

PGC LEARNING AND TEACHING IN PROFESSIONAL AND HIGHER EDUCATION

Institute of Education, Arts and Society

Academic Level:	7	Credits:	60
UCAS Code:	Not applicable		
Awarding Body:	University of Cumbria		
Delivery Site:	Online – distance learning		
Programme Length:	1 calendar year (January to December)		
Mode of Delivery:	Distance learning		
Pattern of Delivery:	Part time		
	Total weeks of study:	36 weeks	
	Delivery pattern:	3 x 12 week semesters	
	Standard semester dates:	Yes	
Programme Webpage:	https://www.cumbria.ac.uk/study/courses/postgraduate/learning-and-teaching-for-higher-education/		

Entry Criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme you will be able to:

1. Act as a knowledgeable, reflective academic practitioner, adopting a scholarly and research-based approach to learning and teaching practice.
2. Influence and implement innovation and change that will enhance teaching and individual learning.
3. Utilise a range of teaching tools to suit the context and student needs.
4. Disseminate and share interdisciplinary best practice with peers.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

K1. A comprehensive understanding of theoretical models, concepts & frameworks in the design, delivery and evaluation of teaching, learning support and assessment, and through this an advanced ability to make informed educational judgements and decisions related to the diverse nature of their students.

K2. Recognition and critical engagement with the complex, dynamic and interconnected nature of academic issues, policies, concepts and perspectives related to the diverse roles and experiences of those engaged in a variety of academic practice.

K3. The systematic examination of values and purposes that underpin academic thinking, in order to enable participants to interrogate factors influencing their own practice and academic identity.

K4. A critical appreciation of the literature relating to both pedagogy and discipline specific research.

Programme Outcomes – Skills and other Attributes

The programme provides opportunities for you to develop and demonstrate the following:

S1. Independent, autonomous learning, showing initiative and enthusiasm for your professional academic development with a commitment to the promotion of equality, diversity and inclusion.

S2. A practical competence regarding the appropriate professional standards in effective teaching, support of learning, assessment, research and scholarship, and leading academic change fitting for your role.

S3. A range of skills including critical thinking, problem-solving, analysis and reflection through the interrogation of theory and enquiry through the research process. You should challenge current dominant ideologies of academic thinking to create innovative solutions.

S4. Learning and developing with others; contribute to the developing research and scholarly activity of your practice communities.

S5. The ability to instigate and lead explorations of problems and issues within your academic/work context, particularly those which positively impact upon the learning experiences and achievements of students.

PROGRAMME FEATURES

Programme Overview

Overview of course content

The programme comprises three 20-credit modules. These modules are focused on: learning, teaching and assessment, researching academic practice and curriculum design and development. Through studying these modules you will learn about how to adapt learning and teaching to meet the needs of diverse learners and about the role and importance of assessment and feedback in learning and teaching. You will also start to think about the diverse needs of learners and their different learning contexts. There is also a focus on exploring how research and theory can be used to inform practice. This extends to thinking about how you could use research methodologies and tools to critically examine your own practice, as well as lead to innovative and creative ideas for changes which might enhance students' learning experiences. Through looking at the topic of curriculum design, you will consider how long-term learning can be planned for through carefully sequenced learning opportunities. You will explore how we can ensure that learning experiences are inclusive and support a wide range of learners to progress.

Throughout the whole degree programme, you will be invited to critically reflect on your own professional development needs. You will be encouraged to use the learning materials and assessment tasks to support your ongoing professional development by applying theory and research to practice. The course is intended to support your development as a lifelong learner. You may choose to progress from this course into further Masters-level Study.

Skills Support

You will have the opportunity to benefit from postgraduate academic skills support. A free pre-session programme of study online enables applicants to refresh and develop their language and academic literacy skills before starting the programme. Academic, digital and professional graduate skills development sessions are built into the programme's modules and the University's academic skills team provide support specifically designed for Masters' level study throughout the year.

Academic discipline and professional practice

The academic subject area of this programme is Education, with a focus on education in professional and higher education contexts. The andragogy used in how this programme is taught is based on a constructivist approach to learning which emphasises empowering adults as self-directed learners. Within this approach, learning and teaching methods on the programme will provide active learning opportunities which aim to emphasise the importance of the interface between theory and practice as part of how learning happens.

Learning activities within the programme have been carefully planned to optimise distance learning including the use of peer feedback and purposefully planned live VLE sessions which provide important opportunities for social learning and interactions between students in a respectful and inclusive environment. The modules include a wide variety of teaching and learning activities, which are designed to enhance your experience by making use of range of technologies including, for instance: Padlet, recorded sessions, podcasts and interactive discussion boards.

The programme has been planned to provide you with multiple opportunities to critically reflect on your own development needs relating to your professional context. Throughout the course you will be encouraged to carefully consider what your own development needs and priorities are. You will then use the learning materials and assessment activities as opportunities to help you to develop new knowledge and skills which enable you to progress as a practitioner.

Learning and Teaching

Teaching

At Level 7 on this programme, you typically have around 1-2 contact hours per week with a total of 24 contact hours across the module. A typical week might consist of a range of activities such as:

- 1 hour of a tutor led virtual learning session
- 30-minute group tutorial
- Independent teaching and learning activities in the virtual learning environment

However, the pattern may vary from week to week and between semesters.

