



University of the  
West of England

## PROGRAMME SPECIFICATION

### Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	Stroud College, Gloucestershire
<b>Delivery Location(s)</b>	Stroud College, Gloucestershire
<b>Faculty responsible for programme</b>	Social Sciences and Humanities
<b>Modular Scheme title</b>	UWE Modular Scheme
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	
<b>Highest award title</b>	Postgraduate Certificate Learning and Skills
<b>Default award title</b>	Nil
<b>Interim award titles</b>	Nil
<b>UWE progression route</b>	Students may progress to either a Postgraduate Diploma or an MA degree
<b>Mode(s) of delivery</b>	Part time
<b>Codes</b>	
<b>UCAS code</b>	<b>JACS code</b>
<b>ISIS code</b> X141C42:X141C42	<b>HESA code</b>
<b>Relevant QAA subject benchmark statements</b>	Education Studies
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	
<b>Valid from (insert date if appropriate)</b>	September 2009
<b>Original Validation Date:</b>	9 July 2009
<b>Latest Committee Approval</b>	<b>Validation Panel</b> <b>Date:...</b> 9/7/09
<b>Version Code</b> 1	
<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

This part time in-service Postgraduate Certificate (Learning & Skills) programme aims to provide trainees with opportunities to develop and eventually demonstrate their competence in the New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector as set out by the Secretary of State via the sector specific council Lifelong Learning UK (LLUK). These standards relate to six domains: *Professional Values and Practice, Planning for Learning, Specialist Learning and Teaching, Learning and Teaching, Assessment of Learning and Access and Progression*. University Teacher education programmes relating to the Standards are expected to draw directly upon a series of 'core and option units' developed by LLUK, which expand the Standards. The programme is designed and delivered through a partnership between the University and approved providers. Trainees graduating from the programme will be prepared not only to teach their subject at the required level, but also be able to work effectively and creatively with colleagues from the wider workforce in inter-professional teams. The UWE Learning & Skills teacher on the Postgraduate Certificate is educated as a reflective and extended practitioner, able to critically analyse and theorise their own practice, able to articulate and critically evaluate underlying value positions and to engage critically with a range of educational literature, research and other evidence in order to improve their effectiveness in a range of contexts. In addition the programme aims to develop practitioners who will understand, and be able to uphold, the likely professional code of the Institute for Learning (April 2008) and who are committed to their ongoing professional development.

## 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 methods and strategies:
<ol style="list-style-type: none"><li>1. Display a deep and systematic knowledge and conceptual understanding of their chosen area of study.</li><li>2. Have a deep and systematic knowledge of their subject area and pedagogy related to teaching the range of curricula to be encountered in the Learning &amp; Skills sector and/or other specifications.</li><li>3. Demonstrate a critical awareness of and capability to adopt an ethical stance in relation to their practice.</li><li>4. Have a comprehensive understanding of the significance and implications of contextual factors relating to their practice.</li><li>5. Understand and demonstrate positive values relating to their practice.</li><li>6. Have a commitment to ensuring equity and social justice relating to their practice.</li></ol>	<p>These will include lectures, seminar discussions, peer discussions, mentor and tutor guidance, progress reviews, use of videos, case-study exercises, simulations, role-play, directed study and enquiry tasks, directed reading, use of on-line materials and opportunities to develop understanding through reflection on practice with associated setting of targets for development.</p> <p>The Qualified Teacher for the Learning and Skills Sector (QTLS) Standards and core unit framework is used to structure their experience and focuses on professional attributes, knowledge and understanding and skills. Delivery of the programme is underpinned by the five key outcomes for children and young people identified in Every Child Matters and expanded upon in Youth Matters.</p> <p>Taught sessions are founded upon the requirement that trainees read a range of recommended literature, that they develop active reading strategies and that they complete the relevant directed study tasks and are supported in developing their knowledge and understanding.</p> <p>UWE tutor input is balanced with placement – based practitioner input introducing alternative</p>

	<p>constructions and exploring the relationship between theory and practice.</p> <p style="text-align: center;"><b>Assessment</b></p> <p>Assessment of knowledge and understanding is continuous throughout the programme. Informal and formative assessment is provided alongside formal assessments such as audit tools, written assignments and oral presentation. The trainee also maintains a Professional Development Record, a formal Teaching File and there is authentication of competence on placement against the Professional Standards for QTLS at various points of development.</p>
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## B Intellectual Skills

