> <li>1. Demonstrate and promote the value of scholarship.</li> <li>2. Analyse and think critically about existing knowledge frameworks and concepts.</li> <li>3. Engage in self-critical reflection on own learning leading to purposeful target setting.</li> <li>4. Reflect on, analyse and evaluate practice in classrooms/early years' settings.</li> <li>5. Adopt an ethical stance in relation to justifying and evaluating practice.</li> <li>6. Develop informed lines of argument drawing on different perspectives and contexts.</li> <li>7. Interrogate an extensive range of relevant research and literature in a range of modes.</li> <li>8. Demonstrate a creative approach to learning; evaluate and justify approaches to curriculum design and teaching strategies.</li> </ol>	<p><b><u>Teaching and learning methods and strategies</u></b></p> <p>Intellectual skills are developed through the full range of teaching and learning methods and strategies outlined above.</p> <p>Opportunities to apply intellectual skills are provided through taught sessions, workshops, directed study, personal study, observation of teaching and learning in classrooms/early years' settings, practical teaching experiences and through small-scale enquiry.</p> <p>Seminars are used to develop paired and group work and include presentations and discussions requiring the exploration and synthesis of ideas and research on given topics through coherent argument and exploration of values.</p> <p><b><u>Assessment</u></b></p> <p>Intellectual skills are assessed throughout the programme through the approaches outlined above. In particular, evidence is sought through written assignments, oral presentations and contributions to seminars and personal tutorials.</p>

## C Subject, Professional And Practical Skills

### Learning Outcomes

1. Demonstrate through a range of professional evidence that the relevant Teachers' Standards have been met at a level appropriate for a teacher at the point of recommendation for the award of Qualified Teacher Status, through successful completion of teaching practice in educational settings.
2. Apply secure knowledge of relevant subject and curriculum areas and relevant pedagogy in order to be an effective Early Years teacher in practice.
3. Plan, teach and resource well-structured sessions and reflect systematically on the effectiveness of sessions and pedagogical approaches with a view to improving teaching and learning.
4. Demonstrate an awareness of the physical, social and intellectual development and needs or disabilities of children and how that can impact on children's learning at different stages of their education.
5. Take practical account of diversity and promote equality and inclusion in teaching.
6. Adapt teaching or provision to meet the strengths and needs of all children.
7. Manage and foster desirable behaviour effectively and facilitate purposeful and safe learning environments.
8. Use formative and summative assessment including the use of data to secure children's progress and to plan further teaching and provision.

### Teaching and learning methods and strategies

Subject, professional and practical knowledge, skills and understanding are developed through the range of teaching and learning methods and strategies outlined above.

Opportunities to develop knowledge, skills and understanding are provided within the university through lectures, seminars, subject workshops, cross curriculum activities, peer led sessions; and in practice during professional placement experiences through planning, teaching, assessing learners, personal subject knowledge action planning, mentoring, self-evaluation and structured reflection on practice in classrooms and a range of other teaching and learning contexts.

### Assessment

Subject, professional and practical knowledge, skills and understanding are assessed throughout the programme using the various methods outlined above.

In particular the placement-based assessment uses evidence of students' progress towards meeting the relevant professional Teachers' Standards.


<p>9. Demonstrate secure understanding of how to teach and assess early reading, including the use of systematic synthetic phonics, and early mathematics.</p> <p>10. Identify and work within relevant current statutory frameworks and specific agendas.</p> <p>11. Take responsibility for improving teaching through appropriate professional development including the use of research and professional sources in multiple contexts.</p> <p>12. Design and undertake professionally grounded research or enquiry in a systematic, rigorous and ethical manner, using primary and secondary sources and appropriate methodological approaches.</p> <p>13. Demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour.</p>	
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<b>D Transferable Skills and Other Attributes</b>	
<p><b><u>Learning Outcomes</u></b></p> <ol style="list-style-type: none"> <li>1. Critically analyse, synthesise and transform information, concepts and practice, through critical reflection, enquiry, evaluation and re-conceptualisation.</li> <li>2. Organise and present ideas in a coherent and creative way.</li> <li>3. Engage confidently in academic and professional communication, including with colleagues, children, parents and carers, and other professionals working with children, making appropriate use of the capacities of colleagues.</li> </ol>	<p><b><u>Teaching and learning methods and strategies</u></b></p> <p>Transferable skills are developed through the range of teaching and learning methods and strategies outlined above.</p> <p>In particular these skills are developed by drawing on the prior work and life experiences of students, including school based observation and vocational work. Students are expected to work in subject/phase specific and cross subject/phase groups undertaking seminar, cross curriculum activities, group projects and presentations. Presentation skills are developed both in the university and in placement settings.</p>

