Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England, Bristol
Teaching institution	University of the West of England, Bristol
Faculty responsible for programme	Social Sciences and Humanities
Programme accredited by	The Postgraduate Certificate Education (Teaching and Learning in Higher Education) is accredited by the Institute for Learning and Teaching
Highest award title	MA Education (Teaching and Learning in Higher Education), Postgraduate Diploma Education (Teaching and Learning in Higher Education) Postgraduate Certificate Education (Teaching and Learning in Higher Education)
Default award title	NA
Interim award title	Postgraduate Diploma Education (Teaching and Learning in Higher Education) Postgraduate Certificate Education (Teaching and Learning in Higher Education)
Modular Scheme title (if different)	NA
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	
On-going/valid until* (*delete as appropriate/insert end date)	Indefinite approval granted by Validation panel in Sept 1999.
Valid from (insert date if appropriate)	1st September 2008
Authorised by…	**Date:…September 2009**
Version Code	

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For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

The MA, PG Diploma and PG Certificate in Teaching and Learning in Higher Education are the core awards in a cluster of provision with the collective institutional title of Academic Development Programmes (ADP). The programmes are designed specifically for people who are directly responsible for learning in higher education. The Postgraduate Certificate Education (Teaching and Learning in Higher Education) is accredited by the *Institute for Learning and Teaching in Higher Education,* and successful completion of an award carries a right to membership of that body.

As validated, the programmes aim to build on recognised excellence in practice and to develop academic staff valuing scholarship, teaching and learning as part of an integrated professional identity. The main objectives are to bring about the development of :
• extended professionality, combining teaching, management and research;
• teaching competence, especially in areas of innovation in teaching, learning and assessment to enhance the learning experience of students;
• an appreciation of the links between individual action, strategic planning and the wider policy context;
• capability in enquiry-based and traditional methods of teaching, learning and assessment;
• skills in analysis and in dissemination of knowledge about practice across the University and the sector;
• the capacity to engage in research, scholarship and publication in relation to the teaching of the course members' subject;
• appropriate evidence for the requirements of ILT membership.

Section 3: Learning outcomes of the programme
Learning Outcomes are primarily articulated at module level, where they form the main benchmark for both assessment and evaluation processes. The summary below uses standard Programme Specification headings to re-articulate learning outcomes across the programme. However, the depth of coverage of these depends on which of the three Awards (PG Certificate, Diploma or Masters) is completed.

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and understanding: As a result of this programme, students will have: • an in depth and systematic knowledge of major theories, concepts and established principles based upon recent and contemporary educational research; • awareness of ethical dilemmas in professional contexts and a knowledge and understanding of the application of ethical arguments in research; • a comprehensive understanding of established methodologies of research and enquiry and how these are used to create and interpret knowledge in higher education policy and practice; • understanding of the significance of relevant institutional, sector and societal contextual factors shaping education policy and practice; • recognition of their own value position related to the area of study and associated claims to knowledge; • knowledge and critical understanding of issues of equality, diversity, inclusion and social justice related to higher education policy and practice;	**Teaching/learning methods and strategies:** The programme models good practice and promotes a critical and eclectic stance in relation to knowledge and understanding of teaching and learning processes. Practices are guided by the Faculty of Education's *Statement of Pedagogic Principle* and relevant University policy documents. Teaching and learning strategies cater for a variety of learning preference and include: lectures, seminars, tutorials, directed study tasks including use of literature, work-based activities and critical reflection upon working practices, research tasks, use of video, case studies role play, games and simulations, use of on-line materials, email discussion, project work, group work and individual activity. Group discussion of pre-reading is especially focused on knowledge and understanding. **Assessment:** Formal assessment includes the use of generic criteria that require: synthesis; coherence in argumentation; criticality; awareness of ethical frameworks; methodological understanding and the articulation of values. Assessment events include those with diagnostic, formative and summative purposes. Methods include tutor assessed individual written work, "diary" logs of sessions, assessed group discussions, poster presentations, oral presentations, formative peer assessment, observation, video critique, portfolios.

