



This document is primarily intended for:

Staff developing, delivering, assessing and supporting CPD activity
Assistant Registrars

Quality Assurance Code of Practice

Continuing Professional Development

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1 Purpose

- 1.1 The purpose of this statement is to set out the principles and processes for the development, delivery and evaluation of Continuing Professional Development (CPD) courses, units, and programmes.

2 Scope

- 2.1 CPD can be defined as “A range of short and long training programmes for learners...who are undertaking the course for purposes of professional development/upskilling/workforce development.” (Higher Education Statistics Agency).
- 2.2 CPD provision can take a number of forms, for example:
- credit-bearing units and programmes developed and delivered in a continuing professional development context
 - undergraduate and postgraduate programmes offered on a unit by unit basis
 - the “Professional Development Scheme” (PDS) offers awards where a portfolio of units of study relevant to professional needs are set in a negotiated study route¹. See below for further details of the PDS
 - programmes, units or short courses, credit-bearing or non-credit-bearing, which are developed in response to specific needs and markets including those of external organisations

¹ Note that new students are not currently being registered onto the generic Professional Development Scheme awards

- MOOCs (Massive Open On-Line courses).

3 Non-credit bearing courses

- 3.1 The University offers a variety of non-credit-bearing CPD activities including MOOCs, training and development opportunities offered by the Department of Sports Development and Recreation, the [Academic Skills Centre](#) and [Foreign Languages](#) and short courses offered by individual departments. It is expected that all non-credit-bearing CPD provision will follow the *principles* of quality assurance set out in this statement and the QA Code of Practice generally. Some non-credit-bearing programmes are accredited by external professional bodies and as such may also be subject to their policy and practice with regard to quality assurance.
- 3.2 In developing non-credit-bearing provision, it is good practice to arrange for review of draft course material by another colleague with relevant expertise.
- 3.3 It is good practice to seek feedback from participants on non-credit bearing CPD courses and to follow this up appropriately.
- 3.4 Certificates of attendance may be issued by the relevant Department where required. A template is available for this purpose.

Department of Sports Development and Recreation

- 3.5 The Department of Sports Development and Recreation (DSDR) delivers a range of non-credit-bearing qualifications, courses and programmes, which provide industry-recognised training and accreditation opportunities to students, athletes, and those interested in opportunities to work in the sport, health and fitness industry. The quality of the programmes, curriculum and service delivery, is overseen by the DSDR Quality Committee reporting to the DSDR Qualifications Board to ensure that courses are robust, compatible with University strategy and aligned to the principles set down in the Code of Practice with regard to teaching, learning, assessment and operational delivery. Approval of new non-credit bearing University of Bath courses to be offered by DSDR is also managed by the Qualifications Board and Quality Committee.

MOOCs (Massive Open On-Line Courses)

- 3.6 The University has designed and delivered a number of MOOCs. The Technology Enhanced Learning Manager in the Centre for Learning & Teaching should be consulted prior to any development in this area.

4 Development of credit-bearing CPD

- 4.1 Credit-bearing CPD in common with all University credit-bearing provision is subject to the University's Quality Assurance Code of Practice.
- 4.2 Advice on credit-bearing provision can be obtained from the Assistant Registrars in the Faculty/School.
- 4.3 New CPD programmes are approved in line with the University procedures set down in [QA3 Approval of New Programmes of Study](#).

Collaborative provision

- 4.4 CPD units and programmes are often designed to meet the needs of specific employers or external organisations. For new collaborative proposals where employers/organisations will be involved in delivery of credit-bearing provision, whether whole programmes or individual

units, the processes on approval of partnerships set down in [QA20 Collaborative Provision](#) should be followed. Guidance may be obtained from Academic Registry.

Approval of new stand-alone CPD units

- 4.5 Strategic approval should be given by the Faculty/School Executive for new stand-alone CPD units and for existing units to be offered on a stand-alone CPD basis (rather than as part of a programme leading to a named award). The process for academic approval of new units for all University taught provision are described in [QA4 Amendments to Programmes of Study and Units and Approval of New Units](#).

The Professional Development Scheme (PDS)

- 4.6 In addition to courses, units and programmes developed by Departments in the broad context of CPD, the University has in place a CPD framework: the Professional Development Scheme (PDS). The PDS encompasses a number of types of award:
- named awards (which would be entitled for example MSc Geographical Studies) are programmes normally developed as CPD for a specific sector and taken on a flexible unit-by-unit basis
 - bracketed awards e.g. PGCert Professional Development (Wellbeing & Human Development), as above although the programmes are more generic in nature, they are still normally marketed as prescribed, rather than individually negotiated awards
 - generic Professional Development awards with an individually negotiated study route,
 - Certificate of Higher Education in Professional Development
 - Foundation Degree/Diploma of Higher Education in Professional Development
 - BA/BSc Honours Degree in Professional Development
 - Postgraduate Certificate in Professional Development
 - Postgraduate Diploma in Professional Development
 - Masters (MA/MSc) in Professional Development.

(Note that new students are not currently being registered on these generic PDS awards)

These are not limited by current programme or departmental boundaries and enable students to accumulate credit towards a qualification, see programme specification: Appendix 1.

Students may apply to register for a generic award at the outset if they are able to demonstrate a proven ability to engage with the proposed level of study. Students will be designated a “home” department according to their learning contract in negotiation with the most appropriate academic department. Alternatively, students can be recruited to individual units of study in the first instance, where they have not yet decided to aim for an award, and in this case they are attached to a holding programme.

