



University of the  
West of England

**BRISTOL**

**PROGRAMME SPECIFICATION**

Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England, Bristol
<b>Teaching institution</b>	University of the West of England, Bristol
<b>Delivery Location(s)</b>	Frenchay Campus
<b>Faculty responsible for programme</b>	Social Sciences and Humanities
<b>Modular Scheme title</b>	
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	
<b>Highest award title</b>	Graduate Certificate in “Education- Integrated Leadership and Management in Play”
<b>Default award title</b>	None
<b>Interim award titles</b>	None
<b>UWE progression route</b>	
<b>Mode(s) of delivery</b>	Part time.
<b>Codes</b>	
<b>UCAS code</b>	
ISIS Primary Award Code:	X99A43 (pt)
ISIS Primary Target:	X99A4
<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>	January 2010
<b>Original Validation Date:</b>	
<b>Latest Committee Approval...QSC by Chair’s Action Date:</b>	

**Version Code**

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

## **Section 2: Educational aims of the programme**

1. To enable a range of diverse professionals with current role profiles in leadership & management in the playwork sector; to build upon their experiences and expertise through reflection, action learning and robust study.
2. To enable playwork professionals to gain a Graduate Certificate, with the potential to access training and learning opportunities leading to further Higher Education awards.
3. To provide participants with a rigorous study of leadership and management in playwork processes and perspectives embedded within a culture which values positive play experiences, promoting integrated services and a commitment to social justice, in a societal context.

<b>Section 3: Learning outcomes of the programme</b>		
<i>The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...</i>		
<b>A Knowledge and understanding</b>		
Learning Outcomes		Teaching, Learning and Assessment Strategies
<b>A Knowledge and understanding</b> As a result of this programme, students will have <ul style="list-style-type: none"> <li>• an understanding of different models and approaches to reflective leadership and management, to promote sustainable, meaningful and equitable play opportunities</li> <li>• a comprehensive knowledge of major theories, concepts and established principles within statutory policy and professional practice.</li> <li>• an awareness of personal and professional responsibility within an appropriate inclusive ethical framework in relation to the wider social and environmental implications for playwork &amp; education</li> <li>• an understanding of the significance of relevant contextual factors influencing playwork and integrated policy and professional practice</li> <li>• an understanding the significance of how related work of other professions and disciplines impacts upon wider playwork/educational policy and practice</li> <li>• an understanding of issues of equality, diversity, inclusion and social justice related to policy and professional practice</li> </ul>		<b>Teaching/learning methods and strategies:</b> Acquisition is through lectures, seminars and tutorials enhancing professional reflection and practical application.  Throughout, the learner is encouraged to undertake and apply independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding.  <b>Assessment:</b> Testing of the knowledge base is through assessed coursework and oral presentations. Written assignments based on professional work as required in the compulsory and core modules for this programme – Integrated Leadership and Management in Playwork (UTTGP6-30-3) and Independent Study (UTLGA7-30-3)
<b>B Intellectual Skills</b>		
<b>B Intellectual skills</b> As a result of this Programme, students will be able to: <ul style="list-style-type: none"> <li>• critically analyse and/or evaluate new and/or abstract ideas, perspectives and theories used to interpret and/or explore the area of study in the process of developing an argument</li> <li>• use critical reflection in the learning process to explore and develop personal and professional theories in relation to professional practice</li> <li>• engage with an appropriate ethical framework for interpreting ideas and practice</li> </ul>		<b>Teaching/learning methods and strategies</b> Intellectual skills are developed through learning and teaching about professional and pedagogical knowledge. Students will be encouraged to reflect upon their own professional practice to identify and begin to action areas for professional development  <b>Assessment</b> A variety of assessment methods is employed including written assignments, presentations The compulsory and core modules for this programme – Integrated Leadership and Management in Playwork (UTTGP6-30-3) and Independent Study (UTLGA7-30-3) will enable participants to meet the learning outcomes stated herein.
<b>C Subject, Professional and Practical Skills</b>		
<b>C Subject/Professional/Practical Skills</b> As a result of this Programme, students will be able to: <ul style="list-style-type: none"> <li>• apply a strategic focus for playwork in the context</li> </ul>		<b>Teaching/learning methods and strategies</b> Professional skills are developed through reflection on professional practice both their own and others during lectures, seminars

