



**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 and partner placements (schools, colleges and other relevant educational establishments)
<b>Delivery Location(s)</b>	Frenchay Campus and partner placements (schools, colleges and other relevant educational establishments)
<b>Faculty responsible for programme</b>	Social Sciences and Humanities
<b>Modular Scheme title</b>	Education non-modular
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	
<b>Highest award title</b>	<b>Postgraduate Certificate in Education Secondary Education</b> with the Professional Graduate Certificate in Education Secondary Education as the alternative for students opting not to study at Masters Level (see Professional Graduate Certificate in Education Secondary Education Programme Specification))
<b>Default award title</b>	None
<b>Interim award titles</b>	None
<b>UWE progression route</b>	
<b>Mode(s) of delivery</b>	Full Time
<b>Codes</b>	
<b>UCAS code</b>	<b>JACS code</b> X130
<b>ISIS code</b> F8X7, W1X7, X7C1, X7G112, X7N112, X7Q3, X7V1, X7W212, X7XG, X7Y212	<b>HESA code</b> Q300, C100, W900, N100, G100, W200, L700, V100, G100, R100
<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>	September 2007
<b>Latest Committee Approval...QSC Chair's Action</b>	<b>Date:...14 July 2009</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

This full-time Postgraduate Certificate in Education (PGCE) programme aims to provide trainees with opportunities to develop and eventually demonstrate their competence in the professional standards for QTS as set out by the Secretary of State. These standards are underpinned by the five key outcomes for children and young people identified in Every Child Matters and the six areas of the Common Core of Skills and Knowledge for the children's workforce. The programme is designed and delivered through a partnership between the University and professional placement institutions. 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 secondary teacher 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 understand, and are able to uphold, the professional code of the General Teaching Council for England, and who are committed to their ongoing professional development. In order for a recommendation for Qualified Teacher Status to be made, students must achieve a pass in this programme and the QTS Skills Tests.

## 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

1. Display a deep and systematic knowledge and conceptual understanding of their chosen area of study.
2. Have a secure knowledge of their subject area and pedagogy related to teaching the National Curriculum and/or other specifications, appropriate to the age and ability range for which they are trained.
3. Demonstrate a critical awareness of and capability to adopt an ethical stance in relation to their practice.
4. Have a comprehensive understanding of the significance and implications of contextual factors relating to their practice.
5. Understand and demonstrate the positive values relating to their practice.
6. Have a commitment to ensuring equity and social justice relating to their practice.

#### Teaching/learning methods and strategies:

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.

The Standards framework is used to structure their experience and focuses on professional attributes, knowledge and understanding and skills. The Standards are underpinned by the five key outcomes for children and young people identified in Every Child Matters and the six areas of the Common Core of Skills and Knowledge for the children's workforce.

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.

UWE tutor input is balanced with placement – based practitioner input introducing alternative constructions and exploring the relationship between theory and practice.

	<p><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, oral presentation, QTS Progress File development, teaching files and authentication of competence on placement against the Professional Standards for QTS (except that standard relating to the QTS Skills Test) 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.</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 pupil 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 QTS 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 secure 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 children and 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 Matters) and specific agendas for the children's workforce (eg Common Core of Skills and Knowledge).</li><li>8. Able to identify a relevant and comprehensive range of professional 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 subject knowledge 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 all the QTS Standards with the exception of that relating to the QTS Skills Test.</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 offers subject specific training in ten subject areas:

1. Art and Design
2. Business Education
3. Design and Technology
4. English
5. Geography
6. History
7. Mathematics
8. Modern Languages
9. Science
10. Mathematics with Business Education

The programme offers a training experience that prepares participants to teach in the 11-19 phases of education. Trainees are assessed against the QTS Standards (except that standard relating to QTS Skills Tests) in two key stages and the programme is designed to be flexible to accommodate any individual training needs.