<p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"><li>1. Able to think critically.</li><li>2. Able to utilise critical reflection in the learning and teaching process.</li><li>3. Able to analyse, evaluate and synthesise complex concepts with a high degree of criticality.</li><li>4. Able to develop informed lines of argument drawing on different perspectives and contexts and arguing alternative approaches.</li><li>5. Able to interrogate an extensive range of relevant literature and research</li><li>6. Able to demonstrate a creative and constructive approach in a manner that may be innovative.</li></ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Intellectual skills will be developed through the full range of teaching and learning methods and strategies as outlined above.</p> <p>Opportunities to apply knowledge in the development of intellectual skills are provided in taught sessions and through independent work including evaluating evidence (eg research into learner attainment), analysing case studies, creating presentations for a designated audience that require synthesis of ideas and research on a given topic, engaging in discussions requiring coherent argument and exploration of values.</p> <p style="text-align: center;"><b>Assessment</b></p> <p>Intellectual skills are assessed throughout the programme utilising the various methods outlined above. In particular, written assignments and oral presentations are able to demonstrate trainees' developing intellectual skills.</p>
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## C Subject, Professional and Practical Skills

<p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"><li>1. Able to meet the standards for the recommendation for QTLS as set out by the Secretary of State and to show evidence of successful completion of work based placements and other relevant experiences.</li><li>2. Able to demonstrate a deep and systematic knowledge and understanding of the relevant subject or curriculum area and the related pedagogy to be an effective teacher.</li><li>3. Able to identify, plan, justify, deliver and evaluate teaching and learning and other professional activities.</li><li>4. Able effectively to organise and manage the learning environment.</li><li>5. Able to assess and monitor the progress of the learners and use relevant data and other sources to evaluate the effectiveness of their teaching.</li><li>6. Able to demonstrate a secure knowledge and understanding of how young people develop and the factors that influence their progress and well-being.</li><li>7. Able to identify with and work within current statutory frameworks (eg Every Child/Youth Matters) and specific agendas for the children's workforce (e.g. Common Core of Skills and Knowledge).</li><li>8. Able to identify a relevant and comprehensive range of professional, theoretical and research based sources and use these appropriately in professional practice.</li><li>9. Able to plan and/or conduct professionally grounded research or enquiry in a systematic and independent way using primary and/or secondary sources.</li><li>10. Able to demonstrate an appropriate level of critical professional reflexivity and able to set personal and professional development targets.</li></ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Subject, professional and practical skills are developed through the range of teaching and learning methods and strategies outlined above.</p> <p>Opportunities to develop these skills are provided within the university through eg peer led development sessions and in placements through structured reflection on practice.</p> <p style="text-align: center;"><b>Assessment</b></p> <p>Subject, professional and practical skills are assessed throughout the programme utilising the various methods outlined above. In particular, through the placement-based assessment of trainees' progress towards meeting the QTLS Standards.</p>
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## D Transferable Skills and other attributes

<p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Able to critically analyse and transform information and concepts.</li> <li>2. Able to organise and present ideas in a coherent and sometimes innovative manner.</li> <li>3. Can engage confidently in academic and professional communication.</li> <li>4. Is reflective on the processes and outcomes of their own and others' learning in order to improve practice.</li> <li>5. Makes effective use of a wide range of ICT applications in study and appropriate learning and teaching situations.</li> <li>6. Can apply literacy and numeracy skills to support teaching and wider professional activities.</li> <li>7. Is able to work effectively, with initiative, as an independent, self-motivated and self-critical learner.</li> <li>8. Has a commitment to collaborative and co-operative working in a range of appropriate professional settings and can both support and be proactive in leadership.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Transferable skills are developed through the range of teaching and learning methods and strategies outlined above.</p> <p>In particular they are developed by drawing on the prior work and life experiences of trainees within the groups. Trainees are expected to work in subject and cross-subject teams undertaking seminar activities, group projects and presentations. Presentation skills are developed in the university and on placement.</p> <p>Other transferable skills and other attributes are developed in variety of ways using the diversity of approaches as referenced. Directed study tasks require the use of systematic observation and the analysis of data. Trainees are required to use ICT whenever appropriate eg within formal and informal presentations and in their classroom teaching.</p> <p>The programme's strong emphasis on independent study, supported by the online learning environment (UWEonline), and an active reading strategy, promotes independence and motivation.</p> <p style="text-align: center;"><b>Assessment</b></p> <p>Transferable skills are assessed throughout the programme utilising the various methods outlined above. In particular, they are assessed through the trainees' developing professional competence and ability to work as a professional colleague in the placement.</p>
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## Section 4: Programme structure