<ol style="list-style-type: none"> <li>4. Take responsibility for continuously evaluating and improving practice through appropriate professional development and by responding to advice and feedback.</li> <li>5. Make effective use of ICT in personal study, planning for teaching and in practice in classrooms/settings.</li> <li>6. Demonstrate an understanding of and takes responsibility for promoting high standards of literacy and numeracy in personal and professional contexts.</li> <li>7. Work effectively as an independent, self-motivated and self-critical learner.</li> <li>8. Demonstrate commitment to collaborative and cooperative working and joint practice development in a range of educational and other settings.</li> <li>9. Create effective professional working relationships with colleagues; support and be proactive in leadership.</li> <li>10. Incorporate an ethically aware dimension to practice.</li> </ol>	<p>Other transferable skills and attributes are developed through experience in multiple and complex, specialised contexts. For example, observational skills are developed and enhanced through experiences in schools/professional settings; and the use of assessment data to inform planning and teaching is a key skill developed in context.</p> <p>Students are expected to build upon high levels of ICT skills, including the use of digital technologies and social media for linking University and other learning contexts. Students are required to use ICT in directed and personal study, in informal and formal presentations, for professional development and as part of their teaching. The programme has a strong emphasis on students engaging in reflection and evaluation followed by target setting. This is supported by the use of the Virtual Learning Environment and an active reading and research strategy to promote independence and motivation.</p> <p><b><u>Assessment</u></b></p> <p>Transferable skills are assessed throughout the programme using the various methods outlined above. In particular they are assessed through students' developing professional competence and the ability to work as a professional colleague in professional settings; and through assessment against the relevant professional Teachers' Standards.</p>
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## Part 4: Programme Structure

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

<p><b>ENTRY</b></p> 	<p>Year 1</p>	<p><b>Compulsory Modules</b></p> <p>UTTGRE-30-1 Graduate and Professional Learning in Early Years Education 1</p> <p>UTTGRF-30-1 Beginning Professional Practice in Early Years Education</p> <p>UTTGRG-30-1 Introducing Knowledge for Teaching in Early Years Education 1</p> <p>UTTGRH-30-1 Introducing Knowledge for Teaching in Early Years Education 2</p>	<p><b>Optional Modules</b></p> <p>None</p>	<p><b>Interim Awards</b></p> <p>Other requirements</p>
	<p>Year 2</p>	<p><b>Compulsory Modules</b></p> <p>UTTGRJ-30-2 Graduate and Professional Learning in Early Years Education</p> <p>UTTGRK-30-2 Developing Professional Practice in Early Years Education</p> <p>UTTGRL-30-2 Developing Knowledge for Teaching in Early Years Education</p> <p>UTTGRM-30-2 Embedding Specialist Knowledge for Teaching in Early Years Education</p>	<p><b>Optional Modules</b></p> <p>None</p>	<p><b>Interim Awards</b></p> <p>Other requirements</p>



Year 3	Compulsory Modules	Optional Modules (Default award only)	Interim Awards
	UTTGRN-30-3 Graduate and Professional Learning in Early Years Education 3	UTTQGN-30-3 Creativity, Arts, Community and Education	Other requirements
	UTTGRP-30-3 Extending Professional Practice in Early Years Education	UTTQGP-30-3 Languages, Literacies and Learning	
	UTTGRQ-30-3 Extending knowledge for teaching in Early Years Education	UTTGRY-30-3 Guided Studies	
	UTTGRR-30-3 Enhancing knowledge for teaching in Early Years Education: Dissertation	UTTQQL-15-3 Researching Education, Learning and Development	
		UTTQGM-45-3 Dissertation: Education, Learning and Development	

## GRADUATION

### Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions.

Entry requirements will comply with Teaching Agency requirements including 'Fitness to Teach', 'Able to Teach' and CRB clearance. From 2013, a pass is required in the relevant QTS skills tests.

#### **BA (Hons) Early Years Education (ITE)**

Entry requirements for this programme conform to the university regulation E3.4R. Tariff points are as appropriate for the year of entry. Applications from those with non-standard entry qualifications will be considered under academic regulation E4.2R

In addition, entrants to the BA (Hons) Early Years Education (Initial Teacher Education) award will also need Grade C or above in English Language, Mathematics and a Science subject.

Students who are required to withdraw from an Initial Teacher Education degree due to failure of a module where there is no further opportunity to redeem will normally be permitted to transfer to the Default Award.

The Department of Education and the University deploy multiple strategies to support widening participation and to enable access to programmes for all applicants who meet the entry requirements.

## Part 6: Assessment

Approved to University Regulations and Procedures.

The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University and relevant professional bodies.

A variety of assessment types and methods will be utilised throughout the programme and a variety of forms of feedback, incorporating formative and summative perspectives on academic and professional development.

Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012. Assessment criteria for each module will be drawn from the Department of Education Assessment Policy's Generic Assessment Criteria (Levels 1,2,3), (Appendix 1).

