

## Course Specification

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<b>Produced By:</b>	Oliver Jones
<b>Status:</b>	Validated

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## Core Information

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<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Education		
<b>Course Code(s):</b>	ED091P31UV	Part-time	2 Years
<b>Course Title:</b>	PG Diploma in Professional Practice in Higher Education		
<b>Hierarchy of Awards:</b>	Postgraduate Diploma Professional Practice in Higher Education Postgraduate Certificate Professional Practice in Higher Education University Statement of Credit University statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	15/Apr/2021		
<b>Last Review:</b>			
<b>Course Specification valid from:</b>	2020/1		
<b>Course Specification valid to:</b>	2022/3		

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## Academic Staff

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<b>Course Leader:</b>	Laurence Eagle
<b>Head of Department:</b>	Mrs Diana Bannister

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# Course Information

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<b>Location of Delivery:</b>	University of Wolverhampton
<b>Category of Partnership:</b>	Not delivered in partnership
<b>Teaching Institution:</b>	University of Wolverhampton
<b>Open / Closed Course:</b>	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

If entering in the Certificate phase, active teaching throughout the course in a higher education setting (at least 24 hours) and specifically 10 teaching hours over the first 2 semesters in the year of entry.

For direct entry to the Diploma phase, a Postgraduate Certificate related to learning and teaching in higher education within five years of the course start date. Recognition of Prior Learning will be required.

An Hons degree in any subject.

English language skills IELTS 6.5

## Distinctive Features of the Course:

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This course enables you to develop your own academic practice after studying any post graduate certificate related to learning and teaching in higher education. Successful completion of the course will lead to 120 credits at level 7 which will allow you to progress to a Masters in Education.

A distinctive feature of this course is that you will do an initial assessment of your capabilities related to academic practice drawing on national competencies so you can reflect on and develop your knowledge, skills, values and behaviours in line with the sector-wide initiatives.

You will develop the confidence and skills as a practitioner researcher to undertake a small scale project within your own context informed by current practice and academic reading.

## Educational Aims of the Course:

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This course aims to enhance your professional academic practice through reflection and personal development following on from any postgraduate certificate in learning and teaching in higher education. You will engage in a work-based project within your own context after exploring research methodology and scholarship in learning and teaching. You will assess your own capabilities against a set of given competencies, plan how you will develop your skills and abilities and provide evidence of your continuing professional development to meet your goals. You will engage with colleagues across the sector to inform your own professional practice.

## Intakes:

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September  
January  
May

## Major Source of Funding:

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## Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Part Time	£2134.00
2021/2	H	31	£2183.00

## PSRB:

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None

## Course Structure:

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### January (Part-time)

#### Year 1

Module	Title	Credits	Period	Type
7ED048	Contemporary Learning, Teaching and Assessment in Higher Education	20	INYR	Core
7ED049	Inclusive Curriculum by Design in Higher Education	20	INYR	Core
7ED050	Contemporary Challenges and Opportunities in Higher Education	20	INYR	Core

### January (Part-time)

#### Year 2

Module	Title	Credits	Period	Type
7ED052	Scholarship and Research in Learning, Teaching and Assessment within Higher Education	20	INYR	Core
7ED053	Work-based Learning in Practice	20	CRYRA	Core

**Group 01 | Min Value: 20 | Max Value: 20**

7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	20	SEM2	
7ED013	Independent Study	20	SEM2	
7ED017	Learners in the Digital Age	20	SEM2	
7ED019	Assessment and Learning	20	SEM2	
7ED055	The Virtual Teacher	20	SEM2	

## September (Part-time)

### Year 1

Module	Title	Credits	Period	Type
7ED048	Contemporary Learning, Teaching and Assessment in Higher Education	20	IN YR	Core
7ED049	Inclusive Curriculum by Design in Higher Education	20	IN YR	Core
7ED050	Contemporary Challenges and Opportunities in Higher Education	20	IN YR	Core

## September (Part-time)

### Year 2

Module	Title	Credits	Period	Type
7ED052	Scholarship and Research in Learning, Teaching and Assessment within Higher Education	20	IN YR	Core
7ED053	Work-based Learning in Practice	20	IN YR	Core

**Group 01 | Min Value: 20 | Max Value: 20**

7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	20	SEM1	
7ED013	Independent Study	20	SEM1	
7ED017	Learners in the Digital Age	20	SEM1	
7ED019	Assessment and Learning	20	SEM1	
7ED055	The Virtual Teacher	20	SEM1	

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

Academic Regulations Exemption:

**Section 1.2.3 - Exemption for delivery outside the standard University Academic Calendar in order to enable students to commence their course within the period stipulated for probation and employment purposes.**

Effective date: January 2020.

APPROVED (by Chair's Action on 9/1/2020).

Reference Points:

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[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010)

Master's Degree Characteristics (QAA)

Learning Outcomes:

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PGCert Course Learning Outcome 1 (PGCCL01)

Critically evaluate and apply current theories of teaching, learning and assessment in higher education underpinned by a systematic review of current and relevant literature to enhance the student experience.

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PGCert Course Learning Outcome 2 (PGCCL02)

Demonstrate a critical awareness of current problems and/or new insights related to higher education, much of which are at, or informed by, the forefront of their academic discipline and can be applied to their professional practice.

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PGCert Course Learning Outcome 3 (PGCCL03)

Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

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PGCert Course Learning Outcome 4 (PGCCL04)

Demonstrate 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 in the discipline in higher education.

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PGCert Course Learning Outcome 5 (PGCCL05)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks within the context of your academic practice.

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PGCert Course Learning Outcome 6 (PGCCL06)

Provide evidence to meet the criteria of Descriptor 2 in the UK Professional Standards Framework in terms of areas of activity, core knowledge and professional values appropriate to successful academic practice in higher education.