The learning contract represents the programme the student will follow in order to gain an award. The Board of Studies will approve and review regularly learning contracts.²

The Integrated Professional Development Unit

- 4.7 The PDS is aimed at those already in employment and students are expected to relate their academic study to their own workplace where appropriate, or to an appropriate professional context. Students who are not currently in employment are required to relate their learning either to their previous professional environment or to the one they are seeking to enter.

² Note that new students are not currently being registered onto the generic Professional Development Scheme awards

- 4.8 Students working towards one of the generic awards (e.g. BSc Professional Development) are required to take a compulsory unit, “Integrated Professional Development”, located in the “home” department.)³
- 4.9 Bracketed awards should normally include the Integrated Professional Development unit. Where this is not the case, a mapping exercise showing the academic coherence of the chosen units and how they meet the programme-level learning outcomes must be provided. For new named awards the Integrated Professional Development unit is not compulsory.
- 4.10 The Integrated Professional Development unit enables students to draw together and reflect on the content of the range of units they have taken. Although the learning objectives are generic in nature, the students’ submissions will reflect the subject area of their home departments. The units are, therefore, the responsibility of the home department in each case. A named member of staff within the home department will be identified as unit convenor.

Approval of new awards within the PDS

- 4.11 Proposals for new *named* awards will need to follow the [QA3](#) approval procedures including drawing up a programme specification. Proposals for new awards with a bracketed title, also follow QA3 but a programme description can be added as an appendix to the generic PDS programme specification (Appendix 1). Advice should be sought from the Assistant Registrar in the Faculty/School or the Academic Registry for the development of all new PDS awards.

Amendments to programmes and units

- 4.12 Programme and unit amendments should follow the standard processes outlined in [QA4](#). In summary. This means:
- unit amendments will be considered by the Department and, dependent on the nature of the change by the Faculty/School Learning, Teaching and Quality Committee;
 - amendments to programmes should be considered by the relevant Department and Faculty or School Learning, Teaching and Quality Committee. Major changes require subsequent approval from the Courses and Partnerships Approval Committee (CPAC).

Assistant Registrars in the Faculty/School/Learning Partnerships Office can provide advice.

Amendments to the PDS framework

- 4.13 Due to its cross-institutional nature, any amendments to the framework of the PDS need to be considered by all Faculty/School LTQCs before being presented to Courses and Partnerships Approval Committee (CPAC, formally known as Programmes and Partnerships Approval Committee, PAPAC) for approval.

Annual Monitoring of Units and Programmes

- 4.14 Annual monitoring of named and bracketed awards will follow the processes set down in [QA51](#): Annual Monitoring of Units and Programmes. Convenors of relevant units should be asked to identify any issues arising in evaluation which are of particular significance to or have been highlighted by CPD students.

Periodic Review Degree Scheme Review

- 4.15 The PDS will be subject to a periodic review ([QA13 Degree Scheme Review](#)). Where a review is undertaken, bracketed titles will be included, but named awards will be subject to their own periodic review managed by the owning Department and Faculty or School.

³ Note that new students are not currently being registered onto the generic Professional Development Scheme awards

Professional Accreditation

- 4.16 Where professional accreditation is sought for a CPD unit or programme, this should follow the process set down in [QA8 Professional Accreditation](#).

5 Delivery of credit-bearing CPD provision

Recruitment, selection and admission of students

- 5.1 [QA22 Recruitment, Selection and Admission of Students](#), applies to all programmes of study leading to an award from the University of Bath. It does not apply to students on credit-bearing units which are not undertaken as part of a University award at the outset. However, the general principles outlined in QA22 should be followed, particularly in respect of ensuring that
- evidence is gathered to show that a student has every reasonable prospect of succeeding;
 - the recruitment, selection and admissions processes are transparent, fair and consistent with University policies;
 - potential students with additional needs are aware of the advice, guidance and support offered by the University.
- 5.2 Where students are admitted to stand-alone units, they will not have an automatic right to progress to an award. Should a student choose to apply to join a named award, they will be required to go through a further admissions process during which their suitability for the particular programme of study will be assessed.
- 5.3 All students are allocated a “home” department. Where students are taking single units or named programmes they will be located in the relevant department. Where students are taking units from more than one department, or where a student chooses to work towards a generic Professional Development award⁴ a ‘home’ department will be allocated to the student on the basis of the students’ main subject.

Accreditation of Prior and Experiential Learning: AP(E)L

- 5.4 All AP(E)L claims will be handled through the processes established by the home Faculty/School in line with [QA45 Accreditation of Prior and Experiential Learning](#). Students may seek a maximum of 50% exemption from a PDS award.
- 5.5 Credit gained from units within the PDS can be used towards one of the named PDS awards for up to six years after it has been gained (unless otherwise stated in the unit description). After this time, the APL process will be used to determine its currency and relevance for a particular award.

Induction and Access to Resources

- 5.6 All those registered on CPD credit-bearing units and programmes are students of the University during the period of their registration and have full access to the facilities (e.g. Library, Learning Support etc.). Students on CPD programmes will be required to re-register to gain access to facilities each year.

Student Support

- 5.7 Departments are responsible for:
- learning, teaching and assessment on courses, units and programmes delivered to CPD students
 - the student learning experience of those students for whom they are identified as the “home” department.

⁴ Note that new students are not currently being registered onto the [generic Professional Development Scheme awards](#)

Personal Tutoring

- 5.8 [QA33 Personal Tutoring](#) applies to all taught programmes of study leading to an award from the University of Bath. It does not apply to CPD students taking units which are not part of a University award at the outset. However, the general principles should be followed and support provided that is appropriate to individual circumstances.