### Assessment Map

The programme encompasses a range of **assessment methods** including; essays and other written assignments as part of portfolios of work; vivas, presentations and displays of work. All modules are designed to be assessed both rigorously, and in line with the need for flexibility as the professional Teachers' Standards change. Reasonable adjustments can also be made for disabled students within the module specifications. Methods of assessment are detailed in the following assessment map:

#### Assessment Map for BA(Hons) Early Years Initial Teacher Education

		Online test	Practical Skills Assessment	Oral assessment (viva) and/or presentation	Written Assignment	Display of work	Dissertation	Portfolio
Compulsory Modules Level 1	UTTGRE-30-1			A (25)				B (75)
	UTTGRG-30-1			A (25)				B (75)
	UTTGRH-30-1					A (25)		B (75)
	UTTGRF-30-1		B (100)	A (P/F)				
Compulsory Modules Level 2	UTTGRJ-30-2				A (25) B (75)			
	UTTGRJ-30-2			A (50)				B (50)
	UTTGRM-30-2				B (50)	A (50)		
	UTTGRK-30-2		A (P/F)		B (100)			

## Part 6: Assessment

Compulsory Modules Level 3	UTTGRN-30-3			A (25)				B (75)
	UTTGRQ-30-3		B (25)					A (75)
	UTTGRR-30-3			A (25)			A (75)	
	UTTGRP-30-3		A (P/F)		B (100)			

## Part 7: Student Learning

### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

UWE has a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. 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.

The Early Years ITE programme provides opportunities for trainees to specialise in one of the Early Years Foundation Stage curriculum areas. The specialist strand of the programme is staffed by Early Years specialist staff.

On the BA (Hons) Initial Teacher Education programmes, teaching is a mix of scheduled, independent and school-centred learning.

**Scheduled learning:** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; work based learning; supervised time in workshop.

**Independent learning:** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.

**Placement learning:** includes school centred training, or other placement.

**Health and Safety:** The UWE Health and Safety Standards were considered in designing the content of this programme and all relevant standards will be considered, specifically in relation to risk assessment for placements and work-related learning experiences.

The programme is designed, delivered and quality assured through a partnership between the University and a wide partnership of schools and educational settings, conceptualised as joint practice development.

The programme of study is responsive to individual training needs achieved through a range of strategies. These involve comprehensive auditing of subject knowledge and experience of observation, teaching and working with children in educational settings, contributing evidence that demonstrates progress and achievement in relation to the professional Teachers'

## Part 7: Student Learning

Standards. During the programme, students are supported by a University personal tutor with responsibility for reviewing and monitoring progress via individual tutorials at formal review points. During placement experiences, students are also supported by a school-based mentor and class teachers, responsible for practice-based learning, teaching and complementary training opportunities to ensure that professional development is targeted towards students meeting the Teachers' Standards.

### Description of Distinctive Features and Support

The training programmes ensure that a minimum contact of 12 hours weekly takes place in centre based training, and usually more. Each year has significant periods of experience in school based training. The embedded Graduate Development Programme supports students' development of academic reading, writing and presentation skills, transferable skills and employability.

The Early Years PGCE programme offers distinctive initial teacher training through its commitment to supporting students' professional development as teachers, through their initial teacher education and into their newly qualified teaching year, during their early and continuing career development as career-long learners. This is achieved through a high level of individual support from personal academic tutors and through the deep and extended partnership relationships that underpin the provision. UWE Early Years tutors are actively involved in local and regional educational communities of practice. The new programme places further emphasis on the induction of trainees into a culture of research and professional development.

## Part 8: Reference Points and Benchmarks

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

### QAA subject benchmark statements

The programme is informed by the QAA (2007) benchmarks for Education Studies and Early Childhood Studies as demonstrated in the Learning Outcomes in Section 3 of this specification.

### SEEC credit level descriptors

The SEEC level descriptors (2010) for HE Level M and Level 3 have been used to inform the programme and module level learning outcomes.

### Professional benchmarks

The programme is compliant with the requirements for Initial Teacher Training and makes explicit reference to the professional Teachers' Standards (current version new and valid from September 2012).

The programme is informed with reference to the personal and professional conduct requirements of the professional Teachers' Standards, effectively replacing the former General Teaching Council's (GTC\*, disbanded April 2011, see below) Code of Conduct.

\*From 1 April 2012, the Teaching Agency (TA), a new executive agency of the Department for Education (DfE), will be the body responsible for the following activities in England:

- The award of Qualified Teacher Status (QTS)
- The issue of induction certificates
- Hearing induction appeals
- The regulation of the teaching profession

The Education Act 2011 confirms that all GTC sanctions will remain in force following the GTC's closure with the exception of reprimands.

