

Professional Masters Programme Generic Student Handbook 2011 – 2012

CONTENTS

Introduction.....	3
Qualifications	3
Named Awards	3
PMP Qualification and Award Title.....	4
Duration of Study	4
Admission Requirements	5
Programme Specification.....	6
Criteria for Assessment.....	6
Assessment Descriptors	7
The PMP Structure and Curriculum	9
What is the difference between an MA and an MTeach?	11
Crediting Prior Learning for a Long Award.	11
Assessment Modes and Policies	13
PMP Assignment Submission Policy.....	14
The Exam Board.....	15
Referencing (The Harvard System of Citation).....	15
Learning and Teaching Opportunities and Methods.....	16
Learning and Teaching Resources	16
Student Counselling and Guidance.....	17
Equality of Opportunity.....	17
Assessment Regulations Plagiarism and Unfair Practice	19
PMP module fees	20
Quality Assurance Procedures.....	20
Staff Profiles	21
Final words	24
Appendices.....	25
Appendix A:	26
A1: Presentation & Article Assessment Scaffold	26
A2: APEL Portfolio / Presentation/ Article Assessment Scaffold.....	27
Appendix B: Full Guidance on Harvard Referencing	28
Appendix C: PMP assignment cover sheet.....	37
Appendix D: The Bath Spa University policy on unfair practice and plagiarism	38
Appendix E: Full/Part-time Masters in Education 2011-12.....	42
Appendix F: The modules within the PMP.....	49

Professional Masters Programme

Generic Student Handbook 2011-2012

Introduction

Welcome to the Professional Masters Programme (PMP) at Bath Spa University! We hope that you will find your study rewarding and are looking forward to embarking on your Master's journey. This handbook contains all the general information that you need about the programme. Award handbooks contain information about specific PMP award routes and specific detail about modules can be found in each of the module handbooks. Our study skills and other support materials can be found on the PMP virtual learning environment website for BSU, which is called 'Minerva' and can be found at: <https://minerva.bathspa.ac.uk/>.

Qualifications

There are five **qualifications** possible within the PMP:

Graduate Certificate (G Cert)	60 credits
Post Graduate Certificate (PG Cert)	60 credits
Post Graduate Diploma (PG Dip)	120 credits
Master of Arts Degree (MA)	180 credits
Master of Teaching Degree (MTeach)	180 credits

All qualifications carry national accreditation under the Credit Accumulation and Transfer Scheme (CATS). These are potentially transferable to another institution, though you'll need to check specific requirements.

If you register for a G Cert, PG Cert or PG Dip, you can transfer this credit if you decide to continue your journey through to a Masters Degree. You'll need to inform us in writing of your intentions if you decide to change your intended qualification.

Named Awards

All PMP qualifications are offered with specific Awards that indicate the particular career emphasis of the programme of study being followed. To qualify for a Masters Award route, a programme must include a *minimum* of 50% module credits relative to the chosen award title (i.e. 90 credits) as well as become the principal focus of the final research project. Specific PMP award routes can be found in the separate PMP Award Handbooks and provide coherence to your study by linking different modules together under the same broad subject or specialist field category.

However, most people joining the Professional Masters Programme without any specific career emphasis enrol onto the default part-time Educational Practice award title for the first stage 60 credits and then review their award title for the latter stages of the programme. Similar people on the full-time option join the Education Studies award.

PMP Award Titles

Specific PMP award titles validated are:

Education Studies
Counselling and Psychotherapy Practice
International Education & Global Citizenship
Critical and Creative Thinking
Educational Leadership and Management
Learning & Knowledge Technology
Early Childhood Studies
Primary Science Education
Primary Mathematics Education
Primary English Education
Tertiary and Adult Education
Educational Practice
Mentoring and Coaching
Teaching English to Speakers of other Languages (Not available AY 2011 – 2012)
Specific Learning Difficulties/Dyslexia
Educational Assessment (Not available AY 2011 – 2012)
Vulnerable Learners and Inclusion
Arts in Education (Not available AY 2011 – 2012)

PMP Qualification and Award Title

Your final qualification will reflect the award title that you have selected.

For example:

Post Graduate Certificate in Early Childhood Studies.

Master of Arts in Specific Learning Difficulties/Dyslexia.

Master of Teaching in Learning & Knowledge Technology.

Duration of Study

For Part-time students, the normal duration for each of the award stages is one year – leading to a total of three years to complete a Master's. Full-time students can complete the full MA/MTeach award in a year – see further details in Appendix E. But for part-time students we understand that you may already be in full-time employment, and so allow a part-time registered maximum period of two years to complete each 60 credits stage. If you need to take a break from your study then you can apply for deferment, either by suspending your studies (taking an open break referred to as intercalation), or continuing your registration and extending the period of time taken to complete an assignment.

Admission Requirements

The normal admission requirement to the PMP is an Honours or Pass degree from a recognised Higher Education Institution in the UK/EU and that part-time students will have either current or recent professional experience in education, training or counselling.

If you don't have a Bachelor's Degree you will need to register onto the Graduate Certificate award before progressing to the Post-graduate awards. The credit that you receive from this will still count towards your final Masters Degree. We will contact you to discuss your application and suitability for the programme and may require that you write a short supporting statement for your application.

The normal entry requirements for the Graduate Certificate award are:

- Qualified Teacher Status (QTS) or equivalent for FE teachers' Cert. Ed. (including at least 2 years at Higher Education level); and/or,
- Professional development work experience related to the proposed career award title, which can be potentially assessed as APEL¹ credit.

In addition to the above there may be other entry requirements for specific awards. Please refer to the appropriate PMP Award Handbook for details of these.

Further information on admission requirements for international students can be obtained from the Student Services Department at Bath Spa University located at:

international-enquiries@bathspa.ac.uk .

Generally, we require international applicants to have officially recognized (i.e. by NARIC*) equivalents of the required UK qualifications. International applicants who are non-native speakers of English should possess a minimum score of IELTS (International English Testing System) 6.5 or equivalent.

*The UK NARIC is the National Agency responsible for providing information and expert opinion on vocational, academic and professional skills and qualifications from over 180 countries worldwide. Details of the NARIC service can be found at:

<http://www.naric.org.uk/>.

¹ For definitions of APL and APEL see the section on crediting prior learning for a long award.

Programme Specification

The PMP aims to help you to recognise and defend good professional practice and to become competent in analysing, evaluating and restructuring your practice in changing circumstances². It also aims to help you to identify ways of improving your own professional practice as well as those of your colleagues through engagement in evidence-based practice Learning Outcomes.

By the end of the programme students' will have achieved the following outcomes:

Knowledge and Understanding

- A systematically informed and updated professional understanding.
- A critical awareness of the current issues in your professional context.
- An appreciation of how differing perspectives are dependent on context.

Cognitive Skills

- An original approach in the application of this knowledge with a practical understanding of research and enquiry techniques.
- The ability to evaluate critically current research and theoretical frameworks.

Practical and Transferable Skills:

- A comprehensive understanding of techniques applicable to your own research.
- The ability to reflect upon own professional practice; with a view to improving it.
- The communication of ideas through appropriate media.
- The management of time and work.
- The ability to work collaboratively and individually.
- Information and data handling.

Criteria for Assessment

The Criteria for Assessment act as a framework for the Learning Outcomes. There are two levels of assessment, Level 6 (which corresponds to academic work equivalent to that of a third year undergraduate Honours Degree student, applied in a professional context) and Level 7 (academic work achieving Master's level).

These accreditation levels are nationally recognised through a common Framework for Higher Education Qualifications (FHEQ), and this means that it is possible to transfer credit between Higher Education Institutions. It is also possible to use work assessed at Level 6 towards your PMP postgraduate award.

² Professional practice relates to those already employed in some educational or training context or those intending to be, e.g. those wishing to engage in career transfer or wanting to enter employment for the first time.

For a Graduate Certificate (60 credits), all 60 credits can be assessed at Level 6.

For a Post-Graduate Certificate (60 credits), a maximum of 15 credits can be assessed at Level 6, at least 45 credits must satisfy the Level 7 criteria.

For a Post Graduate Diploma (120 credits), a maximum of 30 credits can be assessed at Level 6, at least 90 credits must satisfy the Level 7 criteria.

For a Master's Degree (180 credits) a maximum of 30 credits can be assessed at Level 6, at least 150 credits must satisfy the Level 7 criteria.

The Level 6 Criteria:

- 6-1 Reflect on and describe an element of their own professional experience showing awareness of different perspectives.
- 6-2 Recognise and describe features of an educational issue of relevance to own professional practice and development.
- 6-3 Use appropriate literature to identify and discuss the main features of a professional issue.
- 6-4 Know the major contents of the area of study and shows evidence in writing or action that the relationship of these concepts to professional practice is understood.
- 6-5 Write a coherent and concise report presenting a position or argument based on the outcomes of reading and/or enquiry.

The Level 7 Criteria:

- 7-1 Critically analyse and reflect on professional practice using an identified framework and/or general theory.
- 7-2 Use published research and other literature in a critical way to evaluate findings of an original enquiry or other professional activity.

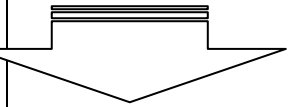
Assessment Descriptors³

The Level 7 criteria are further broken down into 'assessment descriptors' designed to support your progression through the Masters Programme.

These descriptors are intended to support formative assessment and progression through the programme. The five areas of assessment are included on the assignment mark-sheet for comments by your tutor.

The descriptors aim to support tutors and students to recognize the Level 7 expectations held for each stage of the PMP. All assignments are assessed against the Level 7 criteria (in the top row, and illustrated by the assessment descriptors in the first column), but there is an expectation that students' Level 7 understanding will develop as they progress through the programme. The following table illustrates that typical progressive development.

³ These descriptors are derived from the QAA marking criteria for Masters Level work, and extended to demonstrate relevance to the PMP.