Work-Based learning

- 5.9 CPD is often designed to cater for students in employment and particular attention should be given to the following elements where relevant:
- the inclusion of employers, professional bodies and sector skills councils in the design and approval of the curriculum
 - ensuring, where appropriate, that the student has both the permission and support of their employer to undertake a unit/programme of study
 - ensuring, at the point of admission, that the student has appropriate learning opportunities in their place of work to complete the unit/programme
 - ensuring that students have adequate learning opportunities during their assignment in order to achieve the learning outcomes
 - ensuring that contingencies are in place should a student's work situation change.

Distance Learning CPD

- 5.10 Where CPD units and programmes are taught and supported on a distance learning basis, the principles and processes set down in [QA41 Distance Learning Provision](#) will apply.

The Student Voice

- 5.11 All CPD credit-bearing programmes follow the principles set down in [QA48 Student Engagement with Quality Assurance and Enhancement](#), Student Engagement with Quality Assurance and Enhancement. QA48 covers communication between the University and the student body on all aspects of the student learning experience and specifically through Staff/Student Liaison Committees. Particular attention should be given to ways of promoting engagement and appropriate mechanisms should be in place to enable the voice of all CPD students to be heard (e.g. through use of on-line meetings/fora or surveys).

6 Assessment, Marking and Feedback: credit bearing provision

- 6.1 Marking, moderation, assessment and feedback to students on credit-bearing CPD provision will be carried out in accordance with [QA16 Assessment, Marking and Feedback](#).
- 6.2 All Professional Development awards are governed by the [New Framework for Assessment: Assessment Regulations for CPD \(NFAAR-CPD\)](#). Programme Regulations are set down on the PDS programme specification (appended).
- 6.3 The assessment regulations for stand-alone credit-bearing CPD units need to be clearly documented. Such units will normally be assessed in accordance with the principles of NFAAR_CPD. The PDS Programme Regulations, which follow the principles of NFAAR-CPD, apply to PDS students taking individual CPD units.
- 6.4 Results for stand-alone CPD and Integrated Professional Development units will be considered by the Board of Examiners for Units in the owning Department. The recommendations on the former, where these do not form part of an award, will be passed to the relevant Board of Studies for approval. Where students opt to use the units towards a named, bracketed or generic award, outcomes will be considered by a Board of Examiners for Programmes of the owning or designated "home" department before being presented to the Board of Studies.

External examining

- 6.5 External examining of all credit-bearing taught units and programmes follows the processes set down in [QA12 External Examining \(Taught Provision\)](#). At least one external examiner will be appointed to each programme.
- 6.6 Individual/stand-alone units: Where individual units are taken from existing programmes, the appointed External Examiner (EE) will be asked to consider the work submitted by CPD students for those units as part of the overall sample. For individual study units which are not part of existing awards external examining arrangements will be managed by the owning Department. Departments will be asked to nominate candidates for approval by the Board of Studies. Where appropriate, individual study units will be added to the workload of existing examiners.

7 Assessment offences

- 7.1 Procedures for handling examination and assessment offences are outlined in [QA53 Examination and Assessment Offences](#).

8 Appeals

- 8.1 Academic appeals and complaints are dealt with under [Regulation 17](#) and [the student complaints procedure](#) respectively.

9 Monitoring and Review

- 9.1 The University Learning, Teaching and Quality Committee will periodically review the quality processes and principles underpinning the development, delivery and evaluation of CPD programmes and units.

Statement Details					
Issue Version:	1.7				
Date:	September 2018				
Antecedents:	<table border="0"> <tr> <td style="vertical-align: top;"><i>University Learning Teaching and Quality Committee</i></td> <td> 09/09/11 Minute 159, 10/07/12 Minute 272 9/7/13 Minute 428 8/7/14 Minute 552 7/7/15 Minute 669 5/7/16 Minute 807 11/7/17 Minute 940 </td> </tr> <tr> <td style="vertical-align: top;"><i>Senate</i></td> <td> 11/02/09 paper S08/09 - 124, Minute 12903 01/04/09 paper S08/09 - 169, Minute 12936 10/06/09 Minute 12957 21/10/09 Minute 13026 </td> </tr> </table>	<i>University Learning Teaching and Quality Committee</i>	09/09/11 Minute 159, 10/07/12 Minute 272 9/7/13 Minute 428 8/7/14 Minute 552 7/7/15 Minute 669 5/7/16 Minute 807 11/7/17 Minute 940	<i>Senate</i>	11/02/09 paper S08/09 - 124, Minute 12903 01/04/09 paper S08/09 - 169, Minute 12936 10/06/09 Minute 12957 21/10/09 Minute 13026
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Related Documentation:	<p>QAA UK Quality Code for Higher Education</p> <p>QA Code of Practice, and in particular sections:</p> <p>QA3 Approval of new programmes of study</p> <p>QA4 Amendments to Programmes of Study and Units and Approval of New Units</p> <p>QA6 Placement Learning</p> <p>QA8 Professional Accreditation</p> <p>QA12 External Examining (Taught Provision)</p> <p>QA13 Degree Scheme Review</p> <p>QA16 Assessment, Marking and Feedback</p> <p>QA20 Collaborative Provision</p> <p>QA22 Recruitment, Selection and Admission of Students</p> <p>QA33 Personal Tutoring</p> <p>QA41 Distance Learning</p> <p>QA45 Accreditation of Prior and Experiential Learning</p> <p>QA48 Student Engagement with Quality Assurance and Enhancement</p> <p>QA35 Assessment Procedures for Taught Programmes of Study</p>				
	New Framework for Assessment: Assessment Regulations (NFAAR-CPD)				
Author:	Academic Registry				

