

Programme Specification

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

Awarding Institution:	University of Bolton		
Teaching Institution:	Skills Solutions/Churchgate Academy		
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)	OCD5033		
QAA Benchmark Statement(s)	Education Studies		
Other internal and external reference points	<p>QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice</p> <p>UK Quality Code for Higher Education University of Bolton awards framework</p>		
Language of study	English		
Mode of study and normal period of study	Part-time - 3 years		
Admissions criteria			
<p>You should have a Professional Diploma in Education or Certificate of Education.</p> <p>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.</p>			
Additional admissions matters			
N/A			

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<p>Fitness to practise declaration Not applicable</p>
<p>Aims of the programme</p>
<p>The principal aims of the programme are to:</p> <ol style="list-style-type: none"> 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).
<p>Distinctive features of the programme</p> <p>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.</p>
<p>Programme learning outcomes</p>
<p>K. Knowledge and understanding On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:</p>
<ol style="list-style-type: none"> 1. the underlying values and principles relevant to Education Studies
<ol style="list-style-type: none"> 2. the diversity of learners and the complexities of the education process.
<ol style="list-style-type: none"> 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
<ol style="list-style-type: none"> 4. societal and organisational structures and purposes of educational systems and the possible implications for learners and the learning process
<ol style="list-style-type: none"> 5. a comprehensive range of relevant primary and secondary sources, including theoretical and research-based evidence to extend their knowledge and understanding
<p>C. Cognitive, intellectual or thinking skills On completion of the programme successful students will be able to demonstrate the ability to:</p>
<ol style="list-style-type: none"> 1. Accommodate new principles and understandings

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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

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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.

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
Written exams		
Coursework	95%	96%
Practical exams	5%	4%

Assessment regulations

- Assessment Regulations for Undergraduate Modular Programmes

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

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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

At Skills Solutions/Churchgate Academy:

- The programme is managed by a programme leader
- Induction programme introduces the student to the Centre 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 Social Learning Zone which is accessible in the evenings
- Student Representative

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- Book store for each module
- Faculty and Programme Handbooks which provide information about the programme and University regulations

At the University:

- A Student Centre providing a one-stop shop for information and advice
- University support services include housing, counselling, financial advice, careers and a disability
- A Chaplaincy
- Library and IT services
- Student Liaison Officers attached to each Faculty
- The Students' Union advice services
- The opportunity to develop skills for employment
- English language support for International students

Methods for evaluating and enhancing the quality of learning opportunities

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS)
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports
- High scores by students on the Student Satisfaction Questionnaires
- High scores by students on the Module Evaluation Questionnaires
- Tutor evaluation reports
- Students' assessed work
- Manchester Solutions Quality assurance procedures

Other sources of information

- Student portal - <http://www.bolton.ac.uk/Students/>
- Students Union - <http://www.ubsu.org.uk/>
- Faculty or similar 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: <http://modules.bolton.ac.uk>
- External examiners reports - <http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>
- Centre information - www.churchgate-academy.co.uk

Document control

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Approved by:	Sarah Riches
Date approved:	
Effective from:	2012/13
Document History:	

Learning outcomes map

Module title	Mod Cod e	Sta tus 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	D,A

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The illusion of inclusion	EDU 6004	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
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 perspectives 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

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	PR A	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						
Dissertation	EDU6000		6	40	DISS	C		CW	80	Y	PR A	20	N			

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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	PR A	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 & confidence	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
Psychology of education	EDU5005	C		D,A		D,A	D	D,A	D			D		T,D,A	D	

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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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