



Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

This template is used to inform first stage strategic approval. Fields marked with * must be completed for the initial submission to the Board of Studies and to the Academic Programmes Committee. Second stage academic approval is managed via the Curriculum Management and Information System (CMIS). When preparing for second stage approval please contact the Assistant Registrar in the Faculty/School to discuss programme documentation.

[Guidance notes](#) to assist in completing the specification are available.:

GENERAL INFORMATION	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution*</i>	University of Bath
<i>Validated/Franchised/Licensed (if appropriate)</i>	N/A
<i>Programme accredited by (including date of accreditation)*</i>	
<i>Programme approved by (including date & minute number of Senate)</i>	[MA Education programme approved by Senate 1994]
<i>Final award</i>	Postgraduate Certificate in International Education (part-time)
Programme title*	Postgraduate Certificate in International Education
<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 e.g. 5, 6, 7,)*</i>	Level 7 (Masters level)
<i>Duration of programme & mode of study*</i>	Maximum 24 months. Units are the same units as offered on the part-time MA Education programme, and may be completed either face to face (during Summer School on campus, or at Study Centres internationally) or online.
<i>Date of Specification preparation/revision*</i>	15.2.19
<i>Applicable to cohorts (e.g. for students commencing in September 2016 or 2016/17-2017/18)*</i>	Commencing September 2019

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.

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

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.

Assessment is based on the completion of an assignment of 5000 words for a 12 credit unit, and 3000 words for a 6 credit unit.

<p>➤ Knowledge & Understanding:</p>	<p>The taught units of the PGCIE programme enable students to demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> a comprehensive understanding of techniques applicable to their own research or advanced scholarship
<p>➤ Intellectual Skills:</p>	<p>The taught units of the PGCIE enable students to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> evaluate research and a variety of types of information and evidence critically and to make informed judgements in the absence of complete data <input type="checkbox"/> critically analyse, evaluate and interpret the evidence underpinning practice and change in practice appropriately.

<p>➤ Professional Practical Skills:</p>	<p>The taught units of the PGCIE enable students to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> enhance their professional practice in education <input type="checkbox"/> better contribute to professional debate in the field of education <input type="checkbox"/> act autonomously in planning and implementing tasks at a professional level.
<p>➤ Transferable/Key Skills:</p>	<p>The taught units of the PGCIE enable students to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicate their conclusions clearly to specialist and non-specialist audiences <input type="checkbox"/> evaluate their own academic and professional performance <input type="checkbox"/> utilise problem-solving skills in a variety of theoretical and practical situations <input type="checkbox"/> manage change effectively and respond to changing demands <input type="checkbox"/> continue to advance their knowledge and understanding <input type="checkbox"/> manage time, prioritise workloads and recognise and manage personal emotions and stress <input type="checkbox"/> understand career opportunities and challenges <input type="checkbox"/> develop new or higher level skills, for example in IT. <p>The Key Skills that are taught, facilitated or assessed in the PGCIE 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.
<p>Structure and content of the programme (including potential stopping off points and diet of core and key optional units)</p>	
<p>The Postgraduate Certificate in Educational Studies already exists as a 30 credit exit award of the 90 credit part-time MA Education programme, and also as a programme in its own right. There are no restrictions on the units that may/are required to contribute to the PGCEs.</p>	

The proposed Postgraduate Certificate in International Education is a variation on the existing PGCES. Instead of allowing a free choice of units however (as in the PGCES), the PGCIE specifies that the following units should be completed:

- Education in an International Context (compulsory 12 credit unit)
- Either Curriculum Studies or Understanding Learners & Learning (12 credit units)
- A 6 credit unit consisting of a reflective assignment drawing on issues studied in the first two units as well as the individual's own practice

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

None

Details of study abroad requirements

None

Details of support available to students (add in any department or programme-specific information e.g. on induction programmes, 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, 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.

Admissions criteria (including arrangements for APL/APEL)

[These are the same criteria as for the MA Education programme]

Academic requirements

- 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.

English Language requirements

Certificates **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 or professional reference is required.

Accreditation of Prior Learning (APL)

APL does not apply to this award.

Summary of assessment and progression regulations:

delete as applicable:

NFA fully compliant

The PGCIE 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>.

Indicators of quality and standards (e.g. professional accreditation)

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 :
<http://www.bath.ac.uk/learningandteaching/cop/index.php>
2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
 Governance:
<http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA03PSGuidQSGov.doc>
 Review and Monitoring:
<http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA03PSGuidQSRevMon.doc>
3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:
<http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA03PSGuidQSASD.doc>

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.

<http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA03PSGuidQSStuVoice.doc>

A more detailed overview of the University's Quality Management framework is set out in this summary document:

<http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/1%20The%20University's%20approach%20to%20quality%20management.doc>

The University's management of its academic standards and quality is subject to external institutional review by the [Quality Assurance Agency](#) on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, the enhancement of learning opportunities. The University was commended on its provision of information.

Sources of other information

NOTES

Programme Specifications are **definitive, formal and concise** descriptions of programmes that are comprehensible to a general audience and are intended to support external accountability. The University uses programme specifications in the following ways:

Approval, Amendment and Review of Programmes

The University uses programme specifications in programme approval, amendment and review processes to ensure that the aims and intended learning outcomes of programmes are clear, and that the learning outcomes can be achieved and demonstrated. Further guidance on the development of [programme specifications](#) is available from the Academic Registry or [on-line](#).

- **Programme approval:** Further information about the role of programme specifications in the process of programme approval is provided in [QA3](#) Approval of New Programmes of Study Annex A. A draft programme specification setting out the title, level, learning outcomes, diet of core and key optional units, and any partnership arrangements or professional accreditation is submitted as part of the documentation for first stage strategic approval to Board of Studies and Academic Programmes Committee. The draft programme proposal and specification should also be made available to Academic Registry at this stage. It is good practice to submit the draft document to the Faculty/School Learning, Teaching and Quality Committee after first stage strategic approval and before second stage approval is sought from that Committee so that feedback may guide development of the final documentation. The completed programme specification, which should be fully differentiated in respect of any exit awards, is submitted to the Faculty/School Learning Teaching and Quality Committee and to the Programmes and Partnerships Approval Committee as part of the documentation for second stage (full and final) approval via the Curriculum Information Management System (CMIS). Once final approval has been granted by Senate on recommendation from PAPAC, the programme specification is published on the University website.
- **Amendment of programmes:** When an intermediate or major amendment to a programme is made, an updated programme specification should be submitted via the CMIS system as part of the approval process (see [QA4](#) Amendments to Programmes of Study para 6.4). Amended versions of the programme specification must be signed off by or on behalf of the Dean of Faculty/School. Once approved, the revised programme specification should be published on the University website.
- **Degree Scheme Review:** The programme specification forms part of the evidence for the periodic review of the aims and learning outcomes of a programme of study (see [QA13](#) Degree Scheme Reviews).

Provision of Information to Students

Programme specifications are multi-stakeholder documents, which form one of the sources of programme information available to current and prospective students (For further information, see [QA44](#) Programme Handbooks and Programme Specifications, Section 5). Directors of Studies are responsible for ensuring that the programme specification as documented in the CMIS system is up to date and coherent with the detailed programme information provided in the prospectus and programme handbooks, and for ensuring that current programme specifications are published on the University website.