



PG Cert Education; PG Diploma Education; MA Education

Part-Time / Online Study from Oct 23.

Course Demands

18/09/2023

Introduction

This document is produced by The University of Law (the University) to provide information about the demands of the course for prospective students.

The information included is an indicative guide for the part-time online course commencing in 2023 / 2024. Students who enrol on the course will be subject to the course regulations in force at that time.

Details of the course/s including subject coverage and the learning environment, can be found on the University's website.

Preliminary Knowledge

Our programmes are for education professionals, including staff who are working in higher education. Participants need to be actively involved in a relevant professional role in order to undertake one of the programmes.

This programme is consistent with the QAA's Category 2: specialised or advanced study master's degrees.

"all master's degree graduates have in-depth and advanced knowledge and understanding of their subject and/or profession, informed by current practice, scholarship and research. This will include a critical awareness of current issues and developments in the subject and/or profession; critical skills; knowledge of professional responsibility, integrity and ethics; and the ability to reflect on their own progress as a learner." QAA Characteristics Staten

ELITE / The Skills Academy.

The induction period (at the start) provides general programme information and guidance, offers an opportunity for learners to raise questions, introduces

Total	X	300 notional learning hours per module, except Mod. 7 (Dissertation), 600 notional learning hours.
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The online course requires the same level of commitment as a course you attend in person – the

Use appropriate techniques to select the correct method for teaching and learning; develop methodological approaches to design and plan learning activities; develop effective learning environments and approaches to supporting learners; acquire awareness of how to use and value appropriate learning technologies for effective learning and teaching.

Use qualitative and quantitative approaches in educational research; understand the policy background to current basic skills/skills provision; explore the curriculum models which inform current practice; understand the economic, philosophical and cultural factors affecting inclusive curriculum design and practice; develop awareness of the practical aspects of the management of educational organisations; develop a comprehensive and realistic perspective on a range of management issues; possess enhanced awareness of emerging global influences on learner learning and professional practice.

Acknowledge the wider context to global learning, and civic responsibilities of an individual and organisation; apply digital capabilities to undertake a literature search, use retrieved information to conduct further research or knowledge transfer opportunities.

Intellectual

Evaluate the appropriateness of different learning paradigms, and understand how to develop evidence

Learning Environment

Our sessions are delivered using the Elite VLE, and are run live.

The programme is structured into 15-week thirty credit modules, except for the 60-credit module dissertation which is spread over 34-weeks

During the first academic year, students will undertake two core modules that lead to 60 credits (and where applicable a PGCHE exit award)

During the second academic year, students will select one 30 credit from optional module 4, module 5 and module 6. Upon completing the optional module, students will undertake one core module of 30 credits (Research methodologies) to achieve the PGDip level.

During the final 5 months of the programme, the student will be allocated a supervisor who will support the student in undertaking an independent research project and producing a dissertation.

Teaching is through asynchronous and synchronous methods.

All learning will occur in the University's Virtual Learning Environment, where all support services will be made available to learners.

Each module is assessed at the end of the term in which the module is completed.

Module 1 and Module 2 create evidence that could lead to claims for Fellow of the Higher Education (module 2). Submission for Fellowship is an optional and may incur a fee payable to the Advance HE.

Assessments (Coursework and Examinations)

A summary of the assessment schedule for this programme is explained below

Summary of Assessment Demands

The following tables indicate the duration, style and number of assessments.

PGCHE – Module 1 and Module 2 are core modules.

PG Diploma – Modules 3, 4 and are optional. Students are permitted to select one of three optional modules in the second year of the programme. To complete the PG Diploma level, students must complete module 6.

Master – Module 7 is a core module.

	Module	Summative Assessment
Level 7	Module 1 – Fundamentals of Teaching in Higher Education	<p>An end of module written assessment of 5000 words plus or minus 10%, comprising a reflective essay critically evaluating the learner’s own role in teaching, supporting their own learners and/or assessment, incorporating how they have engaged in collaborative learning practices on the PGCHE. The learners will pick 3 areas they have studied in Module 1, or debated within the online discussions to focus on in their written submission and will support this by drawing on ideas from literature and integrating learning theory with reflections on their practice.</p> <p>This assessment will need to show requisite Knowledge and Values within the 5 Areas of Activity set out in the UKPSF for Descriptor 2.</p> <p>Meets learning outcomes: 1,2,3,4,5 & 6. Weighting 100%</p>
	Module 2 – Professional practice and the wider context of teaching and learning	<p>This is a two-part assessment.</p> <p>Part A: An end of module written assessment of 4,000 words plus or minus 10%,</p>

consisting of EITHER

		<p>Learners must achieve a minimum of 50% pass mark in Part A and Part B to complete this module.</p>
	<p>Module 3 – Curriculum Design and Development</p>	<p>This is a two-part assessment.</p> <p>Part A: Written report that addresses LO1, LO2, LO3 – 4,000 words plus or minus 10%.</p>

		Learners must achieve a minimum of 50% pass mark in Part A and Part B to complete this module.
	Module 5 – Workbased Learning	<p>A Written assessment of a maximum of 5,000 words, comprising a reflection of learning from a portfolio of evidence generated during this module; this includes the application of knowledge in the workplace or from their action learning sets.</p> <p>Meets learning outcomes: 1,2, 3, 4,5 Weighting: 100%</p>
	Module 6 – Research methodologies	<p>A final research proposal that demonstrates critical knowledge and understanding of research approaches, methods and data analysis. The proposal should offer justifications for the approaches and methods to be adopted. 5000 words plus or minus 10%.</p> <p>Learning outcomes: 1,2,3,4,5 Weighting: 100%</p>
	Module 7 - Dissertation	