**Programme Specification**

**Programme Title: B.A. (HONOURS) PROFESSIONAL DEVELOPMENT IN EDUCATION**

| | | | |
|---|---|---|---|
| **Awarding Institution:** | University of Bolton | | |
| **Teaching Institution:** | Salford City College | | |
| **Division and/or Faculty/Institute:** | Off Campus | | |
| **Professional accreditation** | Professional body | Professional body URL | Status of graduates |
| | N/A | | |
| **Final award(s):** | BA (Hons) | | |
| **Interim award(s)** | N/A | | |
| **Exit or Fallback award(s)** | Diploma of Higher Education in Professional Development in Education | | |
| **Programme title(s)** | Professional Development in Education | | |
| **UCAS Code** | N/A | | |
| **JACS Code** | X300 | | |
| **University Course Code(s)** | OCD5032 | | |
| **QAA Benchmark Statement(s)** | Education Studies | | |
| **Other internal and external reference points** | QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice  UK  Quality Code for Higher Education  University of Bolton awards framework | | |
| **Language of study** | English | | |
| **Mode of study and normal period of study** | Part-time - 3 years | | |

**Admissions criteria**

You should have a Professional Diploma in Education or Certificate of Education.

Overseas candidates from a country where the language of instruction is not English must have English Language proficiency at IELTS 6.0 or equivalent in addition to the entry criteria stated above.

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| **Additional admissions matters** |
|---|
| N/A |

| **Fitness to practise declaration** |
|---|
| Not applicable |

| **Aims of the programme** |
|---|

The principal aims of the programme are to:

1. develop the skills and abilities necessary for study at undergraduate level.

2. develop a reflective and reflexive approach to personal and professional development and research.

3. enable students to demonstrate their awareness of current issues and practices within learning and teaching.

4. encourage comment on the applicability, relevance and usefulness of a range of theories, concepts, and models applied to educational practice.

5. enable students to demonstrate high levels of proficiency in key skills commensurate with their individual development and professional circumstances.

6. enable students to take responsibility for the initiation, planning and development of chosen lines of enquiry.

7. encourage evaluation of educational policies and analyse the ways that these may affect practice within specific educational environments.

8. enable students to monitor their own progress through reviewing, reflecting, action planning and target setting as part of their Personal Development Planning (PDP).

**Distinctive features of the programme**

The programme is designed for Learning and Skills sector practitioners who have been, or continue to be, engaged in training, teaching or educational development. Consequently, the programme will enable practitioners to engage in a systematic and reflective study of education, illustrated and informed by the diversity and difference in learning and teaching within different sectors of education.

**Programme learning outcomes**

**K. Knowledge and understanding**

On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:

1. the underlying values and principles relevant to Education Studies

2. the diversity of learners and the complexities of the education process

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3. 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

4. societal and organisational structures and purposes of educational systems and the possible implications for learners and the learning process

5. a comprehensive range of relevant primary and secondary sources, including theoretical and research-based evidence to extend their knowledge and understanding

**C. Cognitive, intellectual or thinking skills**

On completion of the programme successful students will be able to demonstrate the ability to:

1. Accommodate new principles and understandings

2. Explain the significance and limitations of theory and research

3. Integrate their knowledge and understanding critically into a personal position which shows depth and originality in relation to the subject

4. Analyse educational concepts, theories and issues of policy in a systematic way

5. 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. Practical, professional or subject-specific skills**

On completion of the programme successful students will be able to demonstrate the ability to

1. Competently use ICT in their study and other appropriate situations and be able to judge where the use of ICT is not appropriate

2. Plan for personal and professional development in a systematic way

3. Make coherent and interesting presentations which are appropriate to the audience

**T. Transferable, key or personal skills**

On completion of the programme successful students will be able to demonstrate the ability to:

1. Reflect on their own value systems

2. Collect and present numerical data and to use graphical and tabular information appropriately

3. Interpret graphical and tabular presentation of data in a critical and constructive way

4. Work effectively as part of a team, including working through difficulties and conflicts

5. Articulate their own preferred approaches to learning and actively manage their development

| 6. Process and synthesise empirical and theoretical data, to create new syntheses |
|---|

