KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	**Faculty responsible for the programme** Faculty of Media and Communication

Final award(s), title(s) and credits
Postgraduate Certificate in Education Practice

Intermediate award(s), title(s) and credits
 Specified units can be studied as standalone CPD

UCAS Programme Code(s) (where applicable and if known) N/A	**HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.** 100509

External reference points
QAA - The Framework for Higher Education Qualifications
QAA - The UK Quality Code for Higher Education
Advance HE
The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education
Teaching Excellence and Student Outcomes Framework Specification (DfE 2017)
JISC - Building Digital Capability (https://www.jisc.ac.uk/building-digital-capability)
United Nations Sustainable Development Goals (https://sdgs.un.org/goals)

Professional, Statutory and Regulatory Body (PSRB) links
Advance HE – accreditation is sought in order to nominate graduates of the programme for HEA Fellowship.

Places of delivery
Online

Mode(s) of delivery Asynchronous and synchronous online CPD	**Language of delivery** English

Typical duration
One year

Date of first intake September 2021	**Expected start dates** September /January
Maximum student numbers N/A	**Placements** N/A
Partner(s) N/A	**Partnership model** N/A

Date of this Programme Specification
August 2022

Version number
1.1-0925

Approval, review or modification reference numbers
E202109
FMC 2122 12, approved 08/08/22, previously version v1.0-0922
EC 2223 34, approved 17/03/2023, version remains unchanged

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PROGRAMME STRUCTURE

Programme Award and Title: Postgraduate Certificate in Education Practice								
Level 7								
Unit Name	**Core/ Option**	**No. of Credits**	**Assessment Element Weightings**			**Expected Contact hours per unit**	**Unit Version No.**	**Available as a CPD unit**	**HECoS Code** (plus balanced or major/ minor load)
			Exam 1	**Cwk 1**	**Cwk 2**				
Principles of Learning and Teaching in Higher Education	Core	20		100%		36	PGC V2.0	CPD	100509
The Contexts of Higher Education Practice	Core	20		100%		36	PGC V2.0	CPD	100509
Developing and Reflecting on Higher Education Practice	Core	20		100%		36	PGC v2.0	n/a	100509
Progression requirements: N/A								
Exit qualification: Postgraduate Certificate in Education Practice								

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The Postgraduate Certificate in Education Practice (PG Cert EP) aims to provide students with the core knowledge, skills and professional values to undertake and enhance their practice as educators in Higher Education. It seeks to support their initial and continuing professional development as critical reflective practitioners who are prepared to fully engage with the changing HE environment. It will produce graduates who are capable of fostering effective and dynamic approaches to teaching and learning through creativity, innovation and continuous reflexive development. The programme will also enable students to engage in the variety of learning, teaching and assessment practices that support and underpin student learning and which are informed by a respect for learners and a commitment to enhancing the student learning experience.

Students will be expected to engage with educational scholarship which is integrated with their research and/or professional activities. The principle underpinning this is that students on the programme (who are specialists in their own respective disciplines) should develop discipline-specific strategies for teaching and learning, which are informed by questions about *how* and *why* they might approach things in particular ways.

The proposed programme will be wholly online and, therefore, provide flexibility of engagement, minimal obstacles to participation, and the opportunity to engage with a global network of educators in Higher Education.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

This programme is informed by and aligned with the BU 2025 strategic plan and the University's fusion agenda.

Bournemouth University's Strategic Plan highlights a vision of creating world class learning communities by sharing a unique fusion of education, research and professional practice and inspiring our students, graduates and staff. This programme offers students the opportunity to demonstrate how their teaching practice is informed by research and apply the research they undertake to their teaching. The PG Certificate in Education Practice (PG Cert EP) enables students to prepare and develop their knowledge and skills as educators through the exploration of scholarly approaches to their education practice.