Note that new students are not currently being registered onto the generic Professional Development Scheme awards

Appendix 1 Professional Development Scheme Programme Specification

GENERAL INFORMATION	
<i>Awarding Institution/Body</i>	University of Bath
<i>Teaching Institution</i>	University of Bath
<i>Validated/Franchised (if appropriate)</i>	N/A
<i>Programme accredited by (including date of accreditation)</i>	N/A
<i>Programme approved by (including date & minute number of Senate)</i>	Programme Approval Panel, 26 May 2009
<i>Final award</i>	Cert HE, FdA/FdSc/Dip HE, BA/BSc (Hons), PG Cert, PG Dip, or MA/MSc
<i>Programme title</i>	Professional Development may be followed by a bracketed title eg PGCert Professional Development (Wellbeing & Human Development)
<i>UCAS code (if applicable)</i>	N/A
<i>Subject Benchmark Statement</i>	Foundation degree characteristics
<i>Intended level of completed programme (in line with FHEQ)</i>	4,5,6,7
<i>Duration of programme & mode of study</i>	Maximum of 8 years at UG or PG level
<i>Date of Specification preparation/revision</i>	April 2009, updated July 2015, August 2018 (update to quality and standards section only)
<i>Applicable to cohorts (e.g. for students commencing in September 2008 or 2008/09 – 2009/10)</i>	Commencing 2009/10 onwards Note: from 2015 new students are not being registered on the generic PDS awards

Synopsis and academic coherence of programme

The Professional Development Scheme (PDS) is an academic framework designed to meet the needs of professionals from a wide range of academic and business backgrounds. It is based on a nationally-recognised scheme for learning outcomes and provides:

- a mechanism within which learner-centred units, which are clearly structured, coherent and progressive, may be accumulated towards higher education awards;
- availability to students of a series of staged awards, based on the principles of credit accumulation and transfer;
- a range of units/courses not limited by programme or departmental boundaries;
- a mechanism for accrediting bespoke learning, in-house training, prior and experiential learning.

Flexibility is a key principle and the framework enables units from existing programmes to be offered on a stand-alone basis. Students are given the option of taking a single unit, or taking further units and working towards one of the following awards:

- Cert HE in Professional Development
- FdA/FdSc/Dip HE in Professional Development
- BA/BSc (Hons) in Professional Development
- PG Cert in Professional Development

<ul style="list-style-type: none"> • PG Dip in Professional Development • MA/MSc in Professional Development <p>These are not limited by current programme or departmental boundaries but offer a flexible approach to meeting individuals' CPD requirements. The notion of coherence is considered in relation to individuals' professional needs and the agreed selection of units is recorded in a learning contract. Students are required to complete a unit in which they demonstrate the synthesis of these units and relate them to their professional experience.</p> <p>This Programme Specification relates to the overall framework and the generic awards. Approval will be sought separately should departments/faculties wish to use the framework to introduce subject-specific Professional Development awards, e.g. MSc Professional Development (named subject).</p>	
<p>Educational aims of the programme</p>	
<p>The primary aim of the PDS is to provide an opportunity for students to supplement their existing knowledge, enhance their professional practice skills and develop their intellectual and key/transferable skills. Students' choice of units will reflect their professional needs; some may be looking to enhance performance in an existing role or be preparing to move into a higher level management or leadership role, others may be looking to move onto a new career path.</p>	
<p>Intended learning outcomes (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)</p>	
<p>On successful completion of the Certificate of Higher Education it is expected that the student will be able to:</p>	
<p>Knowledge & Understanding:</p>	<ul style="list-style-type: none"> • Demonstrate a factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology; • Demonstrate awareness of ethical issues in current areas of study and discuss these in relation to personal beliefs and values; • Demonstrate the ability to relate academic content to professional or work-based practice or considerations.
<p>Intellectual Skills:</p>	<ul style="list-style-type: none"> • Analyse with guidance using given classifications/principles; • Collect and categorise ideas and information in a predictable and standard format; • Evaluate the reliability of data using defined techniques and/or tutor guidance; • Apply given tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues.
<p>Professional Practical Skills:</p>	<ul style="list-style-type: none"> • Operate in predictable, defined contexts that require use of a specified range of standard techniques; • Act with limited autonomy, under direction or supervision, within defined guidelines; • Translate and adjust academic content and debate into practice and application within a professional context.
<p>Transferable/Key Skills:</p>	<ul style="list-style-type: none"> • Work effectively with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues); • Work within an appropriate ethos and use and access a range of learning resources; • Evaluate own strengths and weakness within criteria largely set by others; • Manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance; • Take responsibility for own learning with appropriate support;