**Programme structure**

You must successfully complete 120 credits at HE5 and 120 credits at HE6

| Module Code | Module title | Core/ Option/ Elective (C/O/E) | Credits | Length (1, 2 or 3 periods) |
|---|---|---|---|---|
| EDU5006 | Reflection, critical thinking and academic skills | C | 20 | 1 |
| EDU5003 | Observing and analysing learning and teaching | C | 20 | 1 |
| EDU5002 | Educational Heroes | C | 20 | 1 |
| EDU5004 | Equality, Diversity and Difference | C | 20 | 1 |
| EDU5001 | Policy, practice & research in education | C | 20 | 1 |
| EDU5005 | Psychology of education | C | 20 | 1 |
| EDU6000 | Dissertation | C | 40 | 2 |
| EDU6004 | The Illusion of Inclusion | O | 20 | 1 |
| EDU6005 | Mentoring: concepts, theories and strategies | O | 20 | 1 |
| EDU6003 | Investigating the English Language | O | 20 | 1 |
| EDU6002 | Philosophy of Education | O | 20 | 1 |
| EDU6001 | Management in Education | O | 20 | 1 |
| EDU6006 | The impact of technology on education and pedagogy | O | 20 | 1 |
| EDU6007 | Global perspectives on education | O | 20 | 1 |

**Learning and teaching strategies**

Learning and teaching will be supported through blended learning using a combination of face-to-face sessions, electronic-based resources and electronic communications. The development of research skills will be supported through individual learning and independent research. Lectures, seminars and group work will also be used to support teaching and learning.

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**Learning activities (KIS entry)**

|  | Course Year | |
| --- | --- | --- |
|  | 1 | 2 |
| Scheduled learning and teaching activities | 25% | 20% |
| Guided independent study | 75% | 80% |
| Placement/study abroad | | |

**Assessment strategy**

Your progress and achievement will be assessed through written coursework and oral presentations: there are no formal examinations. Written coursework includes essays, reports, journals, case studies, and a range of reflective activities, including PDP, where you will use relevant theories and reflective tools to relate theory to practice. Formative assessment feedback on written assignment preparation will be given orally in tutorials, immediately following presentations and through electronic methods. Tutorial sessions can also include PDP and action planning for self-assessment, and some modules include e-discussions to support this.

**Assessment methods (KIS entry)**

|  | Course Year | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Written exams | | | | | | | |
| Coursework | 95 | 96 | | | | | |
| Practical exams | 5 | 4 | | | | | |

**Assessment regulations**

- Assessment Regulations for Undergraduate Modular Programmes

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**Grade bands and classifications**

| Grade Description | Mark % | Honours Degree Classification |
|---|---|---|
| Work of exceptional quality | 70+ | i |
| Work of very good quality | 60-69 | ii.i |
| Work of good quality | 50-59 | ii.ii |
| Work of satisfactory quality | 40-49 | iii |
| Borderline fail | 35-39 | |
| Fail | Below 35 | |

**Honours classification**

You will normally be awarded the honours classification resulting from the application of either Rule ACM20 or Rule ACM6.

Rule ACM20

A weighted average of the marks from modules worth a total of 200 credits at Levels HE5 and HE6 combined, including the marks from modules worth no more than 80 credits at least at Level HE5 (weighted 30 percent) and marks from modules worth at least 120 credits at Level HE6 (weighted 70 percent), which represent the best marks achieved by you at those Levels.

Where the average falls unequivocally into one of the following bands: 48.00 - 49.99, 58.00 - 59.99, 68.00 - 69.99; and you have achieved marks clearly in an honours classification category higher than their average for modules worth at least 110 credits, then you will be awarded an honours degree in the classification category one higher than that indicated by your average.

