

PROGRAMME SPECIFICATION

Programme title:	PGDip in Teaching and Reflective Practice (TBC)
Final award (BSc, MA etc): (where stopping off points exist they should be detailed here and defined later in the document)	PGDip in Teaching and Reflective Practice PGCert in Teaching and Reflective Practice (if the first two modules have been taken; see below for a list of modules)
UCAS code: (where applicable)	
Cohort(s) to which this programme specification is applicable: (e.g. from 2015 intake onwards)	From September 2017
Awarding institution/body:	University College London
Teaching institution:	University College London Plus placement schools
Faculty:	UCL IOE, Curriculum, Pedagogy and Assessment
Parent Department: (the department responsible for the administration of the programme)	UCL IOE, Curriculum, Pedagogy and Assessment
Departmental web page address: (if applicable)	
Method of study: Full-time/Part-time/Other	The programme is full-time.
Criteria for admission to the programme:	<ul style="list-style-type: none"> • A minimum of a second-class Bachelor's degree from a UK university or an overseas qualification of an equivalent standard. • IELTS score of 7.0 with a minimum of 6.5 in each of the subtests • Qualifying essay. • The Institute of Ismaili Studies will have additional elements to selection process for the scholarship they offer to the students. These include, teaching experience and interview.
Length of the programme: (please note any periods spent away from UCL, such as study abroad or placements in industry)	Two years at UCL with a placement of 8 to 10 weeks in Year 2 of the programme to be arranged by the partner Institute
Level on Framework for Higher Education Qualifications (FHEQ) (see Guidance notes)	FHEQ Level 7

<p>Relevant subject benchmark statement (SBS) (see Guidance notes)</p>	<p>The programme will meet QAA Level 7 and will help students:</p> <ul style="list-style-type: none"> • Acquire a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights into teaching about religions, particularly as it pertains to education about Islam; • a comprehensive understanding of best pedagogical practices and research in their own of studies; • deal with complex issues in teaching religious education both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences; • demonstrate self-direction and originality in tackling and solving problems related to their teaching field; • continue to advance their knowledge and understanding, and to develop new skills to a high level; • some 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 in the relevant field; • conceptual understanding that enables <ul style="list-style-type: none"> ○ the critical evaluation of current research and advanced scholarship in religious education and particularly teaching about Islam; and, <p>an ability to reflect and entertain discourse of alternative viewpoints within the topics covered in the programme.</p>
<p>Brief outline of the structure of the programme and its assessment methods: (see guidance notes)</p>	<p>The programme is structured into two years with four modules at 30 credits each:</p> <ul style="list-style-type: none"> • Learning, Teaching and Reflective Practice (LTRP) • Principles of Learning and Teaching (PLT) • Leading Learning In Ismaili Contexts (LL) • Teachers As Authors – curriculum design and development (TAA) <p>Plus teaching placements</p> <p>Assessments:</p> <p>LTRP: written assignment of 2500 words, written reflective response of 500 words and group presentation of 15 mins.</p> <p>PLT: assignment of three evidence studies of 1200 words each, 1400 words on scene setting and a synoptic analysis of themes running across the individual evidence studies</p> <p>LL: written assignment of a reflective journal with critical commentary of 5000 words</p> <p>TAA: Small scale curriculum development project and evaluation but participants would choose either an Essay (5,000 words – as current assessment) or a Presentation: 20 minute presentation to two internal examiners followed by option for 10 minute questioning.</p> <p>Teaching placements: formative assessment through lesson observations and teaching standards to adapted for this programme,</p>

Board of Examiners:	A new board will be created which will be chaired by Dr Farid Panjwani and will consist of programme leaders, all tutors involved in teaching, programme administrators and external examiners.	
Professional body accreditation (if applicable):	N/A	Date of next scheduled accreditation visit:

<p>EDUCATIONAL AIMS OF THE PROGRAMME:</p> <p>This programme aims to:</p> <ul style="list-style-type: none"> • provide a holistic and diverse teacher education programme that fosters academic rigour as well as practical understanding and application of theories; • provide sustained and well-supported teaching practice alongside academic engagement with theories and policies that underpin professional practice; • develop high academic and professional standards for teachers; • encourage engagement with and application of learning theories in practice; • instil practical teaching skills, critical thinking and academic exploration skills for participants' long-term development; • promote critical reflection as a basis for personal continuous professional development beyond the course; • provide opportunities for critical reflections on curricula; • develop participants' understanding of contextualising curricula and transferring theories and practical strategies from one context to another; • encourage critical engagement with communities of practice within participants' own settings, but also within the wider educational context.

