



LTC13D102

Title: *SSF LTQC Course Approvals*
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Status: Open

Issue

To receive minor changes course proposal for **EDU MA Higher Education Practice** from the Faculty of Social Sciences, Teaching and Quality Committee.

Recommendation

None.

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

None.

Timing of decisions

SSF LTQC approved 28/5/14

Further Information

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: h.reynolds@uea.ac.uk, for any queries/further information relating to this document.

Background

N/A

Discussion

N/A

Attachments

Minor Changes Course Proposal.



LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and
MINOR AMENDMENTS
 with **NO RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)	new course? <i>note 1</i>		If no, please give existing course code
Higher Education Practice (standalone P/T PCert)	Y	N	T2X344301
School(s) of study & Faculty			
EDU, SSF			
Proposer & proposer's school			
Amanda Giles, CSED			
Proposed start date (of new course or of changes)			<i>note 2</i>
September 2014			
I can confirm that this proposal meets the criteria for using the Minor Changes Course Proposal Form <i>note 3</i>		Y	N

This form is in 5 parts:

- Part 1 Summary and Rationale
- Part 2 Impact Assessment
- Part 3 Academic Case including Programme Specification
- Part 4 Key Information Set (KIS) data
- Part 5 Approvals and Notification

The initiator is responsible for completing parts 1-4

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL**Part 1 SUMMARY AND RATIONALE**

Course One				
S1	a	SCHOOL(S) OF STUDY	EDU	
<i>note S1c</i>	b	FACULTY or FACULTIES	SSF	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO No	
	d	NAME OF COURSE DIRECTOR (Home School)	Stephanie Aspin	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	N/A	
S2 <i>note S2a</i>	a	COURSE TITLE	Higher Education Practice standalone P/T PCert	
<i>note S2b</i>	b	COURSE CODE	T2X344301	
<i>note S2c & S2d</i>	c	AWARD	Postgraduate Certificate	
	d	EXIT AWARD(S) AND TITLE(S)	No exit award	
	e	FULL/PART-TIME (please specify)	Part-time	
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA	
	g	AVAILABLE FROM:	September 2014	
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	N/A	
	b	ACCREDITING/VALIDATING BODY (if relevant)	Higher Education Academy (HEA)	
		Website (URL)	http://www.hefce.ac.uk/whatwedo/lt/enh/hea/	
		Date when accreditation/validation may take place		
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		
		Masters	✓	
		Other postgraduate (please specify)		
S5 <i>note S5a</i>	a	DURATION (years or months)	2 years	

<i>note</i> S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Part-time			
S6 <i>note</i> S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES		NO	✓
			If YES, does this conform with the UEA's code of practice on placements?			
S7 <i>note</i> S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		N/A			
S8 <i>note</i> S8	ENTRY REQUIREMENTS		N/A			
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case					
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case					
S11 <i>note</i> S11	FURTHER INFORMATION available via...		https://intranet.uea.ac.uk/csed/mahep			
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities					
<i>note</i> S12	N/A					

****Please copy and paste the above table for additional (related) courses****

S13	RATIONALE FOR PROPOSAL
<i>note</i> S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>Newly appointed academic staff are currently required to take the MA-HEP to certificate level, completing within the period of their probation – which is generally 5 years. This means that achieving the PGCert (and the associated HEA fellowship) is often a slow process as there is no intrinsic motivation to complete the course before probation ends. This is problematic for two reasons: firstly, it is slowing the process of meeting the University aim of having as many academic staff as possible achieving HEA Fellowship (UEA Corporate Plan 2012-2016 pages 28-29); secondly, engagement with the course itself is hindered by its being so drawn-out, in that participants can lose focus. A further driver to reconsidering the duration of the PGCert is the revised HR policy for probationary staff to gain PGCert within 2 years.</p> <p>The MA-HEP as it stands (taken to PGCert) is run over 3 years, with one 20 credit module generally completed each academic year. This is stated in the original</p>

course proposal document which was submitted and approved by the Committee. However, the original proposal document also noted that it was possible for participants to complete the PGCert programme in 2 years or less. The reduction in PGCert duration from 3 years to 2 years will not necessitate changes to content of the constituent modules.