B Intellectual Skills

B Intellectual Skills	Teaching/learning methods and strategies
As a result of this programme, students will be able to: • analyse critically and/or evaluate complex, incomplete or contradictory areas of knowledge used to interpret and/or explore the area of study, showing the ability to synthesise and/or transform ideas in the process of developing an argument; • identify and explain methodological and epistemological issues around the research process, using a range of methods of data collection; • evaluate critically research evidence, advanced scholarship and methodologies arguing for alternative interpretations or approaches where appropriate; • synthesise both conceptual and numerical information in an innovative manner using knowledge of processes from the forefront of educational research; • use critical reflection in the learning process to explore the relationship between theory and practice in complex situations;	The programme models good practice and promotes a critical and eclectic stance in relation to knowledge and understanding of teaching and learning processes. Practices are guided by the Faculty of Education's *Statement of Pedagogic Principle* and relevant University policy documents. Teaching and learning strategies cater for a variety of learning preference and include: lectures, seminars, tutorials, directed study tasks including use of literature, work-based activities and critical reflection upon working practices, research tasks, use of video, case studies role play, games and simulations, use of on-line materials, email discussion, project work, group work and individual activity. Specific use is made of contemporary journal articles based on research. **Assessment** Formal assessment includes the use of generic criteria that require: synthesis; coherence in argumentation; criticality; awareness of ethical frameworks; methodological understanding. Assessment events include those with diagnostic, formative and summative purposes. Methods include tutor assessed individual written work, "diary" logs of sessions, assessed group discussions, poster presentations, oral presentations and formative peer assessment.

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills

As a consequence of this programme, students will be able to:

- perform effectively and efficiently in a range of related contexts;
- adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements;
- interrogate an extensive range of relevant theoretical, professional and/or research based sources and critically engage with the sources in the development and discussion of ideas, perspectives and theories;
- plan for and execute a small-scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analyse and evaluate research outcomes;
- develop an integrated strategy for professional practice with decision-making based on sound analysis of situations, prioritising between competing variables;
- articulate an integrated, critical, reflective and effective orientation to their practices and their personal responsibilities in professional practice;
- develop an awareness of the limitations of rational-technical formulation and codification of professional knowledge.

Teaching/learning methods and strategies

The programme models good practice and promotes a critical and eclectic stance in relation to knowledge and understanding of teaching and learning processes. Practices are guided by the Faculty of Education's *Statement of Pedagogic Principle* and relevant University policy documents.

Teaching and learning strategies cater for a variety of learning preference and include: lectures, seminars, tutorials, directed study tasks including use of literature, work-based activities and critical reflection upon working practices, research tasks, use of video, case studies role play, games and simulations, use of on-line materials, email discussion, project work, group work and individual activity.

Assessment

Formal assessment includes the use of generic criteria that require: synthesis; coherence in argumentation; criticality; awareness of ethical frameworks; methodological understanding.

Assessment events include those with diagnostic, formative and summative purposes. Methods include tutor visits to observe teaching, self-evaluative pro-formas, peer assessment, video critique and portfolios. They also encompass assessed individual written work, "diary" logs of sessions, assessed group discussions, poster presentations and oral presentations.

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
As a result of this programme, students will be able to: • interact effectively as a team members, supporting, leading, clarifying tasks, making appropriate use of the capacities of group members, negotiating and handling conflict with confidence; • locate, use effectively and evaluate the full range of learning resources, including ICT, applying a critical and confident approach; • interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes; • communicate effectively with a broad range of audiences including learners and other professionals; • reflect critically on own and others' functioning in order to improve practice; • take independent and self critical responsibility for their own work, guiding the learning of others and managing their own requirements for continuing professional development; • engage confidently in academic and professional communications with others, reporting on action clearly, autonomously & competently including the capacity to communicate processes & outcomes of their learning; • demonstrate initiative and originality in problem solving and act autonomously in planning and implementing tasks.	The programme models good practice and promotes a critical and eclectic stance in relation to knowledge and understanding of teaching and learning processes. Practices are guided by the Faculty of Education's *Statement of Pedagogic Principle* and relevant University policy documents. Teaching and learning strategies cater for a variety of learning preference and include: lectures, seminars, tutorials, directed study tasks including use of literature, work-based activities and critical reflection upon working practices, research tasks, use of video, case studies role play, games and simulations, use of on-line materials, email discussion, project work, group work and individual activity. **Assessment** Assessment events include those with diagnostic, formative and summative purposes. Methods include observation visits, video critique and portfolios, tutor assessed individual written work, "diary" logs of sessions, assessed group discussions, poster presentations, oral presentations, and formative peer assessment. Formal assessment includes the use of generic criteria that require the demonstration of synthesis; coherence in argumentation; criticality; awareness of ethical frameworks; methodological understanding.