To achieve the Postgraduate Certificate in Education Secondary Education, trainees need to complete the following compulsory units of assessment:

- Enabling Learning (40 credits Level 3) - UTXGML-40-3
- Meeting Curriculum Challenges (40 credits Level M) - UTXGMM-40-M

These units are studied concurrently both in the University and in professional placements institutions.

In addition trainees must successfully complete the following professional practice unit which is undertaken during professional placements (see structure diagram):

- Becoming a Teacher (40 credits Level 3) - UTXGMK-40-3

Professional standards are explicitly mapped against each of these units (see supplementary information). Whilst the units are studied concurrently, aspects of assessment are conducted sequentially in the following order:

- a) Enabling Learning
- b) Meeting Curriculum Challenges
- c) Becoming a Teacher

with the assessment of Becoming a Teacher having a synoptic function.

The total credit rating for the award is 120 credits ( 80 @ Level 3 and 40 @ Level M).

**An indicative structure - PGCE Secondary Programme Route 2007 – 2008**

	UWE 15 days
01.10.07	School A 10 days
12.10.07 15.10.07	UWE 13 days
01.11.07 02.11.07	School A 32 days
14.12.07 or end of term	Christmas Holidays
07.01.08	UWE 13 days
23.01.08 24.01.08	School B 12 days
08.02.08 11.02.08	UWE 10 days
22.02.08 25.02.08	School B 28 days 19 days (Welsh schools)
20.03.08 (Welsh schools) or end of term	Easter holidays
07.04.08 (Welsh schools) Start of term	School B 19 days 29 days (Welsh schools)
16.05.08 19.05.08	UWE 9 days
30.05.08 02.06.08	School B 19 days (1) (2)
26.06.08 27.06.08	UWE 1 day

(1) To include placements in other associated institutions

(2) Trainees will be in English settings for this period.

## **Section 5: Entry requirements**

Entry requirements are as follows:

- ◆ a degree of a United Kingdom higher education institution or equivalent qualification
- ◆ a standard equivalent to a grade C in the GCSE examination in English and Mathematics
- ◆ appropriate personal and intellectual qualities to be teachers and meet the Secretary of State's requirements for physical and mental fitness to teach
- ◆ others as specified in 'Qualifying to Teach': Requirements for ITT

## **Section 6: Assessment Regulations**

**Non MAR** The assessment regulations for this programme are appended.

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

The programme is designed, delivered and quality assured through a full partnership between the university and a range of professional placement providers (c 100 in total).

The programme of study is intended to be responsive to individual training needs and this is achieved through a range of strategies. On entry to the programme all trainees complete an audit of their individual training needs and note any progress that they may already have made towards meeting any of the QTS Standards (Review Point 1 in QTS Progress File). Where appropriate, and with the approval of the Programme Leader, evidence from prior experience can be offered to demonstrate achievement against certain 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 QTS skills tests. The School of Education also, in collaboration with professional placement institutions, assists trainees in developing a reflective review file of their progress towards QTS (QTS Progress File) with four key 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, together with other university and placement staff, making the necessary arrangements to ensure those individual training needs are met within the programme. This tutor also helps the trainee monitor her/his progress on the programme, writes the trainee's reference and ensures completion of their Career Entry and Development Profile.

Trainees in all subjects are assessed against the QTS Standards (except that standard relating to QTS Skills Tests) in KS3 and KS4, apart from Business Education where they are assessed against the QTS Standards (except that standard relating to QTS Skills Tests) at KS4 and post 16. Where, through discussion with their Personal Tutor and Group Tutor, trainees express an emerging professional preference for focussing their training in relation to 14-19 provision, this expressed desire may be accommodated if appropriate and subject to the approval of the Programme Leader. This will be reflected in their individual training plans for the remainder of the programme and the focus of their training will be clearly recorded in Career Entry and Development Profiles and on references.

