

11 PROGRAMME SPECIFICATION DOCUMENT - BA

<p>1. Qualification</p> <p>BA</p>	<p>2. Programme Title</p> <p>Professional Development in Education</p>	<p>3. UCAS Code</p> <p>N/A</p>	<p>4. Programme Type</p> <p>Modular: Full and part-time</p>
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5. Main Purposes and Distinctive Features of the Programme

To enable a systematic and reflective study of education, illustrated and informed by the diversity and difference in learning and teaching within different sectors of education.
 This programme is designed for qualified teachers who have been, or continue to be, engaged in training, teaching or educational development in public or private sectors.
 The curriculum is consistent with the benchmarks for the subject developed by the Quality Assurance Agency, from which many of the statements below originate.

6. What a graduate should know and be able to do on completion of the programme

<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <p>Demonstrate awareness of the underlying values and principles relevant to Education Studies</p> <p>Show a comprehensive and critical understanding of the diversity of learners and the complexities of the education process.</p> <p>Appreciate the complexity of the interaction between learning and contexts and the range of ways in which other participants (including learners and teachers) can influence the learning process</p> <p>Explain societal and organisational structures and purposes of educational systems and the possible implications for learners and the learning process</p> <p>Select from a comprehensive range of relevant primary and secondary sources, including theoretical and research-based evidence to extend their knowledge and understanding</p> <p><u>Cognitive skills in the context of the subject(s)</u></p> <p>Analyse educational concepts, theories and issues of policy in a systematic way</p> <p>Identify and critically reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts</p> <p>Accommodate to new principles and understandings</p> <p>Explain the significance and limitations of theory and</p>	<p><u>Subject-specific practical/professional skills</u></p> <p>Competently use ICT in their study and other appropriate situations and be able to judge where the use of ICT is not appropriate</p> <p>Plan for personal and professional development in a systematic way</p> <p>Make coherent and interesting presentations which are appropriate to the audience</p> <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p>Reflect on their own value systems</p> <p>Interpret graphical and tabular presentation of data in a critical and constructive way</p> <p>Collect and present numerical data and to use graphical and tabular information appropriately</p> <p>Work effectively as part of a team, including working through difficulties and conflicts</p> <p>Articulate their own preferred approaches to learning and actively manage their development.</p> <p>Process and synthesise empirical and theoretical data, to create new syntheses</p>
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research Integrate their knowledge and understanding critically into a personal position which shows depth and originality in relation to the subject	Present and justify a chosen position having drawn on relevant theoretical perspectives
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7. Qualities, Skills & Capabilities Profile			
A Cognitive	B Practical	C Personal & Social	
Reflective and Critical thinking Powers of analysis Creative thinking Flexibility of thought	Writing skills Research skills and methods of enquiry; Textual analysis; Presentation skills Communication ICT	Independence and autonomy in learning and problem solving; Teamwork Organisation and time management Action planning and target setting (PDP).	

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units

(3 -5 years part-time). Honours Degree = 360 credits; Intermediate Awards of Diploma of Higher Education and Certificate of Higher Education available at 240 and 120 credits respectively. All Honours degrees must include the study of 120 credits at Level H3.

	<u>Core Modules</u>	<u>Options (normally 20 credits each)</u>
HE6 Honours Modules	EDU3200 Dissertation	EDU3201 The Illusion of Inclusion EDU3202 Mentoring, coaching and tutoring: concepts, theories and strategies (Level 6) EDU3203 Investigating the English Language EDU3204 Philosophy of Education EDU3205 The Impact of Technology on Education and Pedagogy EDU3206 Global Perspectives on Education EDU3207 Management in Education EDU3208 Performance, Presence and Professional Development EDU 3209 Outcomes, Performance and Competency: Current trends in training
H2 Honours Modules	EDU2203 Policy, Practice and Research in Education	EDU2200 Observing and Analysing Learning and Teaching EDU2201 Educational Heroes EDU2202 Equality, Diversity, Difference EDU2204 Educating Rita EDU2210 Reflective Approaches to Mentoring EDU 2211 Approaches to Mentoring in Learning and Teaching Level 5 EDU 2040 Mentoring for Effective Performance in Learning and Teaching situations
First Year Part-Time Equivalent	EDU1200 Reflection, Critical Thinking and Study Skills	EDU1201 About Learning: theory, strategy and myth EDU1202 Telling Tales out of School EDU1203 The Psychology of Education EDU1207 Education, Health and Development

9. Learning, Teaching and Assessment Strategy

Learning and Teaching Methods

Normally, teaching and learning is based upon an interactive model, where learning and teaching strategies may include lecture; seminars; group work; discussions and debates; assignment work; library and internet research tasks; student presentations; visits, attachments and guest speakers; tutorials;

Most modules will involve blended learning (a combination of face-to-face sessions and electronic-based distance learning resources and asynchronous and synchronous communications).

Assessment Methods

Assessment tasks are linked to the learning outcomes of each module and are completed at selected points within the module – selected to facilitate student learning via feedback on the task.

Types of assessment include:

Essay; report; oral presentation; oral presentation using presentational software; seminar paper and presentation; learning journal; paper written in the manner of a journal article; evidence of e-discussion; group assignment / project; peer-assessed group presentation; dissertation

Assessment Classification System

The pass mark for a module's assessment is 40%. Where there is more than one component within this, each must be separately passed. The highest mark for a retaken component is 40%.

Final degree classification is based on the aggregated scores for the six modules at levels HE6 and profile information for marginal candidates.

Honours Classification Bands

70% and above	- First Class
60% - 69%	- Upper Second Class
50% - 59%	- Lower Second Class
40% - 49%	- Third Class
35% - 39%	- Borderline / consideration for unclassified degree

10. Other Information (*including compliance with relevant University policies*)

Date programme first offered

September 2008

Admissions Criteria

Standard Requirements

Professional Diploma in Education or Certificate of Education (usually from the University of Bolton) for 120 credits exemption – usually 80 at HE4 and 40 at HE5. A Cert. Ed. Or Professional Diploma in Education from another UK University / HEI will be considered on merit, usually through APL.

Non-standard entry

For CPD courses only: Special consideration will be given to mature applicants over 21 years of age without the above qualifications but with relevant professional qualifications and/or relevant work experience.

Indicators of Quality and Standards

- Internal validation / scrutiny with staff from outside of the department prior to final validation
- Validation panel included external subject specialist from another university.
- The department achieved a perfect score of 24 for the review of its provision by the Quality Assurance Agency in October 2000
- All of the programme's assessment will be subject to moderation by a chief external examiner and a further external examiner