

PROGRAMME SPECIFICATION
PG Cert Mentoring in Early Childhood

1	Awarding institution/body: University of Worcester
2	Teaching institution: University of Worcester
3	Programme accredited by: University of Worcester
4	Final award: PG Cert
5	Programme title: PG Cert Mentoring in Early Childhood
6	Pathways available: Not applicable
7	Mode and/or site of delivery: University of Worcester
8	Mode of attendance: Part time and full 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 award is part of the Postgraduate Education Programme (PEP). The programme aims to develop rigorous professional practice in ways which will have impact on the workplace and on the achievement of all learners in that context. It has been designed to provide opportunities for course participants to pursue reflective and systematic enquiry which will enable them to extend their capacity for critical analysis, reflection and autonomous action, underpinned by a high level of professional knowledge, skills and understanding.

The overall aims of the programme are to:

- provide opportunities for critical reflection upon the processes involved in mentor tutoring in an early childhood context;
- promote the development of skills in communicating, collaborating and working effectively with others;
- encourage critical understanding relevant to those undertaking the mentor tutoring of practitioners within early childhood settings;
- advocate skills in critical reflection and self evaluation for professional and organisational quality and improvement;
- engage in a research-based approach to professional and organisational development;
- develop self-direction and autonomy in professional early childhood development.

13 Intended learning outcomes and learning, teaching and assessment methods

On completion of the course the student will be able to:

- i. confront their own values, beliefs and actions in relation to mentoring in the early childhood workplace;
- ii. further develop skills in communicating, collaborating and working effectively with others in the dynamics of an early childhood environment;
- iii. engage in creative ways of mentoring and benefit from the opportunity to apply their studies in a coherent and relevant manner;
- iv. critique the pedagogic model of the cyclical process of experience, reflection and analysis within the early childhood mentoring domain;
- v. pursue reflective and systematic enquiry of mentoring issues and challenge current

- practice where appropriate;
- vi. further their own professional development with regard to the skills of mentoring and thus facilitate organisational improvement;
- vii. continue to develop as a critically reflective early childhood advocate.

14 Assessment Strategy

In order to ensure consistency in the high standards associated with 'M' level work there is a generic set of criteria which is based on the dimensions of the professional models which underpin the Postgraduate Education Programme (PEP). In addition the educational aims of the Programme are supported by this strategy inasmuch as it enables the students to act as autonomous learners, adopting a research-based approach to personal and organisational development in order to enhance professional practice within a clear framework of the participants' own professional values. While all of the assessment criteria in PEP are at 'M' level, there is an emphasis upon subject study within the Certificate phase.

The key features of the Postgraduate Education Programme assessment strategy are that it:

- i. enables course participants to direct their own learning efficiently and effectively towards a given purpose;
- ii. is aware that course participants have unique goals and interests and recognises that these have implications for the teaching and learning process;
- iii. acknowledges that learning occurs in a particular social, cultural and political context and that this affects what is learned and the ways in which it is learned;
- iv. has a commitment to facilitate course participant learning through an individual course participant-centred approach as well as a group-centred approach with a strong commitment to group learning, group processes, and dissemination;
- v. includes specific learning outcomes as well as a generic set of criteria for all modules;
- vi. will be systematically monitored and reviewed in relation to its principles and procedures and its effectiveness as a formative and summative function

15 Programme structures and requirements

Module Code	Module Title	Credits (Level 7)	Status Mandatory (M) or Optional (O)	Prerequisites (Module Code required)
MEDD4007	Negotiated Learning - Education (Single)	20	M	
MEDD4155	Understanding Mentoring in Early Childhood	20	M	
MEDD4156	Mentoring Skills and Quality Enhancement in Early Childhood	20	M	

PG Certificate Requirements

Students undertaking the Postgraduate Certificate must successfully complete the three mandatory modules, amounting to 60 credits in total.

16 QAA Academic Infrastructure

As propounded by the Framework for Higher Education Qualifications (FHEQ), both the module specific and the generic learning outcomes of the PEP draw on the principles of 'originality in the application of knowledge' and an understanding of 'how the boundaries of knowledge are advanced through research.' This is assured via the centrality of the practitioner researcher to the Programme. Concomitant with this the 'Sound judgement, personal responsibility and initiative in complex and unpredictable professional environments' demanded by FHEQ is supported by the Programme's emphasis upon experiential learning and transpersonal reflection.

