



Programme Specification

GENERAL INFORMATION	
Programme title	Postgraduate Certificate in International Education
Awarding Institution/Body	University of Bath
Teaching Institution	University of Bath
Programme accredited by (including date of accreditation)	
Subject Benchmark Statement*Subject Benchmark Statement:	
Date of Specification preparation/revision	
Applicable to cohorts	
Programme Approved by	

Synopsis and academic coherence of programme

As is the case for the MA Education programme, this part-time course provides a coherent programme of study, situated securely at Masters level and designed to meet students' development needs. It provides opportunities for students to focus their studies with a combination of units that also encourages them to draw on their own professional experience.

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 high quality teaching on the programme draws upon the research expertise of tutors in the Department.

Educational aims of the programme

The part-time PGCIE 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 within the context specifically of international education.

Students gaining credit on the taught units of the PGCIE programme 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
- relate their critical engagement with literature, educational theories and professional practice to the international education context

Depending on whether units are studied on a face-to-face or online basis (both of which are possible for all units), teaching methods may include lectures, group discussion, tutorials, electronic communications, and/or distance learning (online) materials.

- Knowledge & Understanding:

	<p>The taught units of the PGCE programme enable 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
<ul style="list-style-type: none"> • Intellectual Skills: 	<p>The taught units of the PGCE enable 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.
<ul style="list-style-type: none"> • Professional Practical Skills: 	<p>The taught units of the PGCE enable 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.
<ul style="list-style-type: none"> • Transferable/Key Skills: 	<p>The taught units of the PGCE enable students to:</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 personal emotions and stress • understand career opportunities and challenges • develop new or higher level skills, for example in IT. <p>The Key Skills that are taught, facilitated or assessed in the PGCE programme are as follows.</p> <ol style="list-style-type: none"> 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. Analyse, interpret and critique findings and arguments. 4. Evaluate research and variety of types of information and evidence critically, also making informed judgements in the absence of complete data 5. Initiate change in practice where appropriate. 6. Contribute to professional debate in the field of education. 7. Act autonomously in planning and implementing tasks at a professional level. 8. Communicate conclusions clearly 9. Manage time, prioritise workloads and recognise and manage personal emotions and stress. 10. Develop new or higher level skills, for example in information technology and/or academic writing.
Summary of assessment and progression regulations	
NFA - fully compliant	
Progression Regulations and Awards	
<p>The PGCE assessment and progression regulations are covered by 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. Specific regulations are summarised in Appendix 11 at http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf.</p>	

Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements
Details of Study Abroad Requirements
Details of Professional Accreditation
Admissions Criteria including APL/APEL arrangements
<p>Academic requirements</p> <ul style="list-style-type: none"> • at least a second class degree (or equivalent) in an appropriate subject, from a recognised university, or • a degree that is not a second class degree or equivalent, plus at least two years of relevant experience in a relevant field or sector, or • a teaching qualification (gained after at least the equivalent of two satisfactory years of higher education) plus at least two years of experience in a relevant field or sector, or • an advanced diploma in education and at least two years of relevant experience. <p>English Language requirements</p> <p>Certificates must be dated to within two years of the start of the programme of study.</p> <ul style="list-style-type: none"> • 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 <p>References</p> <p>One academic or professional reference is required.</p> <p>Accreditation of Prior Learning (APL) APL does not apply to this award.</p>
Details of Support Available to Students

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, 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 online distance learning materials, are encouraged to see 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 available 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 students are on campus the Medical and Dental Centres, and Chaplaincy, are very experienced in meeting the needs of a student population.

At the start of their programme all students have access to induction via Moodle, which continues to be available 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 an initial induction session is offered on campus. For new students participating in Study Centre unit sessions, 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 student handbook, and are reinforced through other means, such as personal and/or e-mail contact. All students are provided with tutors' full University contact details, including e-mail addresses

Department and Programme Specific Support Information