	<ul style="list-style-type: none"> • Communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner; • Apply given tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues in the discipline.
<p>On successful completion of the Foundation degree or Diploma of Higher Education it is expected that the student will be able to:</p>	
Knowledge & Understanding:	<ul style="list-style-type: none"> • Demonstrate a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks; • Be aware of the wider social and environmental implications of area(s) of study and debate issues in relation to more general ethical perspectives; • Demonstrate the ability to relate academic content to professional or work-based practice or considerations.
Intellectual Skills:	<ul style="list-style-type: none"> • Analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data; • Reformulate a range of ideas and information towards a given purpose; • Select appropriate techniques of evaluation and evaluate the relevance and significance of the data collected; • Identify key elements of problems and choose appropriate methods for their resolution in a considered manner.
Professional Practical Skills:	<ul style="list-style-type: none"> • Operate in situations of varying complexity and predictability requiring application of a wide range of techniques; • Act with in increasing autonomy, with reduced need for supervision and direction, within defined guidelines; • Translate and adjust academic content and debate into practice and application within a professional context.
Transferable/Key Skills:	<ul style="list-style-type: none"> • Interact effectively within a team / learning group, giving and receiving information and ideas and modifying responses where appropriate; • Manage learning using resources for the discipline; • Develop working relationships of a professional nature within the discipline(s); • Evaluate own strengths and weakness, challenge received opinion and develop own criteria and judgement; • Select appropriate data from a range of sources and develop appropriate research strategies; • Take responsibility for own learning with minimum direction; • Communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats; • Identify key areas of problems and choose appropriate tools/ methods for their resolution in a considered manner.
<p>On successful completion of the BA/BSc (Hons) it is expected that the student will be able to:</p>	
Knowledge & Understanding:	<ul style="list-style-type: none"> • Demonstrate a comprehensive/detailed knowledge of a major discipline(s), with areas of specialisation in depth, and an awareness of the provisional nature of knowledge; • Demonstrate an awareness of personal responsibility and professional codes of conduct and incorporate a critical ethical dimension into a major piece of work;

	<ul style="list-style-type: none"> • Demonstrate the ability to relate academic content to professional or work-based practice or considerations.
Intellectual Skills:	<ul style="list-style-type: none"> • Analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject. • (With minimum guidance) transform abstract data and concepts towards a given purpose and design novel solutions; • Critically evaluate evidence to support conclusions/ recommendations, reviewing its reliability, validity and significance; • Investigate contradictory information/identify reasons for contradictions; • Demonstrate confidence and flexibility in identifying and defining complex problems and apply appropriate knowledge and skills to their solution.
Professional Practical Skills:	<ul style="list-style-type: none"> • Operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques; • Act autonomously, with minimal supervision or direction, within agreed guidelines; • Translate and adjust academic content and debate into practice and application within a professional context.
Transferable/Key Skills:	<ul style="list-style-type: none"> • Interact effectively within a team / learning / professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict; • (With minimum guidance) manage own learning using full range of resources for the discipline(s) and work professionally within the discipline; • Be confident in application of own criteria of judgement and challenge received opinion and reflect on action; • Seek and make use of feedback; • Select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance; • Take responsibility for own work and criticise it; • Engage effectively in debate in a professional manner and produce detailed and coherent project reports; • Be confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools / methods to their solution.
On successful completion of the MA/MSc it is expected that the student will be able to:	
Knowledge & Understanding:	<ul style="list-style-type: none"> • Demonstrate a systematic understanding of knowledge in specialised / applied areas and / across areas and can work with theoretical / research-based knowledge at the forefront of their academic discipline; • Demonstrate the awareness and ability to manage the implications of ethical dilemmas and work pro-actively with others to formulate solutions; • Demonstrate a comprehensive understanding of techniques / methodologies applicable to their own work (theory or research-based); • Demonstrate the ability to relate academic content to professional or work-based practice or considerations.
Intellectual Skills:	<ul style="list-style-type: none"> • (With critical awareness) undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively; • (With critical awareness) synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline / practice;

	<ul style="list-style-type: none"> • Demonstrate a level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches; • Demonstrate initiative and originality in problem solving; • Act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations.
Professional Practical Skills:	<ul style="list-style-type: none"> • Operate in complex and unpredictable and/or specialised contexts, and have an overview of the issues governing good practice; • Exercise initiative and personal responsibility in professional practice; • Demonstrate technical expertise, perform smoothly with precision and effectiveness; • Adapt skills and design or develop new skills and/or procedures for new situations; • Translate and adjust academic content and debate into practice and application within a professional context.
Transferable/Key Skills:	<ul style="list-style-type: none"> • Work effectively with a group as leader or member; • Clarify tasks and make appropriate use of the capacities of group members; • Negotiate and handle conflict with confidence; • Use full range of learning resources; • Reflect on own and others' functioning in order to improve practice; • Competently undertake research tasks with minimum guidance; • Be an independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development; • Engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently; • Demonstrate independent learning ability required for continuing professional study, making professional use of others where appropriate.

Structure and content of the programme (including potential stopping off points)

Candidates register for an award at the point at which they negotiate a learning contract outlining the choice of units to be taken. The choice of units will only be approved where coherence in relation to their professional context can be demonstrated. The learning contract represents the 'programme' to be followed by the student in order to gain an award and will be reviewed regularly.