Rule ACM6 (an alternative if you do not have sufficient marks at Levels HE5 and 6 to apply ACM20)

A simple average of the equally weighted marks from modules worth 120 credits at Level HE6 which represent the best marks achieved by you at that Level.

Where the average falls unequivocally into one of the following bands: 48.00 – 49.99, 58.00 – 59.99, 68.00 – 69.99; and you have achieved marks clearly in an honours classification category higher than their average for modules worth at least 70 credits, then you will be awarded an honours degree in the classification category one higher than that indicated by their average.

Where you have marks available for fewer than 120 credits at Level HE6, honours classification shall normally be based solely on a simple average of the available marks for modules at Level HE6, subject to there being marks for a minimum of 60 credits awarded by the University. Upgrading of the honours classification will not normally be available where there are marks available for fewer than 120 credits at Level HE6, unless this is explicitly approved.

**Role of external examiners**

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

**Support for student learning**

- The programme is managed by a programme leader

- Induction programme introduces the student to the University and  their programme

- Each student has a personal tutor, responsible for support and guidance

- Personal Development Planning  (PDP) integrated into all programmes

- Feedback on formative and summative assessments

- A Student Service team providing careers advice, financial advice, support for students with a disability, health and wellbeing services and appropriate signposting to University of Bolton Student Centre Services (listed below).

- University support services include housing, counselling, financial advice, careers and a disability

- Chaplaincy Konnect to Faith services.

- Library, elearning and IT services and signposting to corresponding University services.

- Regular programme monitoring meetings attended by the teaching team, College managers and the teaching team.

- Access to University of Bolton Students' Union advice services

- Programme Handbooks which provide information about the programme and pertinent College and University regulations

- The opportunity to develop skills for employment

**Methods for evaluating and enhancing the quality of learning opportunities**

- Programme committees and College termly monitoring meetings with student representation.

- Annual completion of a HE Self Evaluation Document.

- Module and programme evaluations by students.

- Students surveys, e.g. National Student Survey (NSS), and Destination of Leavers from HE (DLHE)

- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report

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(SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP).

- Production of College Self Assessments for the education department and HE.

- College based HE Quality monitoring meetings.

- Peer review/observation of teaching on an annual basis.

- Professional development programme for staff.

- External examiner reports.

**Other sources of information**

Student portal http://www.bolton.ac.uk/Students/

Students Union http://www.ubsu.org.uk/

Faculty Handbook http://www.bolton.ac.uk/Students/FacultyofWell-BeingSocialSciencesHandbook.pdf

Student Entitlement Statement
https://www.google.com/url?q=http://www.bolton.ac.uk/Students/AdviceAndSupport/StudentAdvisors/Documents/StudentEntitlementStatement.doc
 Module database

Salford City College Moodle
https://intranet.salfordcc.ac.uk/CookieAuth.dll?GetLogon?curl=Z2FstudentZ2FPagesZ2Fdefault.aspx&reason=0&formdir=3

External examiners reports
http://www.bolton.ac.uk/Quality/QAEContents/ExternalExaminersReports/Home.aspx

Salford City College Corporate Manual
https://intranet.salfordcc.ac.uk/Corporate%20Manual/Forms/StaffView.aspx

**Document control**

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|---|---|
| **Approved by:** | **S Riches** |
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| **Effective from:** | **Sept 2012** |
| **Document History:** | |