Level 7 Assessment Criteria:			
7-1 Critically analyse and reflect on professional practice using an identified framework and/or general theory.			
7-2 Use published research and other literature in a critical way to evaluate findings of an original enquiry or other professional activity.			
 Assessment descriptors:	People working towards the first 60 credits (PG Cert) should typically:	People working towards the second 60 credits (PG Dip) should typically:	People working towards the final dissertation need also to be able to:
Critical analysis and reflection – understanding of relevant theoretical frameworks, using the literature critically, developing different perspectives and arguments.	Draw on literature to develop reflections and use theoretical frameworks to support understandings of own practice.	Demonstrate <i>systematic understandings</i> of practice by engaging and embedding theoretical perspectives.	b) Critically analyse documents, texts and research evidence related to professional practice or area of study, demonstrating an understanding of theoretical perspectives, methodologies and underlying assumptions.
Focus – clear research methodology or enquiry design with consideration of ethical issues.	Identify an issue for investigation and demonstrate a clear focus in enquiry design and data analysis. Articulate both methodology and enquiry techniques.	Demonstrate a <i>comprehensive understanding of techniques and critique of own methodology.</i>	c) Identify an issue related to professional practice and formulate this into a question for investigation. d) Demonstrate skills in data collection, analysis and interpretation.
Critical evaluation of practice and research – locating own study in the context of wider issues in education and society,	Explore own professional perspectives and are <i>critically aware of wider contexts and current problems/ new insights</i> through reference to research.	Interpret, analyse and challenge current research and relevant literature. They then evaluate their own professional stance and enquiry findings in light of these understandings <i>showing an originality in the application of knowledge.</i>	e) Relate understandings of practice to wider educational and/or social debates and findings f) Appreciate and be responsive to different ways of analyzing instances of practice.
Structure and cohesion – appropriate organization, building of argument and development of thinking leading to conclusion	Structure the text/presentation clearly and fluently, with ideas linked cohesively throughout.	Build an argument with clarity and focus, showing a development of thought and increased reflection.	g) Articulate and be reflective about own professional stance; and be aware of the implications of this reflection for future professional action.
Writing/presenting style – suitably academic, properly referenced; use of academic voice and formal language	Use a formal 'voice', which may include first, but not second person. Use an appropriately objective style to report and discuss - effectively communicate intended meaning. Reference all sources appropriately using the university approved Harvard system.		

The Assessment Descriptor Grid

The PMP Structure and Curriculum

There are three stages in the Professional Masters Programme and it is possible to exit with an award at the completion of each. The programme is constructed from a series of 'modules' which build towards each award – see the accompanying flowchart on the next page.

In the first stage of the PMP (the first 60 credits heading towards a PG Cert or G Cert)

The modules at this stage are very flexible and they vary in size and style. Many participants engage in work-based or independent learning, or attend our taught modules where they are required for a particular PMP specialist award – see the PMP specific Award title student handbooks. Some of the assessment in this first stage can be undertaken at Level 6 (see above)

However different the format of each module, each 30 credits should involve around 300 hours of personal study and require a written submission (or equivalent) of 5,000 +/- 1,000 words. Personal study includes reading, researching literature, undertaking practical research in your work context and writing up. 'Face to face' time with a university tutor will vary dependent on the type of module that you are engaged with, but you should expect to be in regular contact with your tutor and to receive appropriate support for your study.

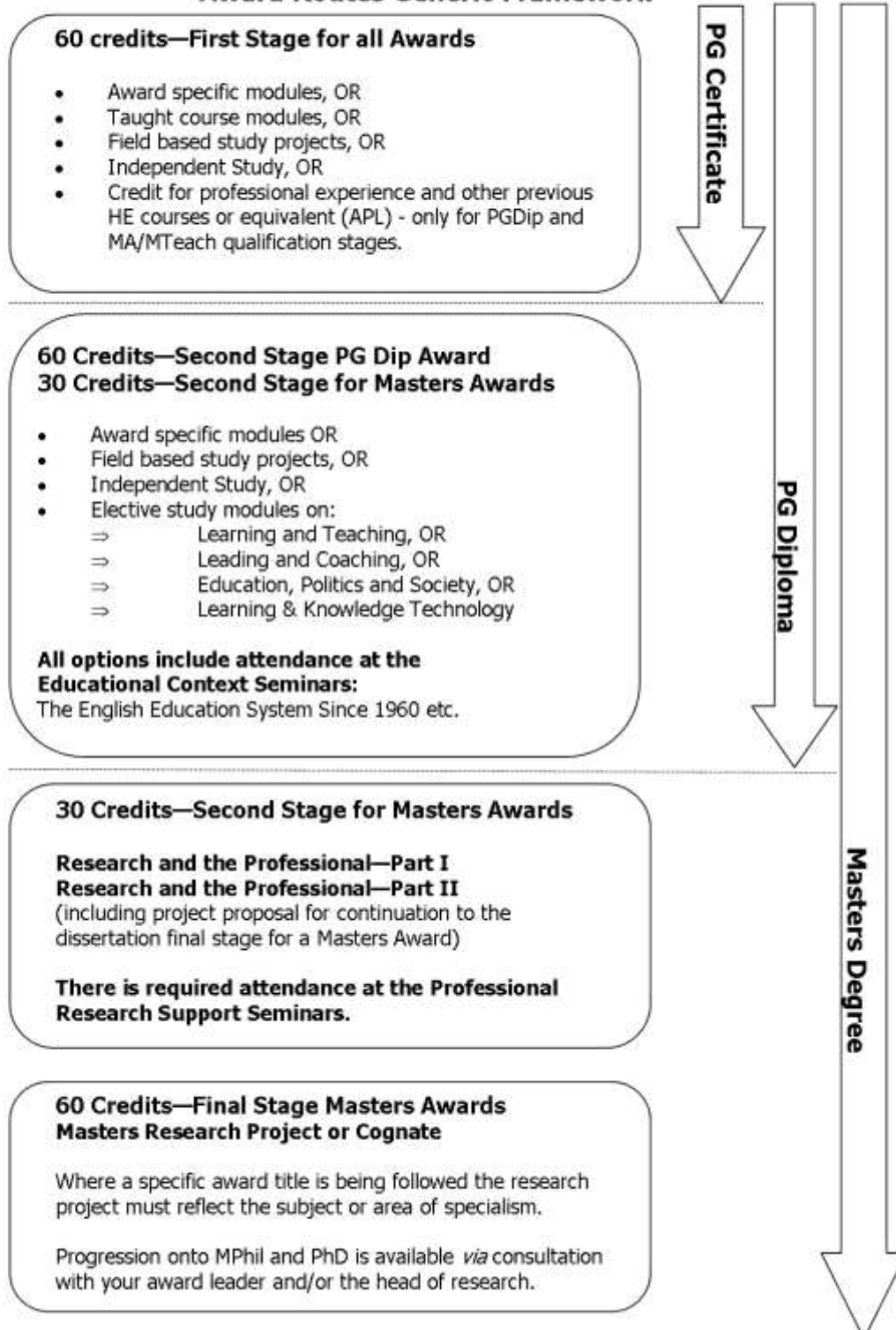
In the second stage of the PMP (the second 60 credits, heading towards a PG Dip) there is still some flexibility in the modules that you choose. You can choose from a range of award specific modules, field-based study projects, independent or elective study modules depending on the particular PMP Award you are registered for – see your PMP Award student handbook.

Students registered for a Masters level award need to complete **only 30 credits** of the above choice of modules. The second set of 30 credits requires Masters students' to enrol on the Research and the Professional modules and attend (where possible) all the professional research support seminars and/or download the accompanying support materials.

In addition to these modules, and regardless of your award, you are required to attend (where possible over the course of your registration) a number of timetabled seminars covering important educational context topics and themes – see the CPD website.

In the third stage of the PMP (PR7120 or PR7121 is the final 60 credits heading towards a Masters Degree) you will be concentrating on the development of your 15,000-20,000 word (or cognate equivalent) Masters Dissertation project. You will find that your studies to date have prepared you for this commitment, and although this is a self-study research project, you will be in regular contact with a research project supervisor who is knowledgeable about your specific area of study.

Professional Masters Programme Award Routes Generic Framework



What is the difference between an MA and an MTeach?

The MTeach differs slightly from the MA in that you are required to complete a minimum of 30 credits focussed on professional practice. This emphasis is designed to complement and accredit any future moves by the Training Development Agency (TDA) (and other professional teaching/training sector bodies) towards CPD career grade recognition, i.e. Fellowship status election within the Teaching and Learning Academy (TLA) linked to accredited professional practice evidences *via* the MTeach award.

Crediting Prior Learning for a Long Award.

Accreditation of Prior Learning (APL) is the term used for recognising credit from previous study or professional work. **We only consider and award APL credit after you have enrolled into one of the long awards of the PG Dip or MA/MTeach.**

There are two ways in which prior professional learning credit can be claimed, but it should be noted that some PMP awards⁴ have compulsory modules that supersede APL credit:

Previous Certificated Courses

These will usually be certificated courses taken in the last six years at Higher Education Institutions (HEIs) that can count directly toward the PMP scheme award.

It is possible to claim up to 50% of a long award's credit against APL. In exceptional circumstances up to 66% can be claimed, however, evidences must fully demonstrate the research skills⁵ embedded in any second stage core module that might be waived.

Only 30 APL credits can be at Honours Level 6, the rest must be at Masters Level 7.

In order to **claim APL** you'll need to first contact the CPD Administrator for a copy of the APL application form.

In order to complete this form you will need to obtain an appropriate certificate⁶ (called a 'transcript') from your former HEI and submit this to the CPD administration office. The following details will be needed:

- Name of the participant, HEI attended plus NARIC⁷ transcript for non-UK awarding institutions used by EU and international participants.
- Name of the postgraduate degree programme being followed and dates attended.
- All course names with details of all credit points completed at level 6 or 7.

⁴ Please refer to individual PMP Award Handbooks that specify compulsory modular routes. Where 90 credits of such modules are required there will be no room for APL.

⁵ Normally you cannot claim APL credit against the final 90 credits of the PMP, i.e. modules PR7101/3, PR7102 and PR7120/1. Thus, even if you have greater than 90 credits with your APL you will still be required to enrol onto these 3 final stage research modules.

⁶ A copy of a final award certificate from a UK university such as a PG Cert or PG Dip may also be submitted for APL credit in lieu of a transcript. However, if there is any doubt regarding the academic level or specialist content (where relevant for some awards) then a transcript may still be required to verify your APL application.

⁷ NARIC is the National Recognition Information Centre for the United Kingdom (UK NARIC). Information on NARIC can be found at: <http://www.naric.org.uk/index.asp>.

Official APL transcripts will then be considered by the next CPD/PMP Board held three times a year on a case-by-case basis and recorded if awarded.

Participants' who have achieved UK Qualified Teacher Status (QTS) in the last three years prior to first registration on the PMP, either by completing a PGCE or a four year B Ed/A are automatically entitled to 30 APL credits at Level 6. If this award was completed at an HEI other than Bath Spa University then this credit is dependent on the transcript criteria set out above. As some PGCE awards now carry Level 7 status, it may be possible to gain up to 60 credits with the appropriate transcript.