## Part 8: Reference Points and Benchmarks

### University strategies and policies

A wide range of University policies have informed the programme specification and design, including:

- a) UWE ITE Strategy (2012)
- b) UWE Charter (commitment to outstanding student experience)
- c) UWE Learning, teaching and assessment strategy, including new Department of Education Assessment policy
- d) UWE E-learning policy (under development: new Technology Enhanced Learning policy)
- e) UWE Professional suitability policy and procedure (2012) (and Equality Act 2010)
- f) UWE Safe-guarding policy
- g) UWE Employability strategy
- h) UWE Health and Safety Standards policy

### Staff research interests/projects

Staff teaching on the BA (Hons) Early Years ITE Programme are engaged in research and knowledge exchange which informs the programme content and delivery, including:

- Young Children Learning Rights: observing the implementation of UNICEF's Rights Respecting Schools Award in 2 Bristol early years settings
- Human Learning in a Social Context
- The development of subjects within the primary curriculum; social construction of knowledge
- Primary education: learning, teaching and curriculum development
- History of education; growth of national education system; international comparisons in history of pedagogy
- Enhanced and strategic partnership relationships between Universities and schools
- Developing models of ITT partnership, including Teaching Schools
- The impact of ITT on raising achievement in schools
- School improvement in schools in challenge and academies
- Community engagement of specialist schools and academies
- Widening participation and raising achievement in disadvantaged contexts
- Student voice and student participation
- Personalisation
- Approaches to citizenship and young people's active participation
- Teaching sensitive and controversial issues
- Textbook research, in particular representation of minority groups
- Children's multilingualism and learning
- Emerging professional identities of trainee teachers
- Narratives and life history research
- The education of children in care
- Interventions following tracking of looked-after children and recently adopted children
- Research in multilingual settings; young people's multilingualism and learning
- Teaching reading - training of ITT students as Better Reading Partners: developing a reading culture
- Research across four European countries investigating how children's literature is used and the different approaches to the teaching and learning of children's literature
- Dialogic pedagogies
- Content language integrated learning
- Multi-literacies and the use of new technologies in learning and teaching
- Multi-lingual learners
- International dimensions to teaching and teacher education
- Inclusion and Special Educational Needs

National scholarships are supporting partnership teachers' research in English, Mathematics, Science and SEN and a significant number of staff across the partnership are engaged in the MA Education programme, largely undertaking action enquiry projects focused on developing and transforming practice and school improvement priorities.

## **Part 8: Reference Points and Benchmarks**

### **Partnership/Employer interaction and feedback**

An extensive stakeholder consultation was undertaken during the revisions to the design and delivery of all UWE ITE programmes, including the joint practice development of an innovative model of school-led delivery in partnership with a new Teaching School Alliance. UWE's ITE provision is founded on a moral purpose to make a difference through deep partnership, by contributing to school improvement whilst enhancing approaches to ITE and securing excellent outcomes for trainees.

UWE's strong partnership culture is recognised by Ofsted (2011) as a key strength underpinning all ITE programmes. Regular and continuous partnership interaction and feedback is central to ongoing programme delivery, development and quality assurance. The programme is designed and delivered in partnership between the university and professional placement institutions (early years' settings, schools, academies and other relevant educational establishments). Regular interaction with partnership colleagues and employers of qualifying trainees occurs: through regular mentor and professional tutor training sessions and annual meetings; through regular visits to placements in which trainees are placed; and through partnership colleagues' involvement in the selection of trainees.

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.

## Appendix 1: Generic Assessment Criteria

The assessment criteria are listed under eight domains (A-H) of which one, the conceptual domain (Domain A), is core and a requirement for any assessed piece of work. All module assignment briefs given to students will indicate clearly for each piece of work which other assessment criteria are to be met.

The criteria are specified in each domain at three levels: threshold (level 1 and level 2) and honours (level 3). **In addition, the expectations are cumulative, i.e. it is to be assumed that in fulfilling the higher level criteria, the lower level criteria will also have been met.**

### **A: Conceptual Domain (Core)**

L1 The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.

L2 The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.

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**

L1 The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.

L2 The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.

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**

L1 The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

L2 The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

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**

L1 The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded.

L2 The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded and showing that they can discuss the suitability of alternative approaches.

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**

L1 The assignment demonstrates that the student has an awareness of ethical issues associated with the area of study.

L2 The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study and can discuss how these can be applied.

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**

L1 The assignment demonstrates that the student can clearly identify and articulate their own value position - and where relevant, the value position of others in relation to the area of study.

L2 The assignment demonstrates that the student can clearly identify and articulate their own value position - and where relevant, compare it with the value position of others in relation to the area of study.

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**

L1 The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

L2 The assignment demonstrates that the student can articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

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-G, 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. For example, this might be a criterion relating to the assessment of transferable skills, such as presentation for a given audience. Negotiated criteria are approved by the relevant Award Leader.