

PROGRAMME SPECIFICATION – POSTGRADUATE COURSES

1 Awarding institution/body	University of Worcester
2 Teaching institution	University of Worcester
3 Programme accredited by	Not applicable
4 Final award	Postgraduate Certificate in Improving Practice in Education
5 Programme title	Postgraduate Certificate in Improving Practice in Education
6 Pathways available	N/A
7 Mode and/or site of delivery	University of Worcester, schools and other workplaces
8 Mode of attendance	Full time and part time
9 UCAS Code	Not applicable
10 Subject Benchmark statement	Not applicable
11 Date of Programme Specification preparation/revision	December 2010

12 Educational aims of the programme

The critical examination of knowledge about the processes within schools and other settings that are influential upon learning and achievement;
 The critical synthesis of knowledge about improvement in a learning context;
 The critical evaluation of concepts such as effectiveness, motivation and empowerment, and their application to learning contexts;
 The application of knowledge, skills and attitudes through the creation of an action plan to implement changes, and to raise achievement and aspiration in a learning context.

13 Intended learning outcomes and learning, teaching and assessment methods

On completion of the programme, the student will have:-

- Enhanced their own knowledge of the processes within schools and other settings that influence change, learning and achievement;
- Synthesised this knowledge, along with skills and attitudes learned, in order to effect change within a learning context;
- Created, implemented and evaluated an action plan to effect change within a learning context;
- Pursued reflective and systematic enquiry in order to gain access to knowledge bases about change and development in learning contexts;
- Reflected upon their own processes of learning;
- Critically evaluated the actions they have implemented in their learning contexts;
- Documented their work through a cyclical process of experience, reflection and analysis.

Knowledge and understanding:

Enhanced their own knowledge of the processes within schools and other settings that influence change, learning and achievement;

Examples of learning, teaching and assessment methods used:

MEDD4003 - enhances the student's ability to critically examine knowledge about processes that influence learning and achievement in their work/learning contexts. Assessed through a critical overview of a change that has been planned and implemented by the student, demonstrating an ability to understand the processes that influence and effect change;

<p><i>Cognitive and intellectual skills:</i></p> <p>Synthesised this knowledge, along with skills and attitudes learned, in order to effect change within a learning context;</p> <p>Pursued reflective and systematic enquiry in order to gain access to knowledge bases about change and development in learning contexts;</p> <p>Critically evaluated the actions they have implemented in their learning contexts;</p>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p>MEDD4004 supports professionals undertaking a systematic investigation into an aspect of learning, change management, or development within a learning context or setting and aims to enhance knowledge of key theoretical perspectives, as well as their skills of action research, data collection strategies and small scale investigation. Assessed through a report of a research project in the professional setting.</p> <p>MEDD4005 examines the mechanisms of managing change in learning contexts, usually in schools or other settings. Assessed through review of literature on aspects of institutional change/improvement;</p> <p>In studying MEDD4005 students will be given the skills and concepts to effect change and to be critically evaluative of the issues within the contexts they work in, or have access to. Assessed through an evaluative account of an intervention already undertaken.</p>
<p><i>Practical skills relevant to employment:</i></p> <p>Created, implemented and evaluated an action plan to effect change within a learning context;</p> <p>Documented their work through a cyclical process of experience, reflection and analysis.</p>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p>MEDD4005 - Education professionals are give the opportunities to evaluate key theoretical perspectives concerning change management, review the importance of change agents, and analyse the implementation of change and improvements.</p> <p>MEDD4004 - The key purpose of the professionally-based project is to enhance students' abilities in inquiry, analysis and informed critique of their own, or other, workplace practices.</p>
<p><i>Transferable/key skills:</i></p> <p>Reflected upon their own processes of learning;</p>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p>In studying MEDD4003 Students are required to document their learning through a process of experience/reflection/action. Assessed through a professional portfolio of 3000 words addressing the learning outcomes.</p>

14 Assessment Strategy

Assessment is based upon 100% course work, in line with other components of the Postgraduate Educational Programme. Assessment techniques for this module will comprise of:-

- Critical evaluation of literature in the field;
- Evaluative analysis of aspects of the curriculum and/or the professional practices within the learning context;
- The design of development plans;
- Small scale action research projects, drawing upon qualitative and quantitative methodologies;
- Reflective portfolios and case studies that document change and evaluate actions
- Professional learning Logs/Portfolios

The programme can be delivered intensively over extended twilight or weekend sessions; or can be adapted to a summer school delivery. The programme can be adapted for workplace delivery, coached by individual tutors in learning contexts.

15 Programme structures and requirements - see Award Map appended

This three module Certificate is designed for teachers and other professionals who want to develop their own practice.

To gain the award of PGCert in School Improvement the following three modules must be successfully completed:

- MEDD 4003 Evaluation of Professional Learning;
- MEDD 4004 Professional Enquiry into a Educational Setting;
- MEDD 4005 School Improvement

16 QAA Academic Infrastructure

17 Support for students

- Individual tutor guidance;
- Tutorial support;
- Professional Development Profile;
- Programme/Module study Guide;
- Study skills support.

18 Admissions policy, criteria and procedures

The admission of course members to the Programme will be governed by the normal entry requirements for an award at M level. Course members should normally either:-

- a) be the holder of a first degree;
- b) be the holder of other qualifications and experience which demonstrate that the course member possesses appropriate knowledge and skills.

The normal arrangements for APL apply. Advanced standing is available for those in possession of qualifications granted in the last five years.

*Please contact the Registry Admissions Office for further information or guidance
01905 855111*

19 Methods for evaluating and improving the quality and standards of teaching and learning

This programme is evaluated through an Annual Evaluation Report (Postgraduate Education) and through the External Examiners for PEP. At module level the quality is enhanced through module evaluations. Student feedback is ensured through the PEP course committee and through module outlines.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements (delete if this does not apply).
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see Postgraduate Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction.

21 Indicators of quality and standards

A recent review of our Postgraduate Professional Development provision drew particular attention to our successful strategies in assisting professionals to gain credit for their work based development. (TDA, 2007)

* In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education. The University will be audited next in 2011.

22 Employability and graduate destinations

The educational aims of the Programme centre on the enhancement of professional practice and provide students, where appropriate, opportunities for career moves within and beyond their organisations.

The Head of Continuing Professional Development (CPD) chairs a steering group consisting of teachers, local authority representatives, and other key stakeholders in CPD. This provides, amongst other things, links with the professional community and ensures that all aspects of the PEP promotes and develops significant links with employers and enhanced career and professional opportunities