Section 4: Programme structure

The PG Dip and the PG Cert are available either as:
  (a) programmes on which participants can register directly (the highest award), or
  (b) interim awards

Entry to Graduation

Postgraduate Certificate Education (Teaching and Learning in Higher Education)

A Postgraduate Certificate requires the attainment of 60 credits at level 3 or above of which not less than 40 are at level M (maximum of 20 credits can be at level 3)

Compulsory Modules:	UTLG99-20-3 The Practice of Teaching in Higher Education
Core Modules:	None
Optional Modules:	Select optional modules from the list available in Appendix 1
Interim Awards:	Not applicable
Credit requirements:	Not applicable
Other requirements:	None

Postgraduate Diploma Education (Teaching and Learning in Higher Education)

A Postgraduate Diploma requires the attainment of 120 credits at level 3 or above of which not less than 90 are at level M (maximum of 30 credits can be at level 3)

Compulsory Modules:	UTLG99-20-3 The Practice of Teaching in Higher Education
Core Modules:	None
Optional Modules:	Select optional modules from the list available in Appendix 1
Interim Awards:	Postgraduate Certificate Education (Teaching and Learning in Higher Education)
Credit requirements:	60 credits at level 3 or above of which not less than 40 are at level M
Other requirements:	None

MA Education (Teaching and Learning in Higher Education)

A Masters Degree requires the attainment of 180 credits at level 3 or above of which not less than 150, including the Dissertation, are at level M (maximum of 30 credits can be at level 3)

Compulsory Modules:	UTLG99-20-3 The Practice of Teaching in Higher Education UTLGBH-30-M Researching Education UTLGBX-60-M Dissertation
Core Modules:	None
Optional Modules:	Select optional modules from the list available in Appendix 1
Interim Awards:	Postgraduate Diploma Education (Teaching and Learning in Higher Education) Postgraduate Certificate Education (Teaching and Learning in Higher Education)
Credit requirements:	PG Dip – 120 credits at level 3 or above of which not less than 90 are at level M PG Cert - 60 credits at level 3 or above of which not less than 40 are at level M
Other requirements:	None

Section 5: Entry requirements

Entry: Normally participants have a UK first degree or its equivalent. They are required to have an active role in teaching in higher education. Completion of the core module (UTLG99-20-3 *the Practice of Teaching in Higher Education*) requires that the participant can log 150 hours of teaching activity (broadly defined) between registration and the assignment deadlline.

Section 6: Assessment Regulations

a) **Modular Assessment Regulations (MAR)**

Section 7: Student learning: distinctive features and support

The largest category of participants in the Programmes are newly-appointed academic staff with less than three years' full-time experience of HE teaching (or its equivalent) and with no pre-existing equivalent qualification. There is a link for UWE staff with a probationary process, in that the successful completion of the PG Certificate is often a probationary requirement. The provision is designed to support people who are new or relatively new to their roles. In many cases the employers make provision for a workload reduction to support study in the Programme as well as other aspects of probation.

The wider modular programme within which this provision is located provides the opportunity to accrue credits towards the nationally recognised awards of Postgraduate Certificate Postgraduate Diploma and Masters degree. It offers flexibility in the way in which students study and the pace at which it is undertaken.

The modular programme offers the opportunity for accredited learning, wherever it occurs and providing it is assessable against UWE academic criteria, to be credited towards the MA. The learning must be matched to the learning outcomes for the modules validated for this award. The Accreditation of Experiential Learning (AEL) is highly valued in the programme, underpinned by considerable experience in the Faculty of AEL processes. AEL workshops offer opportunities for participants to reflect on their learning from experience and to explore methods of presenting that experience in a way that can count as credit towards the award.

