

MA Higher Education (with PG Cert and PG Dip)

1	Awarding institution/body: University of Worcester
2	Teaching institution: University of Worcester
3	Programme accredited by: University of Worcester
4	Final award: MA in HE , PG Dip in L&T in HE and PG Cert in L&T in HE
5	Programme title: MA Higher Education
6	Pathways available: Not applicable
7	Mode and/or site of delivery: University of Worcester
8	Mode of attendance: Part time and full time
9	UCAS Code: Not applicable
10	Subject Benchmark statement: Not applicable
11	Date of Programme Specification preparation/revision: Dec 2010/updated Oct 2011

12 Educational aims of the programme

The award is part of the University's Postgraduate Education Programme (PEP) which is designed for those who have responsibility for teaching and learning within a professional context. This award is suitable not only for teachers and educationalists working in Higher Education but also for other professionals involved in facilitating Higher Education student learning, such as academic librarians, information technologists, career guidance workers and academic support tutors.

The programme aims to develop rigorous professional practice in ways which will have impact on the workplace and on the achievement of all higher education learners in that context. It has been designed to provide opportunities for course participants to pursue reflective and systematic enquiry which will enable them to extend their capacity for critical analysis, reflection and autonomous action, underpinned by a high level of professional knowledge, skills and understanding.

The overall aims of the programme are to promote:

- I. The development of enhanced professional practice within a clear framework of the learners' own professional values.
- II. The development of an enhanced critical and reflective attitude towards practice.
- III. The adoption of a research-based approach to personal and organisational development.
- IV. An understanding and articulation of the interdependent and transformational relationship of practice and theory.
- V. The ability to generate learning enriched working environments.

13 Intended learning outcomes and learning, teaching and assessment methods

On completion of the award the programme member will be able to:

1. design, implement and evaluate HE teaching programmes and materials critically evaluating their effectiveness for individuals and groups
2. develop effective learning environments and learning support systems, using C&IT where appropriate
3. use an innovative range of assessment techniques to support learning that enable students to monitor their own progress at HE level

4. deploy a range of self, peer and student evaluation techniques to monitor their own teaching and learning practices and underpin reflective practice
5. engage effectively with research and scholarship in the subject discipline and in higher education contexts in order to support and develop teaching quality
6. critically reflect on the particular concerns of learning and teaching in their subject discipline
7. develop personal and professional coping and change management strategies that enable development of pedagogy, curriculum and administrative effectiveness
8. undertake development and action planning to audit, reflect upon, plan, implement and record personal, professional and workplace development
9. further their own learning and teaching through engagement with relevant policy, strategy, quality considerations and professional support networks;
10. engage in a flexible way of working and benefit from the opportunity to make their studies coherent and relevant;
11. critique the pedagogic model of the cyclical process of experience, reflection and analysis;
12. develop as a critical reflective practitioner including confronting own values, beliefs and actions

Programme members are also expected to engage with the following values and consider how they shape their professional practice. These are a commitment to:

- a) Demonstrate an understanding of how people learn
- b) Value diversity and demonstrate respect for individual learners' differences and development
- c) Promote inclusivity and encourage learners' participation, empowerment and equality of opportunity
- d) Demonstrate scholarship, professionalism and ethical practice
- e) Value working in, and developing, learning communities
- f) Engage with continuing reflection on our own practice
- g) Develop our own practice, others, educational processes and systems

Approaches to learning and teaching support the achievement of the learning outcomes of the Programme through the addressing in all modules of the cyclical process of experience, reflection, analysis, and the application of principles to one's own context. Further to this and in order to develop and sustain a critical form of educational practice within the Programme, each of the modules employs learning processes through which course participants are encouraged to analyse principles and procedures as active practitioner researchers.

Approaches to learning and teaching vary according to the perceived needs of the students. Some modules are delivered in study days spread across a semester, while others are available intensively over an extended weekend, as summer schools, coached by individual tutors in a workplace context, delivered as twilight sessions for the duration of a semester or term and presented in the form of professional learning networks.