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PGDip Course Learning Outcome 1 (PGDCL01)

Critique and apply research and scholarship of current issues relating to learning and teaching in Higher Education to inform your professional practice.

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PGDip Course Learning Outcome 2 (PGDCL02)

Demonstrate a comprehensive understanding of research and evaluation methodologies applicable to your own research and scholarship in learning and teaching foregrounded in role of a practitioner/researcher

considering the ethics of a duty of care to different stakeholders including yourself, your students, your colleagues and your employer.

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**PGDip Course Learning Outcome 3 (PGDCLO3)**

Assess, plan, develop and negotiate relevant skills and capabilities to advance your knowledge and understanding of learning and teaching in Higher Education.

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**PGDip Course Learning Outcome 4 (PGDCLO4)**

Evaluate complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

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**PGDip Course Learning Outcome 5 (PGDCLO5)**

Demonstrate creativity and originality in tackling and solving problems, and act autonomously to plan, conduct and report on an authentic work-based project related to learning, teaching in Higher Education.

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**PGDip Course Learning Outcome 6 (PGDCLO6)**

Demonstrate the qualities and transferable skills necessary for employment requiring: a) the exercise of initiative and personal responsibility b) decision-making in complex and unpredictable situations c) the independent learning ability required for continuing professional development

**Overview of Assessment:**

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<b>Module</b>	<b>Title</b>	<b>Course Learning Outcomes</b>
7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO6
7ED013	Independent Study	PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO6
7ED017	Learners in the Digital Age	PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO6
7ED019	Assessment and Learning	PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO6
7ED048	Contemporary Learning, Teaching and Assessment in Higher Education	PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6
7ED049	Inclusive Curriculum by Design in Higher Education	PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6
7ED050	Contemporary Challenges and Opportunities in Higher Education	PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6
7ED052	Scholarship and Research in Learning, Teaching and Assessment within Higher Education	PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO6
7ED053	Work-based Learning in Practice	PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
7ED055	The Virtual Teacher	PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO6

**Teaching, Learning and Assessment:**

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This course adopts a predominately flipped learning approach defined as,

*"Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter".* Flipped Learning Network

The course is organised around a limited number of whole day face-to-face events throughout the year, where participants take part in a range of activities including a variety of group discussions, presentations and e-learning events. In addition participants will be required to take part in group on-line learning tasks between the face-to-face meetings and the cohort will also be placed in learning sets to enable discussion and to provide peer support during the programme. Individual tutorials with tutors and mentors are also part of the programme which requires independent reading and research to supplement the course materials and resources.

As an individual you are expected to engage with materials online, (video, ejournals, ebooks, discussion and peer learning sets) and that in the face-to-face groups you will be working in dynamic peer groups. It is expected that prior to the face-to-face you will have looked at the relevant materials. You are then required to contextualise your learning to your own setting and to consider the wider context in which higher education operates and how this might impact on your academic practice. In the face-to-face session you will be working in small groups based on activities set by the tutors. In these groups you will be sharing your ideas and practices and feeding back to the wider group in a variety of ways including verbal debates, concept maps, bullet points and definitions on flip chart paper.

## Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

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General University support:

University Libraries are the key source of academic information for students. Libraries provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Libraries also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

The libraries also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: [www.wlv.ac.uk/lib/skills](http://www.wlv.ac.uk/lib/skills)

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

## Course Specific Support

Canvas, our virtual learning environment (VLE) is fundamental to your learning on this course. Each module

has a canvas course related to it and you will also be using the canvas course 'Academic toolkit'. As soon as you have enrolled on the course you will have automatic access to the module courses. In the induction sessions we will make sure you can access canvas.

Evision is the student management system where you will find course and module information and where your grades will appear.

For this course you are classed as a student so you will need to access evision and canvas using your student identity – student number and password. Please be aware that you will also get a student email address and this is the one that the university will use for any communication with you as a student. You should also be aware that your own students might not know which email to use to contact you so it is a good idea to link your student and staff email addresses. Go to <https://www.wlv.ac.uk/its/self-help/university-email/email-for-students/configuring-live-mail/>

If you have a disability that may have an impact on your learning then as a student you should contact the Student Support and Wellbeing (SSW) <https://www.wlv.ac.uk/current-students/student-support/student-support-and-wellbeing-ssw/advice-for-students-with-disabilities--splds/> With your permission, Tutor Awareness Sheets are sent via evision to your module leaders.

All tutors are either Principal or Senior Fellows of the HEA. Those with responsibility for supporting participants can demonstrate current knowledge and understanding of the requirements for the relevant category of HEA fellowship. Module tutors will be available for tutorials by appointment. Academic study skills are developed throughout the face-to-face sessions and during participation in the on-line tasks. Tutors take a developmental coaching and mentoring approach that means that we will enable you to gain your own insights into your own academic practice and help your own personal development planning.

### Employability in the Curriculum:

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The PG Dip in Professional Practice in HE is an opportunity for you to gain credit bearing qualification related to learning, teaching and assessment in Higher Education. The PG Cert AP can be followed by a PG Dip in Professional Practice in HE, Masters in Education and Professional Doctorate in Education (Educational Enquiry) Ed.D. You will be able to enter the PG Dip PP with a PG Cert related to learning and teaching from another higher education provider through recognition of prior learning. Throughout the curriculum will be asked to reflect on and contextualise your learning to your own settings. You will also be asked to consider the impact of contemporary and future policies, strategies and issues that could affect your academic practice. Reflecting on your academic practice is a key fundamental core characteristic of this course you will be able to tailor your assessments to suit your current and future employability aspirations.

