



Programme Specification

DEPARTMENT OF EDUCATION

GENERAL INFORMATION	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution*</i>	University of Bath
<i>Validated/Franchised (if appropriate)</i>	
<i>Programme accredited by (including date of accreditation)*</i>	
<i>Programme approved by (including date & minute number of Senate)</i>	17 May 2017
<i>Final award</i>	Postgraduate Certificate
<i>Programme title*</i>	Postgraduate Certificate in Educational Studies
<i>UCAS code (if applicable)</i>	N/A
<i>Subject Benchmark Statement*</i>	N/A
<i>Intended level of completed programme (in line with FHEQ)*</i>	7 = Masters
<i>Duration of programme & mode of study*</i>	A maximum of 24 months part time from date of first enrolment.
<i>Date of Specification preparation/revision*</i>	April 2017
<i>Applicable to cohorts (eg. for students commencing in September 2011 or 2011/12-2012/13/2013/14, 2014/15. 2015/16)</i>	Applicable from 2016/17

***Synopsis and academic coherence of programme**

This part-time programme offers units from our existing MA Education programme. The combination of units completed by students provides a coherent programme of study at Masters level.

All aspects of the programme are firmly grounded in high quality research and scholarship in the field of education for which the Department has a well-deserved national and international reputation. The teaching on the programme draws upon the research expertise in the Department and is of the highest quality.

Educational aims of the programme

The programme is designed for teachers, lecturers, trainers, educational leaders, managers and administrators and those aspiring to a career in education.

The aims of the programme are to give participants the opportunity to:

- improve their critical thinking and analysis skills
- enhance their professional practice through greater theoretical understanding of current educational issues

Intended learning outcomes (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

Students gaining credit will have demonstrated their ability to:

- identify and engage critically with appropriate and representative literature in the field of education
- understand current educational theories and apply them to their own professional practice
- demonstrate clarity of thought and quality of argument in educational issues.

<p>➤ Knowledge & Understanding:</p>	<p>The Postgraduate Certificate enables students to demonstrate:</p> <ul style="list-style-type: none"> • a systematic and conceptual understanding of educational issues which enables them to evaluate methodologies relating to education, and to develop critiques of these and when appropriate to develop new hypotheses • a comprehensive understanding of techniques applicable to their own research or advanced scholarship
<p>➤ Intellectual Skills:</p>	<p>The Postgraduate Certificate enables students to:</p> <ul style="list-style-type: none"> • evaluate research and a variety of types of information and evidence critically and to make informed judgements in the absence of complete data • critically analyse, evaluate and interpret the evidence underpinning practice and change in practice appropriately.
<p>➤ Professional Practical Skills:</p>	<p>The Postgraduate Certificate enables students to:</p> <ul style="list-style-type: none"> • enhance their professional practice in education • better contribute to professional debate in the field of education • act autonomously in planning and implementing tasks at a professional level.
<p>➤ Transferable/Key Skills:</p>	<p>The Postgraduate Certificate enables students to better:</p> <ul style="list-style-type: none"> • communicate their conclusions clearly to specialist and non-specialist audiences

- evaluate their own academic and professional performance
- utilise problem-solving skills in a variety of theoretical and practical situations
- manage change effectively and respond to changing demands
- continue to advance their knowledge and understanding
- manage time, prioritise workloads and recognise and manage
- manage personal emotions and stress
- understand career opportunities and challenges
- develop new or higher level skills, for example in IT.

The Key Skills that are taught, facilitated or assessed in the programme are as follows.

1. Make critical use of the literature of the field of Education
2. Make critical use of professional experience in the field of Education
3. Undertake an educational study in an appropriately critical, original and balanced fashion
4. Analyse, interpret and critique findings and arguments.
5. Collect, analyse and interpret data appropriately.
6. Demonstrate self-direction and originality in tackling and solving problems.
7. Evaluate research and variety of types of information and evidence critically, also making informed judgements in the absence of complete data
8. Initiate change in practice appropriately.
9. Contribute to professional debate in the field of education.
10. Act autonomously in planning and implementing tasks at a professional level.
11. Communicate their conclusions clearly to specialist and non-specialist audiences
12. Evaluate their own academic and professional performance.
13. Manage change effectively and respond to changing demands.
14. Manage time, prioritise workloads and recognise and manage personal emotions and stress.
15. Develop new or higher level skill, for example in information technology.

Structure and content of the programme (including potential stopping off points) (*Append the relevant programme description (PD) form(s) and cross reference below*)

The programme comprises taught units from the MA Education programme. Details of unit contents can be found from the Unit Catalogue from

<http://www.bath.ac.uk/catalogues/other.html> - please note that these are updated in July of

each year to list units for the following academic year.

Students can complete the programme through attendance at the University (Summer Schools) or attendance at a designated study centre, or online using distance learning materials. Students have up to two years to complete their studies.

Students who successfully complete the PG Cert in Educational Studies will be eligible to transfer onto the MA in Education programme.

Details of work placements / work-based learning / industrial training / study abroad requirements

Students may complete a 6 credit unit in the form of an Educational Enquiry. An Educational Enquiry is normally a workplace-based enquiry into students' own professional practice. It is intended to improve their professional knowledge, understanding and skills, and their effectiveness in teaching, leadership and/or management. The focus of study of the Educational Enquiry is negotiated between the student and a designated tutor.

