

Faculty: **of Humanities, Law and Education**

Title of Programme: Education Continuing Professional Development

Programme Code: HECPD

Programme Specification

Start Date: September 2011

Date of Approval: March 2007, updated June 2011

Associate Dean (Academic Quality): Bernice Rawlings

Signature *Bernice Rawlings*

Programme Specification Education Continuing Professional Development

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

| | |
|------------------------------------|--|
| Awarding Institution/Body | University of Hertfordshire |
| Teaching Institution | University of Hertfordshire |
| University/partner campuses | de Havilland |
| Programme accredited by | Not applicable |
| Final Award | PG Cert, PG Dip, MA |
| All Final Award titles | Education, Professional and Work-Related Learning, Leading Learning, Early Years and Deaf Education (<i>see separate Programme Specification for Deaf Education</i>) |
| FHEQ level of award | 7 |

A. Programme Rationale

This programme is designed to be accessible to a broad range of professionals working with learners, in line with the *Every Child Matters* agenda, thereby encouraging inter-professional and cross professional ways of working. This is in accordance with the University of Hertfordshire's commitment to strengthen support for the professions.

A variety of routes are included within the single programme to meet the needs of this wider range of professionals. Consistency and coherence are maintained together with a flexibility which is essential for successful learning by those who are fitting in study around busy professional and personal lives. This flexibility is reflected in varied delivery modes, variable entry points and pathways, a range of Masters level awards (Level 7) and an individualised programme planned for each student.

Within the area of Teacher Education account is taken of the move towards the inclusion of Masters level study (Level 7) in the Post Graduate Certificate in Education (PGCE).

Continuing Professional Development addresses professional learning, development of practice and institutional improvement. Students are enabled to develop their practice in areas which are relevant to themselves, their colleagues and their institutions through reflection on practice-based enquiry. Mechanisms to assess impact on students' own practice and that of their colleagues and institutions, are embedded into the programme.

The programme seeks to build a learning community through participants' engagement with the programme. This is underpinned by a belief that learning is particularly powerful when it is collaborative and that such an approach is associated with the creation of knowledge which can be shared and disseminated. This professional dialogue is supported by tutor interaction and feedback, seminars and the use of blended learning. The latter will take the form of social software enabling students to collaborate and share ideas through online discussion. This will further enhance the student experience by offering additional learning opportunities which are not attendance-based.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's general educational aims of programmes of study as set out in UPR TL01.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 have been used as a guiding framework for curriculum design.

| Knowledge and Understanding of: | Teaching/learning methods & strategies | Assessment |
|---|--|--|
| <p>A1 practices, theoretical approaches, research debates and new insights appropriate to the study of education, training and care practice</p> <p>A2- the impact of enquiry on professional practice</p> <p>A3 how professional practice is informed by reflection in context</p> <p>A4- methods of enquiry into professional practice</p> <p>A5- good leadership and management practice informed by research, reflection and other evidence</p> <p>A6- impact of professional practice on institutional improvement</p> <p>A7-the potential impact of deafness on deaf children's development</p> <p>A8- The principles underpinning different approaches to deaf education</p> <p>A9 -Theories of learning relevant to the understanding of professional and work-related learning</p> <p>A10 - Strategies for support of learning in relation to different roles and contexts</p> <p>A11 - Enquiry and research approaches appropriate for researching professional and work-related learning</p> | <p>Acquisition of knowledge and understanding is supported through a range of teaching and learning strategies including lectures, seminars, small group tutorials, on-line tasks and discussions and practice based enquiry/research. (A1-A11)</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>Additional support is provided by individual support through telephone and email contact and the managed learning environment.</p> | <p>Knowledge and understanding are assessed through (although not limited to) presentations, written assignments, portfolios and reflective journals. (A1-A11)</p> |
| Intellectual skills - able to: | Teaching/learning methods & strategies | Assessment |
| <p>B1 Reflect on practice</p> <p>B2 Analyse research evidence and relate this to practice development</p> <p>B3-Critically review evidence</p> | <p>Intellectual skills are developed through methods and strategies outlined in A above. (B1-B4)</p> <p>Additionally research skills are</p> | <p>Intellectual skills are assessed through methods and strategies outlined in A above (B1-B4)</p> |