Accreditation is being sought from Advance HE, in order to be able to nominate graduates from the programme for Fellowship of the Higher Education Academy. This will demonstrate that the programme has currency across the wider HE sector. Increasingly, a teaching qualification and recognition of education practice are expectations across all HE institutions.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes comprise units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit at Level 7 should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

Each unit on this programme is worth 20 credits at level 7, so the summative assessment will be the equivalent of 3,000 words. The units each contain the possibility of submissions alternative to the standard written essay (to be negotiated with the tutor) and the 'long thin' unit will comprise three 1000 word (or equivalent) case studies which is supported with evidence. This third unit is aligned with descriptor 2 of the UKPSF (see 'ILO mapping of unit 3 onto UKPSF').

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

Each student will be required to nominate a mentor – a suitably qualified colleague from their own institution – who will go through an approval process governed by the programme team. The expectations of mentors will be explained clearly in a handbook – one key responsibility will be to observe the student teaching or supporting learning and to provide a report on this.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A1 The variety of learning, teaching and assessment strategies, for a diverse student population, which are informed by scholarship, research and professionalism; A2 Approaches to evaluating, assuring and enhancing the quality of teaching and learning which demonstrate autonomy, critical engagement and problem solving ; A3 Strategies for curriculum design, development and evaluation which are characterised by independent evaluation and engage critically with existing knowledge; A4 The role of professional values and attributes in the development of teacher excellence, personal accountability and autonomy; A5 The significance and impact of social, economic, political, global and institutional factors on Higher Education.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Pre-recorded lectures (A1-A5) • Asynchronous discussion (A1-A5) • Synchronous tutorials (A1-A5) • Directed reading (A1-A5) Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework assignments for 'Principles of Teaching and Learning', 'The Contexts of Higher Education Practice' and 'Developing and Reflecting on Professional Practice' (A1-A5)

B: Intellectual skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:
B1 Systematically gather and critically evaluate evidence relating to teaching and learning from a range of sources including the research literature, students and peers; B2 Critically analyse their own educational practice which merit further investigation and research; B3 Exercise critical judgement in the application of new knowledge to their current educational practice;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Pre-recorded lectures (B1-B5) • Asynchronous discussion (B1-B5) • Synchronous tutorials (B1-B5) • Directed reading (B1-B5)
B4 Reflect on their own learning and manage their own continuing personal and professional development; B5 Assess their own and others' work with justification and appropriate judgement.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework assignments for 'Principles of Teaching and Learning', 'The Contexts of Higher Education Practice' and 'Developing and Reflecting on Professional Practice' (B1-B5)
C: Practical skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
C1 Integrate scholarship and research with professional activities, and teaching and supporting learning; C2 Apply and critically reflect on effectiveness of curriculum design, development and evaluation, through leadership and the effective management of change; C3 Design and implement learning, teaching and assessment strategies that are appropriate to their students, the discipline and the context in which they work;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Asynchronous discussion with peers and tutors (C1-C6) • Synchronous tutorials (C1-C6) • Reflections on professional practice (C1-C6) • Action planning (C1-C6)
C4 Assess and give feedback on student performance which supports the student experience and enhances the quality of learning and teaching; C5 Facilitate learning in range environments utilising skills which respect and support the needs of diverse learning communities; C6 Respond to feedback on the effectiveness of teaching and learning having evaluated responses and identified potential solutions.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework assignments for 'Principles of Teaching and Learning', 'The Contexts of Higher Education Practice' and 'Developing and Reflecting on Professional Practice' (C1-C6)
D: Transferable skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve

	and to demonstrate the programme learning outcomes:
D1 Demonstrate highly effective interpersonal skills and an ability to work as an effective member of a professional team; D2 Manage time and work to deadlines, demonstrating self-direction and innovation in tackling and solving problems; D3 Structure and communicate ideas effectively, both orally, in writing and in appropriate media and modes for a range of audiences; D4 Exercise decision-making in complex and unpredictable situations by dealing with issues in systematic and creative ways, making sound judgments which can be clearly justified.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Asynchronous discussion with peers and tutors (D2, D3, D4) • Synchronous tutorials (D1, D3, D4) • Reflections on professional practice (D1-D4) • Action planning (D1-D4)
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework assignments for 'Principles of Teaching and Learning', 'The Contexts of Higher Education Practice' and 'Developing and Reflecting on Professional Practice' (D1-D4)

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Taught Postgraduate Admission Regulations with the following exceptions:

- Applicants must also have access to a minimum of 12 weeks (or 360 hours) as an educator or supporter of learning in HE academic and practice settings, and will have responsibility for activities such as teaching, mentoring, one-to-one support, assessment, programme evaluation and curriculum development.

