



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 Statement, Master's Degree, September 2015, page 3.

A sufficient command of English to follow the course to a successful conclusion (a score of 6.5 or above in all components of the IELTS exam).

Pre-Course Demands

Our education programmes (PGCHE, PG Diploma Education, MA Education) are aimed at those in a relevant higher education role and working in an academic, teaching or professional position. We recommend candidates discuss their interest in the relevant programme with their line manager in advance of making an application.

In addition, it is recommended that all students who are returning to learning complete the *Getting Ready for Academic Study* module which is available in the Skills4Study package available through

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 students to the different approaches to teaching and assessment that we use, provides development of digital skills, and outlines support services.

Modes of Study and Attendance Requirements

All Education programmes are delivered online, and follow the PEC model (Prepare – Engage – Consolidate). There is no compulsory campus attendance.

Number of days attendance on campus usually required:0

Attendance Mode	Number of Days of Attendance per week required for Engage (teaching) sessions
Full-time	X
Part-time (day)	Our programmes involve a series of online, daytime sessions – for each module. These are a combination of teaching and supervision sessions. Most sessions are recorded so that those participants unable to attend can view the recordings. The larger amount of study time is via part time, individual study. All programmes are completed online and offer flexibility.
Part-time (evening)	X
Part-time (weekend)	X

Online Attendance

Learning format	Hours Full Time (Indicative)	Hours Part Time (Indicative)
Prepare - consisting of independent learning and preparation for Engage activities	X	X
Engage activities - lectures, workshops and small group sessions	X	X
Consolidate – completing further tasks to bring together your learning and check your understanding	X	X

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 only difference is you do not have to travel to a campus to attend the course.

Students studying part-time online will need to attend 2 hours of live sessions per week (all online; there will be some variation depending on which programme route the student has selected).

Attendance Requirements

- Term 1 comprises a comprehensive induction programme.
- All learners are expected to engage with the induction, online materials, discussion forums, and activities on a weekly basis. The online activities from part of the learning journey and will provide valuable evidence towards the overall summative assessment in each module.

We recommend participants attend all online sessions, or at least as many as they can. We recognize that, on occasion, candidates may have to miss a session. We therefore record sessions so that candidates can view them at a later time if necessary.

All modules except the final (MA) module (Module 7) are scheduled to run over 14/15 weeks. Module 7, as a 60 credit module, is scheduled to be undertaken in 34 weeks.

Summary of Key Learning Outcomes

Programme learning outcomes for the PG Cert Education / PG Dip Education / MA Education:

Knowledge and understanding

- 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-based approaches to learning and teaching across different modes of learning.
- Discuss, critically analyse and evaluate relevant theoretical concepts involved in facilitating learning; read widely and critically demonstrate an understanding of key theoretical concepts; evaluate the impact of current educational initiatives; undertake critical analysis and evaluation of relevant theoretical views and empirical work within the chosen area of study.
- Discuss and analyse case studies, investigations, reports, research paper and theories; conduct a critical review of literature; critically analyse own teaching methodologies, digital technologies and practices in light of current research; have an understanding of ethics and theoretical concepts.

Transferable

- Conduct a self-appraisal of own needs and areas of strengths relating to communication, skills, knowledge and behaviour.
- Adopt appropriate techniques and skills with digital learning to produce analytical writing, critical review and expression of mastery in the subject matter.
- Structure a cohesive document to demonstrate clarity of thought, critical argument and evidence-based recommendations/conclusion.
- Plan and undertake appropriate study, research, and development work, as necessary in pursuit of the Master.

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.

The University operates a fit to sit policy, which means that students who attend an assessment are deeming themselves to be fit to sit that assessment. It is therefore not possible to submit a concession or mitigating circumstances application for impaired performance for an assessment that has been sat, unless there was a procedural defect in the conduct of the assessment.

Assessment and learning adjustments

If you have any queries regarding support or adjustments whilst studying at the University of Law please contact the Disability and Inclusion Service on disabilitysupportservice@law.ac.uk or 01483 216657. The Education programme team will also try to accommodate needs of individual learners and will seek advice as needed from the Disability and Inclusion Service.

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>

		<p>consisting of EITHER a fully worked proposal for an action research project OR an evaluative report on a small scale action research project. This proposal/report will include critical reflection on issues of learning, teaching and/or assessment in the learner's own professional practice and their engagement with collaborative learning practices leading to a 3000-word submission for Fellowship of the Advance HE.</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 (Fellowship). *</p> <p>Meets learning outcomes: 1, 2, 3, 4 & 6. Weighting: 70%</p> <p>Part B: An oral presentation of 15 minutes in duration giving a synopsis of the action research project proposal/research project supported by a maximum of 10 slides. This assessment is equivalent to 1,000 words.</p> <p>Meets learning outcome: 5 Weighting: 30%</p> <p>*Those PGCHE learners who have already achieved Fellowship or higher Advance HE award, will not be required to complete a 3,000 word submission, but will be required to complete both Parts A and B of the summative assessment.</p>
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		Learners must achieve a minimum of 50% pass mark in Part A and Part B to complete this module.
	Module 3 – Curriculum Design and Development	<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%. The report will analyse a range of curriculum theories, models and approaches, and demonstrate critical understanding of the design and development of <i>innovative and inclusive</i> curricula. It will also provide a critical evaluation of the effectiveness of an identified curriculum.</p> <p>Meets learning outcomes: 1, 2, 3, 5 Weighting: 70%</p> <p>Part B Presentation – LO4 – 1000 words equivalent Learners will provide a synchronous 15-minute presentation to the group. The presentation will recommend an alternative curriculum and provide justifications underpinned with theoretical and pedagogical principles. The presentation will be recorded, and presentation slides will be submitted as part of the evidence for LO4.</p> <p>Meets learning outcomes: 4 Weighting: 30%</p>

		<p>Learners must achieve a minimum of 50% pass mark in Part A and Part B to complete this module.</p>
	<p>Module 4 – Widening Participation and Inclusive Practice in HE</p>	<p>This is a two-part assessment.</p> <p>Part A: A written submission of 2500 words plus or minus 10%, to include a comprehensive lesson plan (500 words approx.) and rationale for inclusive learning. Learners will select a topic they plan to teach to a diverse group of learners. The lesson plan will outline the lesson aims, steps, teaching methods, activities, resources and anticipated issues. The lesson plan will be supported by a written rationale, informed by theory and practical experience.</p> <p>Meets learning outcomes: 3,4 Weighting: 50%</p> <p>Part B: A critical account of the changing face of UK HE from 1970 to 2020. 2500 words plus or minus 10% Learners will be expected to demonstrate awareness of political, social and economic behaviours affecting HE participation, with particular reference to internationalisation and widening participation agendas. Learners will evidence understanding of trends in learning and forecast teaching practice which reflect the diversification of the learner body.</p> <p>Meets learning outcomes: 1,2, 5 Weighting: 50%</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	<p>A Dissertation with a minimum of 13,000 words plus or minus 10%.</p> <p>Learning outcomes: 1,2,3, 4, 5 Weighting: 100%</p>

Time limits for Completion

Postgraduate Certificate (both programmes) – 3 years
 Postgraduate Diploma (both programmes) – 4 years
 MA (both programmes) – 5 years.