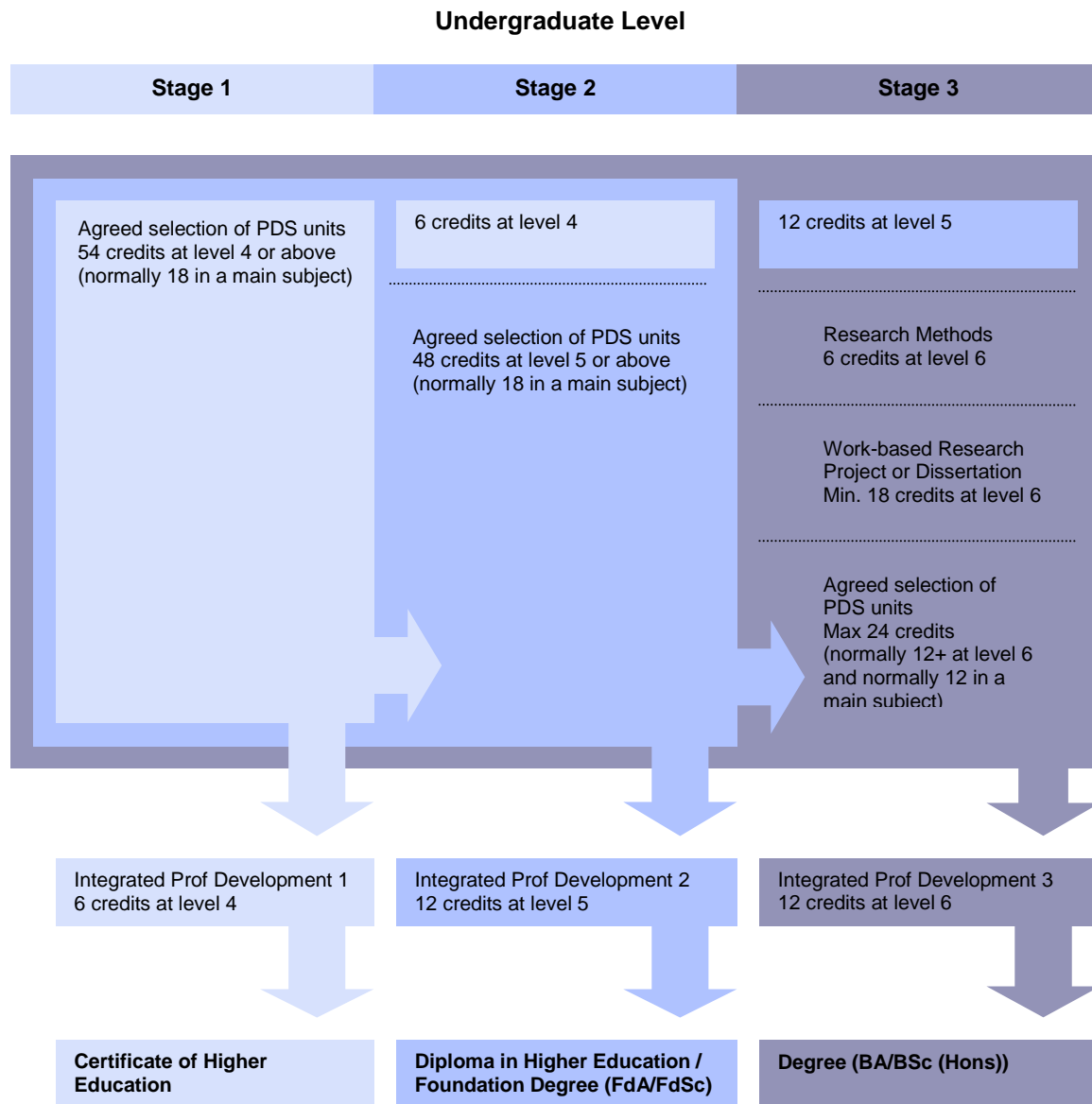
Students working towards one of the generic Professional Development awards are required to take a relevant compulsory unit, *Integrated Professional Development 1, 2, 3, or 4*. The compulsory units are designed to enable the students to draw together, and reflect on, the content of the range of units taken. Additionally, they provide an opportunity to meet those programme-level learning outcomes which have not been addressed through the optional units. A final dissertation or work-based project unit is required for an Honours or Masters award and students are required to take a research methods unit in preparation for this.

Candidates register for a Certificate of Higher Education, Diploma of Higher Education/Foundation degree, Honours degree, PG Certificate, PG Diploma or Masters degree. Students are not permitted to hold more than one of these awards and, where a lower level of award is achieved, the award must be rescinded should the candidate wish to progress to a higher award.

