University of the West of England
BRISTOL

Programme Design Template
CDA3 Programme specification (2012-13)

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE	
Teaching Institution	n/a	
Delivery Location	n/a	
Faculty responsible for programme	ACE	
Department responsible for programme	Education	
Modular Scheme Title	Initial Teacher Education Non-modular	
Professional Statutory or Regulatory Body Links	Current PGCE PCET is endorsed by LLUK (formerly SVUK), however the replacement PSRB has yet to be formed. The contents of this programme are informed by and exceed the mandatory common content for the Level 5 Diploma in Education and Training, guidance for HEIs from LSIS.	
Highest Award Title	**Post-graduate Certificate in Education (Post-compulsory Education and Training)**	
Default Award Title	None	
Fall-back Award Title	None	
Interim Award Titles	None	
UWE Progression Route	MA (Lifelong Learning)	
Mode(s) of Delivery	FT	
Codes	**UCAS:**	**JACS:**
	ISIS2: X90013	**GTTR: X341**
Relevant QAA Subject Benchmark Statements		
CAP Approval Date		
Valid from	2nd September 2013	
Valid until Date		
Version	1	

Part 2: Educational Aims of the Programme

'Vision of Excellence'

Trainees will have both the professional detachment and the human commitment that are necessary to sustain a long and effective career in a changing world. The programme trains for the long term. An excellent outcome for trainees will be attained in part through real partnerships with very proficient placement colleges, but also through the use of the unique academic and teaching resources and contacts of a large university. Employers will value our trained teachers highly because they are ready, willing and able to help both learners and the place of employment reach the highest possible standards. They will be good colleagues, creative, reflective practitioners and will encourage a similar approach in their learners. They will take a close and continuing professional interest in the development and delivery of their chosen subject specialism. Our trained teachers will have a sophisticated understanding of the power of education to transform the lives of individuals and fulfil individual potential. In channeling this power, they will also make a major positive contribution to a sustainable society and its journey towards social justice.

Programme aims

To ensure trainees who graduate from the programme are prepared to:

1) teach effectively in their subject specialism, at the required levels.
2) work effectively and creatively, as a member of the workforce and with the wider learning community
3) create a safe, orderly learning environment, challenging potential barriers to learning and discrimination
4) become reflective practitioners, able critically to 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
5) develop the personal skills and general understanding to be able to help address their future students' functional and employability skills
6) safe, creative and skilful teachers in their subject, as well as active, ethical members of their profession, who are able to discuss and contribute towards the development and management of education
7) create resources for learning, teaching and assessment, that meet the needs of the individual learners and the challenges of the curriculum, using traditional and emerging technologies
8) develop a practical commitment to inclusivity, ensuring equality of opportunity for individual learners, exploiting learning opportunities offered by diversity
9) To encourage the development of an active network of teaching practitioners who are concerned to improve the quality of teaching and learning within the Lifelong Learning sector
10) Plan and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes

Part 3: Learning Outcomes of the Programme

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

In summary:

A. Knowledge and Understanding (subject specific)

1. Display a deep and systematic knowledge and conceptual understanding of their chosen area of study.

Part 3: Learning Outcomes of the Programme

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 & Skills sector and/or other specifications.

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 positive values relating to their practice.

6. Have a commitment to ensuring equity and social justice relating to their practice.

B. Intellectual Skills (generic)

1. Able to think critically.

2. Able to utilise critical reflection in the learning and teaching process.

3. Able to analyse, evaluate and synthesise complex concepts with a high degree of criticality.

4. Able to develop informed lines of argument drawing on different perspectives and contexts.

5. Able to interrogate an extensive range of relevant literature and research

6. Able to demonstrate a creative and constructive approach in a manner that may be innovative.

C. Subject/Professional/Practical Skills (subject specific)

1. 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.

2. Able to identify, plan, justify, deliver and evaluate teaching and learning and other professional activities.

3. Able effectively to organise and manage the learning environment.

4. Able to assess and monitor the progress of the learners and use relevant data and other sources to evaluate the effectiveness of their teaching.

5. Able to demonstrate a deep and systematic knowledge and understanding of learners develop and the factors that influence their progress and well-being.

6. Able to identify with and work within current statutory frameworks (eg Every Child Matters, Youth Matters) and specific agendas

D. Transferable Skills and other attributes (generic)

1. Able to critically analyse and transform information and concepts.

2. Able to organise and present ideas in a coherent and sometimes innovative manner.

3. Can engage confidently in academic and professional communication.

Part 3: Learning Outcomes of the Programme

4. Is reflective on the processes and outcomes of their own and others' learning in order to improve practice.

5. Makes effective use of a wide range of ICT applications in study and appropriate learning and teaching situations.

6. Can apply literacy and numeracy skills to support teaching and wider professional activities.

7. Is able to work effectively, with initiative, as an independent, self-motivated and self-critical learner.

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.

Part 4: Student Learning and Student Support

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

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 Professional Standards. The Department 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. The Department of Education also, in collaboration with professional placement institutions, assists trainees in developing a reflective review file of their progress, 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 University 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 Professional Development and Practice portfolio.

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. 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 appropriate, trainees are organised into subject groups for specific subject development purposes. The

Part 4: Student Learning and Student Support

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 follow a schedule which ensures they return regularly in tutorials to subject specialist issues and professional development. The Mentor is expected also to ensure trainees receive a varied challenge in terms of subject, level and age range. A limited amount of additional subject tutoring is also made available at the University. 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 and emerging Information Literacy Statement, 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.

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 Adviser. 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.

Scheduled learning: 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.

Independent learning: includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made. 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.