The University's Standard Taught Postgraduate Admission Regulations can be found here: https://www.bournemouth.ac.uk/students/help-advice/important-information

PROGRESSION ROUTES

There are no automatic progression routes from this programme, however, progression to Bournemouth University's Doctor of Education (Creative and Media) may be possible on the basis of qualifications, experience and interview.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Assessment Regulations with the following exceptions:

Period of registration: Part time 2 years maximum

Compensation: Compensation may not normally apply to more than **20** credits.

Provision for failed candidates:

Failure and reassessment

A student who fails a taught unit or units to a total value of no more than **20** credits, at the first attempt, may be asked to resubmit coursework and/or resit an examination on one occasion only.

Repetition of units

Where a student fails a taught unit or units carrying a total of more than **20** credits, at the first attempt, the Assessment Board will normally permit them to be reassessed in up to 20 credits before repeating the remaining failed unit(s) (including any failed through reassessment) as outlined in the Standard Assessment Regulations.

The University's Standard Postgraduate Assessment Regulations can be accessed here: https://www.bournemouth.ac.uk/students/help-advice/important-information
 https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-postgraduate.pdf

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Students on this programme are required to hold an educational post in an HE institution. There are no other formal WBL or placement requirements.

Programme Skills Matrix

Units		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	
												Programme Intended Learning Outcomes										
L7	Principles of Learning and Teaching in Higher Education	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x		x	x	x	
	The Contexts of Higher Education Practice		x			x	x	x	x			x	x						x	x	x	
	Developing and Reflecting on Higher Education Practice	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

A – Subject Knowledge and Understanding
This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:

A1 The variety of learning, teaching and assessment strategies, for a diverse student population, which are informed by scholarship, research and professionalism;

A2   Approaches to evaluating, assuring and enhancing the quality of teaching and learning which demonstrate autonomy, critical engagement and problem solving ;

A3 Strategies for curriculum design, development and evaluation which are characterised by independent evaluation and engage critically with existing knowledge;

A4 The role of professional values and attributes in the development of teacher excellence, personal accountability and autonomy;

A5 The significance and impact of social, economic, political, global and institutional factors on Higher Education.

C – Practical Skills
This programme provides opportunities for students to:

C1 Integrate scholarship and research with professional activities, and teaching and suppporting learning;

C2 Apply and critically reflect on effectiveness of curriculum design, development and evaluation, through leadership and the effective management of change;

C3 Design and implement learning, teaching and assessment strategies that are appropriate to their students, the discipline and the context in which they work;

C4 Assess and give feedback on student performance which supports the student experience and enhances the quality of learning and teaching;

C5 Facilitate learning in range environments utilising skills which respect and support the needs of diverse learning communities;

C6 Respond to feedback on the effectiveness of teaching and learning having evaluated responses and identified potential solutions.

B – Intellectual Skills
This programme provides opportunities for students to:

B1 Systematically gather and critically evaluate evidence relating to teaching and learning from a range of sources including the research literature, students and peers;

B2 Critically analyse issues in their own educational practice which merit further investigation and research;

B3 Exercise critical judgement in the application of new knowledge to their current educational practice;

B4 Reflect on their own learning and manage their own continuing personal and professional development;

B5 Assess their own and others' work with justification and appropriate judgement.

D – Transferable Skills
This programme provides opportunities for students to:

D1 Demonstrate highly effective interpersonal skills and an ability to work as an effective member of a professional team;

D2 Manage time and work to deadlines, demonstrating self- direction and innovation in tackling and solving problems;

D3 Structure and communicate ideas effectively, both orally, in writing and in appropriate media and modes for a range of audiences;

D4 Exercise decision-making in complex and unpredictable situations by dealing with issues in systematic and creative ways, making sound judgments which can be clearly justified.