<p>PROGRAMME OUTCOMES:</p> <p><i>The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</i></p>

A: Knowledge and understanding	
<p>Knowledge and understanding of:</p> <p>(a) Understanding key aspects of the field of study and practice (e.g. understanding learning theories, teaching strategies and reflective practices, how to lead learners and learning in specific contexts and how to develop curricula)</p> <p>(b) Ability to explore, analyse, discuss and reflect critically, systematically and with academic rigour the teachers' roles within communities of practice and as curriculum developers</p> <p>(c) Ability to communicate own learning and development in a range of outputs.</p>	<p style="text-align: center;">→</p> <p>Teaching/learning methods and strategies:</p> <p>Acquisition of a is through engagement with theoretical readings and input from face-to-face sessions and online activities in the four modules. Teaching placements in the first year provide practical exercises and experiences.</p> <p>Acquisition of b through the required course readings, face-to-face sessions and online activities.</p> <p>Acquisition of c by practising different outputs and methods of recording and reflecting throughout the modules and in the relevant assessments.</p>

	→	<p>Assessment:</p> <p>a-c)) will be assessed in written assignments in the modules, teaching portfolio, the reflective journal and the group presentations.</p>
B: Skills and other attributes		
<p>Intellectual (thinking) skills:</p> <p>(a) develop critical thinking skills to be able to provide analysis and synthesis of key concepts.</p> <p>(b) effectively apply self-reflection for developmental purposes and purposes of professional growth, and to apply critical thinking and criticality to improve professional and academic practice.</p> <p>(c) understand the necessity and relevance of independent and self-regulated learning.</p>	→	<p>Teaching/learning methods and strategies:</p> <p>Acquisition of (a), (b) and (c) is fostered in all modules of the programme, in that students will be required to apply criticality and critique theoretical concepts and frameworks in theory and practice. The modules will use reflective journals, reflection activities and tasks relating to reflections in action and on action to ensure (a), (b) and (c) are actively encouraged.</p>
	→	<p>Assessment:</p> <p>(a) will be assessed in written assignments in the modules, (b) and (c) will be assessed with the portfolio, the reflective journal and the group presentations in PLT, LL and LTRP, respectively.</p>
C: Skills and other attributes		
<p>Practical skills (able to):</p> <p>(a) communicate effectively and adequately in writing</p> <p>(b) improve their knowledge of relevant educational theories</p> <p>(c) communicate effectively in presentation</p> <p>(d) maintain a constant rhythm of learning and research</p> <p>(e) listen to and discuss ideas</p> <p>(f) apply reflective models for professional development purposes</p>	→	<p>Teaching/learning methods and strategies:</p> <p>(a) through online writing tasks for discussion purposes on the virtual learning environment and the writing of essays for assignments</p> <p>(b) through being guided through relevant readings and through completing tasks online and in face-to-face sessions</p> <p>(c) through feeding back group work and the group presentation assignment in LTRP</p> <p>(d) through the regular setting of tasks and online activities with specific deadlines</p> <p>(e) through discussions, group work and plenaries in the face-to-face sessions</p> <p>(f) through online and offline tasks and the writing of evidences in PLT and reporting on teaching standards in relation to the placements</p>
	→	<p>Assessment:</p> <p>(a), (b), (c), (d), (f) are all assessed in the module assignments (essay, reflective journal, presentation) and formatively assessed as part of online tasks</p> <p>(e) currently not assessed summatively</p>

D: Skills and other attributes		
Transferable skills (able to): (a) work in teams (b) give and accept constructive feedback (c) communicate and present (d) write good essays (e) listen and contribute in class (f) manage time		Teaching/learning methods and strategies: (a) the module will be taught by using group works, group projects and peer-assessment. (b) peer assessment activity (c) a group presentation of teaching practice and related reflections (d) coursework (e) face-to-face sessions (f) setting of online tasks and deadlines
		Assessment: (a), (b), (c) with group presentations and peer assessment activity (d) assignments (e) and (f) currently not assessed summatively
<p>The following reference points were used in designing the programme:</p> <ul style="list-style-type: none"> the Framework for Higher Education Qualifications: http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf; the relevant Subject Benchmark Statements: (http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements); the programme specifications for UCL degree programmes in relevant subjects (where applicable); UCL teaching and learning policies; staff research. 		
<p>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 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 each course unit/module can be found in the individual module validation documents. The accuracy of the information contained in this document is reviewed annually by UCL and may be checked by the Quality Assurance Agency.</p>		
Programme Organiser(s) Name(s):	Nicole Brown, Rosalind Janssen, Farid Panjwani	
Date of Production*:	June 2016	
Date of Review:		
Date approved by Chair of Departmental Teaching Committee:		
Date approved by Faculty Teaching Committee		

* Note: this should be date the programme specification was first created. The dates of review and approval by the DTC and FTC should be the most recent dates and may be approved by Chair's action. New programmes should state the first expected date of review one year on from its inception (e.g. "September 2016").