HEA approval is not required for this minor amendment. The HEA's focus, in terms of accrediting the MA-HEP, is on the course content/assessment strategy and its alignment with the UK Professional Standards Framework – which would remain unchanged. The Head of Accreditation at HEA has confirmed that completion time of 2 years is the norm for similar programmes at other HEI and thus the proposed change is fully supported by the HEA.

This proposed change is also in line with the University Corporate Plan, “[UEA desire to] ensure all academic staff deliver first-rate education” (UEA Corporate Plan 2012-2016 pages 27). Benefits to the institution, and for staff, of changing to a 2 year default are that it allows new staff members to achieve a level of good academic practice and familiarity with UEA academic policy and process as early as possible – which would likely have a favourable impact on the student experience. Overall, we see the proposed change as providing an enhanced continuity and pace of learning and support for new academic staff, and in this way as a positive step.

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
	NOT REQUIRED	

BC2 <i>note BC2</i>	MARKET RESEARCH	Consult with Market Research team
	NOT REQUIRED	

BC3 <i>note BC3</i>	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
	NOT REQUIRED	

BC4 <i>note BC4</i>	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM
	NOT REQUIRED	

BC5	IMPACT					
BC5.1 <i>note BC5.1</i>	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team				
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	<table border="1"> <tr> <td>YES</td> <td></td> </tr> <tr> <td>NO</td> <td>✓</td> </tr> </table>	YES		NO	✓
YES						
NO	✓					
b	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)					
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?					
	N/A					

BC 5.2 <i>note</i> BC5.2	CURRENT STUDENTS AND/OR APPLICANTS		
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES	
		NO	X
b	Will any current students or applicants be affected by this proposal?	YES	
		NO (go to 5.3)	X
c	Evidence of consultation of current students and written consent obtained Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
d	Informing applicants What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/conditional firm or conditional insurance offers.		
BC5.3 <i>note</i> BC5.3	ACADEMIC STAFF	Consult with HOS, Dean of Faculty	
	What is the impact / what are the resource implications of the proposal on academic staff?		
a	Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year		0
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES	
		NO	X
c	Are new appointments required to meet any additional hours?	YES	
		NO	X
d	If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?		
e	What is the source of funding for new academic staff?		
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		
	NONE		
g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		

	NO		
BC5.4 <i>note</i> BC5.4	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN	
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	
		NO	✓
	If YES, please specify Course name, UCAS Code(s) / Course codes		
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	
		NO	✓
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above		

BC6	PHYSICAL RESOURCES
	NOT REQUIRED

BC7 <i>note</i> BC7	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES
	NOT REQUIRED

BC8	ADDITIONAL COMMENTS
	NOT REQUIRED

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
	NOT REQUIRED

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations		✓		
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES	✓	NO	
AC1.2b	Are any modules assessed on a pass/fail basis?	YES	✓	NO	
AC1.2c	If so, how many modules and what is the credit volume for each module?				
	The three compulsory modules which comprise the PG Certificate are all marked on a pass/fail basis and are all worth 20 credits.				

AC2 <i>note</i> AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)					
	Please select only from the permitted options - see UG/PGT regulations					
<i>Note</i> AC2.2	Stage	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note</i> AC2.3
	Stage 0	Level 3				
	Stage 1	Level 4				
	Stage 2	Level 5				
	Year Abroad / in Industry					
	Stage 3	Level 6				
	Stage M	Level 7				

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	✓	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	EDU-HEP			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	✓
AC3.3b	If yes, how many?				

PS	PROGRAMME SPECIFICATION
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing
PLEASE ATTACH AN UPDATED PROGRAMME SPECIFICATION WITH TRACKED CHANGES SHOWING AMENDMENTS TO THE COURSE	

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES
	NOT REQUIRED

AC5	MINOR CHANGES TO EXISTING MODULES
	NOT REQUIRED

AC6	NEW MODULES
	NOT REQUIRED

AC 7 <i>note</i> <i>AC7</i>	DEFINED CHOICE
	NOT REQUIRED

AC8 <i>note</i> <i>AC8</i>	JOINT COURSES		
	Is the proposed course is a joint course?	YES	
		NO	✓
	If YES, how will the student experience be managed?		