We have a similar procedure for APL for those participants who have achieved EYPS. 30 Level 6 credits of APL can be awarded for a Graduate Certificate of Education.

Accreditation of Prior Experiential Learning

You may have done a good deal of in-service work which has not been validated as part of a Masters Degree course. You may be able to earn credit at Level 7 for this.

We award APEL for either 30 or 60 credits towards a long award (either a PG Dip or MA/MTeach).

APEL is approved on an individual basis and can include contemporary professional work undertaken in the last six years. By initially signing up to an Independent Study module (IN7760) there are two possible routes towards accrediting your work:

Route One

If your work has already been accredited by a vocational or professional body (for example an NPQH with the NCSL, or EEL with CREC)⁸ and involves a substantial written and submitted piece of educational work then you can claim APEL by completing the APEL assessment scaffold with academic support from a supervisor. (See Appendix A2)

Route Two

If you wish to reflect on a substantial piece of work that you have done as part of your professional role, you can use this to compile an APEL portfolio. You will still need to submit a Reflective Commentary as part of this Portfolio assessment mode to demonstrate your Level 7 understandings.

In both cases you will need to meet with the APEL tutor (nominated via your Award Leader that the APEL work relates to) who can help you with the application and academic process. Your APEL tutor will help you to negotiate your route, the amount of credit, and to plan a timetable for the completion of this work as well as any additional academic assistance required in completing this assessment scaffold – see Appendix A2.

⁸ NPQH National Professional Qualification for Headship, NCSL National College for School Leadership, EEL Effective Early Learning, CREC Centre for Research in Early Childhood.

Assessment Modes and Policies

Our assignments are very flexible and vary according to the length of module. With the exception of the final dissertation, all assignment tasks work on an equivalency of 15 credits per 2,500 (+/- 500) words.

The table below illustrates the different PMP assessment modes and requirements for each, but clear guidance outlining assessments for each module is given in separate module handbooks.

Table of Assessment Modes
1. Case Study or Action Enquiry Report – an enquiry report tracking the work undertaken or situation reflected upon.
2. Critical Analysis of Literature - a paper taking a clear position on a particular issue, or a discussion of current insights and research
3. Portfolio – with supporting critical reflections (to demonstrate M level understandings). These reflections need to be clearly defined tasks set out by the tutor and may reflect the action enquiry process or other elements of study. There must be a context / rationale element contained within the portfolio to add clarity. The scope of the portfolio is wide, and may be electronic in format. All content should be closely cross referenced to the critical reflections.
4. Presentation – 20 minutes presentation to peers (watched by 2 tutors), submitted with supporting scaffold (see Appendix A1) to demonstrate Level 7 understanding. Normally no more than 30 credits would be assessed in this way.
5. Article accepted for publication (for relevant professional or academic publication, including e-journals) submitted with supporting scaffold (see Appendix sections A1 and A2) to demonstrate Level 7 understanding.

You are required to indicate before submitting any assignment whether you are completing the work at Level 6 or Level 7 and must provide a student cover sheet with a written abstract and ethics statement – see exhibit in Appendix C.

Module tutors will support you through the assignment writing process. The first stage of this will be to review the criteria for Level 7; this may be through writing workshops or emailed support. It is advisable to submit a plan or a sample of your writing to ensure that you are on the right track. The second stage of this process may include the full submission of a draft to your tutor. At this point, if the work is deemed suitable to pass, your tutor will inform you so that you can submit it. If it requires further work to enable a pass, your tutor will give you formative guidance on how to achieve this.

All modules are marked on a pass/fail basis. Your tutor will provide a written assessment report for all assignments using a standard PMP mark-sheet. A pass will only be given when all the core criteria at the particular level have been met. Tutors will indicate in their general feedback if you have only achieved a borderline pass. This is done in order to help you to work towards your next assignment.

PMP Assignment Submission Policy

Your tutor will support you and will set dates by which the module's assignment(s) should be submitted. To ensure fair marking and for moderation purposes, a sample of our assignments are second marked with blind second marking employed for the final stage dissertation project. A representative sample of assignments will be sent to an external examiner.

- Assignments⁹ should be word-processed and submitted in electronic copy through Turnitin *via* Minerva *and* an emailed copy given to the CPD Administration Office – check this procedure with your module tutor.
- For all written support materials include a contents list, number pages and ensure sections are clearly indicated (using sub-headings if you choose report or legal format).
- Only wordprocess on one side of each sheet of paper, but put your name and module title/code in appropriate headers/footers; Use 1.5 line spacing and 12 point font.
- The word limit should not exceed 2,500 +/- 500 words per 15 credits (or equivalent for other assessment modes). Work that is too long or short will be penalised. Please include your word total on your assignment – not including references and appendices.
- Reference your cited readings from all media sources according to the Harvard system (find the full guidance in **Appendix B**). NB: A reference of literature is an assignment requirement for all modes of assessment, and any books, URLs, appendices or articles listed must be clearly cross-referenced within the body of your work.
- Always add a completed and electronically typed/signed assignment cover sheet (see exhibit in **Appendix C** that states the level at which you are submitting and assessment mode type as well as abstract and ethics statement) and keep an electronic file copy of the completed assignment as backup evidence.
- If you are unable to submit an assignment by the submission date set by the tutor you must apply for an extension, using the deferral forms available from the CPD administrator, at least 2 days before that date, explaining the reasons for the request and providing supporting evidence where appropriate.
- If you fail a module assignment, you will have an opportunity to resubmit a **once-only** revised version for reassessment. If a presentation is marked as a fail, the work can be resubmitted once only in a report format.

The following points relate to the policy on tutors reading drafts and marking assignments:

- Tutors will only read and comment on **one** draft full set of materials submitted for any particular assignment. It is reasonable to expect feedback to give an indication of how well assessment criteria have been met and any other suggested revisions – see further details given in the previous section on assessment modes and policies.
- Tutors will normally set a deadline concerning the last date that draft materials will be accepted, in order that the submission date for the assignment can be met (usually the latest deadlines towards the end of March, or, the end of October), which relates to the twice-yearly PMP Exam Boards, but check this deadline with your tutor.

⁹ Except for final research project dissertations – see the separate submission procedure in the PR7120 module handbook.

- You should make it absolutely clear whether you are submitting a rough draft for tutor feedback or the actual final assignment – covering comments such as “let me know if it is good enough and if it is treat it as a submission” are not acceptable.
- All assignment results are provisional until ratified by the Board of Examiners. Therefore, the result or assessment provisionally given to you by your Module Tutor when an assignment is returned may not be the final result or assessment agreed by the Board. However, if you have provisionally passed your module you are both entitled and encouraged to register for your next PMP module – contact the CPD office for help.
- As some considerable time may elapse between your submission date and the next PMP Exam Board you may contact your tutor for your provisional assessment result and formative feedback and move onto the next module or stage.

The Exam Board

We employ a set of external examiners who meet twice a year at our PMP Exam Boards in June and December. They are sent a representative sample of work, including all failed and exemplary work. All assignment results are provisional until ratified by the PMP Board of Examiners. Therefore, the grade or assessment provisionally given to you by your module tutor when an assignment is returned may not be the final grade or assessment agreed by the Board.

The Right of Appeal

Programme participants have the right of appeal to the Academic Board of the University against decisions of the Board of Examiners in respect of the University awards. Grounds of appeal are:

- a. that performance in the assessment was adversely affected by illness or other factors which they were unable, or for valid reasons, unwilling to divulge before the Board reached its decision (such an appeal must be accompanied by a medical certificate of other documentary evidence acceptable to the Appeals Committee of the Academic Board);
- b. that there has been a material administrative error; or,
- c. that the assessment was not conducted in accordance with the current regulations for the programme; or,
- d. that some other material and significant irregularity has occurred.

A student wishing to appeal should write to the “Secretary to the Appeals Committee”, specifying the grounds for appeal and this letter should arrive not later than 10 working days from the receipt of notification to the student of the Board of Examiners' decision. A *pro forma* for this purpose will be sent with this notification.

The Academic Board has established an Appeals Committee to consider any appeals in the first instance. If the ‘Appeals Committee’ upholds an appeal, the Board of Examiners shall be required to reconsider its decision. In cases of procedural or other irregularity the Academic Board is empowered to annul decisions of the Board of Examiners.

Referencing (The Harvard System of Citation)

When producing any piece of written work, it is essential that you acknowledge or cite your sources of information and the works you have used. This allows the reader to trace your original sources and satisfy him/herself that you have understood and reported them

correctly. If you do not cite your sources clearly, there is a danger that you may be accused of plagiarism (stealing someone else's work and ideas) or poor academic practice.

There are many manuals and 'style sheets' describing different methods of citing references and you will come across examples of different practice in your reading.

You should use the Harvard system and technical syntax, and any source to which you refer should be clearly identifiable in the list of references at the end of your work.

You can find the full Harvard Referencing guide in **Appendix B**, or look on the BSU Library website:

<http://www.bathspa.ac.uk/services/library/InfoSkills/>

Learning and Teaching Opportunities and Methods

We offer a range of taught, independent and core study modules. The differing nature of these modules affects the approaches that we take to learning. These approaches include:

- personal and professional reflection and evaluation;
- critical discussion and debate;
- the critiquing of theoretical frameworks; and,
- the sharing of practice.

You will be helped to produce evidence of professional learning from work-based tasks (or equivalent) and relate these to appropriate research literature.

With such a highly flexible programme the number of face-to-face contact hours varies between modules. There is a high level of independent study involved in all of the modules and this reflects the professional context in which many of our part-time participants work. However, you should feel fully supported by either individual or group tutorials. And if you are working on a module with little face-to-face contact time you can expect to be in regular contact with your module tutor.

Learning and Teaching Resources

The Library

All registered students are entitled to join the university library and to access online resources. Visit the Library web pages, under 'University Services' to find out details about opening hours:

<http://www.bathspa.ac.uk/services/library/>

You will be sent a library card once you have successfully completed your registration on the student portal, and uploaded a digital passport sized photograph.

Bath Spa University Library is a member of UK Libraries Plus (UKLP), a scheme which enables both full and Part-time students to borrow material from up to three participating libraries. An application form can be found on the UKLP website:

<http://www.uklibrariesplus.ac.uk/>. Please send your completed application form to our university library as your 'home' library.

Electronic Resources

Many resources can be accessed remotely through the Library's electronic services, that can be accessed using your normal student login and password, which will enable you to use this resource – see further details on the BSU library services website.

