PROGRAMME SPECIFICATION

1.   Awarding Institution:

8th April 2021

Programme Outcomes

Upon successful completion of the programme learners should be able to

Knowledge and understanding

Use appropriate techniques to select the correct method for teaching and learning; develop methodological approaches to design and plan learning

All modules run sequentially except for Optional Modules 3, 4 and 5 where they run concurrently at the same time.

All modules are 20 weeks in duration and have 300 notional hours (except Module 7 with 600 notional hours over 40 weeks), with 2.25 hours per week allocated to asynchronous or synchronous activities. Tutor contact time is optimised through the asynchronous discourse via online discussion boards, and tutor-led activities, and occasional guest speaker seminars. The activities are intended to encourage engagement, collaboration and problem-solving among the learner community of practice, whilst retaining the flexibility for participants to balance work-life-study commitments. Throughout this programme structure the UK Professional Standards Framework plays an integral role in assisting the learner to reflect on their learning gain and apply it to their area of teaching and research practice. Modules 1 and 2 align with the UK Professional Standards Framework to provide the learners with a 'Gold' standard benchmark teaching, and research capabilities against.

Module 1: Throughout this module the UK Professional Standards Framework plays an integral role in assisting the learner to reflect on their learning gain and apply it to by 4cab

Module 3 (Optional): Throughout this module the UK Professional Standards Framework plays an integral role in assisting the learner to reflect on their learning gain and apply it to their area of teaching and research practice. The module is heavily learner-centred. It is delivered by way of twelve online units involving the completion of a range of practical and conceptual tasks and associated skills requiring in-depth analysis and research.

Learners have access to comprehensive online resources and will receive online supervision and feedback on their work. There will also be an opportunity for asynchronous and occasional synchronous learning through webinars/seminars.

Learners will:
1. Employ evidence-based

and online spaces) and inclusive approaches to learning, teaching and assessment. Throughout, this module, the UK Professional Standards Framework plays an integral role in assisting the learner in reflecting on how they facilitate learning through vocational models of learning and development.

Learners have access to comprehensive online resources and will receive online supervision and feedback on their work. There will also be an opportunity for asynchronous and occasional synchronous learning through webinars/seminars.

Learners will:
1.

Role of the Institute for Apprenticeships & Technical Education
Integration of Live placements and taught curricula.
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facilitating knowledge, skills and behaviour acquisition
Evaluation of on-the-job and off-the-job training
Exploring employability skills between academia and employment.

Employability workshops

Employability is of increasing concern for Higher Education learners as they complete their degree studies, apprenticeship programme or develop their career aspirations. Employability skills and evidence of those skills are often required when applying for a job role or promotion and require self-assessment of skills and learning reflection. Employers wish to measure the successful application of employability skills in their organisation performance.

As part of this module, learners are required to complete a series of action learning activities. These action learning sets will contain problematised tasks for learners to work on collaboratively to find solutions to embed employability skills within their design and delivery of educational learning experiences. This may include Educational Technology and its role within the suggested solution.

Throughout this module, the UK Professional Standards Framework plays an integral role in assisting the learner in reflecting on how they facilitate learning through vocational models of learning and development. Workshops will cover theoretical principles applied in apprenticeships, vocational course and other professional development in the workplace. i.e. McCall et al. model of 70:20:10. A combination of academic and guest employers sharing their experiences will encourage synchronous and asynchronous discourse.

This is very much a learner-led course and the action learning sets will provide personal insight into their own development and heighten their emotional intelligence when facilitating learning for others.

This module continues to develop the four themes that run throughout all modules, with particular focus on the fourth theme (below).

Those four themes are:

UKPSF criteria
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Module 6: Throughout this module the UK Professional Standards Framework plays an integral role in assisting the learner to reflect on their learning gain and apply it to their area of teaching and research practice. The module is heavily learner-centred. It is delivered by way of twelve online units involving the completion of a range of practical and conceptual tasks and associated skills requiring in-depth analysis and research.

Learners have access to comprehensive online resources and will receive online supervision and feedback on their work. There will also be an opportunity for asynchronous and occasional synchronous learning through webinars/seminars.

Learners will be able to:
6. Employ evidence-based approaches to reviewing the literature.

7. Demonstrate an understanding of ethical approval, where human participants are used within research studies.

8. Evaluate a range of quantitative and qualitative research designs used in educational research.

9. Evaluate the advantages and disadvantages associated with different research, theoretical or conceptual frameworks.

This module continues to develop the four themes that run throughout modules 1-5, and allows broader exploration of a fifth theme (Education- see below).

The five themes are:

UKPSF criteria
Education
Curriculum Design and Delivery (including Digital Learning)
Widening Participation and Inclusivity
Work-based Learning (includes employability and apprenticeship learning)

These themes play a central role in assisting the connection and learner transition from one module, one level to another (PGCHE to PGDipHE). The teaching approach is also incremental between the modules where higher-order discussion takes place, encouraging the learner to develop qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development.