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

Description of any Distinctive Features

The PGCE PCET programme is offered at two levels, level Masters (NQF Level 7) and level 3 (NQF Level 6). This Level M version is entitled Postgraduate Certificate in Education Post-compulsory Education and Training. The Level 3 version is entitled Professional Graduate Certificate in Education Post-compulsory Education and Training. Successful study at either level results in a professional teaching qualification for post compulsory education.

The programme includes a compulsory residential experience, where the importance of

professionalism and working as a team is emphasised early. Independence, professionalism and the 'student voice' are important within the programme and trainees are encouraged to select a course representative for their cohort, in order to express student needs.

All candidates received a rigorous one-to-one interview, which includes non-cognitive testing, literacy skills, presentation task, group performance and individual subject specialist interview

The awards are generic and recruit to a variety of teaching subjects, both vocational and academic. All trainees are assessed in practical teaching (as per annex 1 of the Ofsted Grade criteria for the inspection of initial teacher education 2008-11) and in prescribed professional studies. The university finds appropriate sector placements for trainees, where they are supported in the relevant subject and in professional development by an in-house Curriculum Mentor (CM) and a University Tutor (UT). Trainees are further supported by technical and administrative colleagues at UWE.

Part 5: Assessment

Delete one of the following statements as appropriate

A: Approved to University Regulations and Procedures

Non-MAR

Assessment Strategy

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 (forthcoming) at various points of development.

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.

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 Professional Standards.

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.

Assessment Map

The programme encompasses a range of **assessment methods** including diagnostic, formative and summative. Overall assessment activity can be described as:

Written assessment: assignments, justifications and rationales for practice, research proposals, research reports, developmental reflections and professional diaries
Presentations: power point, prezi, multi media, academic posters
Teaching activity: micro teach activity, observed teaching placement
Portfolio: assessment for all professional teaching practice modules
Observations of others: subject specialist teachers, mentors peers and other advanced practitioners

These are detailed in the following assessment map:

Assessment Map for PGCE (PCET)

		Type of Assessment*					
		Observation of teaching	Microteach session in class	Group presentation	Written Assignment	Dissertation	Placement portfolio
Compulsory Modules Level 3 and M (same assessment method for both levels)	UTXGTG-30-3		A		B		
	UTXGTH-30-M		A		B		
	UTXGTJ-30-M			A		B	
	UTXGTK-15-3	A					B
	UTXGTL-15-3	A					B

Key: Written Exams, Practical exams, or Coursework

Part 6: Programme Structure

The Programme at UWE offers subject specific training in a flexible range of teaching subjects.

The programme offers a training experience that prepares participants to teach in the 14+ phases of education.

To achieve the Postgraduate Certificate in Education (PCET) trainees need to complete the following compulsory units of assessment:

UTXGTG-30-3 Preparation for Learning, Teaching & Assessment
UTXGTH-30-M Knowledge for Inclusive Learning, Teaching & Assessment
UTXGTJ-30-M Curriculum, Context and Sustainable Learning Communities

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

In addition trainees must successfully complete the following professional practice units which are undertaken during a linear professional placement:

UTXGTK-15-3 Professional Development And Practice (1) and **UTXGTL-15-3** Professional Development And Practice (2)

Professional standards are explicitly mapped against each of these units

The total credit rating for the award is 120 credits (60 at Level 3 and 60 at Level M).

ENTRY

	Compulsory Modules	Optional Modules	Interim Awards
1 Year	Module number: **UTXGTG-30-3** Module name: Preparation for Learning, Teaching & Assessment	None	None
	Module number: **UTXGTH-30-M** Module name: Knowledge for Inclusive Learning, Teaching & Assessment		
	Module number: **UTXGTJ-30-M** Module name: Curriculum, Context and Sustainable Learning Communities		
	Module number: **UTXGTK-15-3** Module name: Professional Development And Practice (1)		
	Module number: **UTXGTL-15-3** Module name: Professional Development And Practice (2)		

GRADUATION

Part time: Currently n/a

Part 7: Entry Requirements

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

- a degree of a United Kingdom higher education institution at 2:1 or equivalent qualification, in the subject specialism to be taught on placement.
- appropriate personal and intellectual qualities to be teachers in the Lifelong Learning and Skills Sector and meet the Secretary of State's requirements for physical and mental fitness to teach and appropriate Criminal Record Bureau clearance.
- Maths + English at GSCE grade C or above

Part 8: Reference Points and Benchmarks

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

There has been extensive planning meetings and consultation with a number of stakeholders, for example:

- Former trainees
- Current trainees
- A sector Ofsted inspector
- UWE Careers
- Teaching Supported Learning Centre
- Department of Education librarian
- Head of Partnership - Operations
- Head of Disability Support
- Chair of UCET and Post-16 committee symposia
- Delivery team members
- Associate Professor
- Senior Research Fellow
- National Minimum Core specialists

Subject/professional benchmarks

- The programme is currently endorsed by LLUK (formerly SVUK), however the replacement PSRB has yet to be formed.
- The contents of this programme are informed by and exceed the mandatory common content for the Level 5 Diploma in Education and Training, guidance for HEIs from LSIS.
- The programme takes note of relevant legislation and related policy, including the Single Equalities Act (2010)

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 UWE Bristol Strategy 2020
- Information Literacy Statement (forthcoming)

Part 8: Reference Points and Benchmarks

Staff research projects

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

Educational for Sustainable Development
Engaging traditionally unrepresented communities into teaching
The adult learner
Mentoring
Student voice and student participation
Emerging professional identities
Developing models of ITT partnership
Mature students in FE and HE
The use of individual learning plans in FE teacher training
Teaching and Learning Cultures in FE

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 (normally FE or Sixth Form colleges). 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.

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

High levels of employment success and strong destination links are achieved by participants.

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.