Programme Specification

This programme specification is relevant to students entering:
01 January 2019

Associate Dean of School (Academic Quality Assurance):
Alison McLauchlin

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Amendment</th>
</tr>
</thead>
</table>

If you have any queries regarding the changes please email AQQ@herts.ac.uk
Programme Specification  Postgraduate Certificate in Education

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

Section 1

<table>
<thead>
<tr>
<th>Awarding Institution/Body</th>
<th>University of Hertfordshire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>University of Hertfordshire</td>
</tr>
<tr>
<td>University/partner campuses</td>
<td>De Havilland</td>
</tr>
<tr>
<td>Programme accredited by</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Final Award (Qualification)</td>
<td>Postgraduate certificate</td>
</tr>
<tr>
<td>All Final Award titles</td>
<td>Postgraduate certificate in Education</td>
</tr>
<tr>
<td>(Qualification and Subject)</td>
<td>7</td>
</tr>
<tr>
<td>FHEQ level of award</td>
<td>English</td>
</tr>
</tbody>
</table>

A. Programme Rationale

The Mathematics Specialist Teacher programme (MaST) is a professional development programme for primary school teachers. Those engaged in the programme will be teachers with a keen interest in developing their own practice as well as supporting colleagues to do the same. They may already have considerable expertise in the teaching and learning of mathematics within the primary school setting.

The programme seeks to move all participants to a higher level of expertise, opening their eyes to new and exciting opportunities both in their own teaching and in whole school development.

The University of Hertfordshire, working together with Herts for Learning, will take teachers through a new approach to looking at mathematics. It is well documented through research (eg Askew et al 1999) that the most effective teachers are those who make connections in mathematics and enable their pupils to reason, problem-solve and develop a conceptual understanding within relevant contexts: by so-doing, pupils gain flexibility in their thinking, are willing to persevere and demonstrate greater confidence. We believe that by looking at the bigger picture in mathematics - through the big ideas that span and connect the mathematics curriculum - teachers will develop deeper insight and increase their capacity for seeing and making connections.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPRTL03.

Additionally there are 'the four big ideas' – these are four key themes, which represent the big ideas in mathematics, they are:

- Mathematical thinking- this will encompass what it means to learn mathematics and be a mathematician, to reason and think in mathematical ways and to apply understanding and skills in solving problems.
- Pattern- The whole of the mathematics curriculum could be summed up in this one word. Mathematics would not exist if it were not for pattern and the structure and relationships that it creates.
- Generality – Relationships and structures in mathematics can be generalised and thus connected. In particular this is what algebra does, which makes it a powerful problem solving tool. Although formal algebra is not taught within the primary curriculum, the development of algebraic thinking is central to sustained progression and success in the subject.
• Representation- Mathematics is an abstract subject with concepts that can be represented in a multitude of different ways; some representations have more than one legitimate interpretation. Communicating mathematics through representations is challenging for both the teacher and the learner; but exploration of this theme can develop significant insight into the subject.

Mathematics-specific Pedagogies
Threaded through the above four big ideas will be key pedagogies, which will be constantly referred to, modelled, developed and applied. They are:
• Prompting children’s thinking through questions:
• Enabling learning through drawing attention to and developing reasoning and making connections
• Providing opportunities for children to manipulate, experience, see (mathematics) engage in talk (listen, analyse and discuss)
• Developing children’s thinking through: Investigation and Scaffolding

C. Intended Learning Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Knowledge and Understanding:</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 professional practices, theoretical approaches, research debates and new insights appropriate to the study of education, training and care practice. A2- the impact of enquiry on professional practice. A3 how professional practice is informed by reflection in context. A4- methods of enquiry into professional practice. A5- good leadership and management practice informed by research, reflection and other evidence.</td>
<td>Acquisition of knowledge and understanding is supported through a range of teaching and learning strategies including seminars, small group tutorials, on-line tasks and discussions and practice based enquiry/research. (A1-A5) Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. Additional support is provided by means of individual support through telephone and email contact and the managed learning environment.</td>
<td>Knowledge and understanding are assessed through (although not limited to) presentations, written assignments, portfolios and reflective journals. (A1-A5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intellectual skills:</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1-Reflect on and evaluate the effectiveness of practice. B2-Analyse research evidence and relate this to practice development. B3-Critically review evidence and relate this to practice B4-Integrate theory and practice.</td>
<td>Intellectual skills are developed through methods and strategies outlined in A above. Additionally research skills are developed throughout the programme.</td>
<td>Intellectual skills are assessed through methods and strategies outlined in A above B1-5.</td>
</tr>
</tbody>
</table>
D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in a part time, 2 year mode, and leads to the award of a Postgraduate Certificate in Education. Students take 30 credits per academic year. Intake is normally in January (semester B) each year. It is possible for students who complete the Postgraduate Certificate to APCL on to the MA Education programme.