The Programme at UWE, Gloucester College and City of Bath College or other affiliated institutions, offers teacher education for in-service teachers in a range of teaching subjects. It is designed to allow graduate teachers who have begun their studies in teacher education in other, less academically advanced programmes appropriate accreditation for prior learning with a genuinely postgraduate outcome. The programme offers a training experience that prepares participants to engage in initial teacher education as they teach in the 16+ phases of education. Where appropriate and possible all trainees, are encouraged also to gain experience with 14 and 15 year old students, in work based learning (WBL) or in higher education teaching and the programme offers an opportunity to participants to undertake specialist modules in these areas. An enquiry assignment offers alternative opportunities for specialised professional development. Trainees are assessed against the LLUK QTLS Standards in two key stages and the programme is designed to be flexible to accommodate any individual training needs.

### Compulsory Modules

To achieve the Postgraduate Certificate in Education (Learning & Skills) trainees need to complete the following units of assessment against which the Professional Standards are mapped:

- UTLGMU-20-1, Preparing for Teaching in the Learning and Skills sector (20 credits Level 1)
- UTLGMW-20-2, Planning and Enabling Learning and Assessment (20 credits Level 2)
- UTLGMX-10-3, Preparing for Advanced Study: Reflective Professional Practice (10 credits Level 3)

In addition trainees must successfully complete the following professional practice modules which are undertaken in-service:

- UTLGMV-10-1, Practical Teaching and Professional Development (1) (15 credits Level 1)
- UTLGMY-20-3, Practical Teaching and Professional Development (2) (15 credits Level 3)

### Elective Modules

An element of choice is also required. Trainees must take either

- UTLGN3-40-M, Context and Curriculum in Lifelong Learning – Longer Study (40 credits Level M)
- OR**
- UTLGN3-30-M, Context and Curriculum in Lifelong Learning – Shorter Study (30 credits Level M)

**Then, if they opt for the shorter study**, a further choice must be made of one of the following, or further electives which the University may approve in future in response to sector needs:

- UTLGN4-10-M, 14 – 16 Learners and the Learning & Skills Sector (10 credits Level M)
- UTLGN5-10-M, Work Based Learning and the Learning & Skills Sector (10 credits Level M)
- UTLGN6-10-M, Higher Education Teaching and Learning in the Learning & Skills Sector (10 credits Level M)

The total credit rating for the award is 120 credits (30 @ Level 1, 20 @ Level 2, 30 @ Level 3 and 40 @ Level M).

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level 1	<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• UTLGMU-20-1: Preparing for Teaching in the Learning and Skills sector</li> <li>• UTLGMV-10-1: Practical Teaching and Professional Development (1)</li> </ul>	<b>Optional modules</b> Nil	<b>Interim Awards:</b> <b>Credit requirements</b> Not applicable  <b>Other requirements</b> 30 credits at Level 1
	<b>Core modules</b> Nil		
level 2	<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• UTLGMW-20-2: Planning and Enabling Learning and Assessment</li> </ul>	<b>Optional modules</b> Nil	<b>Interim Awards:</b> <b>Credit requirements</b> Not applicable  <b>Other requirements</b> 20 Credits at Level 2
	<b>Core modules</b> Nil		
level 3	<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• UTLGMX-10-3: Preparing for Advanced Study: Reflective Professional Practice</li> <li>• UTLGMY-20-3: Practical Teaching and Professional Development (2)</li> </ul>	<b>Optional modules</b> (full list available at www...)  Nil	<b>Interim Awards:</b> <b>Credit requirements</b> Not applicable  <b>Other requirements</b> 30 Credits at Level 3
	<b>Core modules</b> Nil		
level M	<b>Compulsory modules</b> Nil	<b>Optional modules</b> (full list available at www...)  Nil	<b>Prerequisite requirements</b> <b>Minimum credit/module requirements</b> 80 credits of which not less than 80 are at Level 1 or above, 50 are at Level 2 or above, 30 are at Level 3 or above.  <b>Other requirements</b> Nil