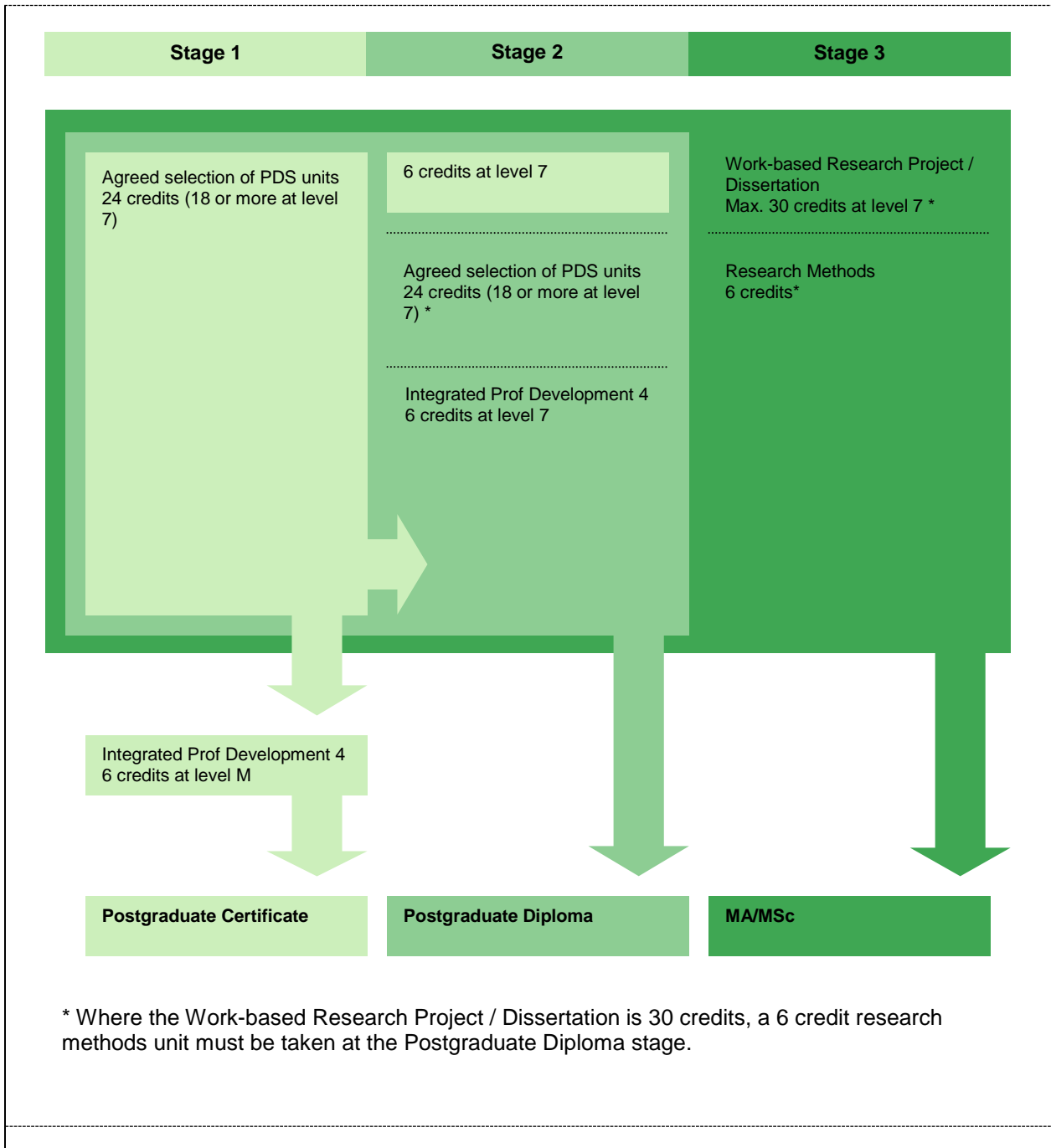
For the undergraduate awards, each level of study is referred to as a stage. The Certificate of Higher Education may be awarded on successful completion of Stage 1, the Foundation degree/Diploma of Higher Education on successful completion of Stages 1 and 2 and the Honours degree on successful completion of Stages 1, 2 and 3.

At postgraduate level, there are also 3 stages. The PG Certificate can be awarded on successful completion of Stage 1, the PG Diploma on successful completion of Stages 1 and 2 and the Masters degree on successful completion of Stages 1, 2 and 3.

The University credit framework conforms to the European Credit Transfer System, whereby 6 ECTS credits are equal to 12 Credit Accumulation and Transfer System (CATS) credits.



Postgraduate Level



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

The PDS is aimed at those already in employment and students are expected to relate their academic study to their own workplace where appropriate, or to an appropriate professional context. Students who are not currently in employment are required to relate their learning either to their previous professional environment or to the one they are seeking to enter.

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

All students are registered students of the University for the period of their studies and have full access to the facilities (e.g. Library, Learning Support etc). On completion of the registration process, students

are issued with a username and password which they can use to access a range of Moodle-based resources.

All students are allocated a home department. Where students are studying individual units, the home department will be the department responsible for delivering that unit. Where students are studying towards an award, an appropriate home department is identified and a personal tutor is allocated.

Students interested in a Professional Development award will negotiate a learning contract and specify the intended units of study (subject to the availability of those units). The contract will be reviewed annually and any necessary changes made. All learning contracts will be submitted to the appropriate Board of Studies for approval.

Admissions criteria (including arrangements for APL/APEL)

Note: new students are not currently being registered on the generic PDS awards

Students who are interested in professional development can be recruited to individual units of study in the first instance. After they have completed 12 credits successfully they may apply to register for a Professional Development award by negotiating a learning contract. Alternatively students may apply to register for an award at the outset if they are able to demonstrate a proven ability to engage with the proposed level of study.

Students may opt to work towards a named PDS award, in which case they will be required to satisfy the normal entry criteria for that programme of study. Alternatively they may opt for a generic Professional Development award, in which case they must demonstrate a proven ability to engage with the proposed level of study. For Masters awards, students will normally require a first degree or equivalent and have a minimum IELTS score of 6.5 (or evidence of having worked/studied in an English speaking country) where English is not the student's first language. Admission to a Professional Development award will be subject to the successful negotiation of a learning contract outlining the units that will be taken and receipt of a satisfactory professional reference.

Applicants may apply for credit exemption through AP(E)L. The maximum threshold for exemption will normally be 50% of the total credits required for an award (e.g. a 45-credit exemption towards a 90-credit Masters degree). The AP(E)L process is linked to the negotiation of the learning contract. Students are required to demonstrate the coherence of all units contributing to their award (i.e. those already taken and those they wish to take) and are required (in the Integrating unit) to reflect on the content of the AP(E)L units.

Summary of assessment and progression regulations

PDS units and programmes come under the New Framework for Assessment - Assessment Regulations (NFA_AR-CPD)

Unit Regulations - summary

Credit is gained for successful completion of a unit. This is normally defined as the achievement of at least 40% of the total marks available for the summative assessments. Credit is also gained on successful re-assessment of a unit. Students who retake and pass a unit gain the credit for the unit.