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES		
	Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?	YES	✓
		NO	

	If NO, go to AC10
<i>note</i> AC9	If YES, please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3
	The Higher Education Academy (HEA) accredits the course as part of their professional recognition scheme – please see http://www.heacademy.ac.uk/ourwork/professional/recognition . This leads to becoming an HEA Fellow.

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
<i>note</i> AC10	Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.	
	NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal	
Date of circulation:	15/05/2014	
AC10.1	Careers Manager (CCEN)	
None received		
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)	
None received		
AC10.2	Equality & Diversity Manager (PPE)	
None received		

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
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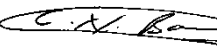
note
AC11

No further comment.

MINOR CHANGES COURSE PROPOSAL**Part 4 KEY INFORMATION SET (KIS) DATA**

KIS	KEY INFORMATION SET data (undergraduate courses only)						<i>Note KIS</i>
KIS1	Quantitative KIS data						<i>Note KIS1</i>
		Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams						
1.2	Percentage of assessment by practical exams						
1.3	Percentage of assessment by coursework						
1.4	Percentage of time in scheduled learning and teaching activities						
1.5	Percentage of time in guided independent study						
1.6	Percentage of time on placements						
KIS2	Professional Accreditation						<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)						
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						

MINOR CHANGES COURSE PROPOSAL**Part 5 APPROVALS AND NOTIFICATION****APPROVALS***Note AP*

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality	L. Beaumont		6/6/14
AP1.2	Head of School (on behalf of School Board)	N. BOODHOO		4.6.2014
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	11.6.14
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	APPROVAL OF THE ACADEMIC CASE			
AP2.1	Head of School	Name	Signature	Date
	Approved:	Nalini Boodhoo	Nalini Boodhoo	4.6.14
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Helena Gillespie	Helena Gillespie	28.5.14
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

MINOR CHANGES COURSE PROPOSAL

<i>Note N1</i>					NOTIFICATION OF APPROVAL	
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.						
FACULTY		SSF		SCHOOL		EDU
NEW COURSE?	Y	N	If NO, please enter existing course code		T2X344301	
DEGREE AWARD (e.g. BSc/MA)			MA			
TITLE OF PROGRAMME			Higher Education Practice			
START DATE	Sept 2014		LENGTH OF COURSE		2 Years	
Course Approved by:		Name of Committee Chair		Date of approval		
Faculty Learning and Teaching Quality Committee (FLTQC)		Helena Gillespie		28.5.14		
Learning and Teaching Committee (LTC)		Reported 12.6.14		Reported 12.6.14		
RELEVANT OFFICE INFORMED? *insert date						
Planning Office	Admissions and Marketing		Learning and Teaching Service		Union of UEA Students	
*12.6.14	12.6.14		12.6.14		12.6.14	
sis.records@uea.ac.uk	arm.operations@uea.ac.uk		Email the LTS coordinator responsible for the course		union.academic@uea.ac.uk	

<i>Note N1</i>		IMPLEMENTATION ACTIONS	
COURSE NAME		NEW ROUTE CODE	
ACTION		DATE	
COURSE INFORMATION LIVE IN ADMISSIONS			
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE			
COURSE PROFILE UPLOADED ONTO SITS			
COURSE CLOSURES COMMENCED (where appropriate)			



Learning, Teaching and Quality Committee

**PROGRAMME SPECIFICATION FOR
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA**

SECTION A: SESSION: 2012 to 2015		
A1	Course Name	MA in Higher Education Practice (MA-HEP)
A2	Final Award <i>(e.g. BA/BSc(Hons)/ MA/MSc etc)</i>	MA
A3	UEA Course Code(s)	
A4	UCAS Course Code(s)	
A5	Professional Award (if any)	
A6	School of Studies	Education

SECTION B: SUMMARY OF COURSE STRUCTURE AND FEATURES

B1 Summary

The MA-HEP is a programme which assists the professional development of early career academics by enabling them to explore different facets of academic practice, with a particular focus on (but not confined to) teaching and learning.

The full MA is made up of 6 20 credit modules and a dissertation.

The Diploma comprises 6 20 credit modules.

The PGCert comprises 3 20 credit modules.