As a linear programme, units are continuous throughout the academic year, leading towards the final certification of professional competence and the award of a Postgraduate Certificate in Education at the end of the year. All units are studied in both the University and in professional placements institutions. In the University trainees are taught in specialist subject groups and in mixed subject groups for Professional Studies. Whilst on placements trainees are taught by a Subject Mentor and, often with other trainees from different subject specialisms, by a Senior Professional Tutor. 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.

Each subject is led by a subject specialist Group Tutor, with responsibility for the organisation of that subject strand, including the allocation of placements. Programme documentation provided for all trainees has a strong generic structure shared across all subject routes, with subject specific elements of the handbook addressing subject specific pedagogic and curricular issues. All elements of the Programme Handbook are clearly cross-referenced with the QTS Standards and with the Units of Study.

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 on placement, 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 requirements for Initial Teacher Training and makes explicit reference to the Secretary of State's Standards for Qualified Teacher Status (2007)
- ◆ The programme is informed with reference to the professional code of the General Teaching Council for England
- ◆ The programme is underpinned by the five key outcomes for children and young people identified in Every Child Matters and the six areas of the Common Core of Skills and Knowledge for the 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:

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

### **Employer interaction/feedback**

Regular employer interaction/feedback is central to the programme. The programme is designed and delivered in partnership between the university and professional placement institutions (schools, colleges and other relevant educational establishments). Regular interaction with employers occurs at programme management level, through regular mentor and SPT training sessions and annual meetings, through regular visits to placements in which trainees are placed and through their involvement in the selection of students and design and validation of programmes. In addition Headteachers from a number of partner schools or colleges, local authority colleagues and university colleagues, participate in a bi-annual Secondary Partnership Strategy.

Feedback from schools 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. The statistical data regarding Newly Qualified Teachers in schools is heartening and student feedback on their employment status indicates over 90% of those qualifying for the award of a PGCE are employed as teachers in the next academic year.



University of the  
West of England

**Assessment regulations (non MAR)**

**Postgraduate Certificate in Education**

**Approved by Academic Board 26 September 2007**  
(variant approved by Vice-Chancellor 15<sup>th</sup> July 2008)

**Version 2**  
**15 July 2008**

**List of changes made:**

<b>Version</b>	<b>Change</b>	<b>Date Approved/Approving Authority</b>
2	Addition of paragraph 4.3.12	15 <sup>th</sup> July 2008/Vice Chancellor



University of the  
West of England

## Assessment regulations (non MAR)

### Postgraduate Certificate in Education

#### RATIONALE

The Postgraduate Certificate in Education is an award reserved for those who have followed a programme of study that is associated with a recommendation for the award of Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills Status (QTLS). With effect from September 2007 it will require the achievement of at least 40 credits at level M. The award of Professional Graduate Certificate in Education is an alternative award for those candidates who are unable to achieve sufficient credit at level M but are able to meet the standards required for the recommendation for QTS or QTLS.

#### 1. DEFINITIONS

- 1.1. Within these regulations a **unit** is a non-MAR, discrete unit of study leading to 10, 15, 20, 30, 40, 50 or 60 credits at a specified level as defined within the Academic Regulations of the University.
- 1.2. The **unit specification** is the definitive record of the unit.
- 1.3. Within these regulations an **attempt** at a unit includes two assessment opportunities, one of which is a referral opportunity. Only one attempt is allowed at a unit.
- 1.4. A **referral** is an opportunity to be reassessed within an attempt.

#### 2. ETHICS AND CONFIDENTIALITY

- 2.1. In all work on this award, it is important that students are guided by the professional code of the appropriate professional body for the programme. In relation to submitting written work for assessment, it is important that the text does not break the ethic of trust or compromise any colleague, learner or participant in research or enquiry. Institutions referred to will usually be anonymised (except in the case of record keeping documents), as individuals should be.