| | | |
|---|---|--|
| <p>and relate this to practice</p> <p>B4-integrate theory and practice</p> <p>B5 - Use conceptual and theoretical perspectives to inform understanding of professional and work-related learning in specific contexts</p> <p>B6 - Identify strategies for support of learning appropriate to specific work contexts</p> <p>B7 - Carry out a personal enquiry into professional and work-related learning</p> <p>B8 - Evaluate the contribution of research to the development of professional and work-related learning</p> | <p>developed throughout the programme.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p> | |
| Practical skills - able to: | Teaching/learning methods & strategies | Assessment |
| <p>C1-Identify and work to address professional development needs related to personal practice</p> <p>C2-Carry out small scale enquiry related to personal practice</p> <p>C3- Identify and work to address professional development needs related to institutional improvement</p> <p>C4-Carry out enquiry relating to the wider context of professional development and of leadership and management</p> <p><i>Please refer to Programme Specification for Deaf Education for skills C5-C7</i></p> | <p>Practical skills are developed through methods and strategies outlined in A above (C1-C4)</p> | <p>Practical skills are assessed through methods and strategies outlined in A above (C1-C4)</p> |
| Transferable skills - able to: | Teaching/learning methods & strategies | Assessment |
| <p>D1- Communicate effectively, both orally and in writing</p> <p>D2- Work effectively as a team</p> <p>D3- Present and support an extended argument</p> <p><i>Please refer to Programme Specification for Deaf Education for skill D4.</i></p> | <p>Transferable skills are developed through preparing and writing assignments, and participation in class and on-line discussion tasks (D1 – D3)</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a personal development plan.</p> | <p>Transferable skills are assessed through methods and strategies outlined in A above (D1-C3)</p> <p>In module assignments leading to the Practice Based Research Project (D1-D3)</p> |

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in part time (minimum two years) and full time (one year) modes and leads to an award of MA Education, MA Leading Learning, MA Professional Learning, MA Early Years and MA Deaf Education. Entry is normally open to applicants with UK Honours degrees or equivalent qualifications and / or experience. In addition applicants for the Deaf Education programmes must hold UK Qualified Teacher Status.

In each named award students are able to gain a PG Cert (60 credits at level 7) and a PG Dip (120 credits at level 7). To be awarded the named award 50% of credits must be from modules in that specific area. See attached diagram for which modules can be used for each named award.

For a named award at Masters level 7 the student's Practice Based Research Project must be in the named award area.

There will be a menu of modules offered. Not all modules will be offered every semester and some modules may not be offered every year. Students will negotiate their route through the programme with the programme director or delegated representative. If a student 'rests' during his/her studies, s/he can select only those modules available when s/he returns.

Professional and Statutory Regulatory Bodies

Those students who successfully complete Research in a Multi-Agency Setting (7EDU0325) will be eligible for the National Professional Qualification for Integrated Centre Leaders (NPQICL) awarded by the National College for School Leadership.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of Study Full-Time (one year) and Part-Time (minimum of two years)

Entry Point Level 7

| Compulsory Modules Module Title | Module Code | Credit Points | % examination | % coursework | Semester |
|---|-------------|---------------|---------------|--------------|----------|
| Practice Based Research Project (Masters only) | 7EDU0352 | 60 | 0 | 100 | ABC |
| Supporting Learning through change | 7EDU1011 | 30 | 0 | 100 | A,B |
| Optional Modules (delete this part if not applicable) Module Titles | Module Code | Credit Points | % examination | % coursework | Semester |
| Inter-Professional Working and Inter-Professional Teams | 7EDU0327 | 30 | 0 | 100 | A,B |
| Equality, Diversity and Inclusion Issues | 7EDU0328 | 30 | 0 | 100 | B,C |
| Mentoring and Coaching | 7EDU0329 | 30 | 0 | 100 | A,B |
| Leading Professional Development | 7EDU0330 | 30 | 0 | 100 | A,B |
| Professional and Work Based Learning | 7EDU0331 | 30 | 0 | 100 | A,B |
| Action Research | 7EDU0332 | 30 | 0 | 100 | A,B |
| Practice Based Learning | 7EDU0333 | 30 | 0 | 100 | A,B |
| Leadership and Management | 7EDU0334 | 30 | 0 | 100 | A,B |
| Designing learning with ICT | 7EDU0335 | 30 | 0 | 100 | A,B,C |
| Learning through Enquiry using ICT | 7EDU0336 | 30 | 0 | 100 | A,B |