Assessment in the Postgraduate Education Programme (PEP) is based on 100% coursework. This approach is in keeping with the models of the 'professional as learner' and the 'professional as researcher' which inform the Programme, the emphasis being upon the ability of such professionals to provide impetus for organizational evaluation, change and improvement in the workplace. To this end the coursework embraces a variety of approaches to assessment, including reflective portfolios, the critiquing of literature, the analysis of aspects of the curriculum/professional practice of the workplace, designing development plans, small-scale action research projects and case studies.

14 Assessment Strategy

Although the PEP structure is incremental, moving from a Postgraduate Certificate through a Postgraduate Diploma to a Master's degree, all of the assessment criteria are at 'M' level. In order to ensure consistency in the high standards associated with 'M' level work this generic set of criteria is based on the dimensions of the professional models which underpin the Programme. In addition the educational aims of the Programme are supported by this strategy inasmuch as it enables the students to act as autonomous learners, adopting a research-based approach to personal and organisational development in order to enhance professional practice within a clear framework of the participants' own professional values.

While all of the assessment criteria in the Programme are at 'M' level, progression in assessment is ensured by the way in which course participants move from an emphasis upon more directed study on specific aspects of Higher Education within the Certificate phase, through a transitional phase involving the development of a research project and more reflective skills in research methodology, into the dissertation phase. This final phase sees participants as independent researchers exercising autonomous professional judgment in a chosen field of HE practice, with clear outcomes in terms of personal and/or organizational development.

The key features of the Postgraduate Education Programme assessment strategy are that it:

- i. enables course participants to direct their own learning efficiently and effectively towards a given purpose;
- ii. is aware that course participants have unique goals and interests and recognises that these have implications for the teaching and learning process;
- iii. acknowledges that learning occurs in a particular social, cultural and political context and that this affects what is learned and the ways in which it is learned;
- iv. has a commitment to facilitate course participant learning through an individual course participant-centred approach as well as a group-centred approach with a strong commitment to group learning, group processes, and dissemination;
- v. includes specific learning outcomes as well as a generic set of criteria for all modules will be systematically monitored and reviewed in relation to its principles and procedures and its effectiveness as a formative and summative function.

15 Programme structures and requirements – see award map appended

16 QAA Academic Infrastructure

As propounded by the Framework for Higher Education Qualifications (FHEQ), both the module specific and the generic learning outcomes of the PEP draw on the principles of 'originality in the application of knowledge' and an understanding of 'how the boundaries of knowledge are advanced through research.' This is assured via the centrality of the practitioner researcher to the Programme. Concomitant with this the 'Sound judgement, personal responsibility and initiative in complex and unpredictable professional environments' demanded by FHEQ is supported by the Programme's emphasis upon experiential learning and transpersonal reflection.

Further to the above and in accordance with the FHEQ (QAA 2001), at post graduate level students will have begun to acquire:

- i. A systematic understanding of knowledge and a critical awareness of current problems and/or new insights.
- ii. A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- iii. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret

knowledge.

- iv. A conceptual understanding that enables the student to evaluate critically current research and to critically evaluate methodologies.

17 Support for students

Because of the wide range of approaches to the delivery of the programme induction tends to be within specific modules although an induction specific to PEP is offered to all students as well as the induction for all postgraduate students organised centrally by the university. In addition Information Learning Services (Library, Media, Print and ICT) provides induction sessions both independent of, and in conjunction with, specific modules delivered by the programme.

All students receive individual tutor guidance when engaging in independent study work and during the researching and writing up of the dissertation or its equivalent. Tutorial support is also provided as part of the delivery of all taught modules in the programme.

Due to the centrality of professional learning and reflection in the learning, teaching and assessment methods of the PEP, Personal Development Planning is integrated into the modules.

Electronic versions of the PG Cert L&T in HE handbook, PEP student handbook, the dissertation handbook and the University of Worcester student guide are all updated annually.

Students will receive a study guide identifying specific learning outcomes, assessment items and other relevant information pertaining to the appropriate modules.

The University's on-line learning environment and e-portfolio system provides students with electronic means of accessing course information and communicating with peers and teaching staff.

Study skills support is available on request to all students at UW, including those engaged in postgraduate studies.

18 Admissions policy, criteria and procedures

The MA in HE is open to graduates or the equivalent who are professionally engaged in Higher Education and have some responsibility for Higher Education teaching and learning. The University will seek evidence of personal professional experiences that provide an indication of ability to meet the demands of the Programme.