#### 3. ASSESSMENT REGULATIONS

##### 3.1. General

- 3.1.1. Each unit shall be assessed as a separate entity and successful completion shall qualify the student for credit towards the award.
- 3.1.2. The form of reassessment in each unit is included in the unit specification.
- 3.1.3. Within each unit students are allowed two assessment opportunities, as defined in paragraph 1.3. There is one exception to this where the unit includes the assessment of teaching, where referral is not an automatic right and is subject to the decision of the Award Board.
- 3.1.4. A unit is made up of components of assessment. A unit may have one or two components of assessment.
- 3.1.5. Decisions as to whether a student has successfully completed a unit or units and on eligibility for the award will be made by an Examining Board which has oversight of the whole programme and of each student's profile of performance

- 3.1.6 A student who does not submit a component of assessment by the designated deadline shall normally be deemed to have failed that component and receive a fail grade in that component. Extensions to deadlines for individual students may not be granted under any circumstances. Where a student is of the opinion that his or her failure to meet the deadline for that component of assessment has been caused by illness, disability or personal problems, the student may request that the work be marked and counted for assessment purposes in accordance with University Academic Procedure E4c.
- 3.1.7 The Programme Advisory Committee shall ensure that the general pattern of submission of assessments is established. The Programme Leader shall publish detailed arrangements and submission dates at the start of each year.
- 3.1.8 The normal minimum period of registration for a Postgraduate Certificate in Education award is 38 weeks for an award in primary education and 36 weeks for an award based in secondary education and post compulsory education and training.
- 3.1.9 Subject to the requirements of these regulations a student may choose, by application in writing, to transfer to the Professional Certificate in Education no later than 40 days following enrolment, or as stipulated in paragraph 3.4.3 or 3.4.5 in these regulations. Such a decision shall be irrevocable.

## **3.2. Marking Scheme**

- 3.2.1. All components of assessment are marked on a pass/fail grading against set criteria which are included on the unit specifications.
- 3.2.2. The course team will moderate all assessed work in accordance with the faculty assessment policy.
- 3.2.3. University tutors and curriculum mentors from partnership institutions will assess the professional practice components of assessment and may be involved in such other elements of assessment as the Faculty specifies for the award.

## **3.3 Award requirements**

- 3.3.1 In order to be eligible for the award of Postgraduate Certificate in Education the student must achieve 120 credits through completion of the units identified in the programme specification.
- 3.3.2 There are no intermediate awards for which a student could be eligible.
- 3.3.3 A pass in all assessments for all units of this programme and a confirmation of a pass in such tests as required by the Secretary of State's Standards for Qualified Teacher Status (2007) which are essential for a recommendation for the Award of QTS. For QTLS the equivalent national requirements must be met.

## **3.4 Assessment of units that do not include assessment of practice teaching**

- 3.4.1 In order to pass a unit, a student must achieve a pass in all components of assessment.
- 3.4.2 A student who fails the first assessment opportunity in a unit has a right to a referral in such components of assessment as he or she has failed. A failure to undertake a referral normally constitutes failure in that referral.
- 3.4.3 A student whose work is not recommended for a pass in the first assessment opportunity for a Level M Unit of Study will receive counselling from their tutor and no later than 6 university working weeks after submission of the original work, and will normally decide either to
- a. resubmit the assessed work against a second assessment opportunity, or