Minerva

Upon enrolment, you will be given a network account username and password which will enable you to access email and the BSU Virtual Learning Environment (VLE) called Minerva. You will automatically be enrolled on the main PMP Minerva site, but may also find that your module has its own individual site with discussion forums and other interactive/multimedia learning opportunities.

A network account will be set up so that you can access email, the Virtual Learning Environment (VLE) Minerva, and the Library's electronic services.

Student Counselling and Guidance

We recognise that there are many ways in which you may need support to maximise your learning. The following support systems are in place to help you.

Chair of the Professional Masters Programme

The Chair of the Professional Masters Programme, (Dr Steven J Coombs), offers the opportunity for you to have a consultation session when you apply or begin your postgraduate studies, so as to ensure that you have a clear understanding of the structure of the programme, and that the award you have chosen has a relevance to your individual career needs.

Award Leader

When you register onto a particular PMP Award, you are assigned a professional Award Leader who will support your progress throughout your programme of study. The Award Leader can provide both career and subject-related advice regarding modules and monitor your progression through the programme.

Module Tutor

The Module Tutor will provide support for your individual modules. They will focus upon content, assignments and study skills aspects; ensure that the assessment criteria are made explicit and provide you with advice and guidance through tutorial support. This may be in the form of either individual or group sessions.

Disability Support Office

For all participants that have either a registered or potential disability, support is available through the disability support office at Newton Park. Dr. Tilly Mortimore is the School of Education Disability Representative, contact her at 01225 876118.

Equality of Opportunity

We want to ensure that your needs are met. If you require this information in any other format, please contact:

Student Support Services

Tel: 01225 876215

Email: stusupportadmin@bathspa.ac.uk

Bath Spa University School of Education welcomes diversity amongst its students, staff and visitors, recognising the contributions that can be made by individuals from a wide range of backgrounds and experiences.

Our aim is that all staff and students, both existing and potential, should receive equal and fair treatment in all aspects of University life. The University seeks to ensure that a suitable working and studying environment is provided which is free from discrimination and where all members of the University community are treated with dignity and respect and are valued as individuals.

This generic Student Handbook is designed to provide you with a central point of reference, containing detailed information concerning your course programme. We want to ensure that the needs of all students are met in every aspect of every course programme that we offer. A key way in which we ensure this is to monitor student feedback on each academic module undertaken. The results of this provide us with essential information on our progress to ensuring equality of access and opportunity for all students.

Should you have any concerns at any time regarding your course, any of the information contained within this Handbook, or any other aspect of University life, you should discuss this in the first instance with Professor Stephen Ward, Dean of the School of Education, who will assist you in identifying the types of support available to you. Examples of these types of support are:-

- Arranging appropriate teaching and examination arrangements;
- Assisting with the provision of scribes, readers, note takers or interpreters;
- Assisting you with applications for financial assistance;
- Assisting you with any concerns you may have regarding any work experience you may undertake;
- Helping you to identify technology and other support appropriate to individual needs;
- Advising on study and arranging loan of equipment;
- Liaising with members of academic staff in relation to access to the curricula.

There are also a range of support mechanisms offered by Bath Spa University, such as Student Welfare Services and Careers Advice. Details of how to access these services can be found at www.bathspa.ac.uk/services/student%2Dsupport/

Equal Opportunities Policy

The following provides information concerning the Bath Spa University Equal Opportunities Policy. Please take the time to familiarise yourself with it as it is relevant to everybody.

Bath Spa University Equal Opportunities Policy Statement

Bath Spa University is fully committed to being an equal opportunities employer and providing equality of opportunity for all its staff and students, applicants and visitors. The University will not tolerate unfair or unlawful discrimination on the grounds of gender,

ethnicity, colour, disability, religion, nationality, age, occupation, marital status or sexual orientation or any distinction which is not relevant to the employee/employer relationship or its student body.

Responsibilities

Promoting and maintaining equal opportunities is the responsibility of everyone, although it is recognised that management have additional responsibilities to ensure that the policy is carried out.

The University Management will ensure that:

- All staff and students are aware of the equal opportunities policy and our procedures for making a complaint;
- The implementation of equal opportunities is effectively monitored;
- An Equal Opportunities Strategy and Action Plan is produced and reviewed; Staff, Students and Union representatives are provided with appropriate forums to discuss and deal with equal opportunities issues;
- All staff are provided with appropriate equal opportunities training;
- A network of trained Harassment Advisors is available to provide advice and guidance;
- Procedures are in place for the fair appointment, promotion and development of staff, the fair selection and teaching of students, free from unjustifiable discrimination.

All staff and students are expected to:

- Support and implement the equal opportunities policy; and
- Ensure that their behaviour and/or actions do not amount to discrimination or harassment.

Staff and students of the University are expected to comply with this policy and are expected to promote a culture free of unfair discrimination, prejudice and all forms of harassment and bullying. Any incidents of discrimination, harassment or bullying will be investigated and may be grounds for dismissal or expulsion.

Assessment Regulations Plagiarism and Unfair Practice

Unfair Practice

Unacceptable academic practice, particularly in assessment, is known as Unfair Practice. Unfair Practice may take a variety of forms, which cannot all be covered in detail here, but the most common are cheating in formal examinations and the plagiarism of coursework. Others include collusion with other students for the production of written work, impersonation in examinations, or submission of fraudulent mitigating circumstances evidence. The penalties for unfair practice are severe (see **Appendix D**), and if students are in any doubt about what constitutes acceptable academic practice they must consult their tutors for advice.

Plagiarism

Plagiarism is defined in the Oxford English Dictionary as 'the taking and using as one's own of the thoughts, writing or inventions of another'. It does not matter whether the source was an original document, a book or article, or a fellow student.

Plagiarism can take a variety of forms:

- a) **Copying** sections from one or more books or articles without acknowledgement of the source(s). Note the phrase 'one or more'. It is still plagiarism if you reproduce sections from several sources rather than one, in a 'cut and paste' approach.
- b) **Excessive dependence** upon one or a limited number of sources is plagiarism if the sources are inadequately referenced, even if the exact wording used by the original author(s) has been modified.
- c) **Collusion** with other students. Students should be aware of the distinction between 'collaboration' and 'collusion'. Some assignments encourage or require students to collaborate with fellow students and submit joint work. The majority, however, assess individual work, and do not permit collusion. Students should never submit joint work unless it is clearly required by the module's written documentation, and in such cases students should always seek clarification from their tutors as to the level of collaboration that is acceptable.

The full Bath Spa University policy on unfair practice and plagiarism can be found in Appendix D of this handbook

PMP module fees

A fees flyer explains in detail all module fees and finance guidelines and is available online via the CPD website pages. You are responsible for making arrangements with respect to financial assistance to cover fees and expenses such as travel, books and stationery.

Quality Assurance Procedures

QA Evaluation Process

At the completion of modules you will be asked to conduct an evaluation exercise. This information helps us to improve the service we offer. We hope that you will want to help us improve the quality of our provision and that you will provide us with the necessary information. You are also invited to provide the student committee representatives with feedback and useful suggestions towards improving the PMP.

Participant Representatives

Each year participant representatives are invited to attend the CPD Student Forum. If you are registered for a long award (PG Dip or Masters) and are interested in being involved in this way please contact the CPD Administrator.

Staff Profiles

Many School of Education staff are involved in the PMP programme. Since September 2009 the CPD office and core team have been located at Corsham Court in Corsham, Wiltshire.

The core CPD departmental staff are:

Dr Steven Coombs – Head of the CPD department and Chair of the PMP

Steve is the most senior member of our team and is responsible for the whole of our CPD postgraduate provision.

01225 876149 s.coombs@bathspa.ac.uk

Dr Fiona Maine – Programme Leader for CPD

Fiona oversees the part-time PMP and its modules and is also the PMP Award Leader for Educational Practice.

01225 876315 f.maine@bathspa.ac.uk

Dr Howard Gibson – Programme Leader for all Full-time PMP Award Options

Howard coordinates and oversees the full-time PMP awards and is also the PMP Award Leader for Educational Studies.

01225 875438 h.gibson@bathspa.ac.uk

Jim Crawley – Programme Leader for Lifelong Learning and PCET

Jim coordinates the post compulsory teacher training with partner FE colleges and is also the PMP Award Leader for Adult and Tertiary Education.

01225 85677 j.crawley@bathspa.ac.uk

Nick Sorensen – Senior Lecturer in Educational Leadership & Management

Nick runs our Leadership and Management programme and is the PMP Award Leader for this area of work.

01225 875497 n.sorensen@bathspa.ac.uk

Paulette Wisdom – Senior Lecturer in Educational Leadership & Management

Paulette works with Nick on the Leadership and Management Programme.

01225 876303 p.wisdom@bathspa.ac.uk

Ruth Barrington – Senior Lecturer in Mentoring, Coaching and Induction

Ruth coordinates the SBM and is also the PMP Award Leader for Mentoring and Coaching.

01225 875414 r.barrington@bathspa.ac.uk

Mary Dooley – Senior Lecturer in Inclusion

Mary coordinates the SEN inclusion CPD work and is the Award Leader for Vulnerable Learners & Inclusion.

01225 875631 m.dooley@bathspa.ac.uk

Sarah Lyons – CPD Administrative Assistant

You will speak to Sarah if you phone the CPD office located at Corsham Court. She is the first port of call for many queries.

01225 875593 cpdadmin@bathspa.ac.uk

Zara Johnson – CPD Quality Assurance Project Manager

Zara's role means that she coordinates the overall evaluation process from module feedback and oversees quality assurance across the PMP. Zara also helps to administer international education students and works closely with student services.

01225 875440 z.johnson@bathspa.ac.uk

The PMP Award Leaders

PMP Award Titles

PMP Award Titles	Award Leader
Education Studies	Howard Gibson
Counselling and Psychotherapy Practice	Fiona Gardner
International Education & Global Citizenship	Howard Gibson
Critical and Creative Thinking	Steve Coombs & Howard Gibson
Educational Leadership and Management	Nick Sorensen
Learning & Knowledge Technology	Steve Coombs
Early Childhood Studies	Janet Rose
Primary Science Education	Kendra McMahon
Primary Mathematics Education	Bob Davies
Primary English Education	Carrie Ansell
Tertiary and Adult Education (FE & Adult Learning)	Jim Crawley
Educational Practice	Fiona Maine
Teaching English to Speakers of other Languages	N/A
Specific Learning Difficulties/Dyslexia (SpLD/Dyslexia)	Tilly Mortimore
Educational Assessment	Catherine McKenna
Vulnerable Learners and Inclusion	Mary Dooley
Mentoring and Coaching	Ruth Barrington
Arts in Education	Penny Hay

Award Leader's Main Support Roles

- To be responsible for authoring and annually updating the PMP Award Student Handbook within the overall PMP scheme framework.
- To lead academic developments within the award field and its family of modules and to help with any specialist student enquiries.
- To work with the PMP Chair and Programme Leader and attend CPD/PMP Board and Exam Board meetings and work with specialist external examiners as necessary.
- To help with the identification and allocation of student supervisors with the award area, e.g. for dissertation projects.
- Work with specialist module tutors within the award field of study.
- Provide feedback and recommendations for award specific specialist APL applications.