Learning and Teaching

The programme integrates a variety of teaching and learning methods and resources that support the needs, preferences and interests of different learners. The programme design models excellent curriculum design processes to students. Expert knowledge contributions are combined with effective use of learning technologies to promote powerful social and individual learning opportunities. The focus of assessments is particularly designed to be relevant to the needs and interests of individual students with an emphasis on the interaction between theory and practice.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study.

Teaching Staff

Staff teaching on this programme use research-informed teaching approaches and draw on sector specific knowledge and expertise of higher and professional education settings. All the tutors supporting this programme are experts in their field and the team has substantial experience in tutoring postgraduate students.

Assessment

You will engage with a variety of different forms of assessment. The programme has been designed with authentic assessment at its core, resulting in a range of engaging and challenging assessment opportunities that are relevant to your progression and development in the workplace and as life-long learners. A variety of forms of formative and summative assessment are used in order to provide 'assessment for learning', supporting you to become independent, analytical thinkers.

Summative Assessment is the process of evaluating (and grading) the learning at a point in time. Every module will have a summative assignment, with content submitted online via Turnitin.

Summative assignments vary with each module. Over the course of the programme, you will be assessed through: written assignments, critical reflections, curriculum design tasks and presentations. This aligns to the University-wide Learning Teaching and Assessment plan in terms of authentic assessment, meaning assessments which contribute to professional understanding and employability.

Formative Assessment is designed to help you learn more effectively by giving you feedback on your performance to indicate how it can be improved and sustained. Each module uses formative assessments to help you make progress towards the summative assessment and to provide feedback on the development of your skills, academic thinking and writing. Formative assessment may also be a part of tutorial or seminar support. The programme makes use of peer and tutor feedback to enhance your skills relating to critical reflection, analysis and evaluation and the interface between theory and practice.

Key methods of assessment used in the programme:

- Peer assessment/feedback
- Self-assessment quizzes
- Curriculum design project work
- Academic poster and presentation/pitch
- Critical reflections drawing on theory and research

Feedback

You will receive both a grade and written feedback on your summative work against predefined grading criteria for level 7 work. Marking rubrics are used for each assessment to ensure consistency of marking and feedback. The feedback provided identifies strengths of the summative work as well as feed-forward, which is intended to help you develop your skills and approach for future submissions. All feedback given to learners is in line with best practices identified by our colleagues in Centre for Academic Practice Enhancement (CAPE) and consistent with the University of Cumbria's curriculum design framework. Summative (final) marks and feedback will be provided within the timeframes specified within the academic staff handbook and CAPE academic toolkit.

Graduate Prospects

This degree programme focuses on developing skills and knowledge related to concepts and frameworks in the design, delivery and evaluation of teaching, learning and assessment, particularly focused on higher and professional education contexts. It is intended to help you develop skills and knowledge to support your professional development as educators across a wide range of settings within professional and higher education contexts which may enable you to transfer between different related educational contexts or to progress within your current setting. It aims to give you a deeper understanding of this educational field, of related global issues and of how you can apply the skills and knowledge learnt in this degree programme to support your employment and career progression.

This programme is designed for you to achieve career progression. This informs programme curriculum content, which supports career progression options. The programme's learning,

teaching and assessment strategies are focused on knowledge, skills and understanding that supports career advancement through the use of authentic assessment. There is a particular focus on the identification of your professional development goals and engagement with theory and research which support their development. Skills and knowledge gained from studying this degree may also apply to other employment opportunities where you can transfer knowledge, skills and understanding such as learning advisors, coaching, pastoral support and library services.

MODULES

Year 1			
Code	Title	Credits	Status
PGLT7011	Introduction to teaching, learning and assessment	20	Core
PGLT7012	Researching Academic Practice	20	Core
PGLT7013	Curriculum design and development	20	Core

Key to Module Statuses	
Core modules	Must be taken and must be successfully passed.

Timetables
<p>Timetables are normally available in January. Please note that while we make every effort to ensure timetables are as student-friendly as possible, scheduled learning can take place on any day of the week.</p> <p>Our Timetabling team work hard to ensure that timetables are available to students as far in advance as possible, however there may be occasional exceptions such as in the case of teaching which falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes which include teaching sessions in August may not be published until closer to the August delivery.</p>

ADDITIONAL INFORMATION

Student Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk

Course Costs

Tuition Fees

Course fees can be found [here for undergraduates](#) and [here for international students](#).

The following course-related costs are included in the fees:

- Library access and skills support
- Tuition

Additional Costs

The following course-related costs are not included in the fees:

- You will use your own personal computer to access our Virtual Learning Environment (VLE) suite of tools to engage with this programme.

It is therefore recommended that students have access to a personal laptop and/or computer as this will be needed to access the learning materials and to engage with live online sessions

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations, Academic Procedures and Processes.

External and Internal Benchmarks

- QAA Characteristics Statement: Master's Degrees (2020)
- QAA, Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England (2008) www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks
- QAA, Subject Benchmark Statements www.qaa.ac.uk/quality-code/subject-benchmark-statements
- UoC Curriculum Design Framework
- UoC Learning, Teaching and Assessment Strategy
- UoC Academic Regulations and Academic Procedures and Processes

Disclaimer

The details of the programme offered for a particular intake year will be as detailed on the programme webpage: <https://www.cumbria.ac.uk/study/courses/postgraduate/learning-and-teaching-for-higher-education/>