	<p>of integrated children and young people's services</p> <ul style="list-style-type: none"> <li>• apply techniques and skills effectively and efficiently in a range of contexts, anticipating problems that may arise, making informed judgements exercise initiative</li> <li>• and personal responsibility and a capacity to make decisions in complex and unpredictable contexts</li> <li>• integrate relevant theoretical and professional sources and use them in the development and discussion of ideas</li> <li>• can develop a coherent strategy for work-based experiences, identifying own practice goals and formulating plans for achieving these</li> <li>• can articulate a coherent, reflective and effective orientation to their practice and their personal responsibilities in professional practice</li> </ul>	<p>tutorials and workshops. Reflection and study into professional practice is encouraged throughout the programme</p> <p><b>Assessment</b> Skills are assessed through assessed course work and the module outcomes (as noted previously) which encourages reflection and planned action within professional practice</p>	
<b>D Transferable Skills and other attributes</b>			
	<b>D Transferable Skills and other attributes</b>	<b>Teaching/learning methods and strategies</b>	
	<p>As a result of this Programme, students will be able to:</p> <ul style="list-style-type: none"> <li>• approach leadership and management issues in a flexible, creative and sustainable way</li> <li>• interact effectively as a team leader/manager, supporting, negotiating and handling conflict in professional contexts</li> <li>• identify, effectively use and evaluate a range of learning resources, including ICT</li> <li>• apply confidently their own criteria of judgement and can challenge received opinion and reflect upon action</li> <li>• communicate effectively with a broad range of audiences</li> <li>• interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes</li> <li>• take responsibility for own learning, articulating their own preferred learning styles and strategies and managing their own development</li> <li>• engage effectively in debate in a professional manner and produce coherent written and oral materials</li> <li>• identify and analyse complex problems, confidently and flexibly, applying appropriate knowledge and skills to their solution</li> </ul>	<p>Skills are taught through lectures, seminars and workshops focussing on professional, pedagogical and subject knowledge. These may include understanding the role of others within the Playwork Sector and the effective use communication with all stakeholders including demonstrable sensitivity to the voices of children and young people</p> <p><b>Assessment</b> Skills are tested through assessed course work, some of which requires students to work independently and some requires collaborative skills.</p>	

#### Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- Level and credit requirements
- Interim award requirements

Module diet, including compulsory/core/optional modules

This programme is designed for students to gain direct entry to gain a Graduate Certificate at level 3 on the basis of their prior learning and/or achievement and experience. The programme would amount to a minimum of 60 credits at level 3.

<b>level 3</b>	<p><b>Compulsory module</b></p> <p>UTTGP6-30-3 Integrated Leadership and Management in Playwork</p>	<p><b>Optional Module available to this programme at Level 3</b></p> <p><b>Module Code      Module Name</b></p> <p style="text-align: center;">NONE</p>	<p><b>Prerequisite requirements</b></p> <ul style="list-style-type: none"> <li>• Minimum sector experience and module requirements (see Section 5)</li> </ul>
	<p><b>Core module</b></p> <p>UTLGA7-30-3 Independent Study</p> <p>Or</p> <p>UTLGA9-30-3 Evidencing Learning from Experience</p>		<p><b>Awards:</b> Graduate Certificate in “Education- Integrated Leadership and Management in Play”</p> <p><b>Credit requirements</b> 60 credits at level 3 or above.</p>

→ GRADUATION

## **Section 5: Entry requirements**

This programme is designed for students to gain direct entry to gain a Graduate Certificate on the basis of prior learning and/or achievement and experience.

Applicants must provide evidence which demonstrates to the University's satisfaction that they have met the equivalent of the learning requirements for levels 1 and 2 shown below and can benefit from study at level 3 and are likely to achieve the required standard.

The following points are the amended Children's Workforce Development Council (CWDC) - in collaboration with the Sector Skills Council for Care and Development- requirements as noted for the compulsory module of the programme UTTGP6-30-3 which UWE has been commissioned to deliver.