Contributors to modules from other Departments and partner organisations

Professor Dan Davies (Head of Applied Research and Consultancy)
Marion East (Early Years Team, Early Childhood Studies)
Lone Hattingh (Early Years Team, Early Childhood Studies)
Christine Eden (Assistant Dean)
Pat Black (Programme Leader Primary PGCE, Primary English)
Christopher Collier (Primary PGCE, Primary Core subjects)
Bob Davies (Primary PGCE, Primary Mathematics)
Fiona Gardner (Counselling & Psychotherapy Practice)
Jane Whitehead (Counselling & Psychotherapy Practice)
Alan Howe (Programme Leader for Education Studies)
Miriam Hutchings (Education Studies, Vulnerable Learners and Inclusion)
Kendra McMahon (Primary Science, PGCE)
Dr Tilly Mortimore (Dyslexia, Education Studies)
Anny Northcote (Primary English, PGCE)
Catherine McKenna (Educational Assessment, school research)
Catherine Simon (Education Studies, Children's Services)
Penny Hay (Arts in Education, Education Studies)
June Bianchi (PGCE, Art & Design)

In order to respond to the ever-widening and fast-changing professional development needs and demands from client schools, training centres, employers and Local Authorities, we are further supported by an ongoing network of Affiliated Field Consultants and Tutors.

Final words

We intend that all participants will have a successful and stimulating time whilst working within the Professional Masters Programme and that their learning experiences will lead to a fulfilling career.

Good luck with your studies!



Dr. Steven J. Coombs,
Chair of the Professional Masters Programme
Head of Department for Continuing Professional Development

Appendices

- Appendix A: A1: Presentation and Article Assessment Scaffold.
A2: APEL Portfolio/Presentation/Article Assessment Scaffold
- Appendix B: Full guidance on Harvard Referencing.
- Appendix C: PMP assignment cover sheet.
- Appendix D: The Bath Spa University policy on unfair practice and plagiarism.
- Appendix E: Full-time Masters in Education 2011-12
- Appendix F: The modules within the PMP.

Appendix A:

A1: Presentation & Article Assessment Scaffold

The presentation/article should include:

- Rationale/ context setting
- Critical engagement with the presented information
- Opportunities for critical engagement with colleagues
- Conclusion which identifies learning, impact and implications for practice

In addition (to be submitted alongside pp slides or presentation/article notes):

Name: Module; Title of Presentation or Article	
Abstract (suggest 250 words) Should be able to summarise key critical thinking and issues	
List of References Used Harvard style (as other assessment modes, in full in the PMP handbook)	
Overview of critical engagement with theoretical frameworks (min 200 words per 15 credits) This should be a synopsis of the way that theoretical frameworks have been engaged with. It should address the broader theories of writers, rather than directly quote.	
Ethics Statement Identification of the ethical issues and how these have been addressed.	
Self Assessment (cross reference and explain where thinking hits the M level criteria)	
Can critically analyse and reflect on professional practice using an identified framework and/or general theory	Can use published research and other literature in a critical way to evaluate findings of an original enquiry or other professional activity.

A2: APEL Portfolio / Presentation/ Article Assessment Scaffold

To be submitted alongside:

1. APEL portfolio, presentation slides, or copy of article or published chapter
2. Professional Master's Programme Assignment Cover Sheet

The APEL portfolio/ article/ presentation itself should include:

- Rationale/ context setting
- Critical engagement with the presented information
- Conclusion which identifies learning, impact and implications for practice

NB delete the italicised crib notes

<p>Details and Title of APEL Portfolio (including accrediting body)/ Presentation/ Article or Chapter <i>This should set the context of your work and include any details about publication (article or chapter), audience (presentation), accrediting body (APEL portfolio)</i></p>	
<p>Overview of critical engagement with theoretical frameworks (min 200 words per 15 credits) <i>This should be a synopsis of the way that theoretical frameworks have been engaged with. It should address the broader theories of writers, rather than directly quote.</i> <i>It should reflect an overview of thinking and locate the study within a field of study. This will reference how, broadly, the APEL Portfolio/ Presentation/ Article or Chapter has embedded this thinking</i></p>	
<p>Cross Referencing of M-level Thinking (minimum 800 words per 15 credits) <i>The purpose and audience for your APEL Portfolio/ Presentation/ Article or Chapter may have meant that your ideas were presented in a way that did not demonstrate the M-level thinking behind them. Use the cross-referencing boxes below to indicate specifically your thinking behind your work, and your critical reflections on the theoretical frameworks you have cited above.</i> <i>Use the specific Assessment Descriptors to cross reference your work</i></p>	
<p>Critical analysis and reflection – understanding of relevant theoretical frameworks, using the literature critically, developing different perspectives and arguments</p>	<p>Critical evaluation of practice and research – locating own study in the context of wider issues in education and society,</p>
<p>List of References Used <i>Harvard style (as other assessment modes, in full in the PMP handbook)</i></p>	

Appendix B: Full Guidance on Harvard Referencing

Introduction

When producing any piece of written work, it is essential that you acknowledge or cite your sources of information and the works you have used. This allows the reader to trace your original sources and satisfy him/herself that you have understood and reported them correctly. If you do not cite your sources clearly, there is a danger that you may be accused of plagiarism (stealing someone else's work and ideas) or poor academic practice.

There are many manuals and 'style sheets' describing different methods of citing references, and you will come across examples of different practice in your reading. However, there are two main systems: the Harvard or Name and Date system; and the Numeric or Vancouver system. You should use whichever of these two systems your department recommends. Whichever system you use, any source to which you refer should be clearly identifiable in the list of references at the end of your work.

These guidelines provide advice on how to cite most of the common types of information. They do not advise on citation of patents, maps, published music, illustrations, or sound recordings. In these cases consult your School Librarian or a member of teaching staff.

1. REFERENCES WITHIN YOUR TEXT

Each time you refer to a book, journal article or other information source you should normally give the author's surname and the work's year of publication. If the surname is a natural part of the sentence, give the year only in round brackets. If the surname is not a natural part of the sentence, then give the surname and publication year in round brackets. If you paraphrase or quote directly, you should also include the page number(s) within round brackets. For example:

Reynolds (1999: 205-225) outlines the significance of the Wik case for...

When you want to refer to more than one item, separate them by a semi-colon:

Two recent works (Martin, 2003; Andretta, 2005) consider the generic approach...

When your sources are by the same author and published in the same year, you should distinguish between them in your text by placing a lower-case letter after the date:

It has been suggested (Brophy, 2005a; Brophy, 2005b) that university libraries should...

If a text has two authors, give the names of both in your text:

Attacks on art and cultural identity in Afghanistan, Iraq, Israel and the occupied territories have been recorded by Cruickshank and Vincent (2003).

If there are more than two authors, give the name of the first author and place *et al.* after it. This is an abbreviation from the Latin for 'and others'.

Social characteristics seen among socially excluded drug users in ten cities from nine European countries have been identified (March *et al.*, 2006).

If there is no personal author, give the name of any organisation or body involved in the place of the author. For example:

Recent research by UNESCO (2006) suggests that...

If your source has no date, use the phrase 'undated'. If it is not clear who the personal or organisational author is, use 'Anon' as in the example below:

It has been suggested (Anon, undated) that the flood of 1607, that affected Redwick, was due to a tidal wave.....

As with books and other sources, full details of internet sources are given in your list of 'References' at the end of your text. In your text give a clear link to these details, but do not include the web address. For example, if you want to cite The World Court of Justice website in your text, just put its name and date of publication, creation or copyright date: The World Court of Justice (2001). Note the date here is the date of publication/creation or copyright, and not the date you access the site.

The World Court of Justice (2001) sets out details of the two types of service...

You can see how the full reference with the web address would appear in your reading list in 2.6 below.

1.1 Secondary Referencing — citing a reference within a reference

Sometimes you will need to refer to an item that you have been unable to see. You should avoid this whenever possible, but, when it is necessary, make sure that you do not mislead your reader into believing you have seen the original piece of work if you have not. Thus, in the example below where you want to quote from Kennan, but have only read it in a book by Chomsky, use the phrase '*cited in*' to make this clear to your reader.

Kennan (1948) states 'We have about 50 per cent of the world's wealth, but only 6.3 per cent of its population...' (*cited in* Chomsky, 1999:17).

Include your source — in this case, Chomsky — in your list of references. Do not list Kennan, as you have not read him.

2. REFERENCES AT THE END OF YOUR TEXT

At the end of your text, you should provide a list of 'References' that describes fully all the items you have cited in your text. This should be arranged in one alphabetical sequence by author's surname and, in some cases — usually internet sources, films, videos and DVDs — by title.

2.1 Books

For a book give the following details — usually available from the title page or its reverse:

Author(s). (Year of publication) *Title: subtitle*. Edition — if not first edition. City of publication: Publisher.

Author(s)/editor(s) — give names in the order they appear on the title page, and put the surname of the first, followed by the first name (or initials, according to how it appears on the title page). After editor(s), add *ed.* or *eds.* When you refer to more than one book by the same author, use a dash (—) or three short dashes (---) instead of the author's name to save you typing it again.

Haddon, J. (1973) *Bath*. London: Batsford.
--- (1981) *Portrait of Avon*. London: Robert Hale.

Page numbers — when indicating the number of pages, use the abbreviation p. for a single page and pp. for inclusive pages.

A book by a single author

Reynolds, H. (1999) *Why Weren't We Told? A personal search for the truth about our history*. Harmondsworth: Penguin.

An edited book

Hallam, E. ed. (1989) *Chronicles of the Crusades: eye-witness accounts of the wars between Christianity and Islam*. London: Guild Publishing.

A book with two authors

Cruickshank, D. and Vincent, D. (2003) *Under Fire, People, Places and Treasure in Afghanistan, Iraq and Israel: an eyewitness account*. London: BBC Books.

