



PROGRAMME REVIEW REPORT

PART A: SUMMARY REPORT

CONFIRMED

Manchester
Metropolitan
University

A1	Programme Specification Title(s)	
<p>The Professional Development Programme <i>[existing title]</i> Professional Development Programmes (Undergraduate) <i>[new title]</i></p>		
A2	Home Department/School	Multi-Professional, Development and Practice Programmes Area
A3	Home Faculty	Institute of Education
A4	Type of Event	Review
A5	Date of Event	26 April 2010
A6	Objectives of Event	
<p>To ensure that the design, academic standards and quality of learning opportunities of the existing programme, together with the proposed developments, given strategic approval on 15 April 2010 (SAF ref PARM/10/024 refers) and as outlined in 7 below, remain appropriate to the awards to which the programme leads and are informed by reference to institutional regulations and policies, national benchmarks and relevant professional and employment demands.</p>		
A7	Outline of Proposal/Development(s)	
<p><u>Background – the Professional Development Programme</u></p> <p>The Professional Development Programme (PDP), the award bearing arm of Continuing Professional Development in the Institute of Education, offers programmes ranging from Certificates in Professional Studies, to degrees and masters degrees, mainly for serving teachers but also for groups as diverse as police trainers, teaching assistants, speech therapists, social workers and university lecturers. The PDP underwent a Quinquennial review in 2001 with the express intention of converging the two professional development programmes offered on the Crewe and Didsbury campuses of the University; in 2004 the programme was the major element of a Strategic Review of Continuing Professional Development within the Institute of Education in order to develop additional courses.</p> <p>The PDP underwent another Quinquennial review in 2005, with a particular focus on developing the programme to meet the needs of the University's then newly developed Postgraduate Regulatory Framework. This included adopting twenty credit units and introducing a mandatory dissertation for all postgraduate routes within the programme. Additional routes were added to the programme and a number of routes that were no longer appropriate to the needs of the programme were removed; similarly, a number of units were removed and a large number of units re-written to ensure their currency. The current configuration of the PDP is as a single, over-arching programme; one of the aims of this periodic review is to disaggregate the programme into two different programmes. This disaggregation is a response to a number of factors; firstly the growth in the Postgraduate Professional Development Programme student numbers means that postgraduate issues tend to dominate course meetings to the detriment of the undergraduate programme.</p>		

Secondly, the development of government policy for the professional development of the wider school workforce is leading to increasingly important developments in the undergraduate provision within the programme. Thirdly, the effect of introducing the Foundation Degree as taught provision on the Didsbury Campus has been both to increase the undergraduate numbers at Didsbury, to increase the demand for the Honours Degree and to provide a greater impetus for further development of the undergraduate provision. These factors allied to a more focussed management lead suggest that the disaggregation would be in the best interests of the programme. Arising from the current Review, there will be a Postgraduate Professional Development Programme and an Undergraduate Professional Development Programme.

The Professional Development Programme underwent an ADC Modification in 2009, details as follows:

- Addition of six routes to the Professional Development Programme:
 - PgCert/ PgDip/MA Maker Teacher
 - PgCert/ PgDip/MSc Science, Technology, Engineering and Maths (STEM)
 - PgCert/ PgDip/ MA Working with Young People, Community Education and Development
 - PgCert/PgDip/MA Specific Learning Difficulties
 - PgCert/PgDip Teaching Bilingual Learners
 - MA Language Education
 - PG Dip in Teaching of Reading
- Change in the title of a range of programmes:
 - the MA Award and all others that include "Special Educational Needs" will be changed so that they read "Inclusion and Special Educational Needs".
- Discontinuation of three awards:
 - PgCert/PgDip/MSc Mathematical Education
 - PgCert/PgDip/MSc Sciences Education
 - PgCert/PgDip/MSc Art and Design Education

The Undergraduate Programmes

The existing undergraduate programmes have run as:

- i) BA routes of the Professional Development Programmes (Postgraduate and Undergraduate). A number of named awards of 20, 60 and 120 credit ratings have been offered primarily on University sites, in part as joint delivery with postgraduate programmes, providing a "top up" route to Honours degree for students from a range of sub-degree routes. Other specialist routes have run as discrete off-site provision.
- ii) Foundation Degree in Supporting Teaching & Learning. The FdA has run since 2004 in three partner colleges and since 2007 on the Didsbury site. This had been developed to provide a professional progression route for Teaching Assistants working in Primary schools.

The proposal is for a rebranding of Undergraduate programmes to provide multi-entry but coherent routes to Honours degrees for the wider education workforce (in particular for academic support staff) across three sectors; Primary, Secondary and Post-Compulsory. This complements existing programmes for teachers (ITT), Early Years Professionals and School Business Managers. In addition the proposal is for Trafford College to franchise the Foundation Degree in Supporting Teaching and Learning.

It is intended to provide opportunities for :

- Progression from FdA (full time and part time) to BA (top up) (full time and part time);
- Direct Entry with Advanced Standing onto BA Honours year for those with sufficient suitable previous qualifications and/or experience;

- Clearer articulated routes for those with pre-degree level teaching qualifications and non QTS teachers employed in the 14-19 sector;
- Named pre-degree awards Certificate in Professional Studies.

A8 **Conduct of the Event and Panel Membership**

The event, comprising private panel meetings and meetings of the panel with members of the programme team and representatives of current students, was held on the Didsbury Campus.