<p><b>Core Modules</b>  40 Credits to be chosen from:  UTLGN3-40-M:  Context and Curriculum in Lifelong Learning</p> <p>Or</p> <p>UTLGN3-30-M :  Context and Curriculum in Lifelong Learning</p> <p>plus one of:</p> <p>UTLGN4-10-M:  14 – 16 Learners and the Learning &amp; Skills Sector</p> <p>UTLGN5-10-M:  Work Based Learning and the Learning &amp; Skills Sector</p> <p>UTLGN6-10-M:  Higher Education Teaching and Learning in the Learning &amp; Skills Sector</p>		<p><b>Awards:</b>  Target/highest  Post Graduate Certificate in Education (Learning and Skills)  Default title  Nil</p> <p><b>Credit requirements</b>  120 Credits, of which not less than 120 are at Level 1 or above, 90 are at Level 2 or above, 70 are at Level 3 or above, 40 are at Level M</p>
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→ GRADUATION

## **Section 5: Entry requirements**

Entry requirements are as follows:

- ◆ a degree of a United Kingdom higher education institution or equivalent qualification;
- ◆ appropriate personal and intellectual qualities to be teachers;
- ◆ the availability of a minimum of 150 teaching hours consistent with completing the two practical teaching modules at the appropriate times;
- ◆ The availability of appropriate subject specialist support as required by the modules.

## **Section 6: Assessment Regulations**

University Academic Regulations and Procedures 2008

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

The programme is designed and delivered through a full partnership ensuring delivery at the university and at approved colleges is consistent and quality assured.

The programme of study is intended to be responsive to individual training needs and this is achieved through a range of strategies. Within the programme all trainees complete an audit of their individual training needs and begin a Professional Development Record, noting any progress that they may already have made towards meeting any of the QTLS Standards. The School of Education supports each trainee in auditing and monitoring their subject knowledge and ICT skills, in identifying their support needs for developing necessary skills in literacy and numeracy and in achieving success in the QTLS skills tests. The School of Education also, in collaboration with employing institutions, assists trainees in developing a reflective review file of their progress towards QTLS (Teaching File) with at least three University Tutor review points throughout the year. This process provides a key mechanism for identifying and responding to individual training needs.

Trainees are allocated a personal Tutor at the start of the programme. This tutor has responsibility for discussing the trainee's individual training needs and, where possible, together with relevant colleagues at the workplace helping the trainee meet those needs. This tutor also helps the trainee monitor her/his progress on the programme, writes the trainee's reference and ensures completion of their Professional Development Record and Teaching File.

The programme design reflects careful consideration of the current and future needs of a widening sector. The basis is that trainees in all subjects are assessed against the national QTLS Standards. However, where, through discussion with their Personal Tutor and Group Tutor, trainees express an emerging professional preference for including within their training a focus on 14 – 16 provision, on WBL or on HE teaching in the Learning & Skills sector, they may be encouraged to gain relevant teaching experience if opportunities exist at the place of employment and if otherwise appropriate. They may then take an appropriate elective in one of these areas, or, alternatively, undertake an enhanced research assignment in another specialist area. Their choice can be reflected in their observations and assessments and this focus will be clearly recorded in references.

As this is a modular programme, provided individual modules, once started, are completed, there is some flexibility in the timescale and in certain respects, the order of study. The programme acknowledges the advantages of shared multi-disciplinary study and in the University trainees are normally taught in mixed subject groups. However, equal importance is placed upon individual subject development. Where possible and appropriate, trainees are organised into subject groups for specific subject development purposes. The Mentor is normally a subject specialist in the trainee's subject. Very exceptionally, subject specialist support is offered by another member of staff in cooperation with the Mentor. Such exceptional arrangements are subject to monitoring, as is the entire Mentor relationship. Assignments and assessment of teaching at the placement and University are designed to promote individual subject development. Mentors are asked to follow a schedule which ensures they return regularly in tutorials to subject specialist issues and professional development. The Mentor is also asked to help the trainee receive a varied challenge in terms of subject, level and age range. Trainees are expected to work independently, individually or with others, on directed study and enquiry tasks, making use of on-line materials, in both environments.