Module 7: Throughout this module the UK Professional Standards Framework plays an integral role in assisting the learner to reflect on their learning gain and apply it to their area of teaching and research practice. The module runs over a 40 week duration. Research workshops will be run by the University. These workshops will be delivered by a combination of academic and library staff and will focus on technique. As well as the

workshops, there will be a mix of synchronous and asynchronous activities which learners should attend and work through, depending on the specific focus of the research session.

The Research Institute's research workshop asynchronous workshops with 11 hours of tutor-led activities relating to the following topics:-

       The Research Process
       Developing a Researchable Question
       Reviewing the Literature
       Data Collection and Analysis
       Using Official, Bureaucratic and Internal Organisational Data
       Choosing a Research Design
       An Introduction to Ethics and Access
       Sampling and Selection
       Surveys and Questionnaires
       Interview Design and Administration
       Focus Groups and Group Interviews
       Collecting data through Observation and Ethnography
       Qualitative Data Analysis: developing and linking analytical constructs, including NVivo
       Quantitative Data Analysis using SPSS
       How to begin writing a Dissertation

Learners will be assigned a research supervisor based on their research area. Supervisors will be appointed by week three of commencing this module. Learners will receive up to seven hours of research supervision to cover the formulation of their proposal and continuing support throughout the research and writing up phase.

Diagram
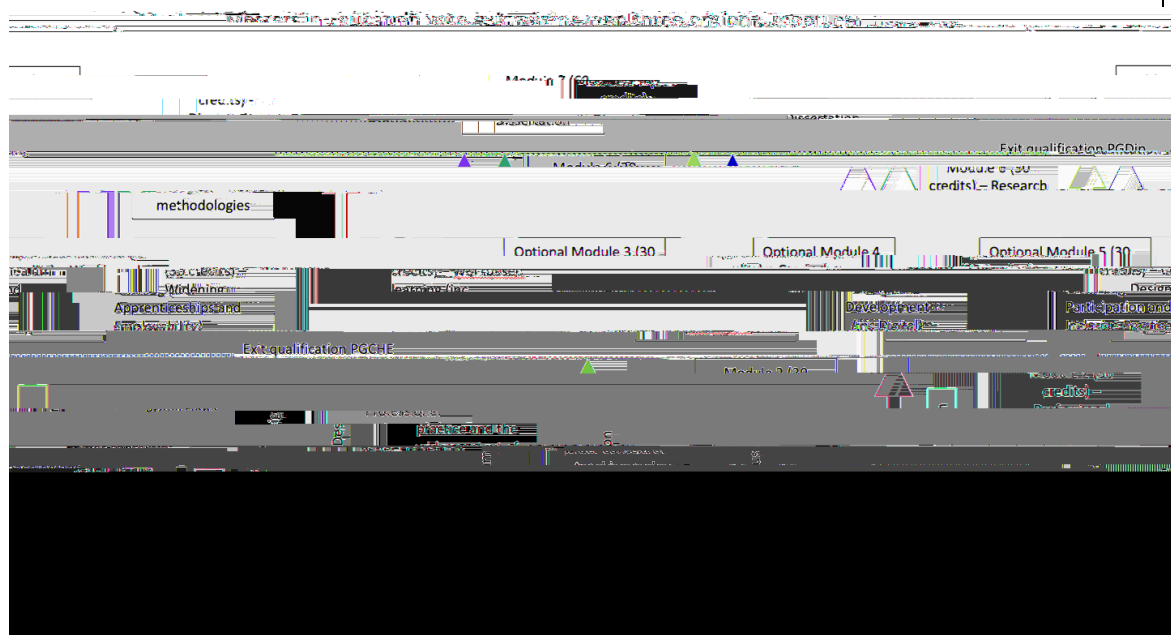
16. Programme Outcomes, Learning & Teaching and Assessment Strategies

A. Knowledge and Understanding

Academic Model. At the same time, learners studying at this level will draw upon their context and demonstrate learning through varying levels of support, self-direction and collaborative activities (Vygotsky, 1978). A strong emphasis is placed on self-determination theory and transformational experience from one module to another in this Master programme.

Our aim is to take deep approaches to learning (Quinn 2007) and encourage the learner to critically apply the theory to practice with a constructively aligned curriculum (Biggs, 1999). This online programme has an in-built flexible architecture where learners can socially construct knowledge and understanding through collaboration with others at different times of the day. For example: Discussion boards facilitate the sharing of ideas and concepts, students being able to talk to and ask questions of other learners in their efforts to make sense of their knowledge. By its nature a discussion board allows the learner's voice to be prominent. Blogs are used to develop the scholarship of learning and teaching through authorship which by its nature invites comments from peers. Blogs empower

learning and teaching strategy and Future
Academic Model. At the same time, learners

	Microphone In-built or separate headphone set Internet enabled Wifi 2.4GHz or 5GHz Browsers Google Chrome Firefox Safari Microsoft Edge