- Candidates must have a degree, evidence of successful study at HE Level 2 or knowledge and experience which demonstrate the ability to work at the required level. Candidates will be selected through one to one interview at which their experience and grasp of the underlying intellectual principles will be explored. A reference will be required, also, to provide independent evidence of the candidate's experience of Leadership and Management and of their ability to benefit from a Level 3 HE programme of study.
- Have an understanding of child development & the Play Principles.
- Be able to undertake & commit to this level of robust study.
- Have the support of the organisation they work for.
- Have an enhanced CRB clearance.

*(CWDC Leadership and Management in Playwork, Working Document, revised May 2009).*

**Level 1 and Level 2 Learning Outcomes are to be demonstrated at interview and through references prior to acceptance on the Programme.**

### **LEVEL 1 LEARNING OUTCOMES Knowledge and understanding:**

- has a knowledge of major theories within statutory policy and practice and an awareness of a variety of ideas, contexts and frameworks.
- has awareness of the wider social and environmental implications of statutory policy and practice and of issues in relation to more general ethical perspectives.
- some understanding of the significance of contextual factors related to statutory policy and practice.
- some understanding of the significance of values related to statutory policy and practice.
- some understanding of issues of equality, diversity, induction and social justice related to education policy and practice.

### **B Intellectual Skills**

- can use and organise a range of information with guidance and can compare alternative methods and techniques for obtaining data.
- can utilise a range of ideas and information in addressing problems.
- Can apply concepts and principles in a range of contexts to develop personal theory – refine professional practice.
- able to utilise reflection in the learning process.

### **C Subject/Professional/Practical Skills**

- can apply some techniques and skills effectively in a given context.
- can perform professional tasks exercising personal responsibility and provide a contribution to decision making.
- can identify appropriate theoretical, professional and/or research based sources appropriately to educational settings.
- can plan and execute a small scale enquiry in a systematic manner making effective use of guidance given.
- can identify aspects of work-based or other relevant experiences and can compare, contrast and discriminate between aspects of that experience.
- can articulate a thoughtful and effective orientation to their practice.

#### **D Transferable Skills and other attributes**

- can collaborate within a group, giving and receiving information and ideas, and develop appropriate professional relationships.
- can locate and use effectively a good range of learning resources, including ICT, across a given context,
- can begin to evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement.
- can communicate effectively with children and young people, and liaise with parents/carers.
- can organise and present ideas, concepts and numerical information.
- can take responsibility for own learning beginning to accommodate new principles and understandings.
- can communicate effectively in a manner appropriate to the area of study and report on procedures in a clear manner.
- can identify key elements of problems, suggesting appropriate methods for their solution.

### **LEVEL 2 LEARNING OUTCOMES**

#### **A Knowledge and understanding**

- has a detailed knowledge of major theories of the discipline and an awareness of a variety of ideas, contexts and frameworks (*knowledge base*).
- has awareness of the wider social and environmental implications of area of study and is able to debate issues in relation to more general ethical perspectives (*ethical issues*).
- understanding of the significance of contextual factors related to their area of study.
- understanding the significance of values related to their area of study.
- understanding the significance of issues of equity and social justice related to their area of study.

#### **B Intellectual Skills**

- can analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data (*analysis*).
- can reformat a range of ideas and information towards a given purpose (*synthesis*).
- can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected (*evaluation*).
- can identify key elements of problems and choose appropriate methods for their resolution in a considered manner (*application*).
- able to utilise critical reflection in the learning process.

#### **C Subject/Professional/Practical Skills**

- has technical expertise, performs smoothly with precision and effectiveness in complex and unpredictable and/or specialised contexts; can adapt skills and design or develop new skills and/or procedures for new situations.
- to identify relevant theoretical, professional and/or research based sources and use these appropriately in study and/or professional practice.
- to plan and/or conduct research or enquiry in a systematic way using primary and/or secondary sources.
- to identify, justify and evaluate changed courses of action as a result of enquiry or study.
- to examine work-based or other relevant experiences.
- to develop and demonstrate (as appropriate) a critical, reflective and effective orientation to their practices exercise initiative and personal responsibility in professional practice.