- b. cease her/his registration on the Postgraduate Certificate in Education and her/his enrolment on the Level M Units of Study and transfer her/his registration to the Professional Graduate Certificate in Education. In this case, the decision will be irrevocable
- 3.4.4 A student whose work is recommended to fail a unit of assessment other than a professional placement unit, may, with the consent of the Chair of the Examining Board and a relevant External Examiner, be given the opportunity to revise and resubmit the assessment by a date determined by the Chair of the Examining Board. Any student taking advantage of this procedure shall forfeit the right to referral denoted above, and waive their right of appeal for this assessment.
- 3.4.5 A student whose work is not recommended for a pass in the second assessment opportunity of Level M Unit of study will be counselled by their tutor and based on the outcomes of this discussion will normally be required to cease her/his registration on the Postgraduate Certificate in Education and her/his enrolment on the Level M Units of Study and transfer her/his registration to the Professional Graduate Certificate in Education.
- 3.4.6 If a student fails a unit after the second opportunity, other than noted in paragraph 3.4.5 above, then the student will be deemed to have failed to meet the requirements of the award and will be required to withdraw.
- 3.4.7 Where a referral is permitted, the Programme Leader must ensure that it is undertaken by a date consistent with the Programme requirements. The Examining Board may specify when the reassessment is to take place.
- 3.4.8 Units that do not involve a professional placement in schools or colleges will be treated as the equivalent of modules under MAR 3.1 paragraph 2.2.5 for the purposes of latest enrolment date and MAR 3.1 paragraph 2.2.6 for the purposes of latest withdrawal date.
- 3.5 Assessment of a unit that includes the assessment of practice teaching**
- 3.5.1 In order to pass a unit, a student must achieve a pass in all components of assessment.
- 3.5.2 At the discretion of the Examining Board, a student who fails a unit which includes the assessment of the practice of teaching on the first assessment opportunity may be:
- 3.5.2.1 permitted to retake the failed component(s) once only, subject to the availability of a suitable placement; or
  - 3.5.2.2 required to withdraw from the programme on professional or safety grounds.
- 3.5.3 A student who fails a unit that includes the assessment of practice teaching on the second assessment opportunity within an attempt will be deemed to have failed to meet the requirements of the award and will be required to withdraw from the award.
- 3.5.4 A student who is required by either the partner institution or the university to withdraw from a placement on the grounds of unprofessional conduct will be deemed to have failed to complete the relevant unit. Subject to the University's procedures under Academic Regulations such a student may be required to withdraw from the programme. Where a student is required to withdraw under this regulation the University may require them to suspend their studies for the remainder of the academic year.
- 3.5.5 A student who, without the agreement of the University, withdraws from a placement will be deemed to have failed the relevant unit and, at the discretion of

the Chair of the Examining Board may be required to withdraw from the programme. Where a student is required to withdraw under this regulation the University may require them to suspend their studies for the remainder of the academic year.

#### 4. EXAMINING BOARD

4.1. There shall be an Examining Board responsible for determining success in units and recommending the award of the qualification available within the programme.

4.2 Composition

- 1 Head of the School of Education or nominee (Chair)
- 2 Scheme Director (or nominee)
- 3 Head of Relevant Department
- 4 External Examiners for the programme
- 5 Programme Leader
- 6 Representatives of Partner Training Providers
- 7 University Unit Tutors/Group Tutors for each subject area
- 8 One representative of the partner institutions

4.3 Terms of Reference

The examining board shall be responsible for determining:

- 4.3.1 that assignments contributing to assessment are properly scrutinised and marked;
- 4.3.2 that all assessments are properly conducted;
- 4.3.3 the effects, if any, of circumstances related to the delivery or assessment of a unit or subject adversely affecting the performance of a whole cohort or a particular sub-group of students in an assessment or the unit/subject as a whole;
- 4.3.4 the mark of other outcome achieved by a student in respect of an assessment or re-assessment of his or her performance in each unit or subject and on the award as a whole;
- 4.3.5 whether a student has complied with the requirements to progress to further study on an award or to receive an award;
- 4.3.6 the recommendation for a particular award and, if appropriate, the differential level of award to be made to the student, having regard to the student's overall profile of assessment under the regulations for the programme, and subject to such limitations as are set out in the University's Ordinances, Academic Regulations and Academic Procedures;
- 4.3.7 the award of credit to a student in respect of his or her performance in a unit or subject in accordance with the Academic Regulations;
- 4.3.8 the satisfaction of any requirements of a professional body for recognition of the award in so far as may be delegated by the professional body;
- 4.3.9 the effect of any extenuating circumstances affecting the performance of a student in relation to an award or progression within an award;
- 4.3.10 the action to be taken in relation to the determination of the outcome of the assessment of units or subjects and of the award, in accordance with the Academic Regulations and Academic Procedures, in respect of a student who has committed an assessment offence;
- 4.3.11 any relevant matters arising from the work of the board which the board wishes to draw to the attention of the appropriate award management committee.
- 4.3.12 The Examining Board shall have the authority to delegate responsibility to the Chair of the Examining Board for approving credit and awards, in consultation with the Chief External Examiner, to allow recommendations to be



made for Qualified Teacher Status (QTS) to the General Training Council (GTC) when necessary and in the case of named referred students only.