(Note: You may use either 'and' or '&': this could read Cruickshank, D. & Vincent, D. provided that you are consistent.)

A book with more than two authors

Give all authors. For example, list *Theatre Histories: an introduction* by Phillip B. Zarrilli, Bruce McConachie, Gary Jay Williams and Carol Fisher Sorgenfrei as:

Zarrilli, P.B., McConachie, B., Williams, G.J. and Sorgenfrei, C.F. (2006) *Theatre Histories: an introduction*. London: Routledge.

If there is no personal author

Give the name of any organisation or body involved in place of the author. Use the abbreviated form of the organisation's name when this is how it is known e.g. UNESCO.

UNESCO (2006) *Ethics of Science and Technology: explorations of the frontiers of science and ethics*. Paris, France.

(Note: if more than one place of publication is given, use the first one given. In this case, France has been added to prevent any confusion.)

A book that is not a first edition

(Note that you should provide the information as given on the title page, e.g. 3rd ed; Revised ed; New enlarged edition.)

Schonberg, H.C. (1998) *The Lives of Great Composers*. 3rd ed. London: Abacus.

If the book is undated

Indicate this as follows. The same example has no personal or organisational author in which case 'Anon' is used:

Anon (undated). *St. Mary's, Redwick*. Unpublished Church Pamphlet.

2.2 E-books

Give the following details:

Author(s). (Year of publication) *Title: subtitle*. Edition — if not first edition. City of publication: Publisher and/or Host. (Series — if necessary). [e-book: date of access].

Mackay, A. and Ditchburn, D. eds. (1996) *Atlas of Medieval Europe*. London: Routledge. Taylor and Francis. [e-book 28.4.2006].

2.3 Chapters in books

Give the following details:

Author(s) of chapter. (Year of Publication) 'Title of chapter'. *In: Author(s)/ Editor(s) of book. Title of book*. Edition — if not first edition. City of publication: Publisher, page numbers of chapter.

Soane, J. (1999) 'The renaissance of Dresden after 1985.' *In: Clayton, A. and Russell, S. eds. Dresden: a city reborn*. Oxford: Berg, pp. 93-115.

2.4 Journal articles

Give the following details:

Author(s) of article. (Year of Publication) 'Title of article'. *Title of journal*, volume number, (issue/part number, if given). page number(s) of article, if given.

Spark, D. (2005) 'The man who tried to stop the Dresden raids.' *History Today*, 55 (3), pp. 55-57.

If you read the article online add: [online], available from: full URL (site address) [accessed: – *give actual date you visited the site*] or — if the article has been accessed through a database of articles (e.g., Academic Search Elite) — [online] available from: 'the database name (article number in round brackets), or, if one, the 'stable URL.

Roggla, G. (2000) 'Prescription fiddle in Germany's Lower Saxony exposed.' *Lancet*, 356 (9231) p.746 [online] available from: Ebscohost/Psychology and Behavioural Sciences Collection (AN 3503893) [accessed: 4.4.2006].

Friedman, M. J. (1999) 'Congress, the President and the Battle of Ideas: Vietnam policy 1965-1969.' *Essays in History*, 41, (2). [online] available from <http://etext.lib.virginia.edu/Journals/EH/EH41/Friedman41.html> [accessed: 3.4.2006].

2.5 Reports, theses, and conference proceedings

Give details as you would for a book, with the following exceptions:

Reports

Add the report series and number(s) at the end. For example:

Matthews, G. (1996) *Disaster management in British libraries: project report with guideline for library managers*. London: British Library (Library and Information Research Report 109).

Thesis

After the title, add the award and the institution. For example:

Reid, F. (2005) *Have you forgotten yet?: shellshock, trauma and the memory of the Great War in Britain, 1914-1930*. PhD. thesis. Bristol: University of the West of England.

Conference proceedings

Follow the guidelines for journal articles in 2.4 above. For example:

Revill, D.H. (1995) 'Developing a quality instrument.' *Proceedings of the Northumbria International Conference on Performance Measurement in Libraries and International Service*. First.

2.6 Internet Sources

Give the following details. (For e-books and electronic journal articles follow the guidelines in 2.2 and 2.4 respectively).

Author(s)/editor(s) if given — if this is not given, enter the title. (The 'author' may be an organisation if no personal author is given.) (Year of publication or creation, if given) *Site name* [online]. Publisher or organisation. available from: full URL address [accessed: — give actual date you visited the site].

The World Court of Justice (2001) *The World Court of Justice: the alternative to wars, terrorism and politics* [online] available from: <http://www.worldjustice.org/> [accessed 3.4.2006].

Key Skills Online (2000) [online] available from <https://externalapps.bathspa.ac.uk/kso/entersite.html> [accessed 3.4.2006].

2.7 Newspaper articles

Give the following details:

Author(s) of article (if given) or Title of newspaper. (Year of publication) 'Title of article'. *Title of newspaper* (if not given above). Date of publication — day and month not year. page number(s) and column number in which the article begins — alphabetically in lower case.

Fisk, R. (2006) 'Another brick in the wall.' *Independent on Sunday*. 2 April. p. 33a.

2.8 Film, DVD or video

Give the following details:

Title: subtitle — if any (Year of first release) Medium (video, DVD or film); director. Length — in minutes. Place of first release: Originating organisation/publisher (DVD release date in round brackets).

Place it alphabetically by title in the list of references. For films use the date of release in the country where the film was produced. Sometimes you will need to give the country, rather than city, where it was first released.

Jean de Florette (1986) DVD; directed by Claude Berri. 116 minutes.
France: AMLF (2001).

Heimat: a Chronicle of Germany (1984) DVD. [6 Disc special edition with an introductory booklet by David Parkinson]; directed by Edgar Reitz. 925 minutes. Munich: Edgar Rice Films Productions in association with WDR Cologne and SSB Berlin (2005).

2.9 Personal communications

The precise information required depends on whether you are citing an interview, telephone conversation, email or discussion list. Give the following details:

Interview

Author. (Year) *Interview with name of interviewee*. Date.

Sandbrook, M. (2006) *Interview with Nick Drew*. 22.5.2006.

Telephone conversation

Author. (Year) '*Telephone conversation with*' name of interviewee. Date.

Sandbrook, M. (2006) *Telephone conversation with Nick Drew*.
22.5.2006.

Email

Author. (Year) Email address of sender *Subject*. 'Email to' name of recipient, date sent.
Email address of recipient

Sandbrook, M. (2006) m.sandbrook@bathspa.ac.uk *Library Induction*.
Email to Nick Drew, 22.5.2006. n.drew@bathspa.ac.uk

Discussion list

Author. (Year) *Title of Discussion*. (date posted). Location of Discussion List. URL

Sandbrook, M. (2006) *Use of Fishbone Diagrams*. (31.5.2006). Bath Spa University Minerva discussion list online.
<https://minerva.bathspa.ac.uk/webapps/portal/busstuds/diagramsmodule>

You should obtain permission before using this sort of information.

3. BIBLIOGRAPHY

Do not include a separate bibliography of background reading with the Harvard scheme.

Appendix C: PMP assignment cover sheet.
School of Education - Continuing Professional Development

PMP Assignment Cover Sheet

Name: _____ **Award Title:** _____

Module Code and Title: _____ **Supervisor/Tutor:** _____

Assignment Mode: _____ **Credits:** _____

Date of Submission: _____ **Number of Credits already received (Including APL):** _____

Abstract
Please write a brief abstract summarising your study. This should be no longer than 150 words.

Ethics Statement
<p>In this outline statement you should indicate the research ethics you have considered in carrying out this study. You should also explain how you have taken steps to accommodate these ethical considerations in carrying out your module assignment. The main areas covered by Bath Spa University's Code of Ethics (Non-clinical) are:</p> <ul style="list-style-type: none"> • Informed consent • Openness and honesty • Right to withdraw • Confidentiality and anonymity • Protection from harm • Briefing and debriefing • Intended dissemination <p>Please refer to your module handbook for further information.</p>

In signing this form, you are confirming that you have read and understood the regulations regarding assessment and are aware of the seriousness with which the University regards unfair practice.

Signed.....

Date.....

Appendix D: The Bath Spa University policy on unfair practice and plagiarism

Unfair Practice

Unacceptable academic practice, particularly in assessment, is known as Unfair Practice. Unfair Practice may take a variety of forms, which cannot all be covered in detail here, but the most common are cheating in formal examinations and the plagiarism of coursework. Others include collusion with other students for the production of written work, impersonation in examinations, or submission of fraudulent mitigating circumstances evidence. The penalties for unfair practice are severe (see below), and if students are in any doubt about what constitutes acceptable academic practice they must consult their tutors for advice.

Plagiarism

Plagiarism is defined in the Oxford English Dictionary as ‘the taking and using as one’s own of the thoughts, writing or inventions of another’. It does not matter whether the source was an original document, a book or article, or a fellow student.

Plagiarism can take a variety of forms:

- d) **Copying** sections from one or more books or articles without acknowledgement of the source(s). Note the phrase ‘one or more’. It is still plagiarism if you reproduce sections from several sources rather than one, in a ‘cut and paste’ approach.
- e) **Excessive dependence** upon one or a limited number of sources is plagiarism if the sources are inadequately referenced, even if the exact wording used by the original author(s) has been modified.
- f) **Collusion** with other students. Students should be aware of the distinction between ‘collaboration’ and ‘collusion’. Some assignments encourage or require students to collaborate with fellow students and submit joint work. The majority, however, assess individual work, and do not permit collusion. Students should never submit joint work unless it is clearly required by the module’s written documentation, and in such cases students should always seek clarification from their tutors as to the level of collaboration that is acceptable.

You should ensure that your work (whether paper-based or on electronic storage media) is not made available to other students. Failure to secure work adequately can mean that you may be implicated in an accusation of plagiarism.

You are expected to present your own words, your own analysis and your own argument. It is acceptable to use the work of others to support arguments and analysis, and tutors

will be able to inform you as to what constitutes good practice and to give help with subjects such as referencing and the provision of footnotes. If you are in any doubt about what constitutes good practice rather than plagiarism, you must consult your tutors for advice.

It is not acceptable to submit the same piece of work for different assessments or modules, nor may you re-use work originally submitted at another institution for which credit has already been obtained. This constitutes 'double counting'. You may legitimately draw on the same body of material for more than one assignment, but it is never acceptable to submit the same work. If in any doubt about acceptable practice, you should consult your tutors for advice before submission.