Professional and Statutory Regulatory Bodies

Programme Structure

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

Table 1a Outline Programme Structure

<table>
<thead>
<tr>
<th>Mode of study</th>
<th>Part time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry point</td>
<td>Semester B</td>
</tr>
</tbody>
</table>
### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge in Maths: Number, Calculation, Measures and Data</td>
<td>7EDU1015</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB, BC</td>
</tr>
<tr>
<td>Specialist Maths: algebra and geometry</td>
<td>7EDU1014</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB, BC</td>
</tr>
</tbody>
</table>

#### Table 1b Final and interim awards available

The programme provides the following final award:

<table>
<thead>
<tr>
<th>Final Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate</td>
<td>Education</td>
<td>60 credit points, including at least 30 at level 7</td>
<td>2 Semesters</td>
<td>All programme learning outcomes (see table 2)</td>
</tr>
</tbody>
</table>

#### Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12](#), [UPR AS13](#), and [UPR AS14](#)).

#### E. Management of Programme & Support for student learning

**Management**

The programme is managed and administered through:
- Dean of School.
- Associate Dean of School (AQA) who has delegated responsibility for Programmes in the School of Education.
- A programme Leader who is responsible for the day to day running of the programme.
- An award leader who support students through their chosen award pathway
- An admissions tutor with specific responsibility for promoting the programme and selection.
- A designated Administrator to deal with day to day administration associated with the programme.
- Module leaders who are responsible for individual modules.
- A programme committee, the membership of which includes the Programme Leader, module leaders of the modules offered in the programme, student representatives and, ex-officio, the Dean of School.

**Support**

Students are supported by;
- A Programme Leader
- Module Leaders to provide academic and pastoral support
- An award leader
F. Other sources of information
In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The Herts Handbook is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called ‘University Policies and Regulations’ (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secretreg/upr/. In particular, UPR SA07 ‘Regulations and Advice for Students’ Particular Attention - Index’ provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA's role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students’ learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA’s report can be accessed at: http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE

G. Entry requirements
The normal entry requirements for the programme are:

- UK Honours degree or equivalent qualifications.
- GCSE English and mathematics grade C or above (or UH recognised equivalent).
- Qualified Teacher Status (QTS)
- Need to work in an educational setting delivering maths to meet the National Curriculum requirements for Early Years, Key Stage 1 and Key Stage 2

International students will normally need to have an English language proficiency equivalent to an IELTS score of at least 7.0 (with a score of at least 6.5 in reading and writing).

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures.
These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: aqo@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner’s Report for the programme, please email a request to aqo@herts.ac.uk
Postgraduate Certificate in Education

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist Maths: algebra and geometry</td>
<td>7EDU1014</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>x x x x x</td>
<td>x x x x</td>
<td>x x x x</td>
<td>x x x x</td>
</tr>
<tr>
<td>Knowledge in Maths: Number, calculation, measures and data</td>
<td>7EDU1015</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>x x x x x</td>
<td>x x x x</td>
<td>x x x x</td>
<td>x x x x</td>
</tr>
</tbody>
</table>
KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding
A1. Professional practices, theoretical approaches, research debates and new insights appropriate to the study of education, training and care practice
A2. The impact of enquiry on professional practice
A3. How professional practice is informed by reflection in context
A4. Methods of enquiry into professional practice
A5. Good leadership and management practice informed by research, reflection and other evidence

Practical Skills
C1. Identify and work to address professional development needs related to personal practice
C2. Carry out small scale enquiry related to personal practice
C3. Carry out enquiry relating to the wider context of professional development and of leadership and management
C4. Apply new knowledge and understanding to improve practice in flexible and creative ways (new ways/original ways for personal/professional context)
C5. Evaluate the impact of changes to practice
C6. Manage ethical issues within research

Intellectual Skills
B1. Reflect on and evaluate the effectiveness of practice
B2. Analyse research evidence and relate this to practice development
B3. Critically review evidence and relate this to practice
B4. Integrate theory and practice
B5. Synthesize ideas and/or information into new forms for the development of practice

Transferable Skills
D1. Communicate effectively, both orally and in writing
D2. Work effectively as part of a learning community
D3. Present and support an extended argument
D4. Exercise initiative
D5. Demonstrate independent learning ability
D6. Use evidence to inform decision making
Section 2

Programme management

Relevant QAA subject benchmarking statements: None
Type of programme: Postgraduate Taught
Date of validation/last periodic review: October 16
Date of production/last revision of PS: March 18
Relevant to level/cohort: Level 7 entering January 2019
Administrative School: School of Education

Table 3 Course structure

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course description</th>
<th>JACS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEDPGC</td>
<td>Pg Cert Education</td>
<td>X300</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Instances</th>
<th>Intake</th>
<th>Stream</th>
<th>Instances Year</th>
<th>Location:</th>
<th>Mode of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDMASTJAN1P</td>
<td>A</td>
<td>Pg Cert Education:</td>
<td>1</td>
<td>Hatfield</td>
<td>Part-time</td>
</tr>
<tr>
<td>EDMASTSEP2P</td>
<td>A</td>
<td>Pg Cert Education</td>
<td>1</td>
<td>Hatfield</td>
<td>Part-time</td>
</tr>
</tbody>
</table>