## **5. RESPONSIBILITIES OF THE EXTERNAL EXAMINER(S)**

5.1. As required under UWE Regulations.

## **6. EXTENUATING CIRCUMSTANCES**

6.1. A student who is of the opinion that his or her performance in the assessment of a unit, or his or her inability to undertake an assessment has been adversely affected by illness, personal problems, disability or other circumstances may refer those circumstances to the examining board in accordance with the University's Academic Procedures E9a.

6.2. An award board shall only permit students a further assessment opportunity at unit in exceptional circumstances where it has accepted their extenuating circumstances already submitted in relation to a previous opportunity where that unit was not passed

## **7. ASSESSMENT OFFENCES**

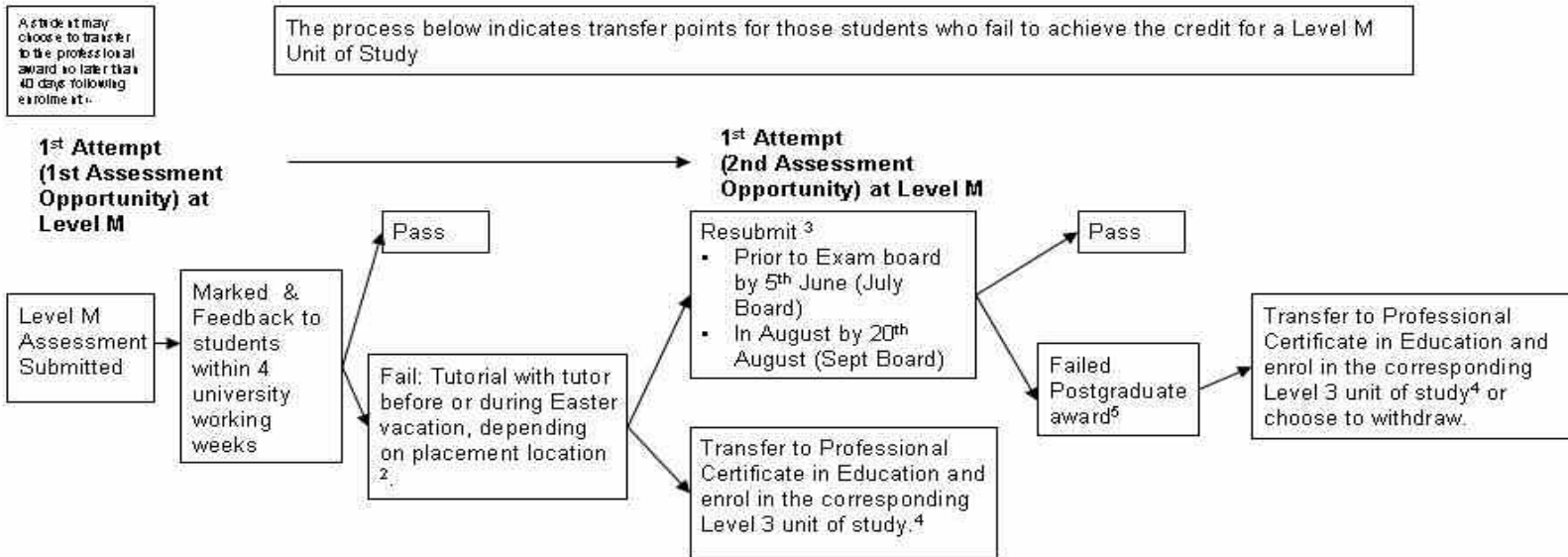
7.1. The University procedures for dealing with allegations of assessment offences are laid out in the University Regulations.