Students should be in no doubt that plagiarism is CHEATING, and is a very serious offence in higher education. Pleas that a student was not aware of the offence or its consequences, or did not understand what constitutes plagiarism, will not be accepted under any circumstances. Plagiarism will result in a penalty even when it is unintended or unwitting.

The University is concerned that you get proper credit for your work. This means making sure that you are properly assessed in relation to the learning outcomes specified for your modules, and also in relation to other students. Proper assessment is compromised when students engage in unfair practice, in particular when they plagiarize, or otherwise present others' work as their own.

To help prevent this practice, the University subscribes to a Plagiarism Detection Service (PDS). This compares work submitted to it with millions of pages of internet-based material -- including work uploaded to the service by other students at BSU and in other universities. For every module, the University submits to the PDS any work where copying is suspected, and also a random selection of other work.

Penalties for Unfair Practice

Where an accusation of unfair practice has been substantiated to the satisfaction of the Unfair Practice subcommittee, the accusation is said to be established. The subcommittee shall judge the seriousness of the offence and exercise its discretion in applying an appropriate penalty. In determining the appropriate level of penalty to be applied the subcommittee will consider the extent of the unfair practice, the degree of deception involved, whether the student has been subject to a previous accusation of unfair practice, and any admission and explanation by the student of the unfair practice.

The subcommittee will apply a penalty in the following range:

In cases of unwitting plagiarism only, that is when it is agreed that the student cannot reasonably be expected to have realised that plagiarism had occurred:

1. A maximum mark of 40% shall be applied for the assessment item, and a warning letter will be issued.

Where unfair practice which is not unwitting plagiarism is established:

2. Failure in the assessment item, leading to a referral. There will be a maximum mark of 40% for the module on reassessment.
- 2b. Failure in the module without right of reassessment. There will be a maximum mark of 40% for the module on retake.
3. Failure in the assessment item, leading to a referral. There will be a maximum mark of 40% for the module on reassessment, to be counted for degree classification purposes.
4. Failure in the assessment item, leading to a referral. There will be a maximum mark of 0 (zero) for the module on referral, to be counted for degree classification purposes.
5. Failure in the module without right of reassessment. There will be a maximum mark of 0 (zero) applied, to be counted for degree classification purposes. Students will be able to take an additional module as a Part-time student at their own expense in order to redeem credit, but the mark of 0 (zero) to remain.
6. Failure in the module without right of reassessment. There will be a maximum mark of 0 (zero) applied, to be counted for degree classification purposes. There will be no right to redeem credit. Under this penalty, the student will be unable to achieve their intended course outcome, but may be entitled to a lesser award (e.g. Ordinary Degree, DipHE, CertHE).
7. Failure in programme of study. There will be no right to redeem credit or progress. Students will be entitled only to the appropriate exit award for the amount of credit earned before failure (e.g. Ordinary Degree, DipHE, Cert HE).
8. Failure in programme of study. There will be no right to redeem credit or progress. No award of any kind will be made.

In cases 5 – 8 above, a note will be placed on the student's academic record that an accusation of unfair practice was established, and this will appear on any transcript the University is asked to produce for job references, entry to other higher education institutions etc.

Students should note that where evidence becomes available subsequent to the recommendation of the Examination Board, a case may be reopened at any time.

Students are advised to take a particular note of the provisions of this section. Plagiarism in particular has increased in recent years, partly due to the accessibility of information on the Internet. Students should not imagine that cases of Unfair Practice will not be detected. Every case of Unfair Practice, however minor the scale of the case, is taken very seriously by the University and the above procedures will be applied in all cases.

Appendix E: Full/Part-time Masters in Education 2011-12

What sort of student applies for the *Full/Part-time Masters in Education*?

Welcome. The *Full-time Masters in Education Studies* (FTMA) at Bath Spa is one of a series of awards in the University's Professional Masters Programme (PMP). The programme offers study in the field of educational theory and professional development with global and international dimensions. Our students come from a wide range of international sites – Cyprus, the Gambia, United States, Germany, Indonesia, Japan, United Kingdom, and so on – and from many backgrounds. Some will have had educational studies as a first degree, but others will have been experienced marine biologists or experts in fibre optics! We welcome this diversity. All come, however, with a good first degree and a thirst to know more about education. It is hoped that you will find the programme interesting and relevant to your career intentions.

Prospective teachers: Some of our students wish to teach. The government in England has recently announced that teaching will become a Masters level profession:

'We intend to create a new Masters level qualification that will boost the quality of teaching needed to improve the achievement of all pupils. It will also help meet the needs of a 21st century profession working in 21st Century Schools as set out in the Children's Plan. It will rightly further advance the status of the profession making it an even more attractive career option, both for those at university and for the increasing number of those who choose teaching as a second career'.

(*Being the best for our Children: Releasing talent for teaching and learning*, Department for Children, Schools and Families, 2008)

If your ambition is to teach in a school then the FTMA is ideally suited. Many students apply for the Masters having completed their PGCE (*Post Graduate Certificate in Education*) with the intention of postponing their entry to the teaching profession to a later date. Others think they 'may' wish to become a teacher but, after their undergraduate study, apply for the Masters award and 'postpone' this decision. (Remember though, as in other universities, the FTMA is *not* a qualification to teach. For this you will need a specialist PGCE qualification).

Non-teachers looking for new career paths: Most of our students, however, have no intention of teaching. They are attracted by the 'academic' nature of this award, by its habit of making you think differently about things that formally seemed like 'common sense' and by the prospect of improving their academic skills and qualities to further their chances of employability in a variety of education-related areas. Most seek new career paths in educational management, or in training, or in other related fields. Some wish to continue their undergraduate expertise in Education Studies and gain a broader and deeper purview of education. Others wish to gain employment in, for example, a museum or gallery setting. Others have the intention of taking their studies further and, eventually,

enrolling for a PhD and finding employment in an academic institution. All, however, are valid reasons for applying for the FTMA. Again, we welcome this diversity.

Student Finance and Funding Opportunities

- UK students can apply for a Professional and Career Development Loan (PCDL). Bath Spa is a registered provider of this scheme that is underwritten by the UK government's *Learning and Skills Council* (see: <http://www.direct.gov.uk/en/EducationAndLearning/AdultLearning/FinancialHelpForAdultLearners/CareerDevelopmentLoans/index.htm>).
- Those students who enter the FTMA with acceptable prior learning (APL) credits at Level 7 may be eligible for a fee reduction.
- Students from outside Europe can apply for one of Bath Spa University's annual scholarships.
- We also encourage and support prospective students to apply early for UK research council grants, e.g. the Economic and Social Science Research Council (ESRC) (see: <http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/opportunities/>)
- We also encourage international exchange students that wish to come and study towards part of the programme as part of an international Masters placement or internship scheme.
- We also accept funded Fulbright scholars from the US wishing to complete a 1 year MA abroad in the UK and will flexibly accommodate their needs and scholarship requirements. See funding opportunities at: <http://www.cies.org/>

Admission requirements

Students are generally required to have a good Honours degree (second class or better) from a recognised Higher Education Institution in the UK or an equivalent degree from overseas. Equivalence of overseas students' academic qualifications is assessed by NARIC (see <http://www.naric.org.uk>). The content and subject matter of a student's first degree is open. In some circumstances professional work in education (such as a PGCE) can be assessed as suitable credits for 'prior learning' (APL) and some reduction in the number of credits required to pass the Masters can be applied for.

Main and subsidiary aims

The FTMA aims to develop students' critical examination of:

- current educational theory and practice in European and global contexts;
- the aims, values and functions of pedagogy within an international arena;
- educational policy in relation to the control of education systems and settings;

It also aims to developing students' skills and competencies further:

- by engendering reflection upon academic frameworks to enable students to learn at Masters level;
- with the aim of enhancing career development within an area of education or related field, or through progression to doctorate study;
- within the cultural, social and educational fabric of the UK and so develop intercultural understanding, as well as drawing upon opportunities for collegiate work with students from a variety of backgrounds.

Learning Outcomes

You will gain knowledge and understanding of:

- a range of international perspectives on learning, the diversity of learners and the complexities of the pedagogical processes;
- the disputed nature of curricula and the contested nature of knowledge in relation to policy and practice in global contexts;
- the control and management of educational settings in international contexts;
- the wider economic, political, socio-cultural contexts of education;
- the main educational research methods and paradigms;
- the use of educational technologies within a variety of pedagogical contexts;
- international policy issues in equal opportunity in relation to gender, race and special needs.

You will acquire and develop professionally relevant academic skills at Master's level to enable you to:

- synthesise, summarise and critically evaluate information and data from a variety of sources;
- prepare and present, both verbally, in written form and using technology, discussions of educational issues drawing on published materials;
- formulate arguments and justify personal viewpoints using a variety of evidence;
- participate through listening to, and contributing to, seminar debate;
- assess your own learning through reflective analysis.

You will further develop the key life and transferable skills to enable you to:

review and evaluate educational sources and in different academic formats for a variety of audiences:

- use ICT resources confidently to support educational research;
- work effectively as part of a culturally diverse team of professionals;
- employ research instruments for both qualitative and quantitative data collection and analysis;
- interpret graphical and tabular presentation of data to collect and present numerical data and to use graphical and tabular information appropriately;
- justify your preferred learning styles and strategies to organise an effective work pattern;
- synthesise and evaluate data to present and justify a chosen position having drawn on relevant theoretical perspectives;
- the management of time and work the ability to work collaboratively and individually

Staff

More information on particular staff and their academic profiles such as their research interests and publications can be found on the University's website at:

<http://www.bathspa.ac.uk/about/profiles/>:

The following table shows staffing for each module offered within the Full-time MA Education Studies award programme:

Role	Name	Contact	Email
Module Leader ED7105	Dr Howard Gibson FTMA Programme Leader	CP107 01225 875438	h.gibson@bathspa.ac.uk
Module Leader ED7103	Prof Stephen Ward Dean School of Education	MH.203 01225 875753	s.ward@bathspa.ac.uk
Module Leader PR7110 & ED7104	Dr Steven Coombs Head of CPD	CC SB.F2 01225 876149	s.coombs@bathspa.ac.uk
Module Leader PR7211	Ms Christine Eden Assistant Dean School of Education	MH.213 01225 875481	c.eden@bathspa.ac.uk
Module Leader ED7101	Prof David Coulby	n/a	d.coulby@bathspa.ac.uk
Module Leader PR7101	Ms Victoria Gallop	n/a 01225 334727	v.gallop@bathspa.ac.uk
Dissertation Supervisors: PR7102 & PR7120	Various staff are individually allocated	n/a	

Note: There are different specialist modules in other full time Award areas, e.g. for SpLD/Dyslexia.