Normally applicants should be in-post and responsible for the learning of students undertaking Higher Education level study. In keeping with University policy on widening participation and diversity the Programme encourages and welcomes the contribution of older learners and people from the widest range of social, economic and cultural backgrounds.

The admission of course members to the Programme will be governed by the normal entry requirements for an award at M level. Course members should normally:-

- a) be the holder of a bachelor's degree or equivalent;
- b) hold an appropriate professional qualification (e.g. QTS/QTLS) or have experience which demonstrate they possess appropriate knowledge and skills.

The normal arrangements for APeL apply. Advanced standing is available for those in possession of qualifications granted in the last five years.

Please contact the Registry Admissions Office for further information or guidance 01905 855111

19 Methods for evaluating and improving the quality and standards of teaching and learning

- The annual monitoring report reviews the quality of the Programme in which the awards sit and provides action points emerging from the analysis of data provided by students, staff and external examiners.
- External examiner reports feed into the annual monitoring report and serve as indicators for areas where staff development will be of benefit to the Programme.
- Each module provides opportunities for student evaluation.
- The PEP committee for staff and students considers feedback from all participants. It also serves as a forum for identifying important issues which are likely to impact upon the Programme.
- Appraisals of staff and peer observation of teaching provide important means of updating and monitoring developments in teaching and learning.
- PEP staff are all involved in either research or scholarly activity which impacts upon teaching and learning issues in the Programme and ensures that teaching and learning issues at Master's level are addressed in an appropriately challenging and innovative manner.
- The PG Cert for new staff, Learning and Teaching in Higher Education, accredited by the HEA and SEDA, provides a forum for individual and collaborative reflection on approaches to teaching and learning.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Attendance is required at all sessions
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission Deadlines and Late Work

If you submit work within 5 five days of the deadline date your work will be marked but will be capped to the minimum pass mark. Please note that you must submit work within **5 actual days** of the deadline date NOT working days. Work handed in after the deadline date that is marked on a pass/fail basis, or reassessment will not be marked.

All work submitted later than 5 days will be graded 'L2' and will not be marked.

You are expected to submit work. If you have [mitigating circumstances](#) preventing you from meeting the deadline you should submit a claim by the appropriate date. You will be expected to provide evidence to demonstrate mitigating circumstances for the period immediately leading up to the assessment and in addition demonstrate if the work is not submitted why it was not possible to submit the coursework within 14 days of the deadline.

If you submit the work within 14 days of the due date and successfully claim [mitigating circumstances](#), your work will be marked as if on time.

Late assignments should, whenever possible, be handed in electronically. If you must hand in paper assignments on a Saturday or Sunday you should hand your work into the Main Reception and ensure that your work is date stamped.

PLEASE NOTE: Non-submission of assessment items will result in failure of the module with no right of reassessment. This means that you will need to retake the module.

For further details on the University submission regulations see [Undergraduate Regulatory Framework](#).

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Pass, Merit or Distinction.

20 Indicators of quality and standards

This programme is a development of the PG Cert Learning and Teaching in Higher Education and offers successful students progression to an MA in Higher Education. External examiner reports on the PG Cert L&T in HE commended the programme for:

- The developmental nature of the programme design, teaching and assessment
- The cycles of formative assessment in the programme
- The guidance provided to course members
- The use of portfolio assessment
- The modelling of practice and professionalism of the programme team

The external accreditation of the PG Cert L&T in HE by the Higher Education Academy, in 2004/05, commended the programme for:

- The close attention paid to the development of professional values in the course.
- The commitment of senior management to the course and to the development of strategies to support staff in terms of learning and teaching.
- The commitment and quality of the course team.
- The quality assurance links directly into the College Learning and Teaching Committee.
- The further enhancement of the course including the welcome introduction of the module *Introduction to Academic Practice*.

The external examiners for the MA in Higher Education have confirmed that the marking of student work was comparable to standards elsewhere at this level and that the standards set for the awards are appropriate for qualifications at Master's level. External examiners have agreed that the standard achieved by students is appropriate to the level of the award to which the programme leads and that they are commensurate with those achieved by peers on comparable courses.