The panel included the following internal members:

- Dr Peter Banister (Chair)
- Mrs Karen Castle (FADC Representative)
- Mr Rob Baker (CASQE Officer)
- Mrs Penny Sweasey (Dean of Faculty's representative)
- Mrs Janet Edgar (Faculty and Campus SAS representative)
- Ms Emma Wingate (Panel Secretary)

The panel included the following external members appointed by the Head of Academic Standards & Quality Enhancement after nomination by the Faculty:

- Ms Kirstin Sawyer (Programme Manager: Education Studies and CPD, Bradford College)
- Mr Clifford Jones (Consulting Editor, CPD update)

A9 **Documentary Evidence Base**

- Strategic Approval Form (SAF)
- Draft definitive document (including updated programme specification)
- Self evaluation document incorporating the following appendices:
 - Programme Review Report [Professional Development Programme (01-02-2005)]
 - Programme Approval Reports [FdA Supporting Teaching and Learning (11-06-2004 and 19-07-2004)]
 - Report of ADC Modification [Professional Development Programme (12-06-2009)]
 - Annual Monitoring Exercise 2007/08 [Professional Development Programme]
 - Annual Monitoring Exercise 2007/08 [FdA Supporting Teaching and Learning]
 - Annual Monitoring Exercise 2008/09 [Professional Development Programme]
 - Annual Monitoring Exercise 2008/09 [FdA Supporting Teaching and Learning]
 - Programme Committee Minutes
 - Summary Curriculum Vitae

A10 **Conclusions on Innovation and Good Practice**

The Panel identified the following aspects of good practice:

1. The variety of innovative assessments on the programme;
2. The extent of the support and guidance provided to students;
3. The programme team's commitment to the students;
4. The overall coherence of the programme, the programme team and the links with collaborative providers;
5. The responsiveness demonstrated to the sector's changing needs;
6. The programme team's facilitation of group learning;
7. The retention of academic values.

A11	Conclusions on Quality and Standards
<p>The Panel concluded that the intended learning outcomes of the programme were being achieved by students, that the standards of the University's awards were being maintained and that the programme as modified remains current and valid in the light of developing knowledge in the discipline, practice in its operation and developments in teaching and learning.</p>	
A12	Summary of Outcome
<p>The Panel recommended:</p> <p>Continued approval (in its disaggregated form) with effect from September 2010, subject to fulfilment of the three conditions in Section A13 below.</p> <p>A full list of the award titles approved may be found in paragraph 2 of the updated programme specification.</p> <p>A full list of changes made as part of this Review event may be found in Appendix 1 of this report.</p>	
A13	Conditions of Approval
<p>The following conditions of approval must be fulfilled before the modified programme may commence:</p> <ol style="list-style-type: none"> 1. The definitive document must be revised in light of issues raised in the Programme Review Panel's discussions (a separate list will be provided); 2. All Collaborative Agreements must be signed before the programme can commence (the programme team was also advised to consult the Collaborative Partnerships Office about all related academic partnership arrangements); 3. A statement requesting exemption from anonymous marking should be submitted to the Chair. 	
A14	Deadlines for Fulfilment of Conditions
<p>24 May 2010.</p>	
A15	Recommendations
<p>The Programme Team must consider and address explicitly the following recommendation(s) in the course of its annual monitoring processes:</p> <ol style="list-style-type: none"> 1. Develop a more formal procedure for accessing the student voice and providing feedback to students on the actions taken in relation to the issues raised; 2. Update the unit proformas to correct any anomalies and typographical errors and to address points raised in the Review Panel's discussions; 3. Produce a shorter, more focussed reading list for pre-entry preparation, along with a short rationale for each text listed; 4. Review the students' access to full text online journals; 5. Continue to provide a full assessment schedule to students at the beginning of each year. 	

A16	Date of next scheduled review
The next scheduled periodic review of the programme will be held during the Autumn/Spring term of 2015/16.	

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A17	Date Report considered by Head of ASQE	<i>13 September 2010</i>
A18	Date of CASQE Recommendation to AQSSc	<i>15 September 2010</i>

End of PARMRPT(A)

PART C: RESPONSE TO CONDITIONS: STATUS REPORT

Programme Title	The Professional Development Programme <i>[existing title]</i> Professional Development Programmes (Undergraduate) <i>[new title]</i>
Type of Event	Review
Date of Event	26 April 2010
Deadline for fulfilment of Conditions	24 May 2010
Panel Chair	Dr Peter Banister

1	Action Taken in Response to Conditions
	<p>1. The definitive document must be revised in light of issues raised in the Programme Review Panel's discussions (a separate list will be provided);</p> <p><i>This has been done - see separate list</i></p> <p>2. All Collaborative Agreements must be signed before the programme can commence (the programme team was also advised to consult the Collaborative Partnerships Office about all related academic partnership arrangements);</p> <p><i>All Agreements have been signed by all parties.</i></p> <p>3. A statement requesting exemption from anonymous marking should be submitted to the Chair.</p> <p><i>The relevant section of the definitive document has been amended.</i></p>
2	Documentation submitted to Chair for approval
	<ul style="list-style-type: none"> • Programme Team's response to conditions • Programme Team's response to required definitive document changes • Revised definitive document • Electronic copies of all Agreements.

4	Confirmation of approval
	<p>I confirm that I am satisfied that the conditions of approval have been fulfilled.</p> <p>Signed: P Banister (signed copy held in CASQE files)</p> <p>Date: 31 August 2010</p>

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C3	Date(s) Response to Conditions considered by Head of ASQE	13 September 2010
C4	Date(s) CASQE Recommendation(s) on conditions submitted to AQSSc	15 September 2010
C5	AQSSc outcome	Approved