Workshops on developing study skills, writing skills, library skills, ICT skills together with a range of relevant study skill resources, are provided. An explicit and common bank of assessment criteria used for all assessments on the programme aids transparency and consistency in the student experience of assessment. The use of a virtual learning environment, and the use of on-line materials, support students studying in a variety of settings and modes, which is particularly helpful for part-time students.

Students are given individual support and guidance throughout the time they are registered on the Programme.

Section 8 Reference points/benchmarks

 Benchmarks

This programme has been developed in the context of the University Teaching and Learning Strategy. The focus on an approach to pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the Faculty Statement of Pedagogic Principle and an evolving strategy on e-learning.

The requirements, considerations and advice of the following bodies and Acts have been taken into account during the development of the programme:

• The *Institute for Learning and Teaching in Higher Education* (for whom the PG Certificate is an accredited route to membership)
• The *Learning and Teaching Support Network* Subject and Generic Centres
• The University's *Teaching, Learning and Assessment Committee*, a sub-committee of its

Academic Board
- Special Educational Needs and Disability Act 2001 (SENDA)
- Race Relations (Amendment) Act 2000

Advisory group:
In addition to an established location in University structures for the monitoring and enhancement of quality, the programme has an Advisory Group which meets up to four times per year. Membership reflects key client stakeholder and provider interests.

Staff research projects
Faculty of Education staff associated with the provision detailed here are involved in a range of research that is related to both substantive and methodological issues of relevance to the programme. Examples of staff research include:
- Teaching and learning in FE and HE
- Assessment and innovation in assessment in HE
- Cultures of learning
- Citizenship and education for democracy;
- Education and training policy in relation to social regeneration, globalization, regionalisation and the nation state;
- Educational uses of ICT;
- Interprofessional and interagency working practice
- Evaluation of student-led learning;
- European Social Fund and the European Union;
- Excellence Challenge and the experience of widening participation;
- Gender studies and in particular the education of boys;
- Policy and practice in inclusion, disability and special educational needs;
- Recruitment of minority ethnic groups into teaching;
- Self-assessment practice in HE;
- Urban education policy.

Appendix 1
Optional Modules available at Level 3

Key: C = Available for Postgraduate Certificate
D = Available for Postgraduate Diploma
M = Available for Masters

Module Code	Module Title	C	D	M
UTLG97-10-3	Developing Practice in Higher Education	✓	✓	✓
UTLGA7-10-3	Independent Study	✓	✓	✓
UTLGA9-10-3	Evidencing Learning from Experience	✓	✓	✓
UTLGAC-10-3	Independent Study	✓	✓	✓

Optional Modules available at Level M

Key: C = Available for Postgraduate Certificate
D = Available for Postgraduate Diploma
M = Available for Masters

Module Code	Module Title	C	D	M
UTLG8V-20-M	Researching Learning in Post-Compulsory Education		✓	✓
UTLG96-10-M	Supporting Learning in Higher Education	✓	✓	✓
UTLGA7-10-M	Independent Study	✓	✓	✓
UTLGA7-20-M	Independent Study	✓	✓	✓
UTLGA7-30-M	Independent Study	✓	✓	✓
UTLGA7-40-M	Independent Study	✓	✓	✓
UTLGA9-10-M	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-20-M	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-30-M	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-40-M	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-50-M	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-60-M	Evidencing Learning from Experience	✓	✓	✓
UTLGAC-10-M	Independent Study (B)	✓	✓	✓
UTLGAC-20-M	Independent Study (B)	✓	✓	✓
UTLGAC-30-M	Independent Study (B)	✓	✓	✓
UTLGBP-20-M	Investigating Academic and Professional Practice in Higher Education.	✓	✓	✓
UTLGBQ-20-M	Research Degree Supervision	✓	✓	✓
UTLGE9-30-M	Coaching for Professional Development		✓	✓
UTLGEA-30-M	Coaching in the Institutional Context		✓	✓
UTLGEB-30-M	Coaching for Institutional Change		✓	✓
UTTGJD-20-M	Disability Equality Awareness Raising		✓	✓