#### **D Transferable Skills and other attributes**

- is able to use full range of learning resources, including ICT (*learning resources*).
- can evaluate own strengths and weaknesses, challenge received opinions and develop own criteria and judgement (*self evaluation*).
- can manage information; can select appropriate data from a range of sources and develop appropriate research strategies (*management of information*).
- can take responsibility for own learning with minimum direction (*autonomy*).



- can communicate effectively in a manner appropriate to the discipline and report practical procedures in a clear and concise manner in a variety of formats (*communications*).
- can identify key areas of problems and choose appropriate tools/methods for their resolution in a considered manner (*problem solving*).
- able to organise and present ideas and information coherently.

We welcome applications from mature applications (21 years +) and those who do not have the standard entry requirements. The University will consider applications on the basis of evidence of personal, professional and educational experience that indicates an applicant's ability to meet the demands of a Degree. We like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study.

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

a) University Academic Regulations and Procedures 2009/2010

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

This programme is designed to be flexible enough to incorporate a range of professionals working within the Playwork Sector in settings, developmental or advisory roles who wish to gain a Graduate Certificate.

Students will be encouraged to reflect upon their professional practice in line with the Faculty Statement of Pedagogic Principles as they gain further knowledge and understanding. (Appendix 3)

This programme is available through a part time mode of delivery.

Students following this part-time programme will not have access to GDP sessions but will be able to access study skills support through the internet and other facilities at times most suitable for them through the UWE provision. The provision of student support takes place at module level and thus the GDP support is embedded in the programme for such part time students.

All students will be able to access a range of relevant study skill resources. The library also offers specific workshops on information retrieval and using a variety of databases for references. Students have access to ICT workshops covering – word processing, use and design of spreadsheets, using images, webpage design, Powerpoint, email access and other areas. The use of a virtual learning environment (Blackboard), and the use of on-line materials, support students studying in a variety of settings and modes, which is particularly helpful for part-time students.

An explicit and common bank of assessment criteria used for all assessments on the programme aids transparency and consistency in the student experience of assessment (see Assessment Criteria attached)

Students are encouraged to discuss their individual learning needs with their module leader and/or programme leader to ensure they are able to access appropriate support for their study needs.

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

The programme has been developed in the context of the University teaching and learning policies and explicitly meets the requirements set out therein; alongside supporting the work of the CWDC and the Sector Skills Council for Care and Development. The focus on an approach to pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the School statement of Pedagogic Principle.

The programme aims to provide professionals working already in the Playwork Sector in settings, developmental and advisory roles, opportunities to gain a Graduate Certificate and have the potential to access training/learning leading to other Higher Education awards.

Staff external roles, interests and research projects have also supported and will continue to support the development of the programme. Examples of staff research include:

- Enhancing partnerships between playwork organisations and the communities they serve- supporting community cohesion
- Strategic thinking – valuing play
- Developing professional parent relationships
- Leadership for sustainable development
- Effective governance
- Promoting Principled Play
- Inter-professional collaboration
- Inclusive Play opportunities
- Evaluation of student-led learning;
- Widening participation for learners;
- Safer fair recruitment
- Organisational self-assessment and evaluation
- Reflective leadership and management

## **Appendix 1**

### **Optional Modules available to this programme at Level 3**

<b>Module Code</b>	<b>Module Name</b>
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There are no optional modules available.

## **Appendix 2**

### **Generic Assessment Criteria for Assessed work submitted during the Programme**

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

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**

L3 The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

#### **G: Action Domain**

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.

## **Appendix 3**

### **Statement of Pedagogic Principle**

#### **Relationship of pedagogic principle to School of Education mission**

Our statement of pedagogic principle has been developed to maintain and enhance the quality of all of the School programmes. It is based on a commitment to partnership with teachers and learners in a variety of workplaces and especially with schools, colleges, the rest of the university, and the wider academic and international community.