| | | | | | |
|---|----------|----|---|-----|--------|
| Developing Young Children as Creative Learners | 7EDU0337 | 30 | 0 | 100 | A,B |
| Promoting Wellbeing and Involvement in the Early Years | 7EDU1013 | 30 | 0 | 100 | A,B |
| Supporting NQTs' Professional Development (Herts) | 7EDU0341 | 30 | 0 | 100 | A,B |
| A,B Subject Pedagogy, Leadership and Learning | 7EDU0343 | 30 | 0 | 100 | A,B |
| Developing Subject and Professional Knowledge | 7EDU0344 | 30 | 0 | 100 | A,B |
| Enterprise Pedagogy | 7EDU0319 | 30 | 0 | 100 | A,B |
| Enterprise Education and Subject Pedagogy - Introduction | 7EDU0367 | 30 | 0 | 100 | A,B |
| Understanding Professional and Work Related Learning | 7EDU0309 | 30 | 0 | 100 | A,B |
| Supporting Professional and Work Related Learning | 7EDU0311 | 30 | 0 | 100 | A,B |
| Personal Enquiry Into Learning | 7EDU0312 | 30 | 0 | 100 | A,B |
| Researching Professional and Work Related Learning | 7EDU0313 | 30 | 0 | 100 | A,B |
| Creative Approaches for Enquiring into Learning | 7EDU1012 | 30 | 0 | 100 | A,B |
| Specialist Maths: Algebra and Geometry | 7EDU1014 | 30 | 0 | 100 | A,B |
| Knowledge in Maths: Number, calculation, measures and data | 7EDU1015 | 30 | 0 | 100 | A,B |
| Leadership and Partnership of a Children's Centre* | 7EDU0365 | 60 | 0 | 100 | ABC |
| Research Based Development | 7EDU0368 | 60 | 0 | 100 | A,B |
| Early Interventions in Child Poverty - Partners in Leadership** | 7EDU1018 | 60 | 0 | 100 | AB, BC |

*This module can only be taken by students on the NPQICL route.

**This module can only be taken by students on the sponsored Partners in Leadership route

The award of an MA Education requires 180 credit points at level 7 including the Practice Based Research Project.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

| Award | Minimum requirements | Available at end of (normally): |
|--------------------------|---|---------------------------------|
| Postgraduate Certificate | 60 credit points, including at least 30 at level 7 | 1-2 Semesters |
| Postgraduate Diploma | 120 credit points, including at least 60 at level 7 | 2, 3 Semesters |
| Masters | 180 credit points including at least 120 at level 7 | 3 Semesters |

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in UPR AS14 and the students' handbook are met.

E. Support for students and their learning

Students are supported by;

- Programme Director to provide academic guidance, and when appropriate pastoral support, through the programme
- Module tutors to provide academic and pastoral support
- Student representatives on programme committees
- A designated programme administrator
- Induction sessions built into modules
- Overseas Orientation will be available for overseas students
- An extensive Learning Resources Centre, incorporating a library and computer centre

- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
- Office of Dean of Students, incorporating Chaplaincy, Counselling and nursery
- Medical Centre
- A Faculty-based Disabled Student Co-ordinator
- An Equal Opportunities Officer
- The Students' Union
- Guided student-centred learning through the use of StudyNet
- A Careers Service for all current students and graduates

F. Entry requirements

The School of Education wants to attract a range of students to its Masters programmes from a range of teaching and other training settings and professions. The Post Graduate Certificates, Post Graduate Diplomas and Masters degrees in Education, Leading Learning, Professional Learning and Early Years will be open to holders of UK Honours degrees or equivalent qualifications. In most cases these degrees will have an educational content but for those with training experience it will be possible to enter the programmes with degrees in other disciplines. Applicants for the Post Graduate Diploma and MA Deaf Education will also need to have Qualified Teacher Status.

International students will need to have an English language proficiency equivalent to IELTS 7.0.

The School of Education is keen to encourage applications from underrepresented groups and marketing materials will aim to address this. It is recognised that the University and the School of Education's school Partnership Websites will be key to successful marketing of the programme.

The structure of the programme is designed such that it provides opportunities for practitioners to access short courses, either assessed or non-assessed as well as traditional programmes of study. The flexibility is in keeping with the current demands on practitioners and meets the requirement of the knowledge and skills framework.

All programmes are subject to the University's principles, policies, regulations and procedures for the admission of students to Undergraduate and taught Postgraduate Schemes (UPR AS14) and will take account of University Policy and Guidelines for assessing accredited prior certificated learning (APCL) or accredited prior experiential prior learning (APEL).

Section 2

Programme management

| | |
|--|---|
| JACS code(s) | X300 |
| Modes of study | F/T and P/T |
| Intakes | Semester A (<i>Leading Learning pathway only – Semester A & B</i>) |
| Relevant QAA subject benchmarking group | None |
| Date of validation/last periodic review | 27 February 2007 |
| Date of production/ last revision of PS | March 2007 |
| Relevant intake | Level 7 entering from September 2011 |
| Faculty | Humanities, Law and Education |
| Administrative School(s)/Departments | Education |

| Course (ie. Pathway Point) Titles | Course (ie. Pathway Point) Codes |
|--|---|
| PGCert/PGDip/MA Education | EDP1, EDP2, EDP3, EDF1 |
| PGCert/PGDip/MA Early Years | EYP1, EYP2, EYP3, EYF1 |
| PGCert/PGDip/MA Leading Learning | LLP1, LLP1B, LLP2, LLP3, LLF1 |
| PGCert/PGDip/MA Professional and Work Related Learning | PWRLP1, PWRLP2, PWRLP3, PWRLF1, PELCP1 |
| PGCert/PGDip/MA Deaf Education | <i>See separate Programme Specification</i> |