In 2011, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

21 Career Opportunities and Links with Employers

The educational aims of the Programme centre on the enhancement of professional practice and provide course members, where appropriate, opportunities for career moves within and beyond their organizations.

The initial stages of the Masters in HE are accredited by the Staff and Educational Development Association and the Higher Education Academy. These are the two key bodies in the professional development of higher education learning and teaching practitioners in the UK.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

- PG Cert L&T in HE website <http://www.worc.ac.uk/adpu/631.htm>
- Definitive Course Validation Document (Parts A and B)
- PEP Dissertation handbook
- Web address: <http://www.worcester.ac.uk/courses/higher-education-mapgdippgcert.html>

AWARD MAP FOR A POSTGRADUATE AWARDS

MA in Higher Education

PG Cert Learning and Teaching in HE

PG Dip Learning and Teaching in HE

Year: 2011	Last Updated: October 2011	(Subject to Approval)
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Module Code	Module Title	Credits (Level 7)	Status Mandatory (M) or Optional (O)	Prerequisites (Module Code required)
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Specialist Modules MA in HE:

MEDD4142	Learning Teaching and Assessment in HE	20	M	
MEDD4143	Introduction to Academic Practice	20	M	
MEDD4144	Supporting Student Learning in HE	20	M	

Optional Modules for Higher Education awards:

MEDD4003	Evaluation of Professional Learning	20	O	
MEDD4004	Professional Enquiry into an Educational Setting	20	O	
MEDD4007	Negotiated Learning - Education (Single)	20	O	
MEDD4008	Negotiated Learning - Education (Double)	40	O	
MEDD4009	Negotiated Learning - Education (Triple)	60	O	
MEDD4013	Reflecting on Current Issues in Education	20	O	
MEDD4014	Reflecting on Professional Practice	20	O	
MEDD4015	Personal and Professional Development	20	O	
MEDD4020	Finance and Resource Management	20	O	
MEDD4021	Leadership for Quality and Sustainability	20	O	
MEDD4022	Organisational Improvement through Action Research	20	O	
MEDD4023	Policy and the Management of Change	20	O	
MEDD4024	Performance Management	20	O	
MEDD4025	Information and Knowledge Management	20	O	
MEDD4026	Leading Creativity and Innovation	20	O	
MEDD4027	Academic Course Leadership	20	O	

MEDD4064	Mentoring and Coaching	20	O	
MEDD4140	Developing Learning and Teaching Strategies	20	O	
MEDD4145	Making E-learning Work in Higher Education	20	O	
MEDD4146	Research Supervision and Practice	20	O	

Mandatory Modules for MA:				
MEDD4001	Approaches to Educational Research: Research Methods for Professional Enquiry in Education	20	M	
MEDD4000	Dissertation	80	M for MA HE if 4000A not taken	MEDD4001
MEDD4000A	Dissertation	60	M for MA HE if 4000 not taken	MEDD4001

MEDD4000 and 4000A are excluded combinations
MEDD4007, 4008 and 4009 are excluded combinations

PG Certificate Learning and Teaching in HE - Requirements

Students successfully completing MEDD 4142, 4143 and 4144 will be eligible for the award of PG Cert Learning and Teaching in HE.

20	20	20
MEDD4142	MEDD4143	MEDD4144

PG Diploma Learning and Teaching in HE - Requirements

Students successfully completing MEDD 4142, 4143 and 4144 together with 3 additional PEP modules from those listed in the award map will be eligible for the award of PG Dip Learning and Teaching in HE. The assessments for optional modules must focus on aspects of HE practice.

20	20	20	20	20	20
MEDD4142	MEDD4143	MEDD4144	<i>MA in HE OPTIONAL MODULE</i>	<i>MA in HE OPTIONAL MODULE</i>	<i>MA in HE OPTIONAL MODULE</i>

MA in Higher Education - Requirements

Students must successfully complete MEDD4144, MEDD4142 and MEDD4143, MEDD4001 and either MEDD4000 or 4000A, together with modules from those listed, amounting to 20 or 40 credits (depending on which of 4000 or 4000A is taken). A total of 180 credits is required.