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**Learning outcomes map**

| Module title | Mod Code | Status C/O/E | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | T1 | T2 | T3 | T4 | T5 | T6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reflection, critical thinking and academic skills | EDU 5006 | C | T,D,A | D | D | T,D,A | T,D,A | D | | D | T,D,A | D,A | D,A | T,D,A | | T,D,A | | | | T,D,A | |
| Observing & analysing learning and teaching | EDU 5003 | C | T,D,A | T,D,A | T,D,A | T,D,A | D,A | D,A | D | D,A | D,A | T,D,A | D,A | T,D,A | T,D,A | D,A | | | D,A | D,A | D,A |
| Educational Heroes | EDU 5002 | C | T,D,A | T,D,A | T,D,A | T,D,A | D,A | T,D,A | T,D,A | D,A | T,D,A | T,D,A | D,A | | D,A | D,A | | | | | T,D,A |
| Equality, Diversity and Difference | EDU 5004 | C | T,D,A | T,D,A | T,D,A | T,D,A | D,A | T,D,A | T,D,A | D,A | T,D,A | T,D,A | D,A | | | D,A | | | | | T,D,A |
| Policy, practice & research in education | EDU 5001 | C | T,D,A | T,D,A | T,D,A | T,D,A | T,D,A | T,D,A | T,D,A | D,A | T,D,A | T,D,A | D,A | | D,A | D,A | D | D | | | T,D,A |
| Psychology of education | EDU 5005 | C | T,D,A | T,D,A | T,D,A | T,D,A | D,A | T,D,A | T,D,A | D | T,D,A | T,D,A | D,A | | | | | D | | D | T,D,A |
| Dissertation | EDU 6000 | C | D,A | D,A | D,A | D,A | D,A | D,A | D,A | D,A | D,A | D,A | D,A | D,A | D,A | D,A | D,A | D,A | | D,A | D,A |
| The illusion of inclusion | EDU 6004 | O | T,D | T,D | T,D | T,D | D,A | T,D | T,D | D, | T,D | T,D | D,A | | | D,A | | | | | D,A |

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| Module | Code | O | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | A | A | A | A | | A | A | A | A | A | | | | | | | | | |
| Mentoring: concepts, theories and strategies | EDU 6005 | O | T,D,A | T,D,A | T,D,A | T,D,A | D,A | T,D,A | T,D,A | D,A | T,D,A | T,D,A | D,A | D,A | | D,A | | | D,A | D,A | |
| Investigating the English Language | EDU 6003 | O | D,A | T,D,A | T,D,A | T,D,A | D,A | T,D,A | T,D,A | D,A | T,D,A | T,D,A | D,A | | | D,A | | | | | D,A |
| Philosophy of Education | EDU 6002 | O | T,D,A | T,D,A | T,D,A | T,D,A | D,A | T,D,A | T,D,A | D,A | T,D,A | T,D,A | D,A | | D,A | D,A | | | | | D,A |
| Management in Education | EDU 6001 | O | T,D,A | | | T,D,A | D,A | T,D,A | T,D,A | D,A | T,D,A | T,D,A | D,A | | | D,A | D,A | D,A | | | D,A |
| Global perspect-ives on education | EDU 6007 | O | T,D,A | T,D,A | T,D,A | T,D,A | D,A | T,D,A | | D,A | T,D,A | T,D,A | D,A | | | D,A | D | D | | | D,A |
| The impact of technology on education and pedagogy | EDU 6006 | O | T,D,A | T,D,A | T,D,A | T,D,A | D,A | T,D,A | | D,A | | T,D,A | T,D,A | D | | D,A | D | D | | D | D,A |

**K. Knowledge and understanding   P. Practical, professional and subject specific skills  C. Cognitive, Intellectual and thinking skills    T. Transferable, key or personal skills**

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**Module listing B.A. (HONOURS) PROFESSIONAL DEVELOPMENT IN EDUCATION _ SALFORD CITY COLLEGE**

| Module title | Mod Code | New? ✓ | Level | Credits | Type | Core/Option/Elective C/O/E | Pre-requisite module | Assessment 1 | | | Assessment 2 | | | Assessment 3 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Assessment type | Assessment % | Add Y if final item | Assessment type | Assessment % | Add Y if final item | Assessment type | Assessment % | Add Y if final item |
| Reflection, critical thinking and academic skills | EDU5006 | | 5 | 20 | STAN | C | | CW | 100 | Y | | | | | | |
| Observing and analysing learning and teaching | EDU5003 | | 5 | 20 | STAN | C | | CW | 70 | Y | PRA | 30 | N | | | |
| Educational Heroes | EDU5002 | | 5 | 20 | STAN | C | | CW | 100 | Y | | | | | | |
| Equality, Diversity and Difference | EDU5004 | | 5 | 20 | STAN | C | | CW | 100 | Y | | | | | | |
| Policy, practice & research in education | EDU5001 | | 5 | 20 | STAN | C | | CW | 100 | Y | | | | | | |
| Psychology of education | EDU5005 | | 5 | 20 | STAN | C | | CW | 100 | Y | | | | | | |