Modules and unit outlines

You will take a range of Core and Optional Modules that, together with the Dissertation, give a total of 180 credits.

SEMESTER 1

Core modules. You must take both of the following:

PR7211 Education, Politics and Society (15 credits)

This module explores how education can be understood in a complex and changing world where education is a significant factor in economic growth and competition. You will learn to question how governments attempt to control education processes and outcomes and assess the impact of contemporary policy initiatives in education.

PR7101 Research and the Professional: Part 1 (15 credits)

This is a module designed to raise your awareness of how to do educational research. You will cover topics from e-literacy and the application of research skills through to epistemological and ontological questions that underpin research. This module will help you to understand a range of useful research methodologies that can be adapted and synthesised into your final Master's dissertation.

Optional modules. You must choose one of the following:

ED7101 International Education and Globalisation (30 credits)

This module looks at education within a global context and deals with issues like 'anti-globalisation' 'terrorism' and 'cultural resistance'. It examines the nature of the entrepreneurial university, the idea of the 'knowledge economy', as well as the way nation-building has been systematically perpetrated through school curricula.

ED7104 Technology, Pedagogy and Society (30 credits)

This module examines the way both teaching content and methodologies have changed with the advent of advancing technologies. It examines applications such as 'white boards' through to the nature of the web and questions the reasons for, and nature of, these 'developments'.

You may opt for any other relevant Professional Master's Programme module, subject to approval (30 credits)

SEMESTER 2

Core modules. You must take both of the following:

PR7110 Learning and Knowledge Technology (15 credits)

This module is a core course concentrating on linking pedagogical theory with ICT tools and applications across the curriculum. The module examines how technology tools can be integrated into teaching and learning in various educational sectors and act as a critical thinking scaffold to improved individual learning.

PR7102 Research and the Professional: Part 2 (project preparation) (15 credits)

This module helps you form a clearer vision of your own dissertation work (see PR4120 below). The module further develops your understanding of research and of your ability to engage critically with theoretical texts. It is taught mostly through freestanding materials that are designed to structure the communication between you and your tutor and produce clarity and enthusiasm for your chosen area of enquiry.

Optional modules. You must choose one of the following:

ED7103 Education Policy (30 credits)

This module focuses upon the politics of education. Its central core of study is the examination of who makes policy and how it is made. It looks at different aspects of education policy in the UK and compares it with policy-making in other countries and makes global links.

ED7105 Language and Education Ideology (30 credits)

This is a module that looks at the way language mediates and constructs educational discourses. It draws from Foucault and Fairclough for its rationale, and uses wide ranging educational contexts, from classroom talk to advertisements for posts in Higher Education, political/educational speeches to the politics of School Council meetings, to illustrate its theoretical stance.

You may opt for any other relevant Professional Master's Programme module subject to approval (30 credits)

PR7120 Dissertation (60 credits)

The content of your dissertation is for you to negotiate with your designated supervisor who is allocated depending upon your chosen field and who will have some expertise. Dissertation tutorials are by individual arrangement. You will have a personal timetable of 15 hours of supervision support to be mutually agreed with your supervisor.

Education in the Social and Cultural Context of the UK

This is a non-assessed, voluntary attended module especially devised for students from overseas who need to develop a clearer awareness of the social and cultural backdrop to education within the UK. It is supported by the International Office and is aimed at familiarising students with issues in education by making connections with cultural and social traditions of the UK that might, for example, involve visiting local schools. You are invited to discuss your particular needs with the Full-time Master's Leader.

Student counselling and guidance

Full-time Masters Leader

Dr Howard Gibson is responsible for the overall co-ordination of the programme across awards and is the principal means for academic and pastoral guidance through individual tutorials by arrangement. This support is also shared across other full time Award Leaders, e.g. SpLD/Dyslexia. He is usually your first port of call. We recognise, however, that there are many ways in which you may need support to maximise your learning. The following additional support systems are in place to help you:

Chair, Professional Masters Programme

The Chair of the Professional Masters Programme (Dr. Steven Coombs) offers the opportunity for you to have a consultation session when you apply or begin your MA studies to ensure that you have a clear understanding of the structure of the programme, and that the award chosen has a relevance to your individual career needs.

Award Leader

The Award Leader provides specialist subject and career support and can provide guidance towards module options within the specialist pathway as well as progression through its award stages. The Award Leader also coordinates student membership of professional organisations and associations connected to the specialist award, e.g. The British Dyslexia Association (BDA) for students following the PMP Award in Specific Learning Difficulties/Dyslexia.

Module Tutors

The Module Tutor provides support for your individual modules. They focus upon content, assignments and study-skill aspects; ensure that the assessment criteria are made explicit; and provide you with advice and guidance through tutorial support. This may be in the form of either individual or group sessions.

Disability Support Office

For all participants that have either a registered or potential disability, support is available through the disability support office at Newton Park. Contact Hannah Bagnell: Tel: 01225-875541 Email: h.bagnell@bathspa.ac.uk.

Appendix F: The modules within the PMP

All generic and core modules that can be taken across the programme are denoted with a 'G', whereas award specific modules are depicted with an 'A'.

All generic PMP modules are included as part of the PMP Generic Student Handbook and are listed in this appendix section, whereas award specific PMP modules are included with the PMP Award Handbooks.

Summary of all PMP accredited modules

PMP Module Code	Module Name (Short)	Credits	PG Level 6 &/or 7	Generic (G) or Award (A)
PR7101-15	Research and the Professional – Part 1	15	7	G
PR7102-15	Research and the Professional – Part 2:	15	7	G
PR7103-15	Research and the Professional – Part 1 (for C & P based on PR4101)	15	7	G
PR7104-15	Research and the Professional for Arts Education – Part 1	15	7	G
PR7105-15	Research and the Professional for Arts Education – Part 2	15	7	G
PR7120-60	Master's Research Project	60	7	G
PR7121-60	Master's Cognate Research Project	60	7	G
PR7110-15/30	Learning & Knowledge Technology	15	7	G
PR7211-15/30	Education, Politics & Society	15	7	G
TT7101/2/3/4/5	Early Childhood modules (TT7103 is 30 credits)	15	6 & 7	A
TT7100-60	Early Childhood: Education and Care	60	6 & 7	A
TT7302-60	Subject Knowledge and Professional Development in Language, Literacy, or Mathematics.	60	6 & 7	G
TT7361-60	National Award for SENCOs	60	6 & 7	A
TT7362-60	Supporting Learners with SEN	60	6 & 7	A
TT7363-60	Frameworks for Thinking	60	6 & 7	A
TT7364-30/60	Identifying and supporting learners with SpLD/Dyslexia	30/60	6 & 7	A
TT7365 – 30/60	Assessment Methodology (SpLD/Dyslexia)	30/60	7	A
TT7366-60	Children's Services: Supporting vulnerable learners	60	7	A

TT7367-30/60	Supporting Learners with Autism / Social Communication Difficulties (ASD / SCD)	30/60	7	A
TT7368-60	Assessment methodology	60	7	A
TT7381-15	Primary Core – Maths	15	6 & 7	A
TT7382-15	Primary Core – English	15	6 & 7	A
TT7383-15	Primary Core – Science	15	6 & 7	A
TT7384--15	Primary Core – final assessment module	15	6 & 7	A
TT7311-30	Science Subject Leaders	30	6 & 7	A
TT7335-60	ICT SL	60	6 & 7	A
TT7367-30/60	ASD	30, 60	7	A
TT7369-30/60	Identifying and overcoming maths difficulties	30, 60	7	A
TT7370-60	Supporting learners with language disorder	60	7	A
TT7460-15/30/45/60	Centre-based Training	15, 30, 45, 60	6 & 7	G
TT7561-60	Leadership in Practice	60	7	A
TT7562-60	Leadership principles, context and challenges	60	7	A
TT7660-60	Mentoring and/or Coaching – Primary	60	6 & 7	A
TT7760-60	Mentoring and/or Coaching – Secondary	60	6 & 7	A
TT7966-60	Early Professional Practice (EPP) – Primary	60	7	G
TT7965-60	Early Professional Practice (EPP) – Secondary	60	7	G
TT7969-30	Including vulnerable learners	30	7	A
TT7512-60	Effective Inclusion	60	6 & 7	A
TT7541-15	ICT Leadership & Management	15	6 & 7	A
TT7860-15/30/45/60	Work-based action enquiry	15, 30, 45, 60	6 & 7	G
TT7470-60	Becoming a Teacher/Practitioner Educator	60	7	G
IN7760-15/30/45/60	Independent Study Module & APEL	15, 30, 45, 60	6 & 7	G
TT7967-30	Leading & Coaching	30	7	G
TT7968-30	Learning & Teaching	30	7	G
ED7001-60	Historical and cultural roots of mathematics	60	7	A
ED7101-30	International Education & Globalisation	30	6 & 7	A
ED7102-30	Global Citizenship	30	6 & 7	A
ED7103-30	Educational Policy	30	6 & 7	A
ED7104-30	Technology, Pedagogy & Society	30	7	A
ED7105-30	Language and Educational Ideology	30	7	A
EA7001-15	Introduction to Educational Assessment	15	6 & 7	A
EA7002-45	Current Initiatives in Educational Assessment	45	7	A

EA7003-30	The Future of Educational Assessment	30	7	A
TE7001-30	Theory & Practice of TESOL – part 1	30	6 & 7	A
TE7002-30	English Language for TESOL	30	7	A
TE7003-30	Theory & Practice of TESOL – part 2	30	7	A
BR7001-30	Change Management for Learning Organisations	30	7	A
BR7002-15	Research and the Professional for Business & Training	15	7	A
AE7001-30	Arts in Education: Critical and Contextual Pedagogy	30	6 & 7	A
AE7002-30	Arts in Education: Contemporary Art and Education	30	7	A
AE7003-30	Arts in Education: Cultural Partnerships in Education	30	7	A
EP7117-15	Leadership, Teamwork & Management	15	7	A
EP7118-30	Early Years Reflective Practice	30	7	A
PL7101-30	Health Creation mentor training	30	7	A
PL7102-30	The principals and evidence base for Health and Wellbeing mentorship	30	7	A
PL7103-30	The Health Creation consultant training for organisational health and wellbeing	30	7	A
PL7104-30	Mentorship for life death transition	30	7	A
PL7105-30	Trainer training for Health Creation mentorship and consultancy	30	7	A