

PROGRAMME SPECIFICATION – POSTGRADUATE COURSES

1	Awarding institution/body <i>University of Worcester</i>		
2	Teaching institution <i>University of Worcester</i>		
3	Programme accredited by <i>N/A</i>		
4	Final award <i>PG Cert</i>		
5	Programme title <i>Teaching Primary Languages</i>		
6	Pathways <i>n/a</i>		
7	Mode and/or site of delivery taught programme delivered at UW, schools or other workplaces.		
8	Mode of attendance full- or part-time, weekdays or evenings		
9	UCAS Code <i>n/a</i>		
10	Subject /Professional Benchmark statements <i>This award is aligned with the FHEQ benchmark statements for programmes at M-level.</i>		
11	Date of Programme Specification preparation/revision <i>This award was validated in February 2008. A new module – MEDD4090: Leading Learning and Teaching in Primary Languages and minor modifications to the PG Cert. were validated in December 2009. The programme specification was updated in September 2010.</i>		
12	Educational aims of the programme The overall aims of the programme are to promote: <ul style="list-style-type: none"> • An understanding and articulation of the theory underlying learning and teaching in primary languages and related issues. • The development of enhanced professional practice in primary languages within a clear framework of the learners’ own professional knowledge and values. • The development of an enhanced and critical knowledge and reflective attitude towards primary languages • The adoption of a research-based approach to professional development. • The ability to generate innovative insights and creative approaches to learning and teaching in the students’ working environment. 		
13	Intended learning outcomes and learning, teaching and assessment methods		
	Learning outcomes	Module(s) in which these are developed and assessed	
	Learning, Teaching and Assessment Methods		
	<p>On completion of the programme, the student will be able to demonstrate:</p> <ul style="list-style-type: none"> i Conceptual understanding of MFL pedagogy that enables the student to evaluate current scholarship critically and to critique methodologies. ii Originality in the application of knowledge in ways which enhance the effectiveness of MFL pedagogy and assessment. iii Awareness and appreciation of the cultural dimension of teaching and learning MFL in the primary classroom. iv A critical understanding of the relationships between specialist language teaching 	<p>MEDD4089; MEDD4090</p> <p>MEDD4089; MEDD4090; MEDD4008</p> <p>MEDD4089; MEDD4090; MEDD4008</p> <p>MEDD4089; MEDD4090;</p>	<p>The learning and teaching activities throughout this certificate are planned to address the cyclical process of experience, reflection, analysis and the application of key theories to the student’s own context. A range of teaching approaches are used: lectures; seminars; group work; paired work; presentations; tutorials. Use is made of video materials and discussion. Many activities are designed to be creative and interactive. Students are encouraged to engage with tutors and each other through the VLE. Assessment of MEDD4089 is normally by a portfolio of critical reflections on setting-based tasks, plus critical commentary. Assessment of MEDD4090 is</p>

<p>pedagogy and its links with effective primary pedagogy and practice, for example links with literacy, cross-curricular approaches.</p> <p>v a critical understanding of the practice and theoretical underpinning of leading a curriculum area at primary school level, for example managing change, mentoring colleagues.</p> <p>vi a critically reflective, enquiry-based approach to personal professional learning.</p> <p>vii Understanding of the techniques of research and advanced scholarship.</p>	<p>MEDD4089; MEDD4090</p> <p>MEDD4089; MEDD4090; MEDD4008</p> <p>MEDD4089; MEDD4090; MEDD4008</p>	<p>normally through</p> <p>1. A presentation of an action plan for personal/ school-based development in PML, plus reflection on feedback (50%) plus 2. Report of small-scale school-based enquiry normally related to curriculum leadership (50%)</p> <p>MEDD4008 may be assessed through a report, portfolio or empirical study(100%)</p>	
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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 context of teaching foreign languages in the primary school;
- 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

15 Programme structures and requirements

<i>Module Title</i>	<i>Code</i>	<i>Credits</i>
<i>Teaching Primary Modern Foreign Languages</i>	<i>MEDD4089</i>	<i>20</i>
<i>Leading Learning and Teaching in Primary Languages or</i>	<i>MEDD4090</i>	<i>40</i>
<i>Negotiated Learning</i>	<i>MEDD4008</i>	<i>40</i>

16 QAA Academic Infrastructure

The learning outcomes for this award have been aligned to the Framework for HE Qualifications benchmarks for awards at level 7/M.