Further to the above and in accordance with the FHEQ (QAA 2001), at post graduate level students will have begun to acquire:

- i. A systematic understanding of knowledge and a critical awareness of current problems and/or new insights.
- ii. A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- iii. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge.
- iv. A conceptual understanding that enables the student to evaluate critically current research and to critically evaluate methodologies.

Approaches to learning and teaching support the achievement of the learning outcomes of the Programme through the addressing in all modules of the cyclical process of experience, reflection, analysis, and the application of principles to one's own context. Further to this and in order to develop and sustain a critical form of educational practice within the Programme, each of the modules employs learning processes through which course participants are encouraged to analyse principles and procedures as active practitioner researchers.

17 Support for students

Induction for the PG Cert student occurs within the first module of the programme. There is also an induction to PEP which is offered to all students and is organised centrally by the university.

In addition Information Learning Services (Library, Media, Print and ICT) provides induction sessions both independent of, and in conjunction with, specific modules delivered by the programme.

All students receive individual tutor guidance when engaging in independent study work. Tutorial support is also provided as part of the delivery of all taught modules in the programme.

Electronic versions of the PEP student handbook and the University of Worcester student guide are all updated annually.

At the beginning of all modules students receive a module study guide identifying specific learning outcomes, assessment items and other relevant information pertaining to the module.

WebCT provides students with electronic means of accessing course information and communicating with peers and teaching staff.

Study skills support is available on request to all students at UW, including those engaged in postgraduate studies.

Socrates Erasmus funding and Comenius projects provide opportunities for study in Europe. These opportunities are only available to practising teachers.

18 Admissions policy, criteria and procedures

The PG Cert is open to graduates or the equivalent who are qualified teachers, or others who carry a professional responsibility for teaching and learning. The University will seek evidence of personal professional experiences that provide an indication of ability to meet the demands of the Programme.

Normally applicants should be in-post. However, applications will be considered from those who are planning to resume their career. Such applicants will be supported in the undertaking of all necessary workplace based/focused tasks and assignments.

In keeping with University policy on widening participation and diversity the Programme encourages and welcomes the contribution of older learners and people from the widest range of social, economic and cultural backgrounds.

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:-

- a) be the holder of a bachelor's degree or equivalent;
- b) hold an appropriate professional qualification (e.g. QTS/QTLS) or have experience which demonstrate they possess 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:

- The annual monitoring report reviews the quality of the Programme and provides action points emerging from the analysis of data provided by students, staff and external examiners.
- External examiner reports feed into the annual monitoring report and serve as indicators for areas where staff development will be of benefit to the Programme.
- Each module provides opportunities for student evaluation.
- The PEP committee for staff and students considers feedback from all participants. It also serves as a forum for identifying important issues which are likely to impact upon the Programme.
- Appraisals of staff and peer assessment of teaching provide important means of updating and monitoring developments in teaching and learning.

- PEP staff are all involved in either research or scholarly activity which impacts upon teaching and learning issues in the Programme and ensures that teaching and learning issues at Master's level are addressed in an appropriately challenging and innovative manner.

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
- 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 PRF.

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	Passed a minimum of 180 credits at level 7 including

(MA/MSc/MBA/MTL) a minimum of 40 credits from the Dissertation
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The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction.

21 Indicators of quality and standards

Over the last three years the two external examiners representing this award have confirmed that the marking of student work was comparable to standards elsewhere at this level and that the standards set for the awards are appropriate for qualifications at Master's level. One of the external examiners stressed that, 'the aims and outcomes (of PEP) are relevant to the requirements of TDA Postgraduate Professional Development and the needs of teachers.' Both of the external examiners agreed that the standard achieved by students is appropriate to the level of the award to which the programme leads and that they are commensurate with those achieved by peers on comparable courses.

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.

22 Career Opportunities and Links with Employers

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 organizations.

The head of Continuing Professional Development (CPD) chairs a steering group consisting of teachers, LA representatives and others involved in CPD six times a year. This provides important links with the professional community and ensures that the PEP is involved in the promotion and development of significant initiatives.

Please note: 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 s/he 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 each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

- Definitive Course Validation Document (Parts A and B)
- PEP student handbook (reviewed annually)
- Dissertation Handbook
- Web address: www.worc.ac.uk (follow links to CPD)