Basic to our pedagogic principle is enquiry into, and improvement of, the educational experience and achievement of all learners, informed by a commitment to inclusivity, expanding opportunity, equality, internationalism and social justice.

We are concerned to research our pedagogic principle and practice in order to develop ourselves to be able to make a difference to students' experience of becoming, and developing as, professionals; through these students, we are concerned to make a difference to the clients (pupils, students, patients etc) with whom they work.

#### **The goals of our pedagogic principle**

The goals of our pedagogic principle are to:

- place the lived experience of the workplace at the core of professional learning;
- enable students to relate this lived experience to other vital learning experiences provided by the university;
- facilitate skilled, justifiable and ethical actions;
- develop critical analysis of orthodoxies, and generate new ways of conceptualising issues and questions;
- provide a conceptual basis for the particular roles of the university tutors and the other practitioners who work with our students, identifying and respecting the unique yet interdependent contribution of each;
- help us to comply with external requirements on our courses in ways that are congruent with our underlying values and beliefs;
- give coherence to our work in ITE, CPD and research;
- give meaning to the notion of professional wisdom.

## The reflective process

Our pedagogic principle achieves these goals by making an intellectually demanding statement of what it means to be a reflective practitioner within a moral framework. We argue that this reflective practice calls for, and develops:

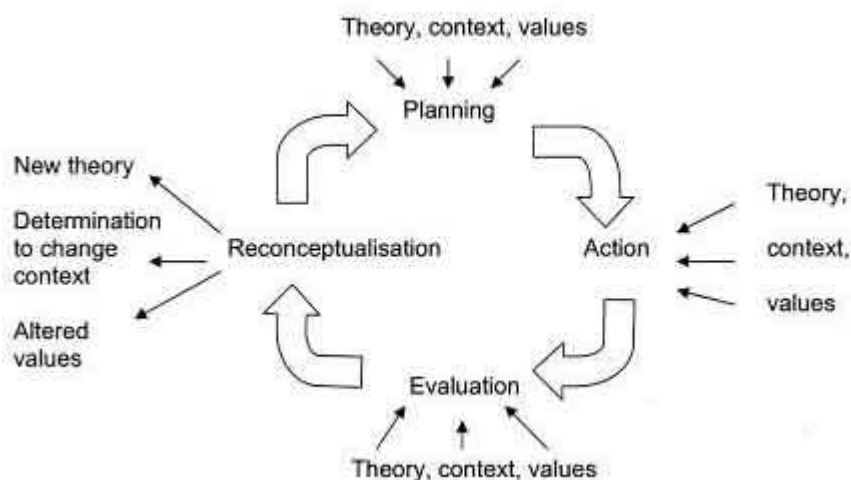
- open-mindedness about one's actions and their effects, taking account of evidence about, and from learners, colleagues and managers;
- responsibility, taking account of long-term effects as well as immediate outcomes;
- whole-heartedness, which involves a honest examination of one's values and actions;
- a realistic approach, which is informed by the characteristics of the particular context in which the student is working.

**Reflection is therefore a demanding intellectual process in which plans, actions, and evaluations are informed by a wide range of criteria including:**

- the general context (including the values of the societies within which the professional is operating, the current legal context, and historical insights);
- the specific context (including the attitudes of learners, colleagues and managers, institutional policies, values and ethos, the characteristics of the learners, recent institutional history);
- personal values;
- theories (including espoused theories providing philosophical, sociological, psychological insights, insights from specific pieces of research, insights from professional literature such as specific teaching schemes etc) and personal implicit theories (including pedagogical knowledge and craft knowledge premised on the lived experience of the learning environment).

**When new actions are planned, taken and evaluated against this framework, new thinking, as well as new actions, emerge.**

These basic ideas can be summarised in the following diagram:



This model recognises that professional decisions are contextually based, but it also recognises the professional's responsibility to question, and seek to influence, aspects of any given context.

The complexity of the decision-making and the contradictory nature of messages from different theories can often only be resolved by reference to values. In this sense the model

never reduces the teacher to technician nor teaching to the automated operation of a decision-making matrix.

The model can be used over different timescales and with different emphasis at different stages of professional development, from novice to expert.