Academics need to take the PGCert as a probationary condition of employment at UEA. The PGCert is accredited through the Higher Education Academy and successful students can apply to become an HEA Fellow.

For academics who are already HEA Fellows there is a 'fast track' through the programme.

In order to meet both the HEA Professional Standards Framework and the changing needs of our students we have restructured the existing programme, although its essential aims have remained unchanged.

For the purposes of this document we refer to MA-HEP students: these are, of course, academics. Each student is supported by a School-based mentor and also an academic advisor, drawn from the MA-HEP teaching team.

SECTION C: EDUCATIONAL AIMS AND OUTCOMES

C1	<p>Educational Aims of the Programme <i>(Include any distinctive/innovative features/route pathways)</i></p> <p>The aims of the programme are to develop :</p> <ul style="list-style-type: none"> • An understanding of the academic role, particularly as this affects the student • Effective strategies for teaching in a particular discipline • How to evaluate teaching delivery and assessment • Principles of curriculum development as applied to the student's own discipline and practice • An understanding of how students learn • The relation between research and scholarship and the activity of teaching • An awareness of how reflection on practice can enhance professional development • A clear understanding of the role of enterprise and engagement • How to develop academic administration and leadership in a productive direction • A clear awareness of how the wider academic context impacts on the academic role • A clear understanding of the role and meaning of the HEA Professional Standards Framework.
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C2 Course Outcomes	
<p>C2(i) Knowledge and understanding</p> <p>a. Principles underlying effective teaching strategies</p> <p>b. Relation between research/scholarship and teaching</p> <p>c. Understanding of the academic role and its wider context, at level of School, university and HE policy (esp. Module 1)</p> <p>d. Principles determining curriculum development</p> <p>e. Knowledge of pedagogical and other literature appropriate to the student's own academic role</p> <p>f. How students learn within a disciplinary/practice based contest</p> <p>g. An understanding of the disciplinary based</p>	<p>Teaching/learning methods and strategies</p> <p>There is an emphasis on reflective learning and peer-assisted learning. In addition there are short courses in which students can discuss ideas and practice. Students also engage in research-led learning</p> <p>Assessment</p> <p>Students write reflective reports which is assessed on a Pass/Fail basis. These reports should contain:</p> <p>- reflection on own practice</p>

<p>subject material in terms of how this is learnt, especially in relation to the differing levels of subject complexity</p> <p>h. Understanding the importance of continuing professional development</p>	<ul style="list-style-type: none"> - a discussion of academic context - demonstrate an awareness of appropriate literature - demonstrate an understanding of the HEA PSF and how these inform academic practice
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<p>C2(ii) Cognitive Skills</p> <p>a. methods for evaluating effectiveness of teaching</p> <p>b. Design and plan learning activities</p> <p>c. Use evidence informed approaches in furthering one's own professional development</p> <p>d. Knowing how to undertake and achieve module and course development – both revisions to existing modules/courses and devising new ones</p> <p>e</p> <p>f</p> <p>g</p> <p>h</p> <p>i</p> <p>j</p>	<p>Teaching/learning methods and strategies As for Knowledge and Understanding</p> <p style="text-align: center;">→</p> <p>Assessment As for Knowledge and Understanding</p>
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<p>C2(iii) Subject Specific Practical Skills</p> <p>a. The role of learning technologies in teaching – both advantages and limits</p> <p>b. A 'hands-on' experience of both traditional and innovatory methods of teaching</p> <p>c. Knowing how to assess work and give</p>	<p>Teaching/Learning methods and strategies</p> <ul style="list-style-type: none"> -Use of experienced lecturers as well as the teaching team to introduce different ways of teaching (module 3) -Short courses by teaching team members and experienced academics - short demonstrations by experts - reflection on own practice.
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<p>feedback to learners</p> <p>d. Knowing how to support and advise their own students.</p> <p>e. Develop effective learning environments</p>	→	<p>Assessment Teaching Observations Evaluation of reflective reports written by the student Evaluative conversations both with peers and members of teaching team (especially module 2)</p>
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<p>C2(iv) Key Skills and Attributes</p> <p>a. Learn to respect individual learner differences and learning styles and how to use this knowledge to promote effective learning</p> <p>b. Promote HE learning communities both inside and outside the institutional context</p> <p>c. Understand the importance of equality of opportunity and how to apply and use this value in the context of one's own teaching</p> <p>d. Understanding how academic practice may benefit from quality assurance and how this might work in specific contexts</p> <p>e</p> <p>f</p> <p>g</p> <p>h</p> <p>i</p> <p>j</p>	→	<p>Teaching/Learning methods and strategies As for Subject Skills</p> <p>Assessment As for Subject Skills</p>
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SECTION D1: COURSE PROFILE AND AWARD REQUIREMENTS