The programme is managed by;

- Associate Head of School (Academic) who has overall responsibility for Quality Assurance in CPD programmes in the School of Education
- A programme director responsible for the day to day management of the CPD Education programme
- Pathway leader responsible for overseeing the modules in that pathway
- An Admissions Tutor, with specific responsibility for open days and admissions of students
- A designated administrator to deal with day to day administration associated with the programme
- Module leaders who are responsible for individual modules
- Members of the Programme Committee

Programme-specific assessment regulations

The programme is compliant with the University's generic assessment regulations (Structure and Assessment Regulations for Academic Programmes, UPR AS14) with the exception of those listed below, which have been specifically approved by the University: none

Further points of clarification and interpretation relevant to this specific programme are given below:

- 80% Participation

Other sources of information

- Definitive Module Documents
- Module Guides
- Student Handbook
- University of Hertfordshire Course website: <http://www.herts.ac.uk/courses/>
- QAA Benchmark Statement website: <http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp>
- SEEC Credit Level Descriptors for Further and Higher Education 2003: <http://www.seec-office.org.uk/creditlevel descriptors2003.pdf>
- External Quality Review report website:

http://www.qaa.ac.uk/revreps/inst_reports.asp?instID=H-0060

- UNISTATS website:
<http://www.unistats.com/>
 - University of Hertfordshire Academic Quality Office website:
(StudyNet → Staff → Department Lists → Academic Quality Office)
 - Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:
<http://herts.ac.uk/secreg/upr/AS14.htm>
 - Learning and Teaching Policy and General Educational Aims, UPR TL01:
<http://herts.ac.uk/secreg/upr/TL01.htm>
 - Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:
<http://herts.ac.uk/secreg/upr/SA03.htm>
 - Academic Quality, UPR AS17:
<http://herts.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students:
http://www.herts.ac.uk/secreg/upr/upr_azlist_student_info.htm

Other information relevant to the programme

Distinctive features of this programme:

- A focus on personal development and professional learning
- Increased utilization of APL/APEL for example from short courses relating to, for example, current issues and partnership priorities
- A focus on enquiry based learning
- Support for students' personal and professional development from the programme team.

University policies relevant to the Programme

The University undertakes to use all reasonable endeavours to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum, and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation, and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects (UPR RE01) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.

Signed *Bernice Rawlings* Date 28/06/2011
Chair of Faculty Academic Quality Enhancement Committee

If you would like this information in a different format please contact
Nicola Stallard, School Administration Manager, School of Education.

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Key to Programme Learning Outcomes

Knowledge and Understanding eg

- A1. the nature of education and care practice informed by research and other evidence
- A2. the impact of enquiry on personal practice
- A3. how personal practice is informed by reflection in context
- A4. methods of enquiry into personal practice in education and care
- A5. good leadership and management practice informed by research, reflection and other evidence
- A6. impact of personal practice on institutional improvement
- A7. The potential impact of deafness on deaf children's development
- A8- The principles underpinning different approaches to deaf education

- A9 – Theories of learning relevant to the understanding of professional and work-related learning
- A10 –Strategies for support of learning in relation to different roles and contexts
- A11 – Enquiry and research approaches appropriate for researching professional and work-related learning

Intellectual Skills eg

- B1. Reflect on practice
- B2. Analyse evidence and relate this to practice
- B3 Critically review evidence and relate this to practice
- B4. integrate theory and practice
- B5 – Use conceptual and theoretical perspectives to inform understanding of professional and work-related learning.
- B6 – Identify strategies for support of learning appropriate to specific work contexts
- B7 – Carry out personal enquiry in professional and work related learning
- B8 – Critiquing research reports

Practical Skills

- C1. Identify and work to address professional development needs related to personal practice
- C2. Carry out small scale enquiry related to personal practice
- C3. Identify and work to address professional development needs related to institutional improvement
- C4. Carry out small scale enquiry relating to the wider context of professional development and of leadership and management
- C5. Use a range of appropriate and differentiated teaching and support methods
- C6. Use audiological information and equipment appropriately
- C7. Plan appropriate learning opportunities based on assessment outcomes in the field of language and literacy

Transferable Skills

- D1. Communicate effectively, both orally and in writing
- D2. Work effectively as a team
- D3. Present and support an extended argument
- D4. Develop high expectations of potential professional and learner achievement in the field of deaf education