In line with the University's Reading Strategy trainees are encouraged to make full use of print and electronic resources that are available to them through membership of the University. Trainees and teaching staff all have access to the University's electronic learning environment, UWEonline, and this is used extensively for unit information, resources and communication.

In all cases it is a characteristic of teaching and tutorial sessions that trainees' prior learning, understanding and concerns are drawn upon and addressed. Assessment requires trainees to draw upon a range of sources of evidence, including their individual prior and current experience. Structured guidance is given about writing at an appropriate level for assessment purposes.

All elements of the Programme Handbook are clearly cross-referenced with the LLUK Core Units and thus the QTLS Standards.

In addition to the support described above all trainees will have access to the ICT and resource facilities within the School of Education and all facilities described in the University Student Handbook including the relevant Student Advisor. Whilst away from the University or other providing institution, trainees have access to all library facilities for students at a distance and a distance telephone counselling service. Through email and UWEonline they have regular electronic contact with their tutors and peers.

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

### **Subject/professional benchmarks**

- ◆ The programme is informed by the QAA benchmarks for Education Studies as demonstrated in Section 3 of this specification.
- ◆ The programme is compliant with the LLUK requirements for Initial Teacher Training in the Learning and Skills Sector and makes explicit reference to the Secretary of State's *New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector* (LLUK 2007).
- ◆ The programme is underpinned by the six domains of these Standards as well as the five key outcomes for children and young people identified in Every Child Matters and amplified in Youth Matters and the Common Core Skills for Children's Workforce.
- ◆ The programme takes note of relevant legislation including the Children Act 2004, the Disability Discrimination Acts 1995 and 2005, special educational needs provisions in the Education Act 1996 and associated SEN code of practice (DfES 2001), the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000, associated Race Equality Duty and the guidance of safeguarding children in education (DfES 2004).

### **University teaching and learning policies**

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

### **Staff research projects**

School of Education staff are involved in research related to both substantive and methodological issues of relevance to the programme. Some examples of which include:

The adult learner  
Student voice and student participation  
Every Child Matters  
Teaching sensitive and controversial issues  
Textbook research – in particular representation of minority groups  
Community engagement of specialist schools  
Widening participation and raising achievement in disadvantaged contexts  
Emerging professional identities  
Developing models of ITT partnership  
Cognitive acceleration through science education  
The impact on raising achievement  
Mature student in FE and HE  
Education and identity amongst the white urban middle class  
EU policy and lifelong learning  
The use of individual learning plans in FE teacher training  
The Basic Skills agenda  
Teaching and Learning Cultures in FE  
Young peoples' engagement in post-compulsory education in South Bristol

### **Employer interaction/feedback**

Regular employer interaction/feedback is central to the programme. The programme is designed and delivered at the university and other partner institutions. Regular interaction with employers occurs at programme management level, through Mentor and SMT training sessions and annual meetings, through regular visits to placements in which trainees are placed and through involvement of potential placement colleges in the selection of students and the design and validation of programmes. In addition Principals or their representatives from a number of partner colleges, participate in a regular PCET Strategy Group and in a developing 'UWE Federation'. The programme is also answerable to a Programme Advisory Committee upon which sit representatives of two colleges which have offered the preceding programmes since 1992 and 1993. In 2007 the University learned that, together with other parties with an interest in the LSC sector, it had been successful in its bid to form a Centre for

Excellence in Teacher Training (CETT). The CETT connection will benefit the quality of the programme in many ways including the possible provision of opportunities to expand the experience of trainees.

Feedback from trainees and colleges indicates that trainees are well prepared for the experience and show good standards in professional practice in placements. The School of Education makes arrangements for the internal and external moderation of such employer assessments.

High levels of employment success are achieved by participants.