## **8. APPEALS**

An application for review of an Examining Board decision may only be made in accordance with the University of the West of England Academic Regulation E13. Further information on procedures for appeals are in the University Regulations.

**Route through for a student attempting Level M units on PGCE Primary Education and PGCE Primary Early Years Education Programmes – an indicative flowchart 2007-2008 Academic Year**

**Applies to either of the two Level M Non-modular Units of Assessment**



<sup>1</sup> PGCE Regulation 3.1.9

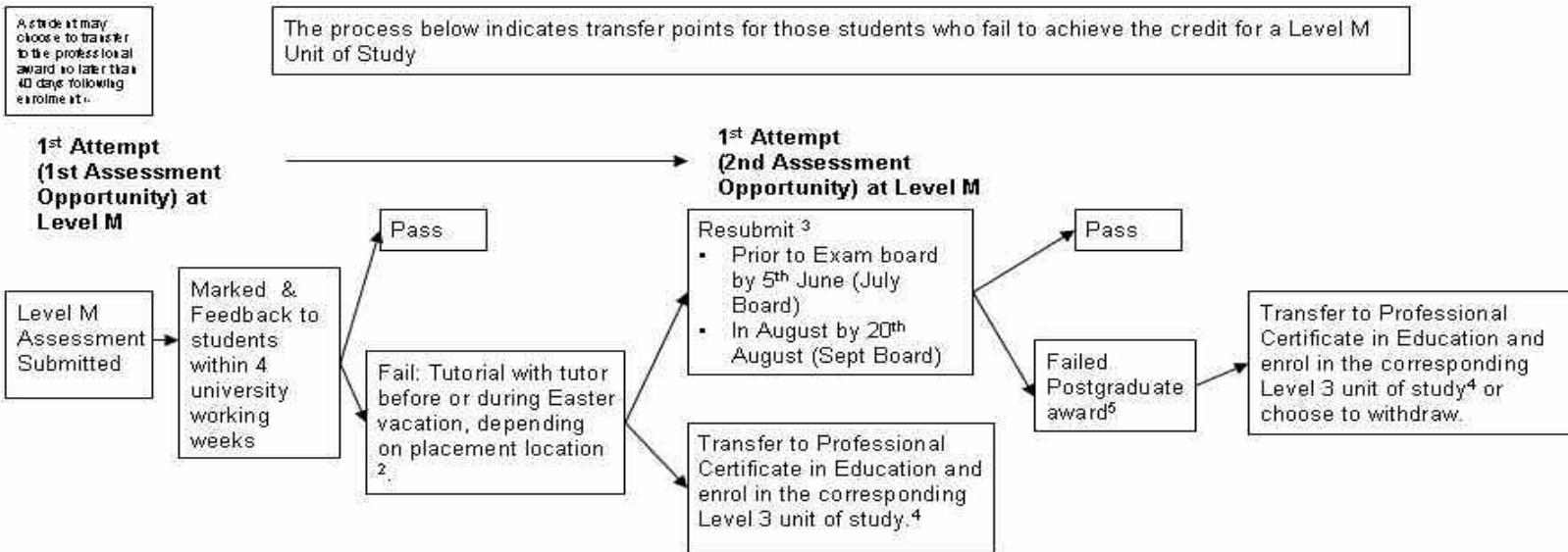
<sup>2</sup> Following consultation with a tutor, student has 7 days to decide course of action. Students who choose to move to 2<sup>nd</sup> assessment opportunity at unit will be advised of the academic implications, financial and delays to career starts of choosing this course of action. PGCE Regulation 3.4.3.