Coursework must be submitted by the specified deadline. Requests for extensions should be submitted to the Unit Convenor. Coursework submitted late, without prior approval, will normally receive a maximum mark of 40%. Coursework that is handed in after five working days, without prior approval, will normally receive a mark of zero.

Results for stand-alone CPD units will be considered by the Board of Examiners for Units in the owning Department. The recommendations on the former, where these do not form part of an award, will be passed to the relevant Board of Studies for approval. Re-assessment: Where students fail a unit at the first attempt, they will be required to submit additional work and/or sit a further examination as detailed in the unit description.

Repeat: Where students fail a unit at the second attempt (i.e. through re-assessment) they will be permitted to repeat the unit. Repeating a unit means retaking the unit and all associated assessment with attendance and paying the appropriate tuition fee.

Where students without mitigating circumstances successfully retrieve failure through re-assessment in a unit at Level 4, 5 or 6, the original marks will be recorded on the transcript. At Level 7, a maximum unit mark of 40% will be awarded. Students with mitigating circumstances who successfully retrieve a unit will be recorded as having gained the actual mark achieved at the second attempt.

The Board of Examiners will normally allow students undertaking re-assessment in units to the value of 12 credits to progress to a further unit of study. Students undertaking re-assessment in units totalling more than 12 credits will not normally be allowed to progress until they have completed their reassessment successfully.

Students will not be permitted an opportunity to improve their marks through re-assessment if they have already passed a unit.

Programme Regulations - summary

The period of study will be determined at the point at which the learning contract is negotiated. Students will normally be permitted a maximum of 8 years to complete all three stages at undergraduate or postgraduate level.

Students may apply for exemption through AP(E)L in accordance with University procedures. The maximum threshold for exemption will normally be 50% of the total credits for an award.

Students will progress at their own rate through the negotiated programme of study and their progression will be measured in terms of unit completion rather than completion of a year of study.

Students may undertake units for more than one stage of study concurrently where:

all pre-requisites and other conditions have been met;
the learning agreement states clearly which stage each unit will contribute towards.

Where a stage requires students to study units at a minimum level, students will have the option of using higher level credits towards the award. Unit credit can only contribute to one award at any time.

Within each stage of a programme, the contribution of a unit's assessment to the calculation of the overall stage average will be directly proportional to the credit values of the units concerned.

For awards within the PDS framework outcomes will be processed through the Board of Examiners for Programmes of the home department before being presented to the Board of Studies.

Each unit contributing to an award must be passed and failure cannot be condoned by taking into account compensating higher level performance elsewhere in the student's profile. There is no limit on the number of times a student may take a failed unit.

To be eligible for the award of the Certificate of Higher Education (Cert HE) in Professional Development, students must have achieved 60 ECTS credits at Level 4 or above. This must include Integrated Professional Development 1.

To be eligible for the award of the Foundation degree in Professional Development, students must have achieved 120 ECTS credits, of which at least 60 must be at Level 4 or above and 60 at Level 5 or above. This must include Integrated Professional Development 2.

To be eligible for the award of the Diploma of Higher Education in Professional Development, students must have achieved 120 ECTS credits, of which 60 must be at Level 4 (or above) and 48 at Level 5 or above. This must include Integrated Professional Development 2.

To be eligible for the award of the BA/BSc (Hons) in Professional Development, students must have achieved 180 ECTS credits, at least 60 of which should be at Level 4 or above, 48 at Level 5 or above and 48 at Level 6 or above. This must include Integrated Professional Development 3, a research methods unit and a work-based research project or dissertation. The classification of the award will be

calculated taking into account the credit values of the units taken. Stage 2 will count for 32% and Stage 3 for 68% of the overall programme average.

To be eligible for the award of the Postgraduate Certificate in Professional Development, students must have achieved 30 ECTS credits, of which at least 24 must be at Level 7. This must include Integrated Professional Development 4.

To be eligible for the award of the Postgraduate Diploma in Professional Development, students must have achieved 60 ECTS credits, of which at least 48 must be at Level 7. This must include Integrated Professional Development 4.

To be eligible for the award of MA/MSc in Professional Development, students must have achieved 90 ECTS credits, of which at least 72 must be at Level 7. This must include Integrated Professional Development 4, a research methods unit and a work-based research project or dissertation

Students will normally be eligible for the award of a Masters degree with Distinction if they achieve a weighted average across the whole programme of at least 70% and a mark of at least 70% in the dissertation/project and an average mark across the taught units of at least 60%.

Students will normally be eligible for the award of a Masters degree with Merit if they achieve a weighted average across the whole programme of at least 60% and a mark of at least 60% in the dissertation/project and an average mark across the taught units of at least 50%.

Students will normally be eligible for the award of a Postgraduate Diploma or a Postgraduate Certificate (as appropriate) with Distinction if they achieve an average mark across the taught units of at least 70%.

Students will normally be eligible for the award of a Postgraduate Diploma or a Postgraduate Certificate (as appropriate) with Merit if they achieve an average mark across the taught units of at least 60%.

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

(For more general information on each part of the framework, click on the link)

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. Further information:

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.

The University was awarded [Gold](#) in the Teaching Excellence Framework (TEF) 2017. This signifies that the university delivers consistently outstanding teaching, learning and outcomes for its students and that the university is of the highest quality found in the UK. The TEF panel highlighted the

university's strong employment orientation, an embedded culture which values students as co-creators of learning, physical and digital resources of the highest quality, consistent and frequent engagement of students with developments from the forefront of research, and an embedded strategy that facilitates, recognises and rewards excellent teaching.

Sources of other information

- QA56 Continuing Professional Development