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| Dissertation | EDU6000 | | 6 | 40 | DISS | C | | | CW | 80 | Y | PRA | 20 | N | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The illusion of inclusion | EDU6004 | | 6 | 20 | STAN | O | | | CW | 80 | Y | CW | 20 | N | | | |
| Mentoring: concepts, theories and strategies | EDU6005 | | 6 | 20 | STAN | O | | | CW | 50 | Y | CW | 50 | N | | | |
| Investigating the English Language | EDU6003 | | 6 | 20 | STAN | O | | | CW | 100 | Y | | | | | | |
| Philosophy of Education | EDU6002 | | 6 | 20 | STAN | O | | | CW | 80 | Y | PRA | 20 | N | | | |
| Management in Education | EDU6001 | | 6 | 20 | STAN | O | | | CW | 100 | Y | | | | | | |
| Global perspectives on education | EDU6007 | | 6 | 20 | STAN | O | | | CW | 100 | Y | | | | | | |
| The impact of technology on education and pedagogy | EDU6006 | | 6 | 20 | STAN | O | | | CW | 60 | Y | CW | 40 | N | | | |

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**Bolton Key Core Curriculum requirements**

| Module Title | Module Code | C/O/E | Employability | | | | | | | | | | | Bolton Values | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | PDP | Communication | Team work | Organisation & Planning | Numeracy | Problem solving | Flexibility & adaptability | Action planning | Self awareness | Initiative | Personal impact & | Inter-nationalisation | Environmental sustainability | Social, public and ethical responsibility |
| Reflection, critical thinking and academic skills | EDU5006 | C | T,D,A | T,D,A | | T,D,A | | | | T,D,A | T,D,A | D | D,A | | D | T,D,A |
| Observing and analysing learning and teaching | EDU5003 | C | | D,A | D | D,A | | | D | | | D,A | D,A | | D | D,A |
| Educational Heroes | EDU5002 | C | | D,A | | D,A | | | D | | | D | D | T,D,A | D | |
| Equality, Diversity and Difference | EDU5004 | C | | D,A | | D,A | | | D | | D | D | | | D | T,D,A |
| Policy, practice & research in education | EDU5001 | C | | D,A | | D,A | D | | D | | | D | D,A | | D | T,D,A |

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| Module | Code | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Psychology of education | EDU5005 | C | | D,A | | D,A | D | D,A | D | | | | D | | T,D,A | D | |
| Dissertation | EDU6000 | C | T,D,A | D,A | | D,A | D | D,A | D | D,A | D | D | D,A | D | D | | T,D,A |
| The illusion of inclusion | EDU6004 | O | | D,A | | D,A | | | D | | | | D | | | D | T,D,A |
| Mentoring: concepts, theories and strategies | EDU6005 | O | | D,A | | D,A | | | D | | T,D,A | D | T,D,A | | | D | T,D,A |
| Investigating the English Language | EDU6003 | O | | D,A | | D,A | | | D | | | | D | | T,D,A | D | |
| Philosophy of Education | EDU6002 | O | | D,A | | D,A | | D,A | D | | | | D | D,A | T,D,A | D | T,D,A |
| Management in Education | EDU6001 | O | | D,A | D | D,A | D | | D | | | | D | D | | D | T,D,A |
| Global perspectives on education | EDU6007 | O | | D,A | D,A | D,A | D | D,A | D | | | | D | | T,D,A | D | T,D,A |
| The impact of technology on education and pedagogy | EDU6006 | O | | D,A | D,A | D,A | | D,A | D | | | | D | | T,D,A | T,D,A | T,D,A |

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