<sup>3</sup> PGCE Regulation 3.4.3a and 3.4.4

<sup>4</sup> PGCE Regulation 3.4.3b

<sup>5</sup> PGCE Regulation 3.4.5 and 3.4.6

**Route through for a student attempting Level M units on PGCE Secondary Education Programmes – an indicative flowchart 2007-2008 Academic Year**



<sup>1</sup> PGCE Regulation 3.1.9

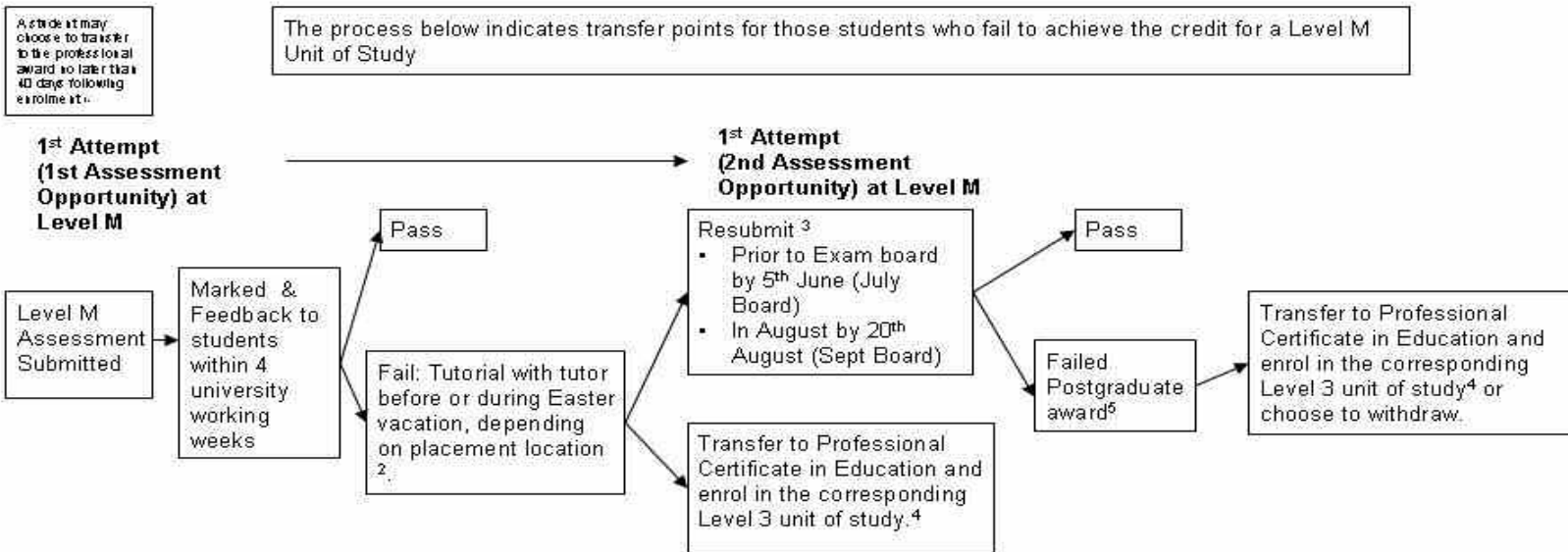
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<sup>3</sup> PGCE Regulation 3.4.3a and 3.4.4

<sup>4</sup> PGCE Regulation 3.4.3b

<sup>5</sup> PGCE Regulation 3.4.5 and 3.4.6

**Route through for a student attempting Level M units on PGCE Post-Compulsory Education and Training Programmes – an indicative flowchart 2007-2008 Academic Year**



<sup>1</sup> PGCE Regulation 3.1.9

<sup>2</sup> Following consultation with a tutor, student has 7 days to decide course of action. Students who choose to move to 2<sup>nd</sup> assessment opportunity at unit will be advised of the academic implications, financial and delays to career starts of choosing this course of action. PGCE Regulation 3.4.3.

<sup>3</sup> PGCE Regulation 3.4.3a and 3.4.4

<sup>4</sup> PGCE Regulation 3.4.3b

<sup>5</sup> PGCE Regulation 3.4.5 and 3.4.6