Please insert (i.e. cut and paste) the course profile here or complete the following boxes, as appropriate. If you insert the course profile, please ensure that the NOTICE below about changes to units is retained.

Each box relates to a year of study. If the programme is part-time or offers a part-time option, please extend the number of years as appropriate (maximum = 9).

NOTICE: Whilst the University will make every effort to offer the units listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment numbers or sabbatical leave. Where this is the case, the University will endeavour to inform students.

Year 1	<p>Core, Compulsory and Optional Units</p> <p>Each Module is 20 Credits</p> <p><u>PGCERT</u> – 3 Modules</p> <p>Module 1: Exploring the Academic Role Module 2: Evaluating Teaching Module 3: Ways of Teaching</p> <p><u>Diploma</u> – a further 3 modules Module 4: The Role of research and Scholarship in Teaching and Learning Module 5 and 6: Project in Academic Practice</p> <p><u>Full MA</u> Dissertation</p> <hr/> <p>The PGCert is taken over 2 years (by exception, 3). There is flexibility as to when each module is taken although participants always start with Module 1. The Diploma and MA are also normally taken over 3 years (to be completed within a maximum of 5 years).</p>	<p>List pre- and/or co-requisites and any professional body requirements</p> <p>PGCert meets Higher Education Academy requirements for HEA Fellow (Descriptor 2 of the Professional Standards Framework)</p> <p>Progression Requirements or Award</p> <p style="text-align: center;">↓</p>
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Year 2	Core, Compulsory and Optional Units	List pre- and/or co-requisites and any professional body requirements
		Progression Requirements or Award

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Year 3	Core, Compulsory and Optional Units	<p style="text-align: center;">↓</p> List pre- and/or co-requisites and any professional body requirements Progression Requirements or Award
Year 4 (if relevant)	Core, Compulsory and Optional Units	<p style="text-align: center;">↓</p> List pre- and/or co-requisites and any professional body requirements Progression Requirements or Award

SECTION D2: REGULATORY FRAMEWORK FOR AWARDS

D2a Regulatory Framework: <i>(please tick against the relevant framework)</i>					
Common Course Structure for Undergraduate Programmes (CCS)					
NAM Common Course Structure (NAM-CCS)					
Common Regulatory Framework for Postgraduate Programmes (CPG)	Y				
It is expected that all new degree courses will conform to the common University regulations (either to CCS, NAM-CCS or CPG, and the associated Instructions to Examiners).					
D2b Degree Classifications <u>For First degree programmes</u>					
i) Weighting (in percentage terms) which each year of the course contributes to the calculation of the degree classification.					
(Part-time Programmes)					
Year 1	Year 5				
<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>				
Year 2	Year 6				
<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>				
Year 3	Year 7				
<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>				
Year 4	Year 8				
<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>				
	Year 9				
	<input style="width: 100px; height: 30px;" type="text"/>				
ii) Please indicate whether an aggregate mark and/or the University marks profile is taken into consideration for the purpose of determining degree class.					
D2c Postgraduate Awards					
i) Are (any) units assessed on a pass/fail (instead of numerical) basis?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">YES</td> <td style="width: 50%; text-align: center;">Y</td> </tr> <tr> <td style="text-align: center;">NO</td> <td></td> </tr> </table>	YES	Y	NO	
YES	Y				
NO					
If so how many credits are assessed on a pass/fail basis	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">...120.....</td> </tr> </table>	...120.....			
...120.....					

ii) Can the award be conferred with distinction?

YES	
NO	

iii) On what criteria is the distinction awarded? (See also the Regulations for the Common Postgraduate Regulatory Framework.)

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 he/she 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 unit can be found in the study unit 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.