17 Support for students

The University of Worcester is committed to Equal Opportunities and full information is on the website under the 'student life' link or: <http://www.worc.ac.uk/student/equalopportunities/912.html>. Links from this page offer details of provision for students with a range of specific needs. Students will be invited to join other PEP students for induction to the programme, Information and Learning Support Services and a Registry induction at the beginning of their course. Additional induction into the subject will be provided by module tutors. All students will engage in a self-reflective needs analysis of their current knowledge and experience, taking into account their working context, so that as far as possible the programme

contact and tutorial support can be tailored to their needs and interests.
The programme will make use of a VLE (Blackboard or Moodle) to facilitate interaction between students, general communication and learning.
Students will be expected to engage in fieldwork as part of their learning on this course, and visits to places of worship where possible will be arranged.
The opportunity to present to peers and tutors as an informal and formative part of the learning process will be made.
All students will be provided with a module guide for each module outlining in greater detail the learning outcomes, content and focus and specific resources for each module.

18 Admissions policy, criteria and procedures

Admissions Policy for the course

Recruitment to the programme will be facilitated by strong partnerships in the region with local authorities and schools.

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.

Entry requirements

The normal minimum entry requirement for this postgraduate taught course is normally a lower second class Honours degree or equivalent.

Applicants should hold an appropriate professional qualification (e.g. QTS/QTLS) or have experience which demonstrates they possess appropriate knowledge and skills.

Admissions procedures

All applicants seeking admission to a course must apply to the University using the appropriate application form.

Admissions/selection criteria

Normally applicants should be in-post and have some responsibility for teaching and learning in their job.

Students may be admitted with advanced standing through the recognition of credit, or the accreditation of experiential or certificated learning according to the University' Accreditation of Prior Learning policy. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

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

Student feedback on aspects of the quality of provision is a crucial facet of quality enhancement of the programme. In light of this all modules will be evaluated, and at the end of the programme award students will be expected to complete a further evaluation of provision. The award will be subject to the internal annual review process within the overall context of the PEP.

A designated external examiner will be appointed to the programme and will monitor the quality of learning, teaching and assessment on the award as work arises during each year.

The PEP programme committee meets three times per year to consider whole programme issues and teaching staff and students will be present.

PEP staff development events will consider matters of specific import to teaching and learning at postgraduate level and will occur three-times per year.

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.
- 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 (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.

This section must also include details of any regulations which specifically apply to the course and/or are different to the standard regulations of the Undergraduate Regulatory Framework. Such regulations must be agreed with the Head of Registry Services and Director of QED and approved by ASQEC.

20 Indicators of quality and standards

Standards on PEP are high and viewed by external examiners as being in line with that of other HEIs. Quality on the programme will be continually monitored and further enhanced by an engagement in all of the processes described above.

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.

21 Career Opportunities & Links with Employers

Postgraduate study is widely recognised as enhancing the career prospects of participants. In 2008 the Secretary of State for Children, Schools and Families asserted the government's goal that teaching should become a Masters level profession. Moreover, since a foreign language will be a required part of the National Curriculum by 2011, there is an urgent need for effective practitioners and curriculum leaders in the field of primary languages. The programme has been developed in response to perceived need arising from discussions between UW staff (including head of primary) and LAs, particularly Worcestershire. Close links with local authorities and schools in the area will be maintained by the module tutors on this programme personally and by the university's existing and strong relationship with strategic partners through its CPD network and regular meeting of the CPD steering group.

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.