Details of support available to students (e.g. induction programmes, programme information, resources)

All students are mature learners. They come from a very wide range of personal and professional contexts, having reached different points in their professional careers in different institutions and systems, and having different personal circumstances. This calls for a flexible, adaptive and, frequently, personal approach to pastoral and welfare support by staff. Students have different primary points of contact at different times during their studies. Each Unit Tutor becomes the student's initial contact point during the time they are studying that unit. There is, therefore, no division between primary academic and pastoral support for the student. However, once again, this does not affect the student's right to approach the Director of Studies, or other tutors, or the University's providers of central services, with enquiries.

Students, whether studying a unit through the taught mode or using Distance Learning materials, are encouraged to use the Unit Tutor as their first point of contact for academic guidance and support, since this is someone who will be familiar with their professional and academic context. The Unit Tutor is responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in this role will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety.

The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

Whilst on campus there are also Medical and Dental Centres, and a Chaplaincy that are very experienced in meeting the needs of a student population.

At the start of their programmes all students have access to induction via Moodle and access to this is ongoing as induction is seen as a continual process throughout the period of study. This is designed with part-time distance learning students in mind who cannot attend face to face induction but is equally helpful for any students. For new students attending summer school there is an initial induction session. For new students attending study centres the unit tutor will be available to provide induction support.

All students have clearly defined paths of access to Unit tutors and the Director of Studies. These are outlined in the handbooks, and are reinforced through other means, such as personal or e-mail contact. All students are given tutors' full University contact details, including e-mail addresses.

Admissions criteria (including arrangements for APL/APEL)

Academic requirements

- a good undergraduate degree (first or 2:1 Honours degree, or equivalent) in an appropriate subject, from a recognised university, **or**
- non-Honours degree candidates can be considered where they have at least two years' substantial experience in a relevant field or sector.

The **minimum non-graduate qualifications** acceptable for admission are:

- an advanced diploma in education and at least two years of relevant experience, **or**
- a teaching qualification (gained after at least the equivalent of two satisfactory years of higher education) and at least two years of relevant experience.

English Language requirements

We normally require one of the following English language test certificates, which must be dated to within two years of the start of the programme of study.

- IELTS 6.5 (with no less than 6.0 in each of the four components)
- PTE Academic of 62 with no less than 59 in any component
- Cambridge Proficiency English (CPE) grade B
- Cambridge Advanced English (CAE) grade A

References

- **One academic reference** is required.

Accreditation of Prior Learning (APL)

Students who have studied for postgraduate level units in education from another institution may be eligible to transfer credit for this prior learning. Claims for APL will be considered on a case-by-case basis.

More information can be found at: <http://www.bath.ac.uk/quality/documents/QA45.pdf>.

Summary of assessment and progression regulations

The Postgraduate Certificate is fully compliant with the University's "New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes (NFAAR-PGT)" which can be found at <http://www.bath.ac.uk/registry/nfa/index.htm>.

Indicators of quality and standards

For more general information on each part of the framework, click on the links.

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A [Quality Assurance Code of Practice](#) and associated regulations and policies
2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
[Governance](#)
[Review and Monitoring](#)
3. [Staff development arrangements](#) that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff.

[Students](#) are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

A more detailed overview of the University's [Quality Management Framework](#) is set out in a summary document.

The University's management of its academic standards and quality is monitored and reviewed by the Higher Education Funding Council for England (HEFCE) under the Revised Operating Model for Quality Assessment ([ROMQA](#)). The last Institutional Review conducted by the QAA in 2013 confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, and the enhancement of learning opportunities. The University was commended on its provision of information.

Sources of other information

The MA Education programme website at <http://www.bath.ac.uk/study/pg/programmes/ma-in-educ/>

Annex 1: Programme Description for PG Certificate in Educational Studies

Programme code	THED-APMXX
Programme title	PG Cert in Educational Studies
Award type	Postgraduate Certificate
Award title	Postgraduate Certificate in Educational Studies
Mode of Attendance	PART TIME
Length	24 months
State any designated alternative programme(s)	
Approving body and date of approval	

ACADEMIC YEAR 2016-2017										
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes
4	1	-	ED50303	Assessment	O	12	-	Non SRU	TSC	The programme of study will comprise three units from this list.
			ED50304	Education and Society	O	12	-	Non SRU	TSC	
			ED50307	Curriculum Studies	O	12	-	Non SRU	TSC	
			ED50311	Education in an International Context	O	12	-	Non SRU	TSC	
			ED50312	Educational Enquiry 1	O	12	-	Non SRU	TSC	
			ED50318	Leading and Managing Educational Innovation	O	12	-	Non SRU	TSC	
			ED50319	Leading and Managing Schools and Colleges	O	12	-	Non SRU	TSC	
			ED50326	Research Methods in Education	O	12	-	Non SRU	TSC	
			ED50330	Technologies for Learning	O	12	-	Non SRU	TSC	
			ED50333	Understanding learners and learning	O	12	-	Non SRU	TSC	
			ED50343	Educational Enquiry (six credit)	O	6	-	Non SRU	TSC	